



International
Labour
Organization



IOM
UN MIGRATION



Funded by the
European Union



UNHCR
The UN Refugee Agency



UNODC
United Nations Office on Drugs and Crime

ACTIVITY REPORT

A9714775: Access to Decent Work for
Refugees and Other Forcibly Displaced
Persons

28 March – 06 May 2022

On line



MIGRATION MANAGEMENT
PROJECT

Contents

Background and methodology.....	
Objectives.....	
Learning analytics	
Agenda	



ACTIVITY SUMMARY



E-LEARNING ON ACCESS TO DECENT WORK FOR REFUGEES AND OTHER FORCIBLY DISPLACED PERSONS

28 MARCH – 6 MAY 2022

🕒 6 WEEKS, 60 HOURS



PROSPECTS



Activity code	A9714775
Dates	28 March – 06 May 2022
N° of participants	40
Language(s)	English, French
Activity Managers	Miriam BOUDRAA
Activity Coordinator	Christophe Marion

1. Background and methodology

Globally, more than 84 million people are forcibly displaced by conflict, violence and human rights violations, overwhelmingly in emerging economies. The wider socio-economic consequences of forced displacement have triggered intense global debates on how to develop appropriate and sustainable policy responses to these challenges, including in a COVID-19 context.

The course is based on the ILO's 2016 Guiding Principles on the access of refugees and other forcibly displaced persons to the labour market, ILO standards, other human-rights instruments and existing good practices. This course is for policymakers and practitioners seeking to design and implement measures to facilitate the access of refugees and other forcibly displaced persons to the labour market, and to promote inclusive employment strategies and policies.

This online course provides an overview of different measures that aim to facilitate access to employment for refugees and other forcibly displaced person.

- Key concepts and dynamics related to forced displacement, as well as the importance and impact of employment on livelihoods and self-reliance
- International legal and normative frameworks, as well as legislative and administrative conditions and practices governing and enabling access to labour markets
- Employment policies, strategies, and instruments that enable access to decent work
- Group work on case studies – Ethiopia, Jordan, South Africa, Pakistan and Turkey complementing the course content

Methodology

The course consisted of a number of online modules offered through the ITCILO e-Campus online platform to be completed over a period of six weeks, from 28 March to 06 May, for an estimated 60 learning hours. The course was broken down into three phases:

- **Flexible learning (asynchronous):** self-guided online learning on e-campus, forum of discussion facilitated by experts and assessment throughout the different phases of the course.
- **'Real time' learning:** Live interactive sessions and engaging video presentations by highly experienced trainers, blended with individual and collaborative group exercises, peer-to-peer assessment and online technical forums on eCampus
- **End of course assignment (asynchronous):** Individual assignment applying the teachings acquired during the course

Evaluation

- **6 weekly quiz:** each quiz composed of 10 questions with multiple choices (60% of course assessment)
- **Group work:** after two specific working sessions each group presented during the final webinar the draft of the main elements of their Labour Migration policy (20% of the course assessment)
- **Final assignment:** individual written assignment (20% of course assignment)

+ Active participation: An Extra 10% was given to participants who were particularly participatory during group work and on the forum of discussion (only used if the participant needed it to get this certificate of achievement)

Participants who successfully complete all assessments including the final assignment and reached at least 60 points received a **Certificate of Achievement**.

Participants who completed most of the assessments and reached 30 up to 59 points received a **Certificate of Participation**

2. Objectives

Specific learning objectives:

The main aim is for participants to address labour market issues and to promote employment-based responses to refugee situations. In particular:

- Identify specific challenges and opportunities, including the gender dimension of access to decent work and self-reliance
- Utilize international human rights and refugee legal frameworks, including fundamental principles and rights at work and the ILO's 2016 Guiding Principles
- Propose relevant legal and policy options to improve labour market access at the local and national levels
- Access tools and methodologies to address the labour market impacts and promote employment-based responses to refugee situations.

Content of the course:

