

Youth Partnership

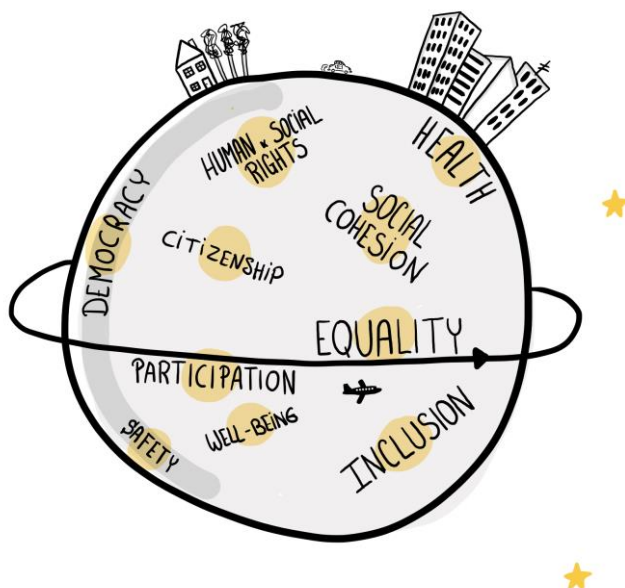
Partnership between the European Commission
and the Council of Europe in the field of youth



MASSIVE OPEN ONLINE COURSE ON ESSENTIALS OF YOUTH POLICY

1st edition, 30 October - 11 December 2017

COURSE 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.

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1. EXECUTIVE SUMMARY

From 30 October to 11 December 2017, the partnership between the European Commission and the Council of Europe organised the first edition of a massive open online course (MOOC) on youth policy. The online course aimed to develop basic competences to engage in youth policy. It focused on the essential elements of youth policy, the steps of youth policy (development, delivery, evaluation), its impact on young people, and participants' future steps in youth policy. The course included basic information, so it could be of particular interest to those starting off in the field of youth.

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

1805 people from 77 countries enrolled in the course. Out of them, 558 learners started the course, which is a good average in terms of dynamics of a MOOC. 208 learners requested a certificate upon course completion. In terms of countries where participants came from, it was quite a global course. Based on the welcome survey, participants came from 77 countries. In terms of participants' age, the majority of the group were aged between 19 and 34 (71%) and 20% between 35 and 50 years old. It is relevant to bear in mind that almost 6% of those who started the course were under 18.

In terms of reasons and expectations for the course, 44% of the respondents indicated that they needed this course for their work, 29% just wanted to get some basic knowledge about youth policy and 16% of the respondents took the course because they wanted to start developing youth policy.

In relation to the profile of the learners who requested a course certificate and who completed the entire course, about 59% identified themselves as young person, 52% as a youth worker, 39% as a student. 22% of those who finished the course were researchers, 12% were civil servants working in the field of youth and 8% elected representatives.

The six course modules were divided in several sessions that offered a variety of learning content, such as: educational texts, animated videos, pre-recorded video interviews with experts, and youth policy examples. When evaluating the course, most participants found its length and methodology suitable, while pointing out the need for more videos and more small group work.

The course modules provided information about the basic elements of youth policy, as well as its overarching themes (inclusion, participation) and elements (knowledge basis, youth work). Two course modules tackled the questions of building a youth policy strategy, so going deeper in the process of youth policy making. The last module allowed participants to position themselves in the context of youth policy and to identify relevant themes for the future of youth policy.

The course included the following learning activities: 16 forum discussions facilitated by the course team, 3 quizzes, an activity for building a timeline for youth policy, brainstorming and adding ideas to an online pinboard.

In relation to learning progress, we were able to compare the degree of understanding of youth policy and the beginning and at the end of the course, despite the fact that not all those who started the course also completed it. A comparison between the initial self-assessment and the final one illustrates a net learning progress in all the related areas of understanding of youth policy.

In terms of follow up, participants indicated various actions that they are motivated to take in relation to youth policy, also thanks to the course, which motivated many to take a more active role in their context, to improve their knowledge even more and to raise awareness among others. Several participants also indicated the course as a good example of learning in order to start advocating for more youth-friendly and youth-focused public policies.

In the course evaluation, learners agreed that the course was useful for them, for their youth policy activities, provided general an overwhelming positive feedback and expressed the hope that the course will be repeated in the future.

