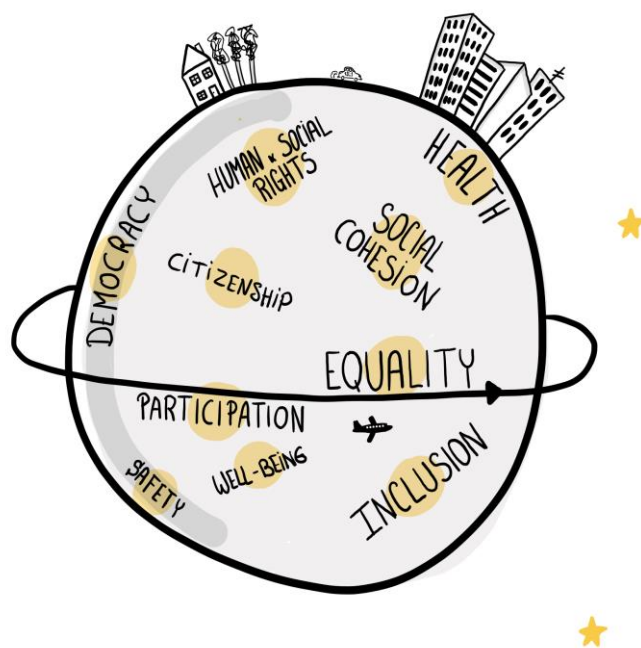


Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of Youth



Massive Open Online Course on Essentials of Youth Policy 3rd edition, 7 October - 17 November 2019 FINAL REPORT



The opinions expressed in this work, commissioned by the European Union – Council of Europe youth partnership, are the responsibility of the authors and do not necessarily reflect the official policy of either of the partner institutions, their member states or the organisations co-operating with them.

1. GENERAL INFORMATION

The 2019 edition of the MOOC had a strong focus on participants from European countries, and a large number of those who are completely new to the online learning. The self-assessment of learning outcomes shows that learners significantly increased their knowledge about youth policy. Here is the MOOC in numbers, compared to the first and second edition in 2017 and 2018:

Activity	2017	2018	2019
Enrolled participants	1805	2551	1334
Countries represented	85	99	62
Discussion posts	2545	2316	1340
Quiz submissions	1685	2081	1874
Open badges issued	1233	1636	951
Certificates issued	221	291	176

a. Course team and contributors



Davide Capecchi

A member of the team of the EU-Council of Europe youth partnership, responsible for coordinating the Pool of European Youth Researchers and 2019 edition of the MOOC.



Lana Pasic

Lana Pasic is a Youth Research and Policy Officer at the EU-Council of Europe youth partnership. She has been working in the development sector since 2007, in the area of civic activism and youth participation, and she has worked and consulted with a number of local and international NGOs, research institutes and international organisations in Bosnia and Herzegovina and internationally.



Laimonas Ragauskas

Laimonas lives in Vilnius, Lithuania and works as a facilitator, supervisor and coach mainly in the area of non-formal learning and training for various youth work organisations as well as local and European institutions. He is involved in EU programmes for youth since 1999 as a youth worker and consultant. Since 2002 he developed a large number of training courses on quality of projects implemented within these programmes. Laimonas is facilitating now 3 MOOCs on Canvas: 1) Erasmus+ Funding Opportunities for Youth and 2) Essential of Youth Policy 3) Young people, citizenship and Europe.



Nerijus Kriauciunas

Nerijus works as a freelancer delivering coaching and training in the youth work field at local and European levels. Mostly, but not exclusively he works with the European Erasmus Youth in Action mobility programme. He got inspired by the developments of Mozilla Open Badges and is already for a while involved in crafting digital badges with Badgecraft. Badgecraft offers tools to recognise learning and achievements in a wide range of contexts. Nerijus is an active member of the International Youth Work Trainers Guild, Lithuanian Association of Non-formal Education and NGO 'Nectarus'.



Sladjana Petkovic

Sladjana is a European youth expert and UN Youth and Development consultant with 10+ years of professional experience in supporting the European cooperation in the youth field initiatives and programmes and advising supra-national and cross-governmental institutions on developing innovative approaches to youth policy development and service delivery. Sladjana holds MSc in Psychology of adolescence, MSc in Political Sciences and Specialisations in 'Developmental Youth Work and Social Education' and 'The Local Government and Public Service Reform'.

MOOC 2019 Webinars and Contributors:

1. [Investing in youth policy: geometries, actors and frameworks, by Miriam Teuma.](#)
2. [Youth participation in policy development, by Georg Feiner.](#)
3. [Building a youth policy strategy, by Menelaos Menelaou.](#)
4. [Monitoring and evaluation of youth policy, by Irina Lonean.](#)

2. AIMS AND OBJECTIVES

Massive Open Online Course “Essentials of Youth Policy” is designed for anyone whose voluntary or professional work involves engaging with young people. It aimed to develop learners' basic competencies to engage in youth policy, encouraging the youth policy makers, youth workers and youth leaders, youth NGOs and youth researchers to join.

The course did not aim to provide exhaustive information on youth policy. The content was focused on the essential elements of youth policy, the steps of youth policy (development, delivery, evaluation), its impact on the lives of young people, and reflection on their future steps in youth policy. The course included basic information, so it can be of particular interest to those starting off in the field of youth.

The course offered learning opportunities for the participants to:

1. understand the “basics” of youth policy (concepts and definitions, scope, objectives, actors, European and national levels)
2. become aware of the relevance of the key elements for youth policy (cross-sectoral, knowledge-based, participation, inclusion, youth work)
3. understand how to build a framework for youth policy (identifying key issues, priority areas and themes)
4. understand the major steps for youth policy development, implementation and delivery, and evaluation
5. reflect on the future of youth policy and your own future engagement in youth policy
6. gain motivation and information about different ways of getting involved in youth policy.

The course was based on the know-how and accumulated experience in youth policy development of the partnership between the European Commission and the Council of Europe in the field of youth. Most of the examples used in the course were based on the European context.

