ACTIVITY REPORT

A9714785: E-learning on Fair Recruitment for practitioners

12 September – 21 October 2022

Online

Contents

ACTIVITY SUMMARY

Activity code	A9714785
Dates	12 September – 21 October 2022
N° of participants	68
Language(s)	English, French
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Activity Coordinator	Christophe Marion, Abdelrahman Hisham (co-assistant)

1.   Background and methodology

In today's globalized economy, workers are increasingly looking for job opportunities beyond their home country in search of decent work and better livelihoods. In addition, millions of workers migrate internally in search of employment. Public and private employment agencies, when appropriately regulated, play an important role in the efficient and equitable functioning of labour markets by matching available jobs with suitably qualified workers.

The new reality that the COVID-19 pandemic is creating for countries is having an enormous impact on workers' mobility across borders, particularly due to the imposition of strict limitations on international travel. In addition, the unprecedented reduction in economic activity is critically impacting all workers, including migrant workers, putting them in economic peril, and endangering their health and psychosocial wellbeing. Nevertheless, countries and businesses are and will continue recruiting workers nationally and internationally, in particular into those sectors considered essential. Recruitment practices are adapting quickly to respect COVID-19 prevention measures. This includes shifting to online modalities , looking to recruit nationally (e.g. unemployed migrant workers already in the labour market in the country of destination, or national workers), and preparing for safe and fair recruitment practices once travel restrictions are lifted. Social dialogue is essential to discuss and agree the measures to be taken.

However, concerns have been raised about the growing role of unscrupulous employment agencies, informal labour intermediaries and other operators acting outside the legal and regulatory framework that prey especially on low-skilled workers and those desperately searching for work. Reported abuses involve one or more of the following: deception about the nature and conditions of work; retention of passports; illegal wage deductions; debt bondage linked to the repayment of recruitment fees; and threats if workers want to leave their employers, coupled with fears of subsequent expulsion from a country. A combination of these abuses can eventually result in human trafficking and forced labour, which are often linked to other serious infringements of fundamental rights in the workplace. Despite the existence of international labour standards relating to recruitment, national laws and their enforcement often fall short of protecting the rights of workers. For migrant workers, these may be coupled with threats if workers wish to leave their employers, and fears of subsequent expulsion from a country.

In response to those challenges, The Fair Recruitment Initiative (FRI) was launched in 2014 as part of the ILO Director General's call for a Fair Migration Agenda. Since its launch, the FRI has been critical to ILO's work in the area of national and international recruitment of workers and has added renewed impetus and visibility to this important topic. Through the implementation of the first phase of the strategy between 2014-2019, the role of ILO and its constituents has expanded and the development of additional knowledge, tools and guidance has contributed to advancing the international debate on this subject.

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 12 September to 21 October, 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

- **5 weekly quizzes**: each quiz composed of 10 questions with multiple choices (30% of course assessment)
- **Group work**: Case Study analysis, group work sessions and final presentation (30% of the course assessment)
- **Knowledge sharing activity:** Interactive online activity aiming at sharing experiences with peers (10% of the course assessment)
- **Final assignment**: individual written assignment (30% 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 objectives of the course were the following:

- Appreciate the relevant international labour standards as well as the General principles and operational guidelines for fair recruitment and definition of recruitment fees and related costs;
- Understand the economic determinants of informal/formal recruitment and measurement of recruitment costs, in and the impact that COVID 19 pandemic is having on these;
- Analyse alternative options to private employment agencies, including via public employment agencies, workers' cooperatives and directly through accredited employers, with tripartite and bipartite supervision;
- Share good practices of laws, policies and enforcement mechanisms, including a compilation of regulatory and enforcement models that have demonstrated a measurable impact in reducing human trafficking and irregular migration;
- Understand the needs to protect the rights of workers, including migrant workers, from abusive and fraudulent practices during the recruitment and placement process.