2. THE COURSE IN BRIEF

From 30 October to 11 December 2017, the partnership between the European Commission and the Council of Europe organised the first edition of a massive open online course on youth policy. The online course aimed to develop learners' basic competences to engage in youth policy. It focused on the essential elements of youth policy, the steps of youth policy (development, delivery, evaluation), its impact in the lives of young people, and participants' future steps in youth policy. The course included basic information, so it could be of particular interest to those starting off in the field of youth. The course did not aim to provide exhaustive information on youth policy.

The course was developed for participants to:

1. understand the “basics” of youth policy (concepts and definitions, scope, objectives, actors, history, 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. be ready to get more 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.

The course content were organised and activities were facilitated by two contracted consultants and one staff member of the EU-CoE youth partnership. More information about the course team is available in Annex 2.

The course was organised on the learning platform Canvas.net, as this resulted to be the most suitable and efficient learning platform for this pilot edition of the course.

This report offers an overview of the course, its contents and results.

STATISTICS



3. THE GROUP OF LEARNERS

As all massive open online courses, this course was open and free for 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 involved engaging with young people could and did benefit from this course.

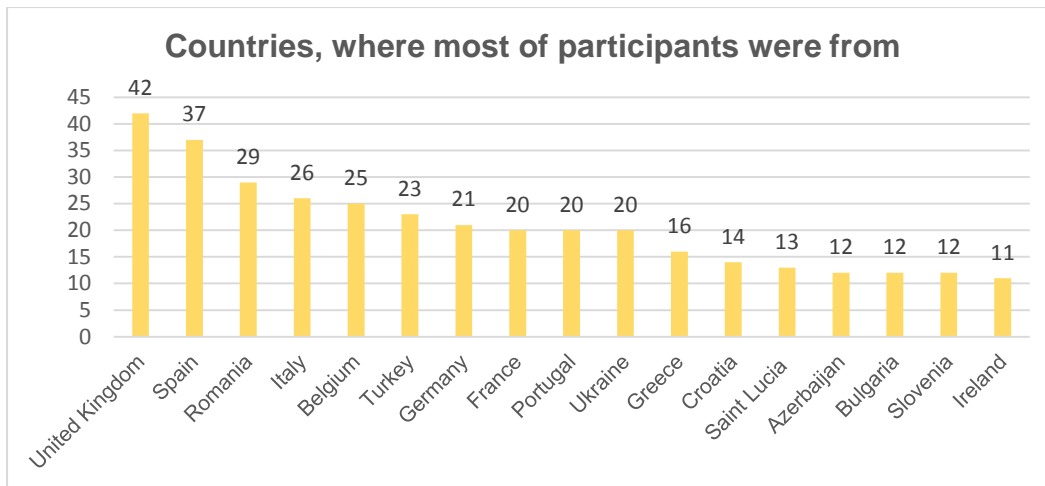
Out of the 1805 learners who enrolled in the course, 558 took the welcome survey and provided information about their profile. 558 learners started the course, out of 1805, which is a good average in terms of dynamics of a MOOC.

An analysis of the profiles of those who compiled the welcome surveyed is included below.

In terms of countries where participants came from, it was quite a global course. Based on the welcome survey, participants came from 77 countries and 12 people did not identify their country of residence. 78% come from European countries. The map below shows the geography of the target group. The detailed list of countries is included in Annex 1.