3. TARGET AUDIENCE

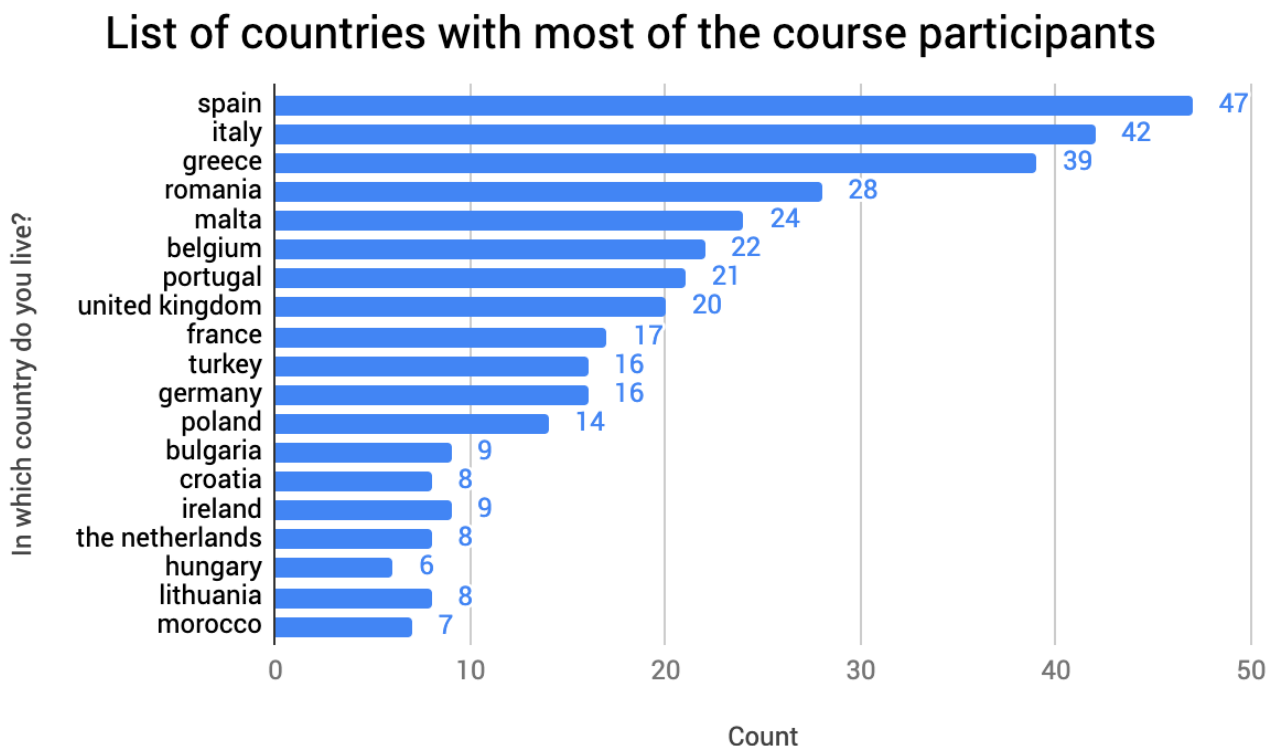
The course was open and free to anyone interested. The course did not have specific requirements except for intermediate skills in English. Organisers encouraged youth policy makers, youth workers and youth leaders, youth NGOs and youth researchers to join the course. Anyone whose voluntary or professional work involves engaging with young people could benefit from this course.

The information below is based on 479 responses from the welcome survey, which is the number of participants who started learning and most of them finished introductory Module 1.

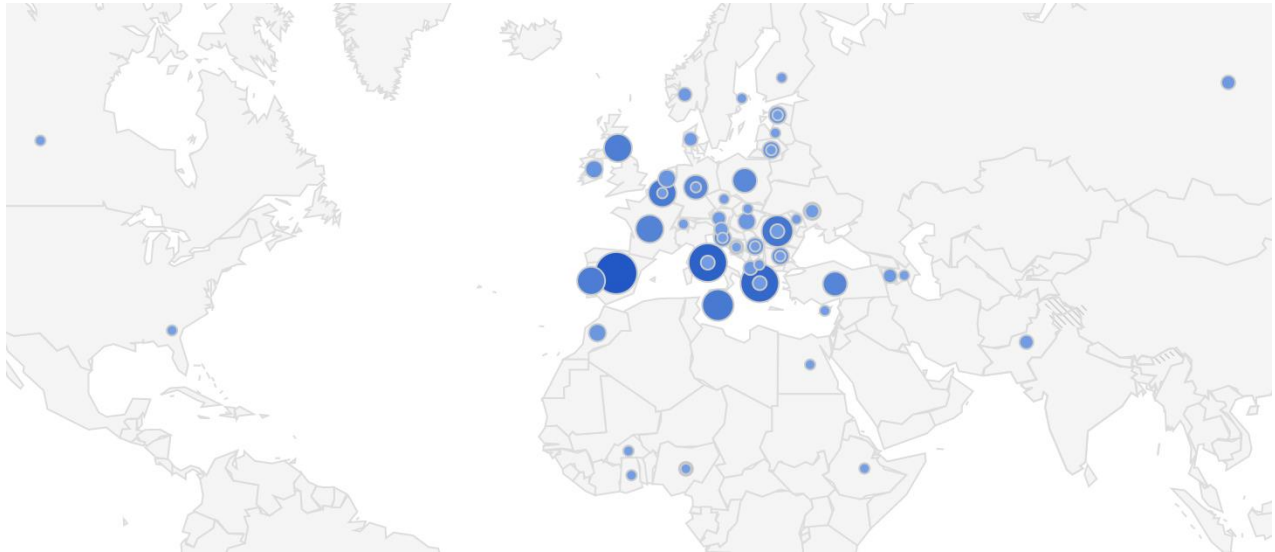
Geographic distribution

Participants in the course came from 62 countries and 95% of them from the European countries, compared to 68.9% in 2018. One possible reason for having fewer learners from other countries was that course was not listed on the Canvas page and promotion was done mainly in Europe. More detailed information about the number of participants from each country can be found in Annex 1.

74% of all respondents reside in the countries listed in the graph below, which shows all the countries which were represented in the course by 5 or more participants. Naturally, more learners came from bigger countries, but a relatively large number of participants were also from smaller countries like Malta (23), Belgium (22) and Portugal (21).



Here you can see a map with all the countries of respondents marked:

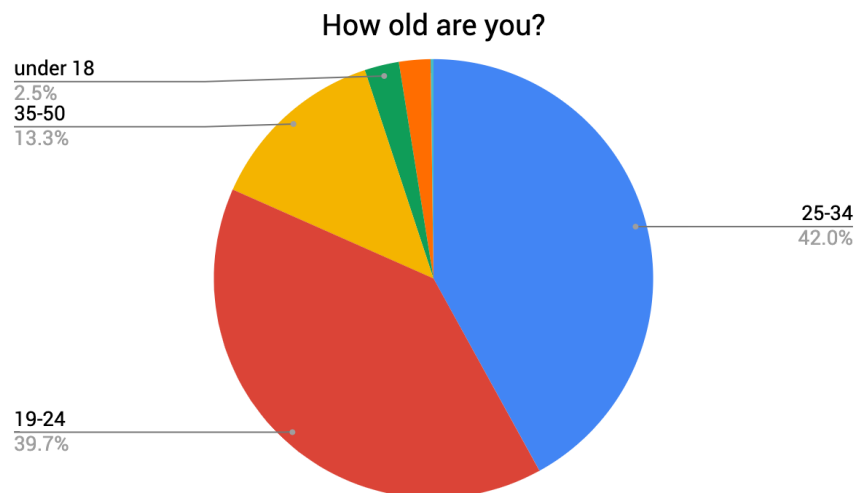


Gender

In terms of gender, statistics are similar to the previous year course - almost $\frac{2}{3}$ of the group were female (68%) and $\frac{1}{3}$ (29%) were male participants, while 3% chose not to answer this question.

