



# Curriculum Development: Fair and Ethical Recruitment

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# Outline

Training topic

General training concept

Tailoring to different country contexts

Lessons learnt and discussion



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# *Training Topic*

## Fair and Ethical Recruitment: A Brief Introduction

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# Fair and Ethical Recruitment

## *Fair Recruitment*

‘carried out within the law and in line with the International Labour Standards, but most importantly when it respects human rights’ (ILO).



## *Ethical Recruitment*

‘hiring workers lawfully (country of origin and destination, as well as international standards where those are higher), and in a fair and transparent manner that respects their dignity and human rights’ (IOM).



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# Some Background on Fair/Ethical Recruitment

- The importance of addressing challenges in the recruitment process as it concerns migrant workers is well established in both international and EU law.
- Complex landscape of actors and regulations on recruitment.
- Focus has largely been on private recruitment agencies but public employment services also play an important role in the recruitment of migrant workers particularly in a bilateral context.



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# Recruitment and the GCM



Objective 6 of the GCM is to ‘facilitate **fair and ethical recruitment** and safeguard conditions that ensure decent work’.

*‘Build upon the work of existing bilateral, subregional and regional platforms that have overcome obstacles and identified best practices in labour mobility.’*

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*‘Improve regulations on public and private recruitment agencies in order to align them with international guidelines and best practices’.*



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# Recruitment and the SDGs

- SDG indicator 10.7.1 assesses recruitment costs
- ILO is in charge of measuring it
- Recruitment costs can be
  - » Recruitment service fees paid to agent/agency/brokers
  - » Documentation cost
  - » Transportation costs
  - » Informal Payments

***“Recruitment cost borne by employee as a proportion of yearly income earned in country of destination”***



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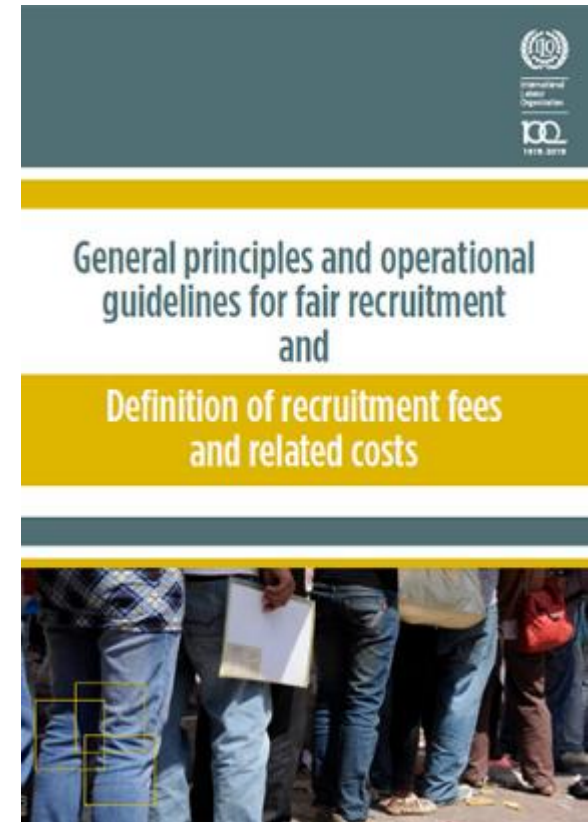
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# ILO and Fair Recruitment

- ILO Fair Recruitment Initiative (launched in 2014)
  - General Principles for Fair Recruitment
  - Guidelines for different actors (including Public Employment Services)
  - Grounded in international<sup>8</sup> normative framework



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# *General Training Concept* Modalities and Problem-Based Learning