Content of the course:

The course content focused on:

- International binding and non-binding instruments promoting Fair recruitment (including the General principles and operational guidelines)
- Policies and enforcement to promote fair recruitment
- Legislation to regulate recruitment, including licensing and monitoring
- mechanisms, complaints mechanism and effective access to remedies
- Recruitment regulation in practice
- Monitoring and Enforcement of Recruitment Regulations and access to justice
- Trade Union and NGO actions in support of Fair Recruitment
- The different recruitment processes including recruitment through private and public agencies and bilateral labour agreements
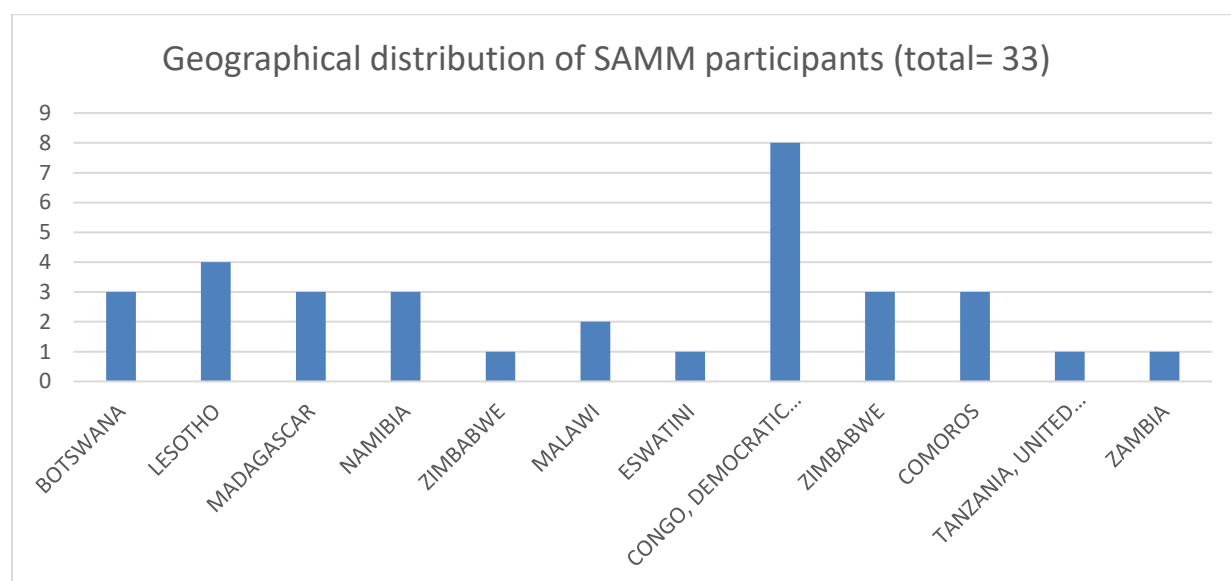
3.   Learning analytics

Profile of the participants

A total of 68 participants were enrolled in the course, from which 32 were women and 36 were men.

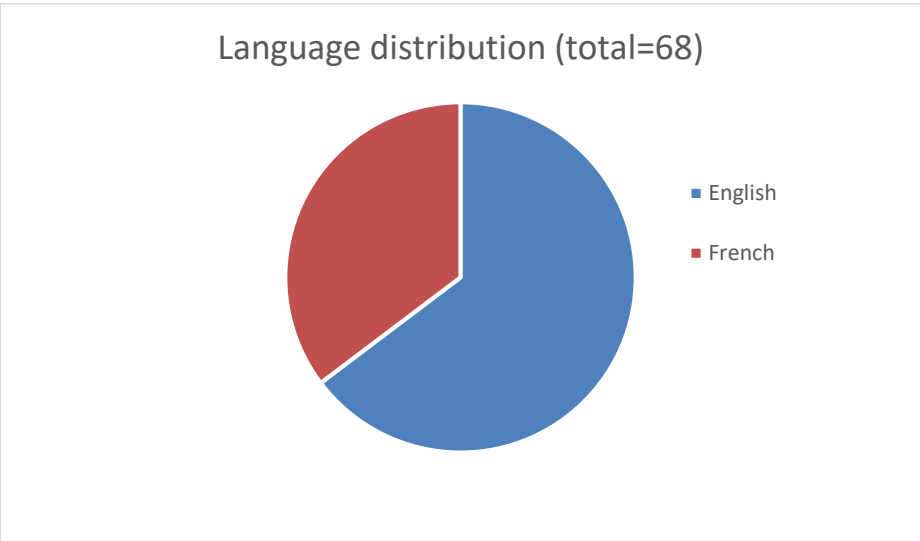Gender distribution (Total = 68)