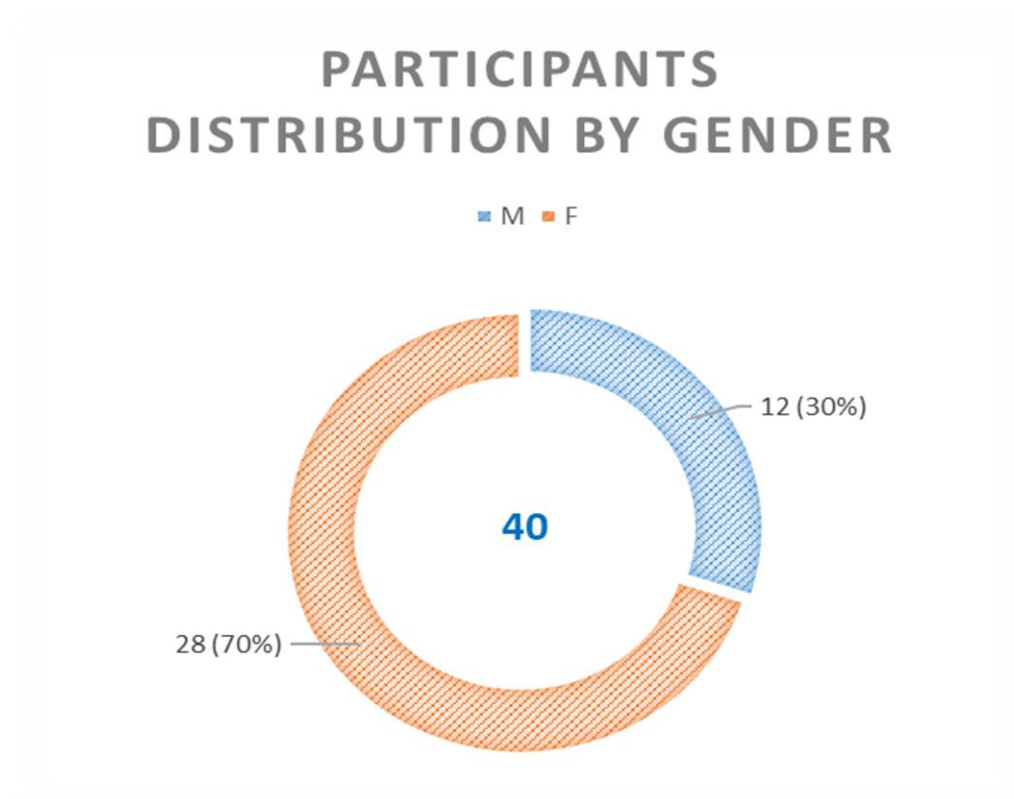
The course content focused on:

- Legal and governance framework
- Socio-economic and labour market impact
- Evidence of Decent Work Deficits
- Thematic focus: role of national and social partners
- Promoting Employability and Capacity building
- Inclusive employment policies
- Examples of local integration initiatives
- Partnerships
- Presenting your own experience

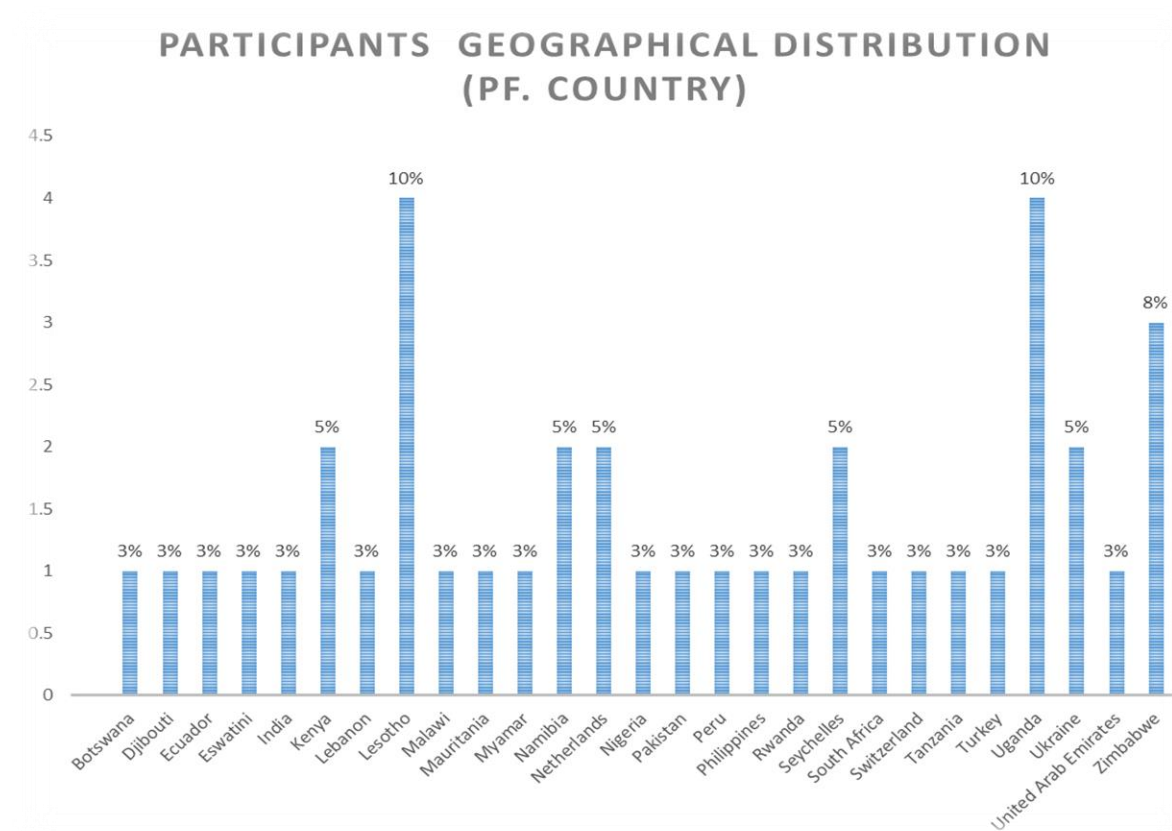
In addition **two optional webinars** were added to the course, specifically to the group work