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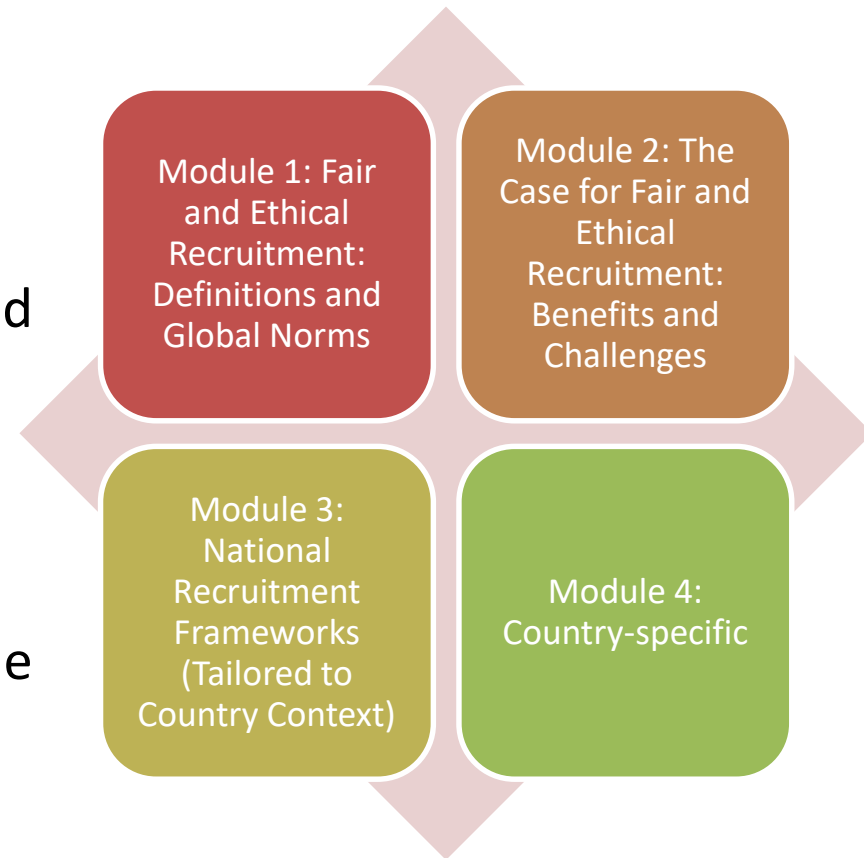
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# Training Modality

- Modular design of training
- Each module consists of lectures and interactive sessions
- Problem-Based Learning (PBL)
- Format:
  - Hybrid: participants in one location, trainers online
  - All online
  - (In person)
- Target group: mainly public employment services in the three countries



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# What is PBL?

- PBL = Problem Based Learning
  - Non-traditional teaching method
  - Organized around a problem
  - Student centered
  - Collaborative learning
  - Fosters student responsibility & 21st century skills
- An umbrella term that includes multiple educational methods that are based on these four principles.