Age

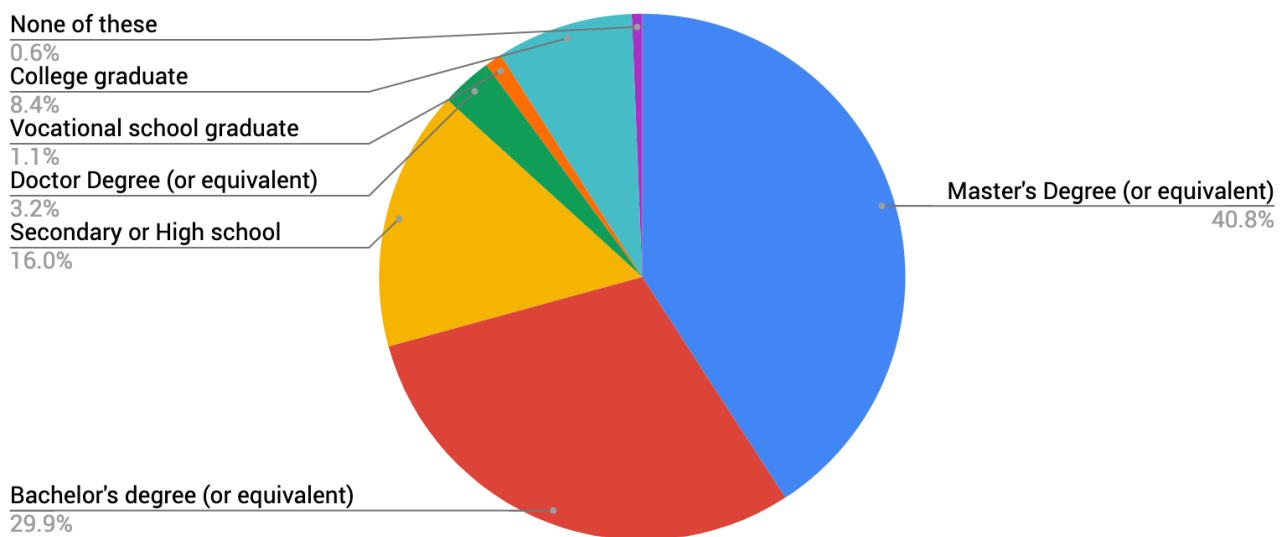
In terms of participants' age, majority of the learners were between 19 and 34 (82%) and 13% between 35 and 50 years old, while those under 18 (3%) and older than 51 (2%) were a minority age groups.



Level of education

MOOCs usually attract those with higher education levels and this course was no exception, similarly to the last year. 73,9% of respondents had a University degree and 16% had secondary or high school education. ¼ of all respondents were English native speakers, while for 73,5%, English was a foreign language.

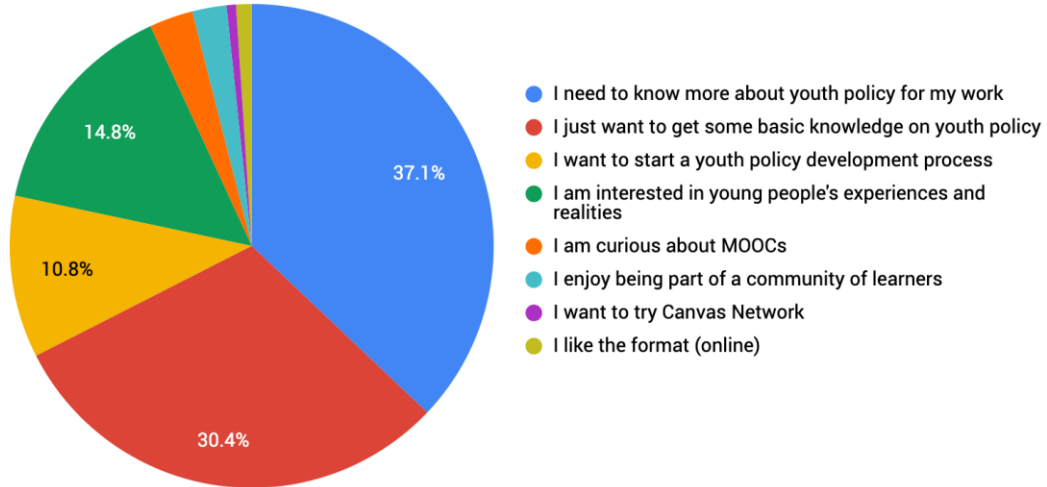
What is your highest level of education?



Motivation and expectations from the MOOC

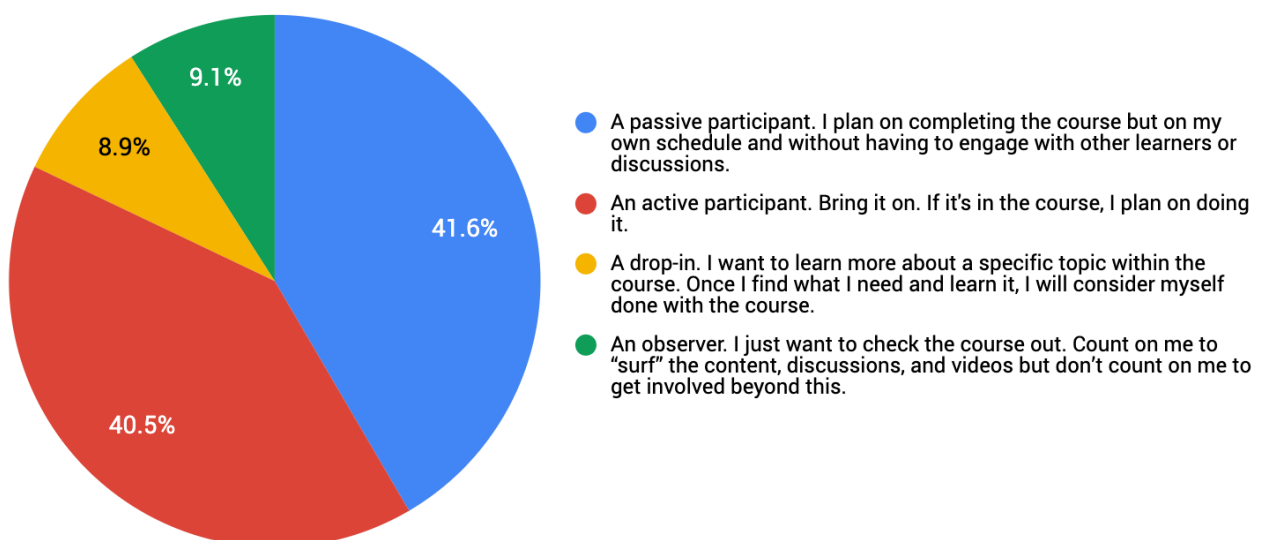
We wanted to know the main reasons and expectations for taking this course. The graph below indicates that one third (36%) of respondents needed this course for their work, 30% just wanted to get some basic knowledge about youth policy and 14% of respondents took the course because they were interested in realities of young people.

What is your primary reason for taking an open online course?