3. Learning analytics

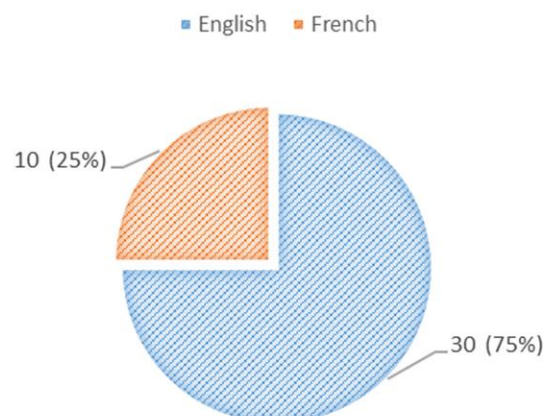
Profile of the participants



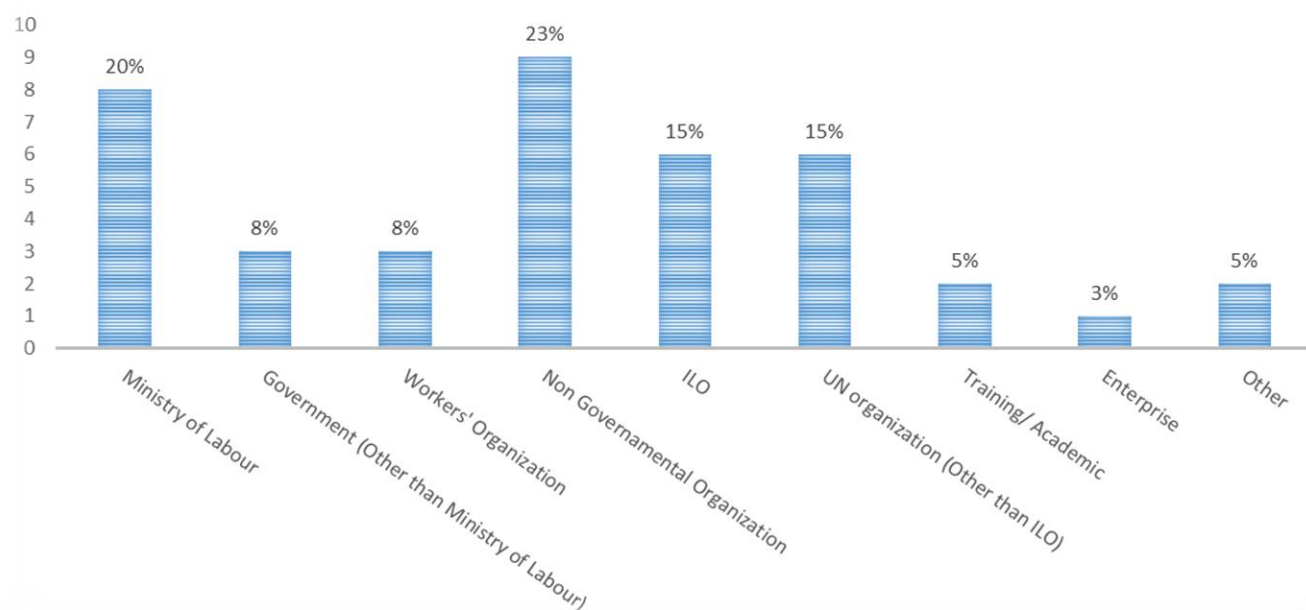
16 participants were coming from the SADC region (15 were financed by the SAMM project)