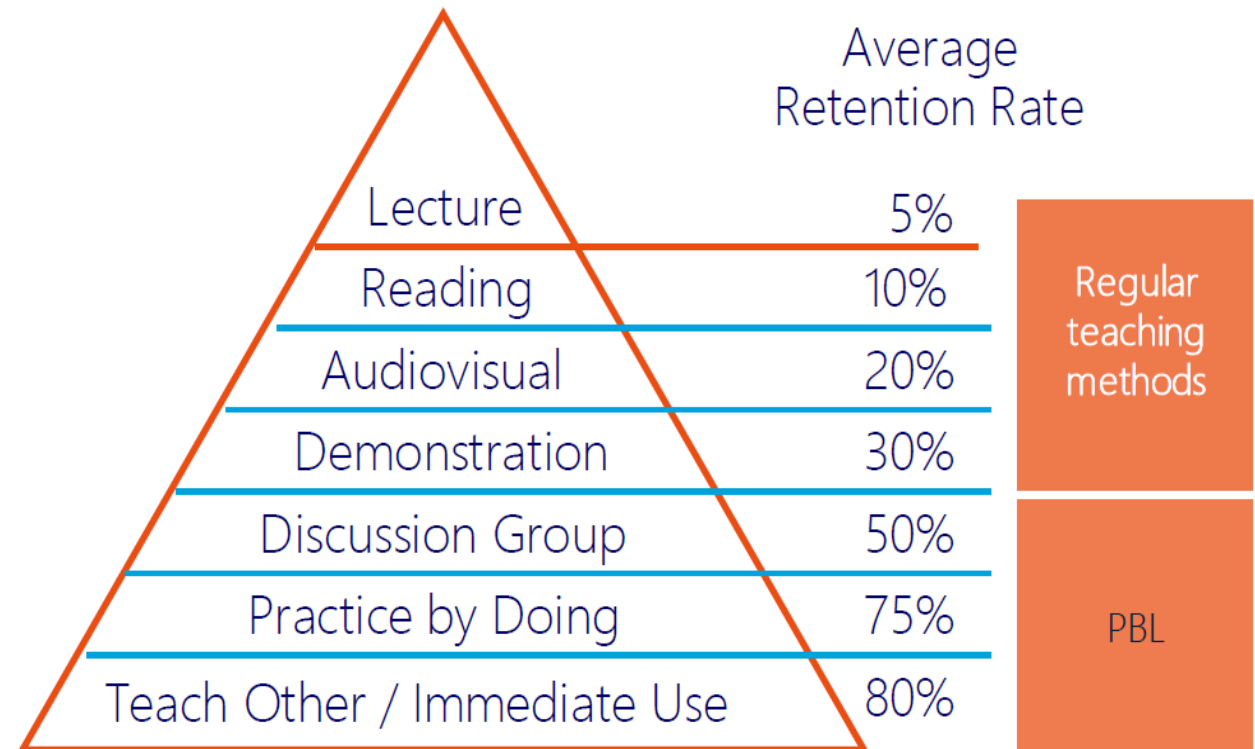
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# The Learning Pyramid



Combination of lectures, where we provided basic ideas and concepts, and country-specific practical exercises where participants could bring together the input from the lectures with their own experiences and knowledge.

- Example: Case studies



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## PBL Case: Example 1 (Viet Nam)

*Hanh is a nursing graduate from Hanoi. She has been working for 18 months as a call centre agent. She could not find a position as a nurse. Recently she heard through her friend that the German government is offering places for nurses to receive language training and then to travel to work at a hospital in Germany through the Triple Win Programme. She decides to apply. After she is accepted, she starts a 12 month training course in the German language where she also learns about the culture and living and working conditions in Germany. After 12 months she has passed exams and is ready to travel to Germany to start at traineeship at a local hospital where she will continue learning German. She is met by staff from GlZ at the airport who support her in navigating the various administrative processes she has to complete to secure housing and get settled in her new position. She regularly meets up with classmates that she met during her language course in Hanoi at regular seminars provided by GlZ and is looking forward to completing her traineeship and potentially staying on in Germany to practice as a nurse.*



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## PBL Case: Example 2 (Viet Nam)

*Bảo is a former fisherman from Haiphong. He formally travelled to the UK through a recruitment agency where he gathered cockles and also washed dishes in a local restaurant, but he had to return to Viet Nam when an immigration officer came to the restaurant, and he was found not have a valid residence or work permit. He received a small amount of money from IOM to help him reintegrate, but unfortunately, a storm damaged his fishing equipment, and so he decided to go abroad again to make money. He responds to a notice in the paper for workers in Dubai and, after paying a fee to the recruiter, is processing his paperwork. He receives a copy of his employment contract in Vietnamese. His contract says he will earn 700USD per month which he knows will be more than enough to give his family a better future. When he arrives in Dubai he starts working on a construction site. His foreman takes his passport and gives him a new contract. Now he will earn 400USD per month. He tries to protest but is told that he can take the job or leave the country. He decides to stay, as it is still more than he was earning in Viet Nam. When he and several of his colleagues contract COVID-19, however, he is unable to continue working and receives no salary and yet is still expected to pay for his accommodation. He wants to return home but is unable to retrieve his passport.*



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# Guiding Questions for Case Studies

- What principles of fair recruitment does the example adhere to or violate?
- Can you identify any examples of unethical recruitment in the case study?
  - If yes, and a migrant worker was to tell you this story, what advice would you give them (if applicable)?