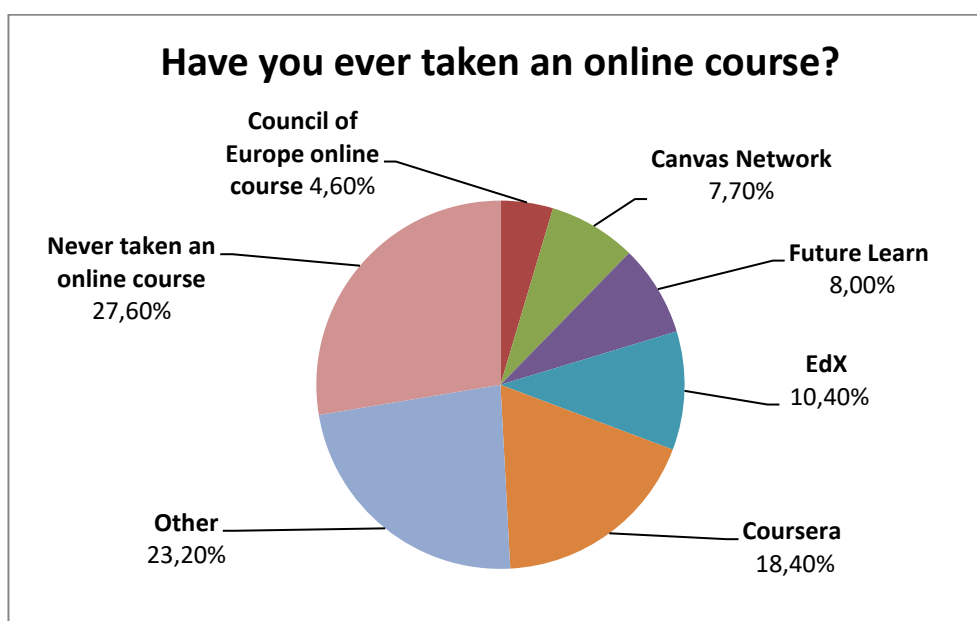


The graph below shows that 40% were planning to take rather a passive role, to learn without engaging too much with other participants, while almost as many participants (39%) who responded to the welcome survey were willing to take an active participant role. 9% of respondents planned to take observer role and almost as many participants wanted to take “a drop-in” role - to complete some specific module, but not necessarily to do the entire course. Based on the number of eligible participants for the certificate, 176 participants completed all the modules, which is 37% of respondents to the “Welcome survey” and 13% from all the enrolled learners.

Which type of online learner best describes you?

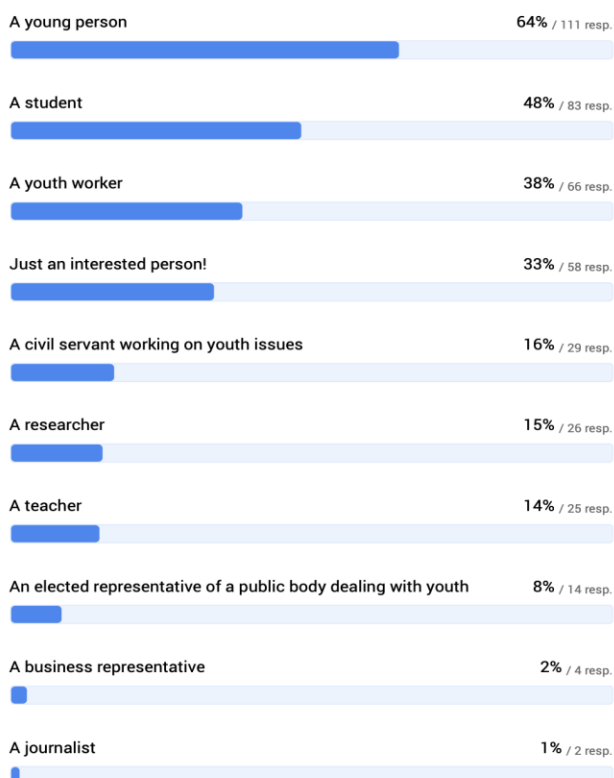


Almost a third (27,6%) of respondents never took an online course, which is 10% more than in the second MOOC, thus showing that course managed to attract more participants who are new to online learning. Majority of respondents already had online learning experiences either on Canvas (7,7%) or on other platforms. 4,6% of respondents had experience of learning at the online course organised by Council of Europe.



Based on the responses of participants who requested the course certificate, we could get to know a little bit more about their backgrounds.

The distribution of certificate earners is very similar to the previous year. Majority of participants (65%) are still young people, 48% are students, 38% are a youth worker, and 33% are people just interested in the topic. 16% of certificate earners were civil servants, 15% - researchers and 8% - elected representatives.



4. LEARNING PROCESS AND CONTENT

The MOOC was structured in 6 modules of which the first one was an introductory module and the other 5 were content modules:

- *Module 1: Your Learning Starts Here*

This module gave a brief overview of what participants could expect from the course. They could see a small introduction video by the facilitators, understand the prerequisites for taking the course, get familiar with the timeline of the MOOC, learn about the course objectives, get to know how their work would be recognized and learn about the facilitators of the course.

- *Module 2: Essentials of youth policy*

Here the participants learned about the basics of youth policy, the target groups and actors and the objectives of youth policy. They also dove into the history of youth policy and discussed the links between transnational and national youth policies.

- *Module 3: Key elements of youth policy*

The module focused on the key elements of youth policy: cross-sectoral cooperation, the knowledge base for youth policy, youth participation, social inclusion, and youth work.

- *Module 4: Building a youth policy strategy*

To bring youth policy closer to participants, they learnt in this module about the importance of building a youth policy strategy. They saw some examples and identified the main stakeholders. The focus of this module was on building a project design and a timeline for the strategy development.

- *Module 5: Youth policy in action*

This module focused on learning how to implement youth policy strategy. We focused on what one should take into account when implementing the strategy, how to keep the stakeholders on board during this process and saw how to navigate the risks and adapt to changing circumstances. Lastly, the participants learned about different strategies for monitoring and evaluation.

- *Module 6: The future of youth policy*

The final module of the course tackled the challenges for young people and the changes in today's world. Participants also got to know more about current policy directions and learned about different resources for youth policy. They also got the chance to reflect about their next steps and to evaluate the course.

Each module contained a number of sessions which varied depending on the content of the module. The sessions offered a variety of interactive learning content that was uploaded to MOOC platform: Canvas.net. In order to ensure a diverse approach to the learning process the participants were learning through animated videos, pre-recorded video interviews, examples from projects and educational texts. Throughout the course, participants could also take part in 16 forum discussions facilitated by the 3 facilitators of this MOOC. In some modules there was also the possibility to do a quiz (3 in total), build a timeline or add ideas to a Padlet pinboard. Successful completion of each module enabled the participants to unlock content-related Open Badges.



After completing all the modules, the participants received a certificate to validate their achievements during the MOOC.