LANGUAGE OF PARTICIPANTS

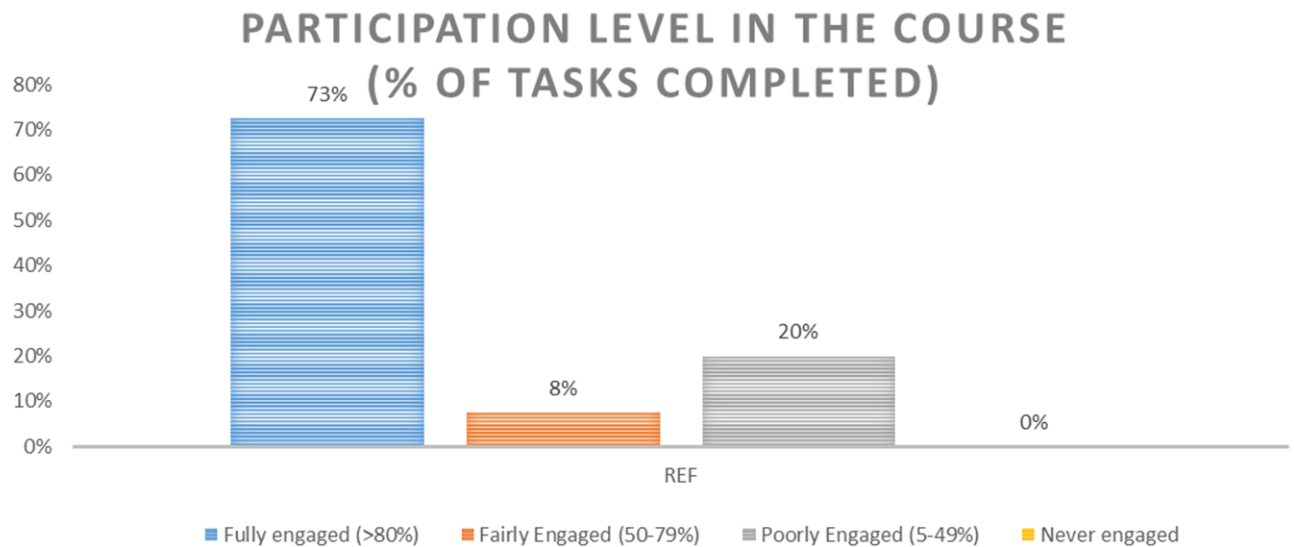


PARTICIPANTS BY ORGANIZATION TYPE

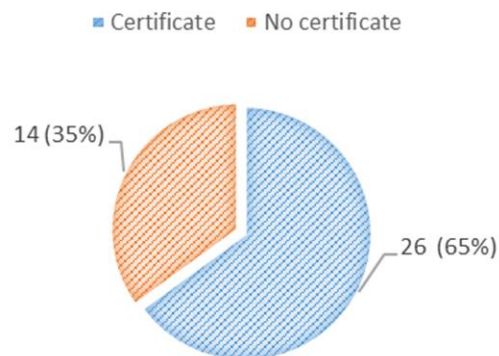


Success rate

Completion rate of the tasks in the eCampus page resulted really high: 73% of participants were fully engaged (had completed all or most of the activities), 8% submitted at least half of the tasks and 20% have completed some.

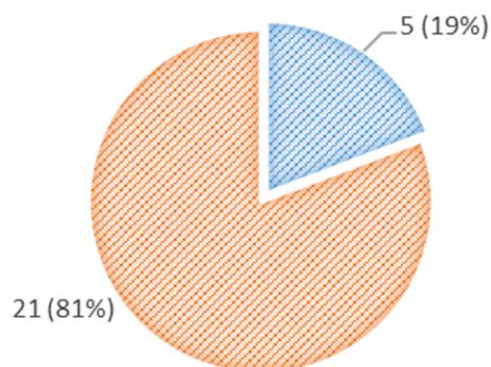


BREAKDOWN OF PARTICIPANTS SUCCESS RATE



TYPE OF CERTIFICATE

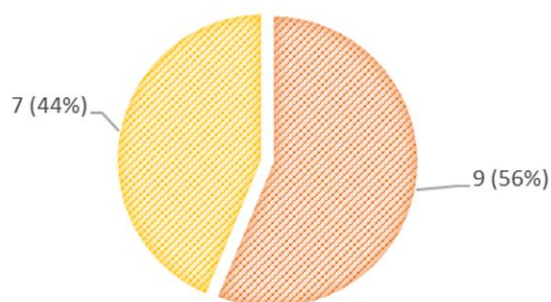
■ Participation ■ Achievement



In particular the SAMM sponsored participants had the following results:

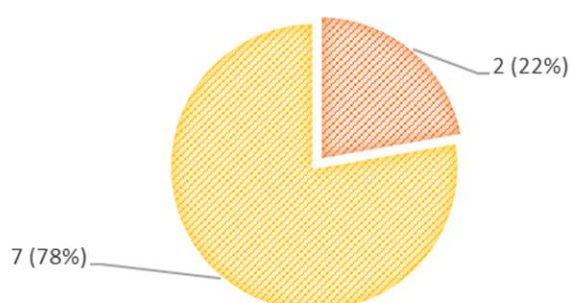
SAMM PARTICIPANTS SUCCESS RATE

■ Certificate ■ No certificate



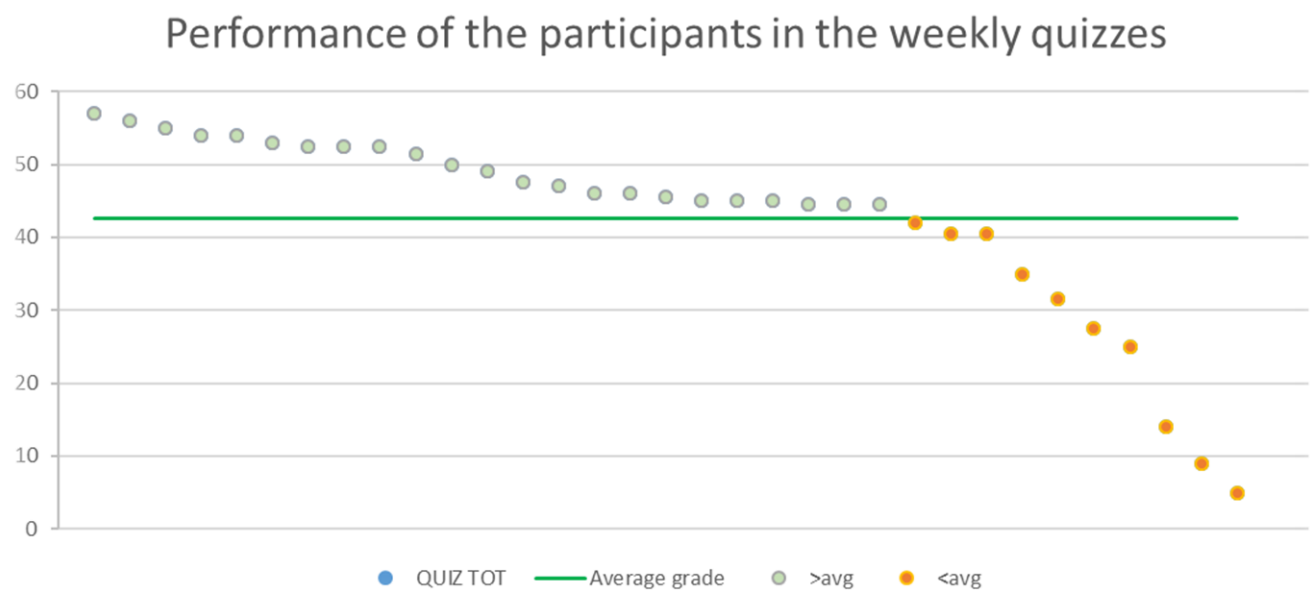
TYPE OF CERTIFICATE (SAMM PARTICIPANTS)

■ Participation ■ Achievement



Weekly quizzes result

- Average score 42.65/60
- 23 participants over performed the average score



Group work

The participants were divided in 5 groups representing 5 different countries/case studies: each team nominated an “Ambassador” to coordinate the group work and liaise with the course assistants/tutors.

The main task was to outline a strategy to achieve a decent work objective.

19 out of 40 participants actively participated in the group work and each group managed to present their final elaborate during the last webinar of the course