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# *Tailoring to Country Contexts*

## Georgia, Kosovo and Viet Nam

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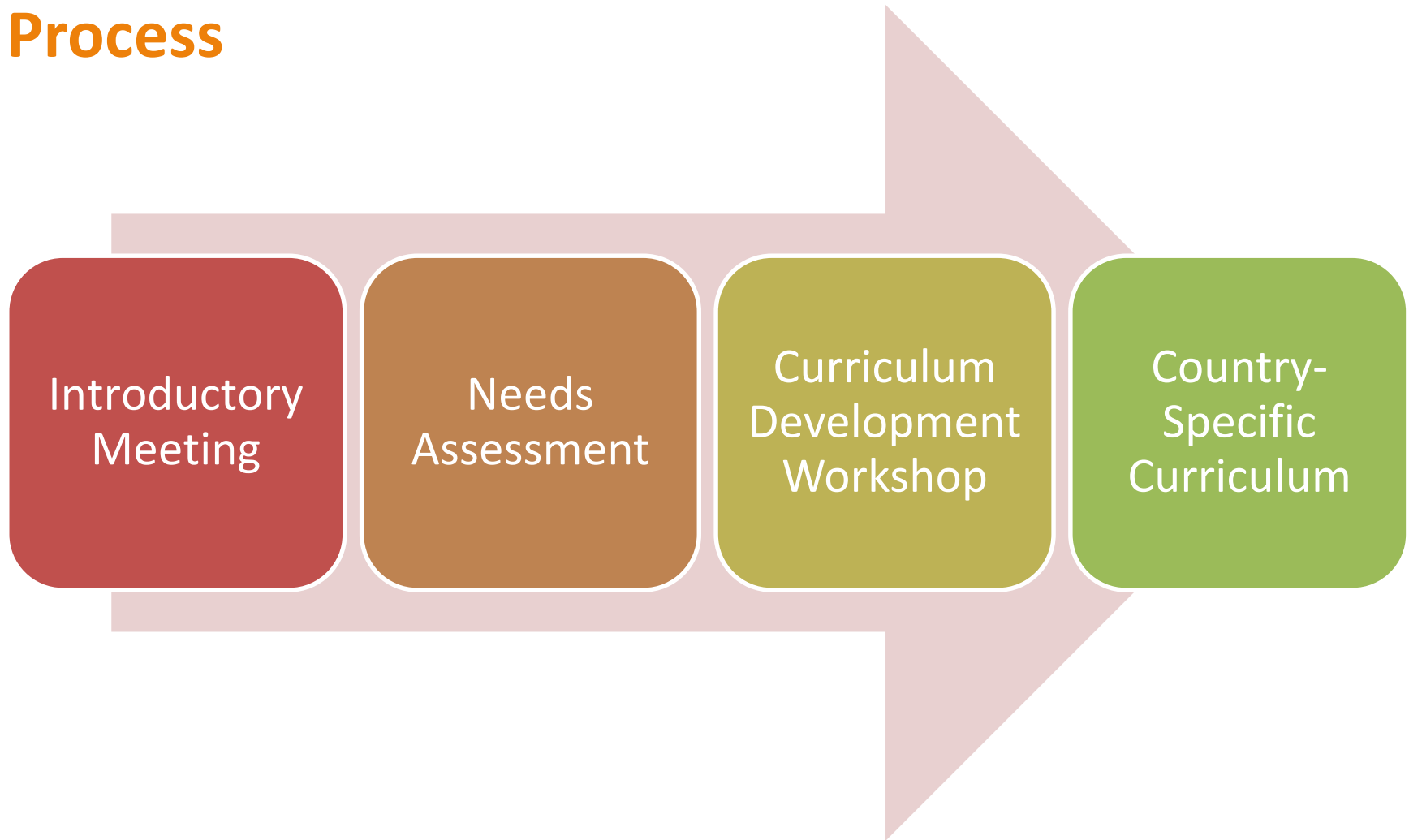
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# Process