5. MOOC ACHIEVEMENTS

Overall, the participants of the 3rd edition of the MOOC found out that ‘learning about policy might be interesting and involving’ and emphasized several learning outcomes, including:

- Understanding the complexity of youth policy as the cross-sectoral and multi-level action field
- Getting familiar with the essentials and key elements of youth policy
- Learning about the different approaches on how to create a good youth strategy and how to change it over time
- Getting informed about the tools for evaluation and monitoring of youth policy and for advocating its better implementation
- Exploring how youth policy works in reality and what impact it may have on the society
- Learning about the current situation and challenges of youth policy development at the national and local level and how to compare strategies in different countries
- Realising the importance of youth empowerment and youth participation in decision making
- Gaining the interesting information about digitalisation and how much impact digitalisation has on youth
- Getting updated about the European structures supporting the development of youth policy in various Member States.

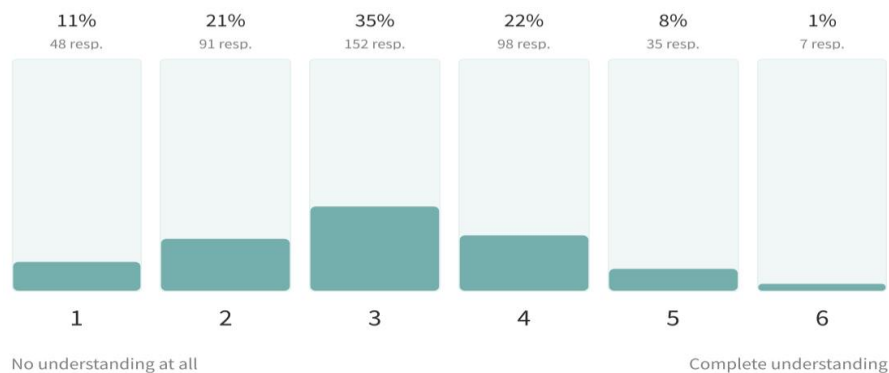
At the beginning of the course participants were asked to do a self-assessment. This allowed the participants to reflect on what they were already feeling confident about and helped them to identify the additional learning opportunities. At the end of the course they received the same questions but now they were assessing their competences after doing the course. Below you will find the comparative graphs for each question, showing the pre-assessment and then the final evaluation.

5.1 What is your level of understanding of the “basics” of youth policy?

Before the course, 9% of participants believed they had a high understanding of the “basics” of youth policy. At the end of the course, 93% of participants self-assessed their knowledge of youth policy as high: 65% of participants who answered to survey selected “5” and 28% selected “6”, where 1 was the lowest level and 6 was the highest level of understanding.

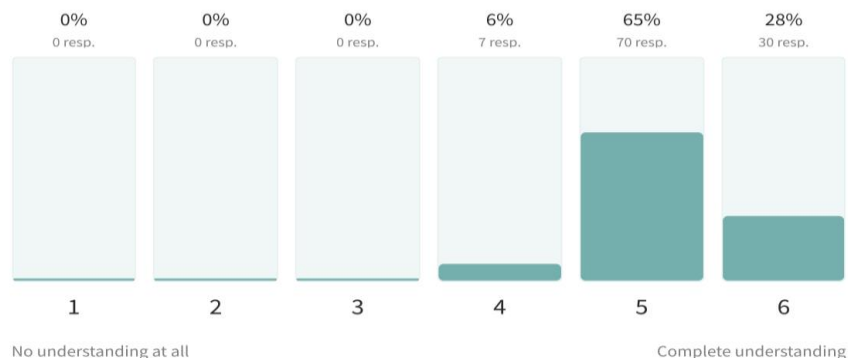
Graph 5.1.1: Self-assessment at the start of the course (431 out of 432 respondents)

3.0 Average rating



Graph 5.1.2: Self-assessment at the end of the course (107 out of 107 respondents)

5.2 Average rating

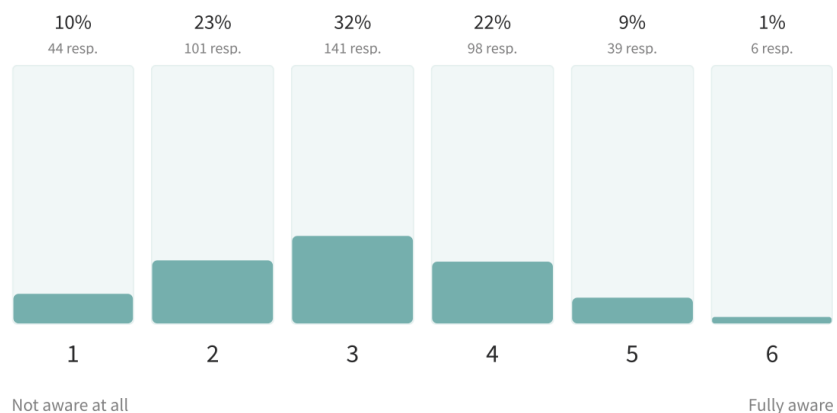


5.2 To what extent are you aware of key elements and principles of youth policy?

Before the course, 10% of participants self-assessed high on their awareness of key elements and principles of youth policy. At the end of the course, the percentage was 85% - 49% of participants who answered to survey with “5” and 36% with “6”, where 1 was the lowest level and 6 was the highest level of awareness.

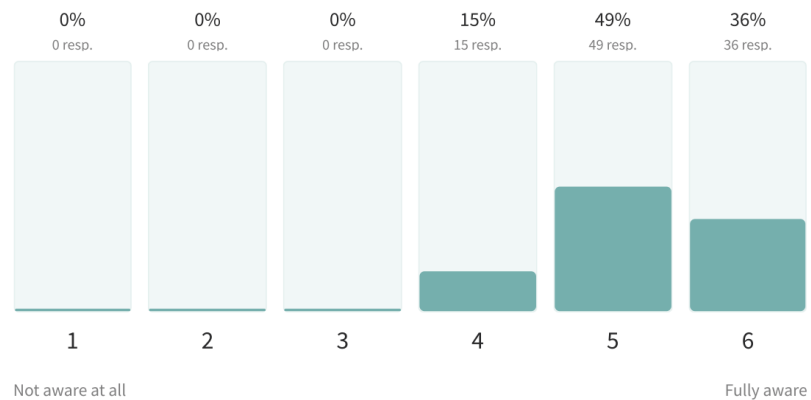
Graph 5.2.1: Self-assessment at the start of the course (429 out of 432 respondents)

3.0 Average rating



Graph 5.2.2: Self-assessment at the end of the course (100 out of 107 respondents)

5.2 Average rating

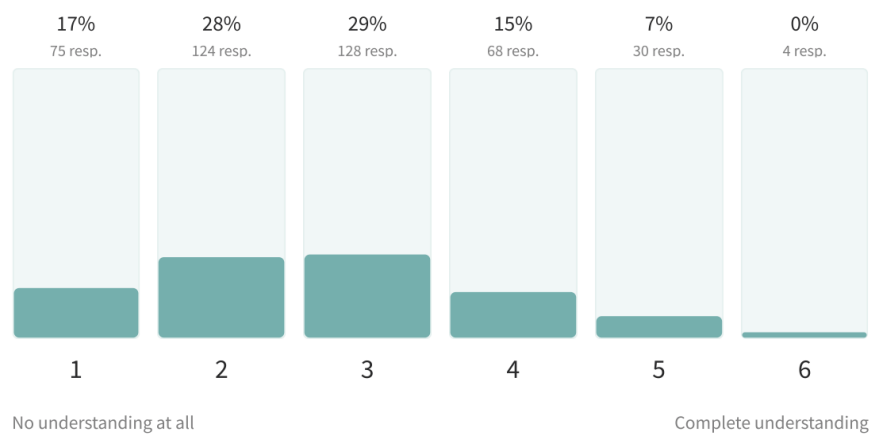


5.3 What is your level of understanding of the ways to develop a strategy for youth policy?

Before the course, 7% of participants self-assessed high their understanding and the competences for development of the strategy for youth policy. By the end of the course, this number increased to 76%, of which 43% of participants selected “high understanding” and 33% “complete understanding”.