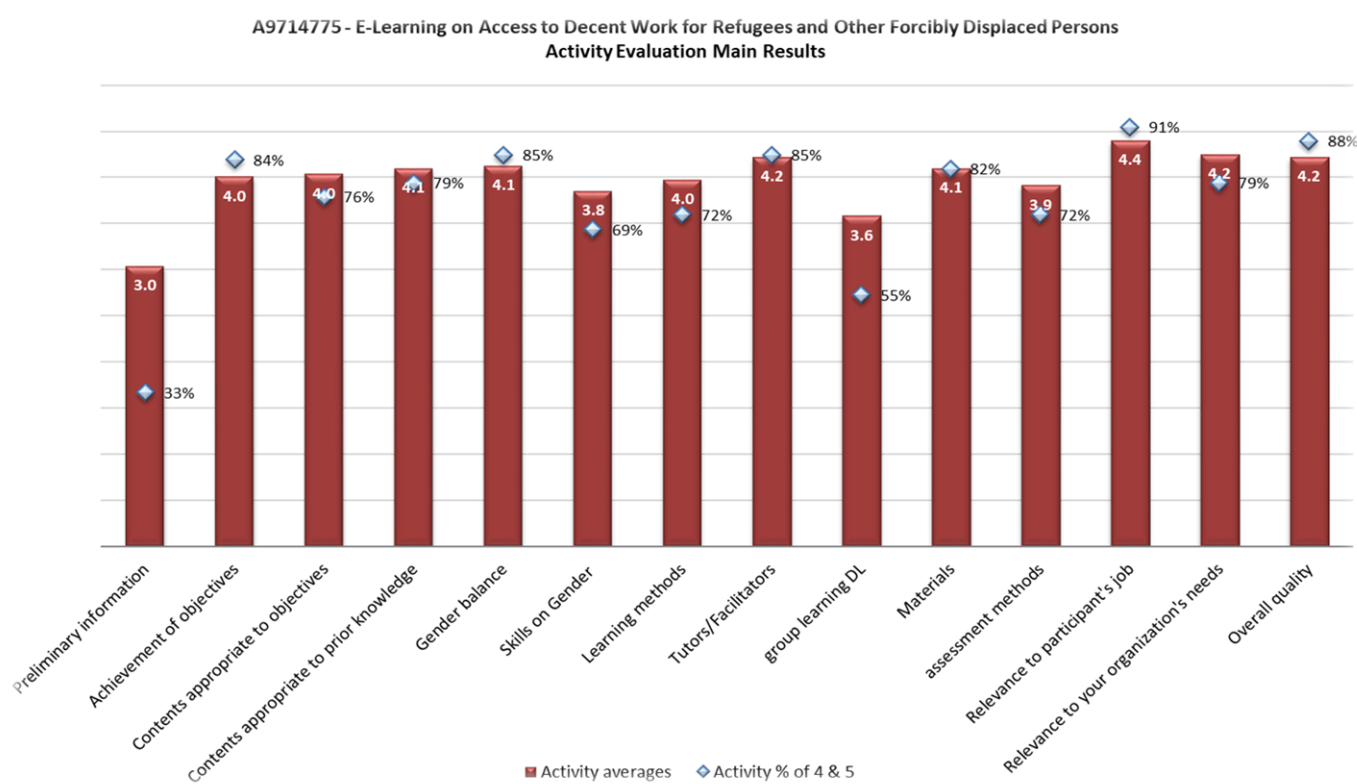
Final essay

20 out of 42 participants submitted their final individual assignment. The participants had to apply what learned during the course to their own context, by producing an essay of more or less 1500-2500 words. The assessment was based on the following components:

- 3 points : clarity of the subject and outline
- 7 points : alignment with content of the course
- 7 points : coherence of the recommendations
- 3 points : mainstreaming a gender perspective.

Final evaluation

A final evaluation questionnaire was sent to participants after the end of each course. In addition to multiple choice questions where participants could indicate their appraisal on a scale from 1 to 5 with 1 being the lowest, a number of open ended questions were also included to encourage participants to share reflections on what was most useful to them and suggestions for improvement of future editions. The graph below offers a visual representation of the participants' responses to the multiple choice questions.



Q: Which three aspects of the activity do you think were the least useful?

Non, all were useful
the live webinars. i hardly have the time to participate there.
All aspect of the course was useful to me
Non
everything was important
1-Break out rooms
2-Method of Assigning Case studies
All activities were properly planned and very useful
pre recorded lectures
Group work.
Quizes
In my case, sadly, the group work, as only two persons engaged in the discussion but with very limited availability so it was practically individual work, still interesting to review a real case study though.
Excessive reading materials (lack of time)

The group activity
If you mean formats of work by "aspects", the group work wasn't very efficient due to time zones' difference and other reasons for non-availability of the group members for meetings. The time for the group work, considering busy schedule of the course participants, was insufficient
Group work
Discussion online with peer learners
Too much emphasis on the group activity, we work full time and also are in different time zone locations. This works well in face-to-face learning but not that much when learning online.
The entire activity was useful to me.
No
I felt that there was too much emphasis on describing ILO programmes and not enough on critical analysis. Thus it felt a little self-promotional rather than really understanding the interventions that were genuinely transformational.
1) In my view the questions in the quizzes and the correct responses were not always trying to access and capture and assess the general knowledge of the students. I feel that sometimes were trying to capture if you remember the exact wording of a paragraph/sentence in any of the modules' contents. 2) The limited time to discussed particular issues/objectives of the participants in the course. 3) the fact that we didn't have the chance to follow up on particular issues raised during the different modules.
Group work
live webinars (too long sometimes)
PARTNERSHIP, SOCIAL COHERENCE AND REFUGEES AND FORCED DISPLACEMENT CONCEPTS, TRENDS PROCESSES.

Q: Which three aspects of the activity do you think were the most useful?

Child labor, Gender equality in work, partnerships
I prefer the opportunity to take my time and do the modules when i am free because sometimes i cannot attend the live webinars
pre-recorded sessions
All aspect of the activity are useful to me
Almost all aspects
ILO tools, experiences from other contexts and Webinars
1-Legislative and policy frameworks
2-Case Studies
3-Question and Answer sessions
All activities and topics were very useful
the webinars, participants stories and modules
Articles, websites and resource persons
Pre-recorded sessions
Having different expert practitioners every week from different contexts.
The pre-recorded short videos (perfect and concise on the subjects), the zoom meetings, the recorded zoom sessions
presentations , videos and the quizzes
Self-guided modules and working on the essay - the most useful
All aspects were useful-5
the impact and possible solutions.
Assessment exercises, pre-recorded sessions
Case Studies, Refugee Protection Systems
The pre-recordings, weekly quizzes and group work
_Materials
The case studies, group work and weekly webinars
Legal and government framework, protection and decent work, employment policies, strategies and instruments

The session with Prof Zetter was excellent!
1)the material available for each of the modules 2) the good quality of the webinars and the possibility to interact with the different facilitators 3) the idea of build groups a prepare presentations as we did.
Fundamental principles and rights at work
Informality and transition to formality
Gender and discrimination
self-guided modules, pre-recordings and recommended readings. Also that live webinar recordings are published, so it is possible to look at them later.
UNHCR'S PROTECTION FRAMEWORK, ACCESS TO SOCIAL PROTECTIONFOR REFUGEES & GROUP WORK

Q: How would you suggest the tutors, learning adviser or assistant improve the overall quality of their contribution?