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# Process



- Explaining the idea and rationale of the training to respective key stakeholders in the partner countries.
- Purpose: identify target group of training and participants for needs assessment and curriculum development workshops.



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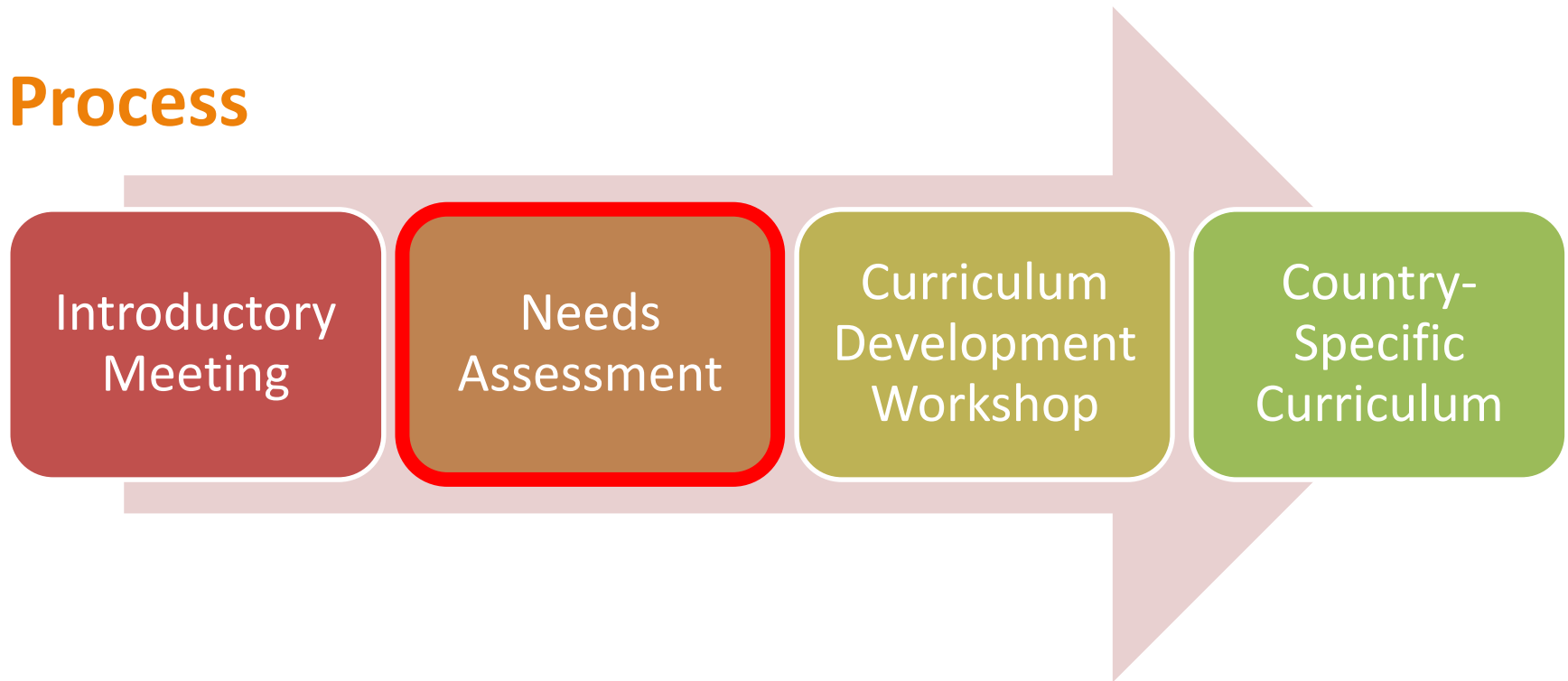
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# Process



- Survey among relevant stakeholders to identify specific needs for each country.
- Focus on content but also training format.
- Proposed modules and room for own suggestions.