- Women
- Men
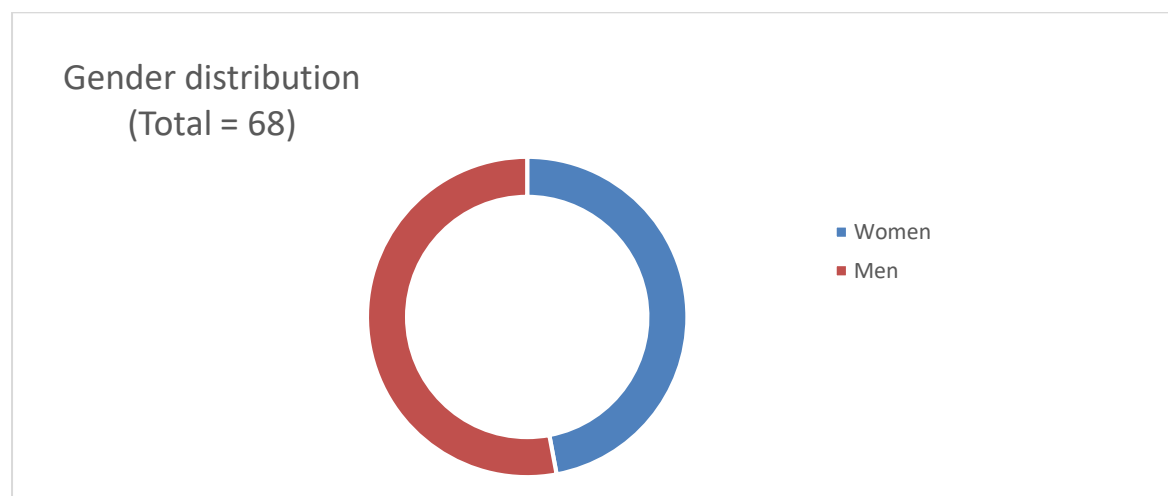
Almost half of the total of participants were financed by the SAMM project (33 out of 68).

The geographical distribution of the participants financed by the SAMM Project was the following:
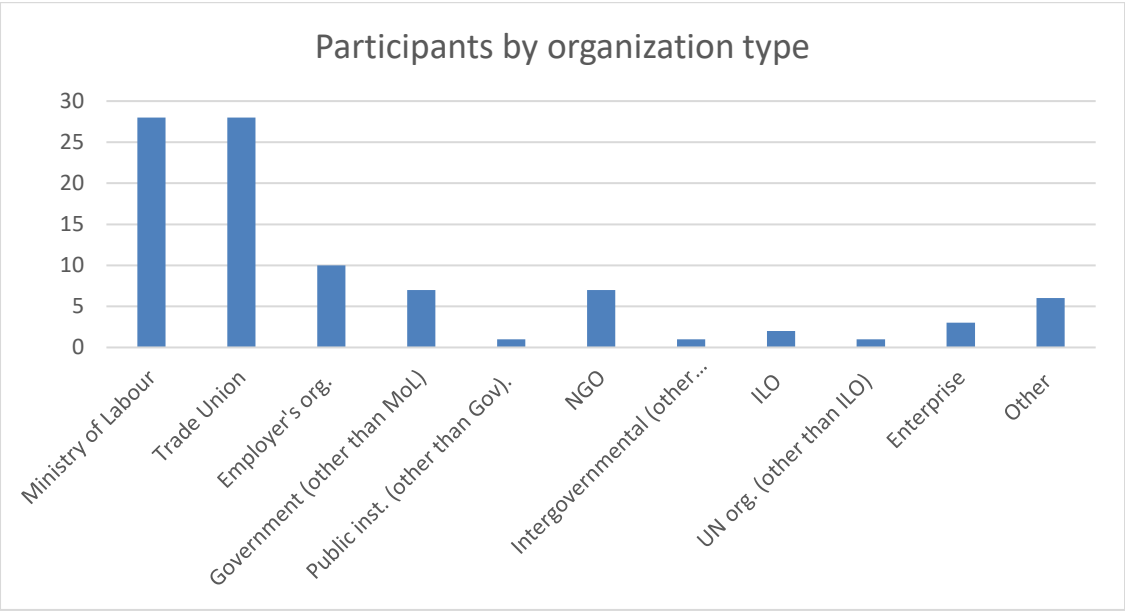