Create downloadable videos on the E-Platform. U-Tube is complicated and costly
I FIND NO FAULT WITH IT
i suggest that the lecture note presented each day should be sent to students personal email. This will help the student to go over what they were thought.
They are good.
internet quality
Presentation to be shared well before time.
More interaction between students and class tutor.We should similarise the course and online learning to a physical classroom set up
Better avps
Be more concise and shorter webinars at times where all can join
more variety of times for the zoom meetings, and to catch up with experts on different days, and be able to communicate more with them in smaller groups perhaps. As well as improve communication among the participants as I believe it was an even harder task online.
To mnitor group activities
I woul suggest pre-course questionnaire collecting info on practical needs of the course participants and then really adupting the course content and cases to the needs of participants. It is also related to relevant conuntry/regions cases
They should created more time to discuss the issues that are affecting the different persons
more hands on data on how to overcome the crisis
Maintain the good interaction
- A presentation on the cases by each of the expert would be extremely helpful and can be organized using the "lab" methodology.
Shorten the webinars and make them as practical and as interactive as possible. Listening to speakers for an hour and a half is not productive
So far so good. All request made have been attended to
I found the tutor's quality of delivery quite satisfactory
A webinar for the learners to share their experiences from their different countries
Overall quality of the training is quite good.
As above, a more critical and empirical analysis to the structural problems and the interventions that were genuinely transformational, rather than a shopping list of everything that the ILO has done! I didn't really hear anyone say 'what failed' - which is an important aspect of critical analysis.
1)follow up on some of the issues raised during the webinar and group presentations.2)to have an additional session/webinar to provide feedback on several issues that were raised during the different webinars 3)to have the chance to discuss and develop a subject for the final essay with the assistance of the tutors.
Their contribution was very good
keep interactions shorter during live webinars
THE TUTORS ARE PERFECT

Q: What three pieces of advice would you give us for improving future activities of this kind?

Create downloadable videos on E-platform
TO BE COGNISANT OF TEH FACT THAT NOT ALL OF US CAN PARTAKE IN THE LIVE WEBINARS BUT FIND TIME IN TEH EVENING TO CATCH UP.
MAYBE THE SIX WEELS IS NOT ENOUGH TO LEARN EVERYTHING, WE END UP LEARNINGTO RESPOND TO THE QIESTIONS AND QUIXZZES THAN ENHANCING OUR KNOWLEDGE. OF COURSE WHAT YOU READ YOU WILL REMEMBVER
Most times we experience bad network/audio when the lecture or presentation is made by the facilitators and we maynot have enough data to download or listen to the video on ecampus dashboard. Its therefore important that the lecture note/presentation slide be sent to the student personal email, this will go along way to help students to go over what was thought for effective learning.
Nothing for now
more time for the courses, share all documents and presentations and based explanations on experiences from fields
1-On time start of the session.
2-On time end of the session.
3-Internet destruction of the facilitator s-in some cases.
Creation of a whatsapp group for purposes of managing the class in a less expensive virtual platform
More time should be allocated to each module
Avoid group work, the time differences and schedule make it difficult
See above
1. From time to time, try to initiate the live webinars with a short interactive exercise as you did with the first introduction webinar, I believe this helped to catch attention from the beginning of the session.
2. Be more clear in the information flyer/website of the course about what would be expected from participants. For example, I was not aware of the live webinars, their frequency, and the time. In the end, I organized myself to participate but a heads up before applying would have been great.
3. Make mandatory at least one of the live webinars for the group work, otherwise, unfortunately, it's difficult to engage with some participants.
I would suggest dedicating extra time for this course as the time given to participate and complete the activities does not do it justice or give participants enough of a chance to absorb such an intense and new topic for some like myself. I loved it. I also suggest that hopefully in the future the course would be in person as it could be a lot more interactive, more concise readings rather than providing so much material that's difficult to cover in little time, organizing the group work at random but take into consideration time zones, it was very difficult for some of us to coordinate and communicate, and in certain groups one or two people were able to carry out the work. Definitely a longer course would be best next time, more variety of times for the zoom meetings, and to catch up with experts on different days.
1)To turne the group work from working on "dead cases of past experience" to the ongoing laboratories working on actual cases of the particiapnts addressing real current needs. Also that could by an alternative to classic case studies we had. I ,ean, provide both options 2) Better motivating participants to exchange their practical cases/experience. Possibly, by slightly changing the attitudes and treating course participants and lecturers as experts possessing unique experinece 3) More time for the self-guided modules, group work and the course in general
more time for group discussions.
Group work needs a bit more monitoring to ensure that everyone participates
- This activity takes too much time from people who work full time. Consider using less "academic/traditional school" methods, we are all working professionals and not students.
Award of certificates shouldn't be delayed for too long as participants are eagerly waiting to receive their Diploma from ILO. More training opportunities beyond the diploma be organized for the participants who have done the diploma training
Longer timeframe for virtual training will be helpful for the participants as this is very heavy coursework training with a lot of reading materials.
Many of the advises were already shared in the previous answers. Additionally I would say to develop a mechanism to ensure that all members of the groups have a participation in the final

presentation 2)to receive support of the tutor to define the subject of the final essay 3) As I said to have an additional webinar to receive feedback on issues raised in previous webinars that remained unanswered.
Less group work. Due to workload and schedule
Schedule the live webinars later in the day, it is difficult to take time off work in the middle of the day, it almost always coincided with other meetings.
THE ACTIVITIES ARE PERFECT.