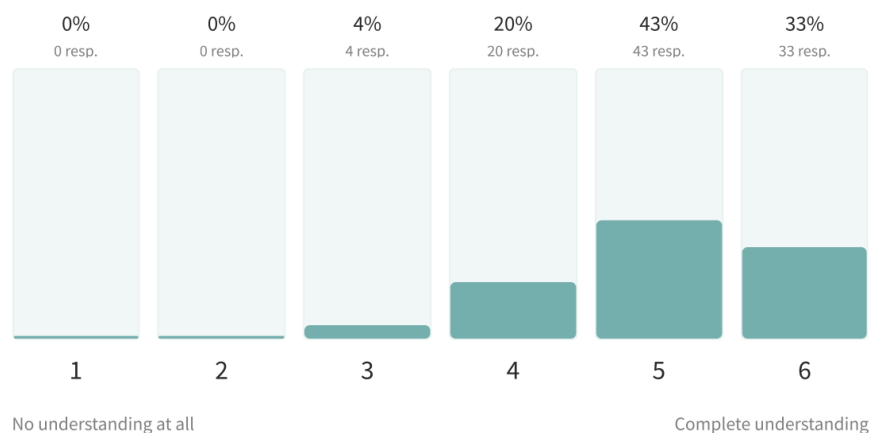
Graph 5.3.1: Self-assessment at the start of the course (429 out of 432 respondents)

2.7 Average rating



Graph 5.3.2: Self-assessment at the end of the course (100 out of 107 respondents)

5.0 Average rating

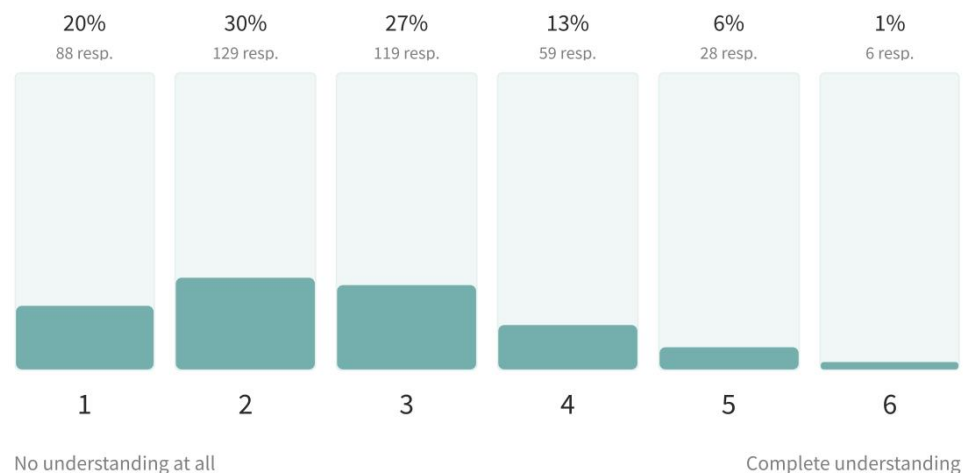


5.4 What is your level of understanding of the major steps for youth policy implementation and outcomes evaluation?

Before the course, 7% of participants self-assessed high their understanding of the major steps for youth policy implementation and outcomes evaluation. At the end of the course, 77% of participants rated their understanding at “5” and “6” (43% and 34% respectively), where 1 was the lowest level and 6 was the highest level of understanding.

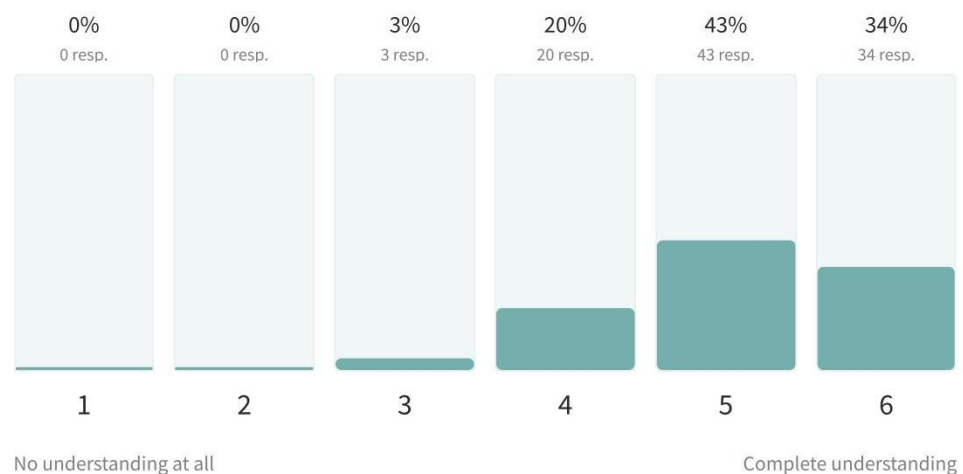
Graph 5.4.1: Self-assessment at the start of the course (429 out of 432 respondents)

2.6 Average rating



Graph 5.4.2: Self-assessment at the end of the course (100 out of 107 respondents)

5.1 Average rating

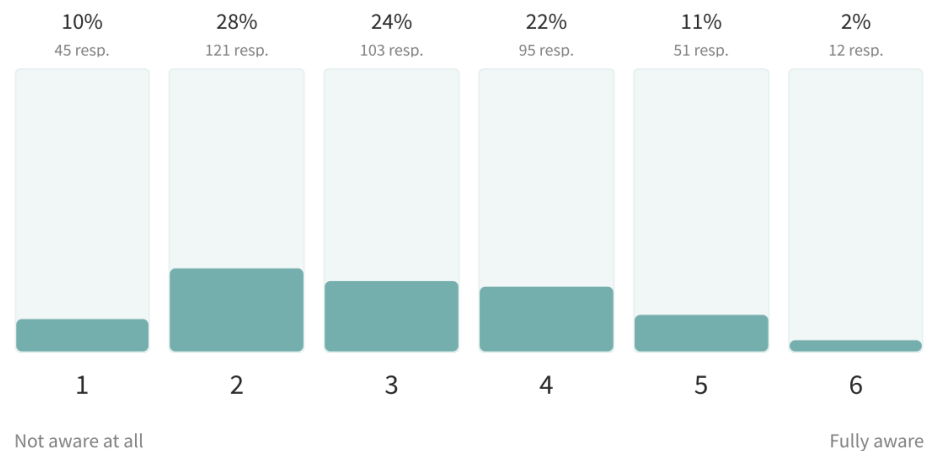


5.5 How much are you aware of emerging needs, discussions and trends of youth policy?

Before the course, 13% of participants self-assessed high their awareness of emerging needs, discussions and trends of youth policy, while at the end of the course this number was 76%.