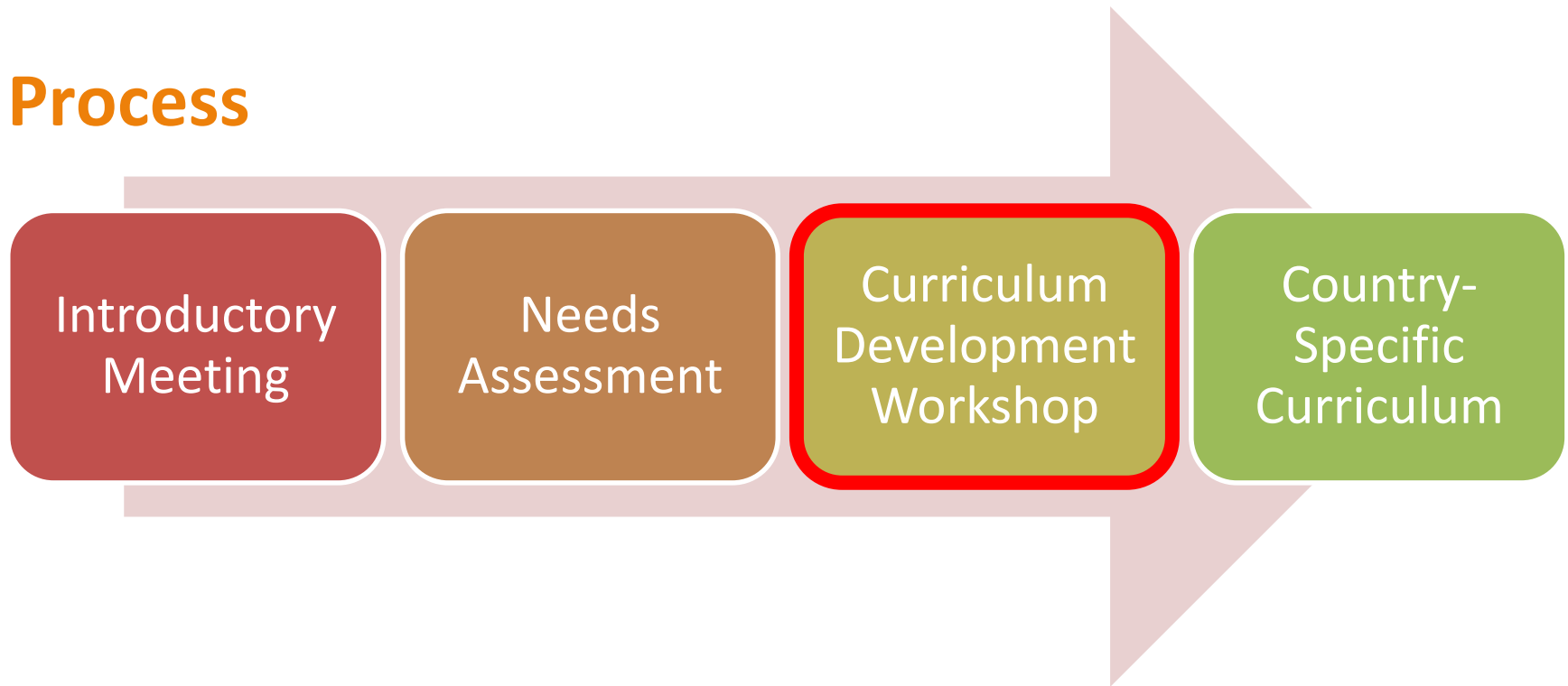
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# Process



- Introduce content and methodology to selected stakeholders in each country.
- Practice PBL case studies.
- Time to co-develop country specific case studies for training based on discussion of main challenges and needs in the respective context.