Geographical distribution of SAMM participants (total= 33)

BOTSWANA, LESOTHO, MADAGASCAR, NAMIBIA, ZIMBABWE, MALAWI, ESWATINI, CONGO, DEMOCRATIC…, ZIMBABWE, COMOROS, TANZANIA, UNITED…, ZAMBIA

Language of participants

44 English speakers and 24 French speakers participated to the course.

Language distribution (total=68)

- English
- French

Participants by organization type

Participants by organization type

Ministry of Labour — 28
Trade Union — 28
Employer's org. — 10
Government (other than MoL) — 7
Public inst. (other than Gov). — 1
NGO — 7
Intergovernmental (other ... — 1
ILO — 2
UN org. (other than ILO) — 1
Enterprise — 3
Other — 6

Completion rate

The completion rate of the eCampus resulted high, 66% of participants were fully engaged (had completed all or most of the activities), 10% submitted more than half of the tasks and 15% completed less than half. Only 6 enrolled students never engaged at all despite numerous reminders being sent via email.
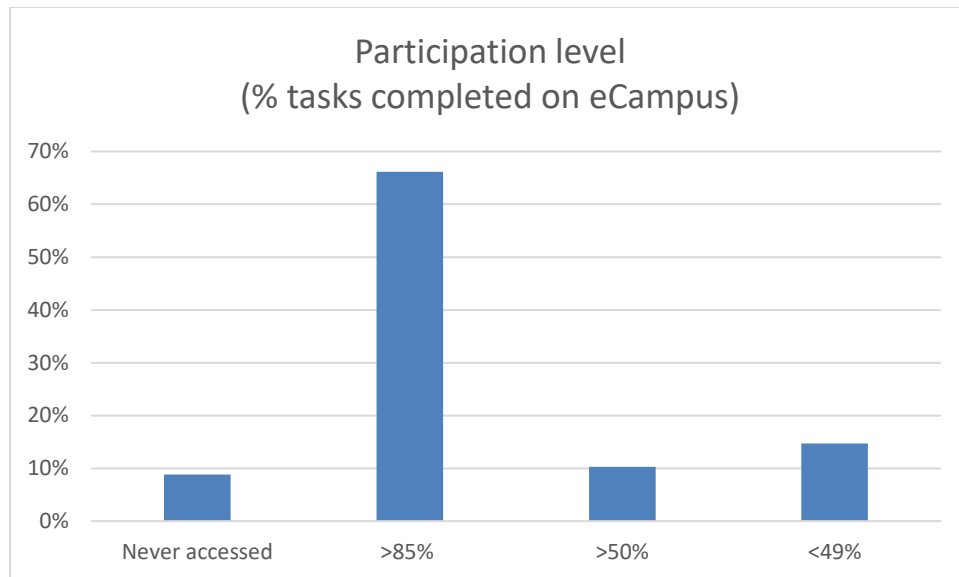
Success rate

At the end of the training course, 54 certificates were delivered, divided as follows:
- 19 Participation Certificates;
- 35 Achievement Certificates.

Certificates (Total=54)

- Participation
- Achievement
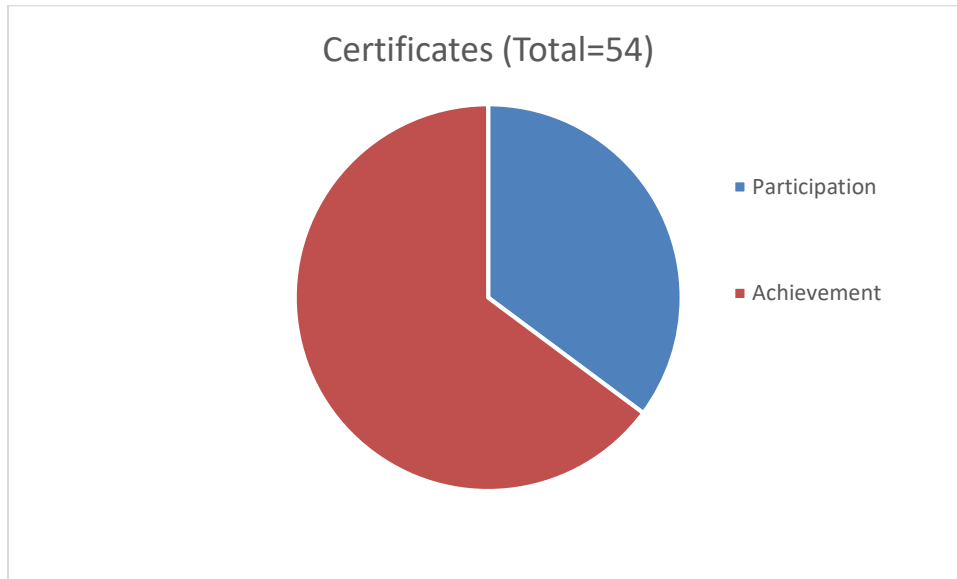
Out of the 54 Certificates, 26 were obtained by SAMM sponsored participants.