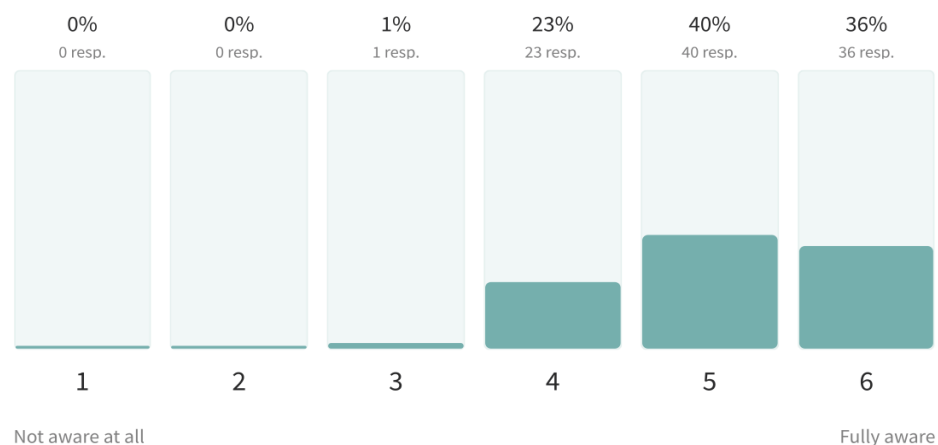
Graph 5.5.1: Self-assessment at the start of the course (360 out of 432 respondents)

3.1 Average rating



Graph 5.5.2: Self-assessment at the end of the course (100 out of 107 respondents)

5.1 Average rating



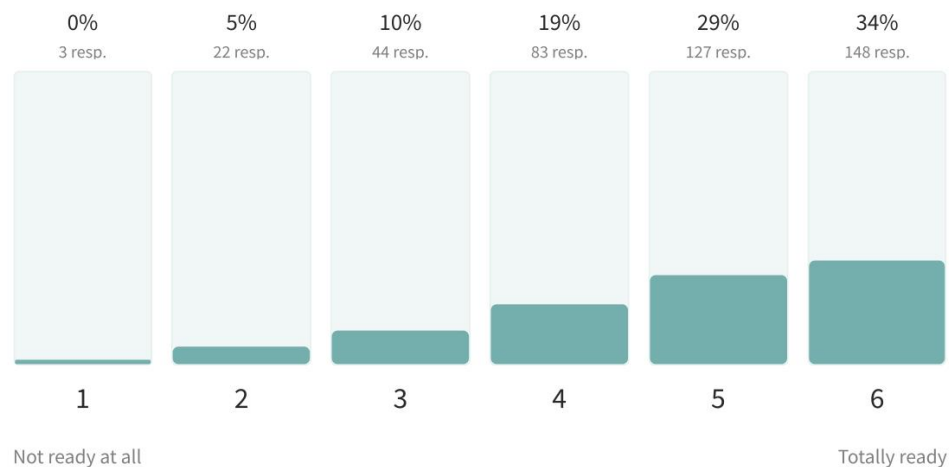
The self-assessment at the start of the course and after completion demonstrates positive impact on participants' learning in all of the areas covered by the course. Yet, the exact impact on individual participants should be evaluated with limitation due to a possibility that different people responded to pre- and post- self-assessment surveys.

5.6 How ready are you to start/continue to contribute to youth policy development in your own context after this MOOC?

Before the course, 63% of participants self-assessed high their readiness to start/continue to contribute to youth policy development in their context. At the end of the course, this number increased to 80%.

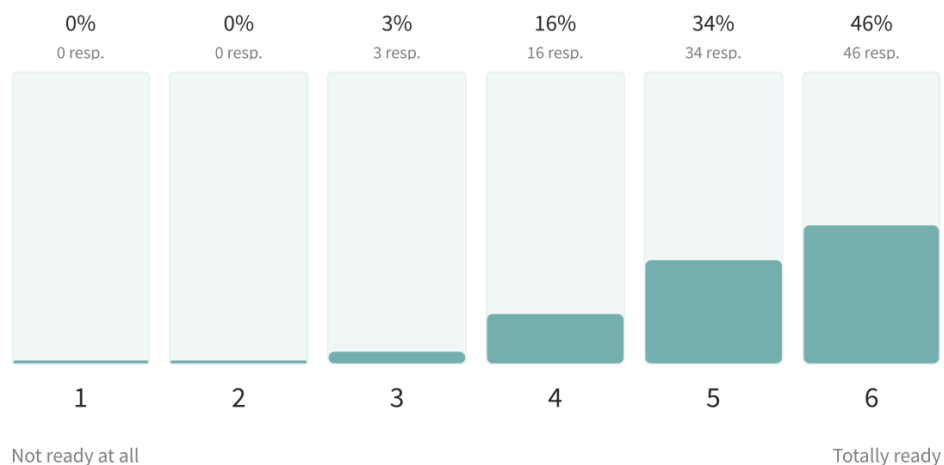
Graph 5.6.1: Self-assessment at the start of the course (427 out of 432 respondents)

4.8 Average rating



Graph 5.6.2: Self-assessment at the end of the course (100 out of 107 respondents)

5.2 Average rating



Many participants also shared their comments about the course. When asked about **what they found most useful about the course**, the majority of the participants shared that the way in which the course content has been designed and structured helped them to get informed and learn about the basics of youth policy. To the others, the course was useful because it helped them to improve the existing knowledge in the field and to make it more systematic, as well as to get familiar with the implementation tools which are relevant for their daily work and/or studies. Most of the participants, however, emphasized that the access to resources, including the links to the official documents, studies and manuals, as well as the 'real-life examples' shared by practitioners and experts in the videos and webinars was extremely useful for them. Finally, the flexible learning scheme and the opportunity to 'learn in their own time' and engage actively in the discussions, research, and quizzes helped the learners to take the different steps towards getting a full picture of youth policy. The **overall methodological approach** which allowed them to create a peer learning environment, compare and inspire each other, and to share and learn from their peers across Europe has been seen as extremely valuable for many.

The participants could also comment on **what they were missing in the course**. Some participants had nothing to add to this question or were satisfied.