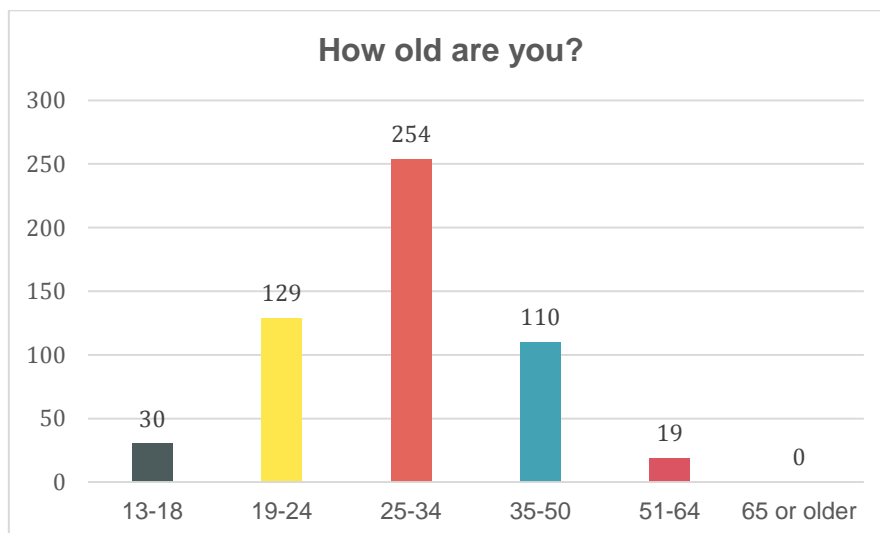


65% (353) of all respondents reside in the following 18 countries. The graph below shows all the countries where more than 10 participants come from.

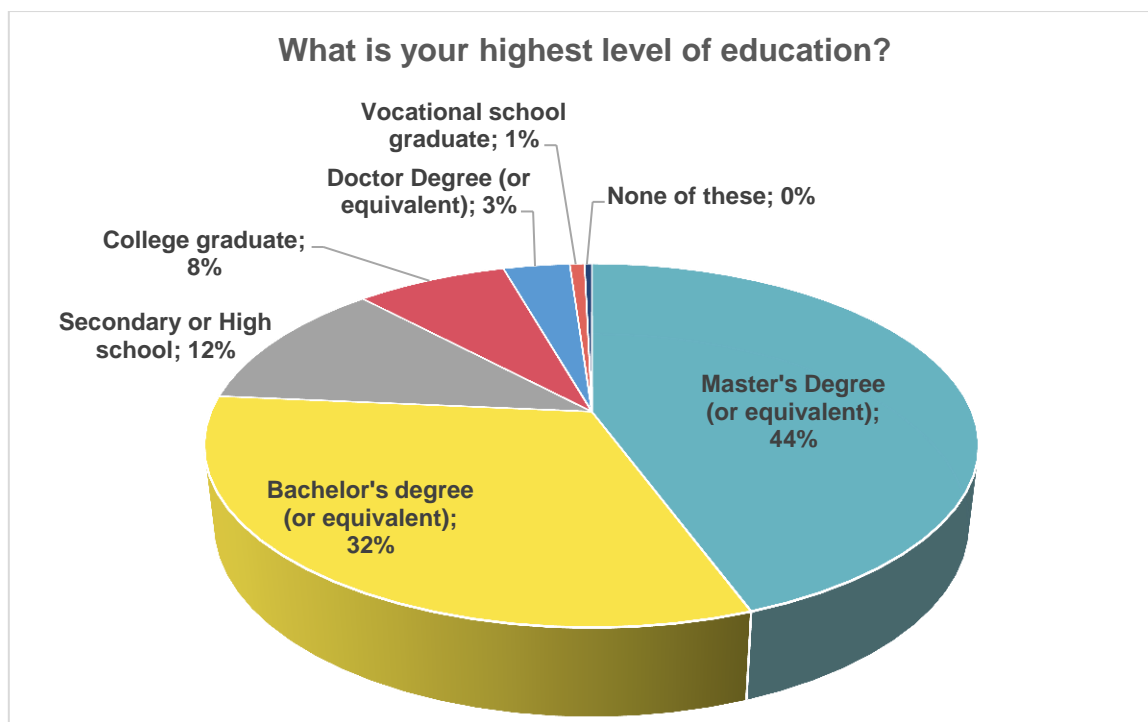


64% identified as female, 32% as male and 4% as none of the two.