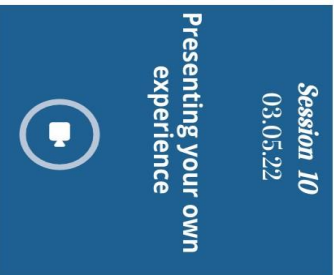









Q: How would you suggest improving the training material?

I was satisfied with the training material
ITS PERFECT BUT TOO MUCH TOP GRASP IN A SHORT TIME.
no suggestion
The training materials are fine.
with more examples from other contexts
More specific in nature material be made available to participants.
The training material was continuously updated and therefore very relevant
It is okay
Na
Reduce the bulky reading material
Have more diversity in the different forced displacement contexts when choosing each week's presenters.
Training material was perfect, but providing and maybe discussing specific reading material on various topics would have given us a chance to review readings that were harder to go through due to lack of time and other obligations.
To have shorter sessions
It is good. No suggestions
It is very sufficient already
presentations with downloadable videos
Continue making videos related to the content provided
These courses should be physical
Practical case studies/competitions that would include developing NOW-HOW in tackling the refugee crisis
So far so good
Materials are organized in form of handouts so that one is able to print them out.
it will be good if you share the powerpoints presentation and recording with all the participants so that we can learn more about it after the completion of the training.
The quizzes did not really test the content covered and often (particularly on the True/False) seemed to be simplistic and leading.
The reading material was ok, but I will separate more clearly between essential and general reading material for each module. This help participants to focus more on the essential one.
Nothing to be improved
Go deeper in the subjects. I thought some subjects were too superficial, it would have been nice with more empirical evidence.
INCLUDE DOWNLOADABLE MATERIALS.

Q: How would you suggest improving the on-line platform (accessibility, navigation, collaborative work spaces)?

Create downloadable videos on E-platform
ALL GOOD TO ME
Because of the poor network/audio, i suggest that this courses should be made physical rather than online
Just to minimize the webinars to one hour.
Put online experiences from other contexts
Navigation.... to access and know about the course detail
I believe that the platform is user friendly.However I would wish to suggest placing of a software that ensures that when one is taking the quiz ,one will not be consulting some written material or Goggle
no comment
Na
The platform is ok
At the end of the course, it would be useful to have a repository with the different readings classified by themes. So we can go to one site instead of reviewing all modules.
organizing the group work participants at random but take into consideration time zones, it was very difficult for some of us to coordinate and communicate, and in certain groups one or two people were able to carry out the work. Definitely a longer course would be best next time, more variety of times for the zoom meetings, and to catch up with experts on different days. However, it was very good to have one contact point for each group to assist and support.
It is good. No suggestions
direct contact with peers
Make live recordings quickly accessible after webinars
Navigation is very confusing. The progress is updated with a delay. And structure of learning material is unclear. Self-learning/video/webinars..
It is worth making video more "entertaining" and less "head-speaking"
So far so good
Let more information be loaded on the online platform to benefit the participants for further reading after the training.
It would be helpful if there is a staff to communicate and connect among the team members for the assignments.
In general, the platform was very users friendly. The navigation to access the introduction part (preliminary reading) of each module was a bit difficult to access. Also, I had problems with some modules that despite completing them the platform was still saying pending.
There is no problem with the platform
Online platform is very good, i have no suggestions for improvement.
THE ONLINE IS PERFECT

4. Agenda

<p>Session 1 31.03.22</p> <p>Welcome and introduction to the course</p> 		<p>Session 6 19.04.22</p> <p>Promoting Employability and Capacity building</p> 	
<p>Session 2 05.04.22</p> <p>Legal and governance framework</p> 		<p>Session 7 21.04.22</p> <p>Inclusive employment policies</p> 	
<p>Session 3 08.04.22</p> <p>Socio-economic and labour market impact</p> 	<p>E-LEARNING COURSE ON ACCESS TO DECENT WORK FOR REFUGEES AND FORCIBLY DISPLACED PEOPLE</p> <p>RECORDED WEBINARS</p>		
		<p>Session 10 03.05.22</p> <p>Presenting your own experience</p> 	
		<p>Session 11 05.05.22</p> <p>Group work presentation closing and participative evaluation</p> 	
<p>Session 4 12.04.22</p> <p>Evidence of Decent Work Deficits</p> 		<p>Session 8 26.04.22</p> <p>Examples of local integration initiatives</p> 	<p>There will be two optional webinars dedicated to group work only</p>
<p>Session 5 14.04.22</p> <p>Thematic focus: role of national and social partners</p> 		<p>Session 9 28.04.22</p> <p>Partnerships</p> 	<p>Click on the video button to access the selected recording</p> 

<https://www.sammproject.org>



Funded by the
European Union