- Some learners mentioned that they **needed more time** to engage fully in the MOOC. The amount of information and resources provided in the course was 'overwhelming' for them, which hindered learning: *'Some parts were too much for a MOOC. It sometimes felt like a credit degree course but there was no facilitator'*. It was recommended that *'the content should be split in more than 6 modules and organised in a more practical manner'*.
- **More interaction among the participants and with the course moderators** was also mentioned, which refers to: learning through interactive exercises and group activities; peer reviewing assignments and the direct feedback from the course facilitators.
- **Summaries** of the course modules provided in video format were also recommended: *'Some videos that sum up each topic content in the end of the module would be useful. It would be good to have a clear and concise view of each module, after having reflected on it'*.
- Several participants said that **'the voice of young people'** should be more present in the MOOC, especially regarding their understanding of youth policy and its limitations.
- Some **'negative examples'** (e.g. 'how not to do things') should be also included in the MOOC, as 'talking about mistakes and failures can also be very instructive'.
- More information and tools directly designed for **youth workers**, not only to assess national and local youth policy but to help them advocate for it and design advocacy work.
- More **country specific examples** and the translation of some videos into other languages (apart from English) was also recommended.

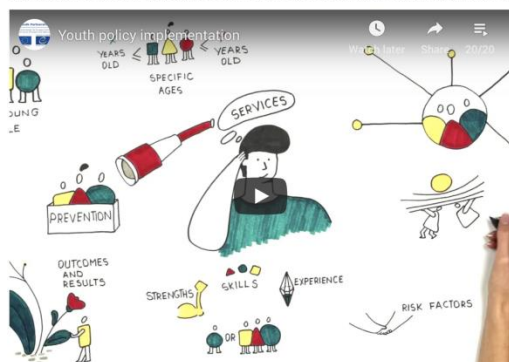
6. The look of the course content and activities on www.Canvas.net

- a. MOOC used both, text and **videos**. Some videos were made in animation style, others were interviews with youth policy experts. New video “Youth policy implementations” was produced for the second course edition and it was used as an opening video of the 5th Module.

a.1 - animation style videos:

5.1 From youth policy to practice

How can a youth policy intention, vision, aspirations or plans of a central administration be “cascaded” to operational effect? What transforms policy into practice and how does this happen? Watch this video to learn more.



a. 2 - Interviews with experts:

At European level, the EU reaffirmed in its [White Paper on Youth](#) the importance of increasing knowledge on youth-related issues, including networking existing research work and structures at European level.

An example

Watch the following video featuring Bojana Perovic from Serbia, who explains the role of knowledge and youth research for policy development:



- b. Several **third party online tools** were also utilised and embedded into the course environment:

b.1. [Padlet](#) boards for some specific exercises. For example, participants were asked to choose their stance in the “where do you stand?” exercise, when learners had to choose their response to a statement and provide argument for agreement or disagreement with the statement.

STATEMENT 1: All approaches towards youth policy are good in theory, but in practice youth policy is still a very messy field with different approaches mixed up.

YES, I AGREE

NO, I DISAGREE.

Anonymous 2mo

of course in practice is a very messy field because it is not that easy to encourage people to achieve their dreams.

16 0

1 comment

Anonymous 1mo

i agree, two and half years i'm working with some people. it's not really easy.

Anonymous 2mo

There is no messy in approaches - the mess is in knowledge of people about the youth field and in understanding of people of different approaches.

28 0

1 comment

b.2. [Typeform](#) survey service, allowing learners to receive own responses by email and later on, complete pre and post course assessments.

6 → How ready are you to start/continue to contribute to youth policy development in your own context after this MOOC?

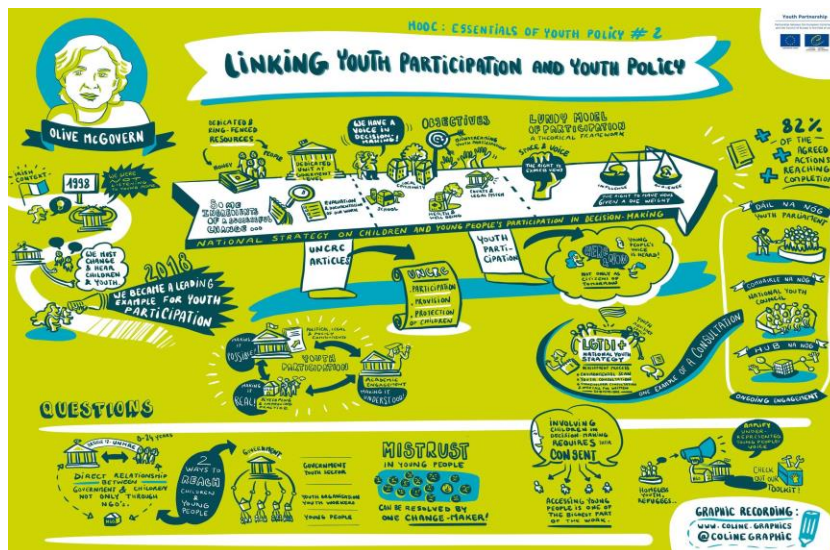
1	2	3	4	5	6
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Not ready at all

Totally ready

0% completed

Powered by **Typeform**



c. Webinars

Four webinars were organised as a part of the course to encourage interactive online learning.

Answer the following questions to review the main points in Module 6.

You can repeat the quiz as many times as you wish.

d. Quizzes

Facilitators of the second edition added summary quizzes at the end of each module. Here is an example of the quiz.



Question 1

10 pts

True or false? From the evidence quoted, national youth councils seem to be the most common way in which young people can have a role in the monitoring or evaluation of youth policy.


☐ True

☐ False

e. Discussion forums

✓ Published

Edit



3.5.4 Webinar - Discussion. Youth participation in policy development

14 Oct at 13:00

30 40

[Laimonas Ragauskas](#)

[All sections](#)

Why is youth participation in policy-making important? What are different understandings of youth participation? What are some of the examples of participatory policy-development (e.g. Youth Goals)? How to reach out to young people who are excluded, and respond to their needs and aspirations?

These and other questions we discussed together with our guest speaker Mr. Georg Feiner at our 2nd webinar taking place on **18th October, 14:00 CET**. Watch the recording here and continue discussions in this forum.

Annex 1. List of participants' countries*

*based on the welcome survey respondents data, indicating who started the course.

Albania	4	Ethiopia	1	Lithuania	8	San Marino	1
Armenia	4	Finland	2	Luxembourg	1	Serbia	7
Austria	3	France	17	Malta	24	Singapore	1
Azerbaijan	1	Georgia	1	Mauritius Island	1	Slovakia	2
Belgium	22	Germany	16	Moldova	2	Slovenia	3
Belgium	2	Ghana	2	Montenegro	1	South Africa	1
Bosnia and Herzegovina	4	Greece	39	Morocco	7	Spain	47
Bulgaria	9	Guinea	1	Myanmar	1	Sweden	2
Burkina Faso	3	Hungary	6	Nigeria	5	Switzerland	2
Canada	1	India	1	North Macedonia	2	Thailand	1
Croatia	8	Indonesia	1	Norway	5	The Netherlands	8
Croatia	1	Ireland	9	Pakistan	4	Turkey	16
Cyprus	2	Italy	42	Poland	14	Ukraine	9
Czech Republic	2	Japan	1	Portugal	21	United Kingdom	20
Denmark	3	Latvia	2	Romania	28	United States of America	1
Egypt	1	Lebanon	1	Russia	4	Yemen	1
Estonia	6						