In particular, the SAMM sponsored participants that obtained a course Certificate had the following results:

Of the 26 SAMM participants that were eligible for a Certificate:
- 15 obtained the Certificate of Achievement, and
- 11 obtained the Certificate of Participation.
- *7 SAMM sponsored participants failed to qualify for course certificate.*

Weekly quizzes result

The SAMM Quiz average was higher than the overall quiz average of the course (grade average of those who completed the 5 quizzes).
- SAMM participants quiz average: 24.9/ 30
- Course overall average: 23.9 / 30

16 SAMM participants over performed the course average.

Group work

The participants were divided in 8 groups (5 in English ; 3 in French) groups.

During the third week of the course, the groups were given a case study to discuss on specific questions. Each group appointed a spokesperson responsible for presenting their results during the group work webinar of 20th October.

Case Study: MABACAM (ILO country member since 1978)

In MABACAM an adequate protection framework for migrant workers needs to be put in place in view of lifting the Decrees establishing the labour migration ban.
- *What measures could be put in place and at what level?*
- *Which measures can be taken by the following key actors: Government? Employers? Trade Unions? § Private recruitment agencies? Civil society (including Media)?*
- *How these measures are feasible? Would implementation be easy? What are some of the risks?*

26 SAMM participants played an active role and contributed to the group work development.

Final essay

15 out of the 33 SAMM participants submitted their final individual assignment.

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:

- ➢ 5 points : Clarity of the subject and outline
- ➢ 10 points : Alignment with content of the course
- ➢ 10 points : Coherence of the recommendations
- ➢ 5 points : Mainstreaming a gender perspective.

Final evaluation

A final evaluation questionnaire was sent to participants after the end of the 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 table below offers a visual representation of the participants' responses to the multiple choice questions.

A9714785 TOTAL [submitted: 50]
Distance Learning

nr	question	avg	%4+5	answers	%1	%2	%3	%4	%5
20	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.53	55.1	49	6.1	10.2	28.6	34.7	20.4
120	To what extent were the activity's objectives achieved?	4.33	95.9	49	0.0	2.0	2.0	57.1	38.8
260	Given the activity's objectives, how appropriate were the activity's contents?	4.50	98.0	50	0.0	0.0	2.0	46.0	52.0
341	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.14	87.8	49	0.0	4.1	8.2	57.1	30.6
342	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	4.00	75.0	48	0.0	4.2	20.8	45.8	29.2
419	Were the learning methods used generally appropriate?	4.31	91.8	49	0.0	0.0	8.2	53.1	38.8
470	How would you judge the tutors'/facilitators' overall contribution?	4.57	95.9	49	0.0	0.0	4.1	34.7	61.2
610	Did the on-line interaction with other participants contribute to your learning?	3.76	66.0	50	4.0	6.0	24.0	42.0	24.0
680	Were the materials used during the activity appropriate?	4.48	96.0	50	0.0	0.0	4.0	44.0	52.0
790	Were the methods used for assessing your learning appropriate?	4.29	91.8	49	0.0	0.0	8.2	55.1	36.7
910	How likely is it that you will apply some of what you have learned?	4.56	96.0	50	0.0	0.0	4.0	36.0	60.0
920	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.50	94.0	50	0.0	0.0	6.0	38.0	56.0
940	Are you satisfied with the overall quality of the activity?	4.58	100.0	50	0.0	0.0	0.0	42.0	58.0

4.   Agenda

Annex 1. Interactive Agenda

https://www.sammproject.org

Funded by the
European Union