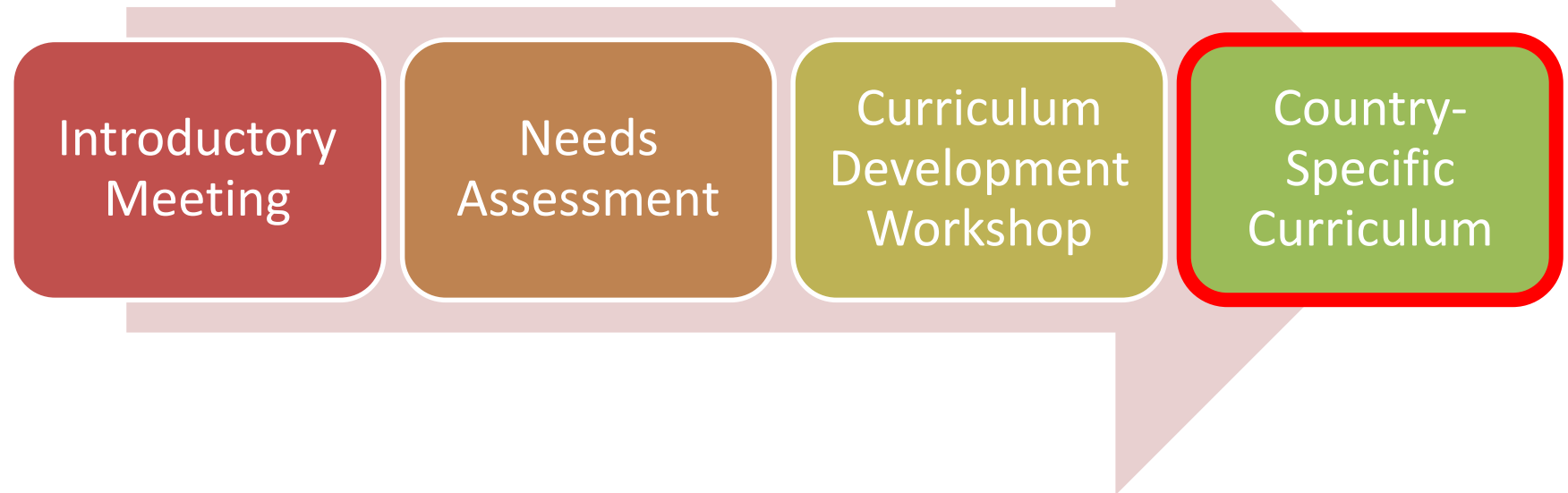
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# Process



- Based on all the information gathered up to this point, we developed three country-specific trainings, one each for Georgia, Kosovo and Viet Nam.
- Similar core modules with country-tailored examples, case studies and focus areas as relevant.



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	Georgia	Kosovo	Viet Nam
<b>Format</b>	Hybrid	Online	Online
<b>Duration</b>	2 full days (2 modules each day)	2 full days (2 modules each day)	3 half days (1 module each day)
<b>Country-specific module</b>	Selecting Migrants and Handling Complaints	The Role of Private Recruitment Agencies	%



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# *Lessons Learnt & Discussion*

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# Lessons Learnt

- Developing a training concept in this way and in close cooperation with the partners has several advantages:
  - Common themes with flexibility to adapt to specific contexts
  - Ability to develop content relevant to the country context in consultation with the relevant stakeholder
  - Awareness of other training efforts on the same/similar topics (alignment of capacity building efforts across different stakeholders)
  - Ownership higher among partners
- Increased sustainability of the training concept
  - Could be easily expanded within same countries
  - Could be easily adapted with relevant partners to other country contexts



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