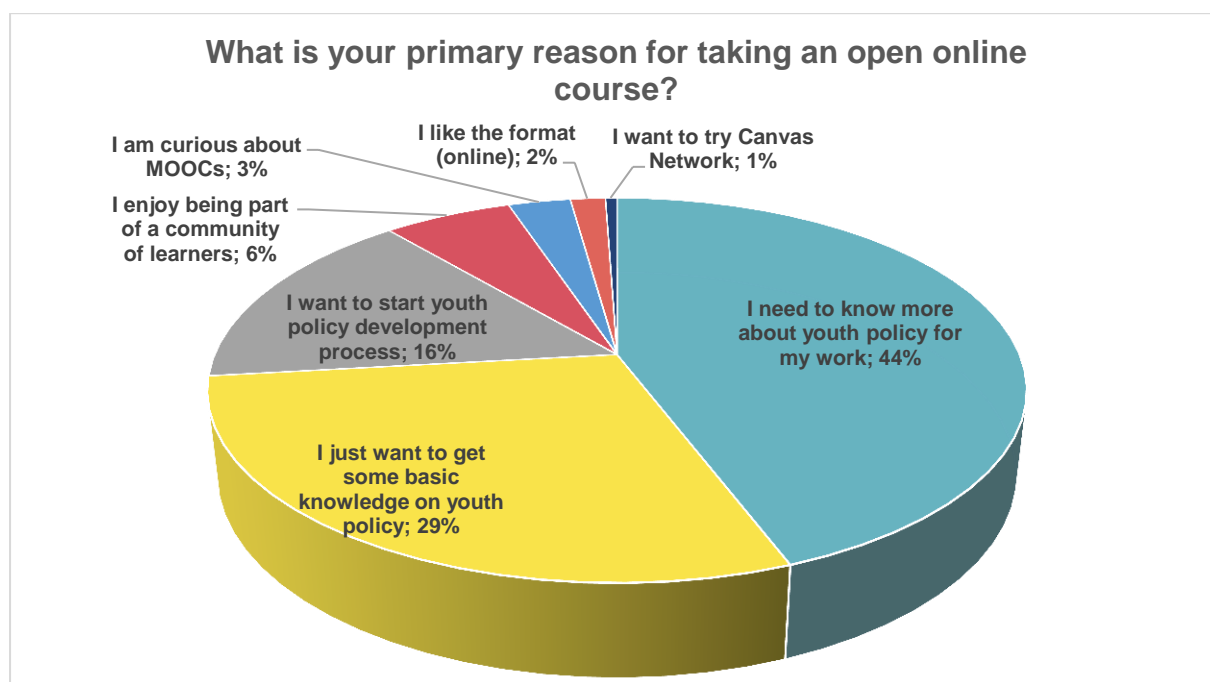
In terms of participants' age, the majority of the group (383) were aged between 19 and 34 (71%) and 20% between 35 and 50 years old. It is relevant to bear in mind that almost 6% of those who started the course were under 18.



79% of respondents had university degrees and 12% had secondary school education. ¼ of all respondents were English native speakers, while for 72%, English was their foreign language.

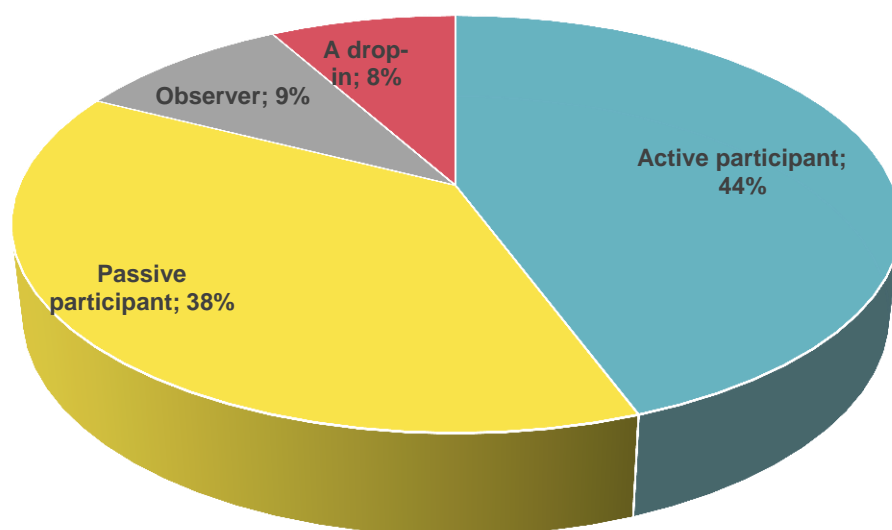


In terms of reasons and expectations for the course, 44% of the respondents indicated that they needed this course for their work, 29% just wanted to get some basic knowledge about youth policy and 16% of the respondents took the course because they wanted to start developing youth policy.



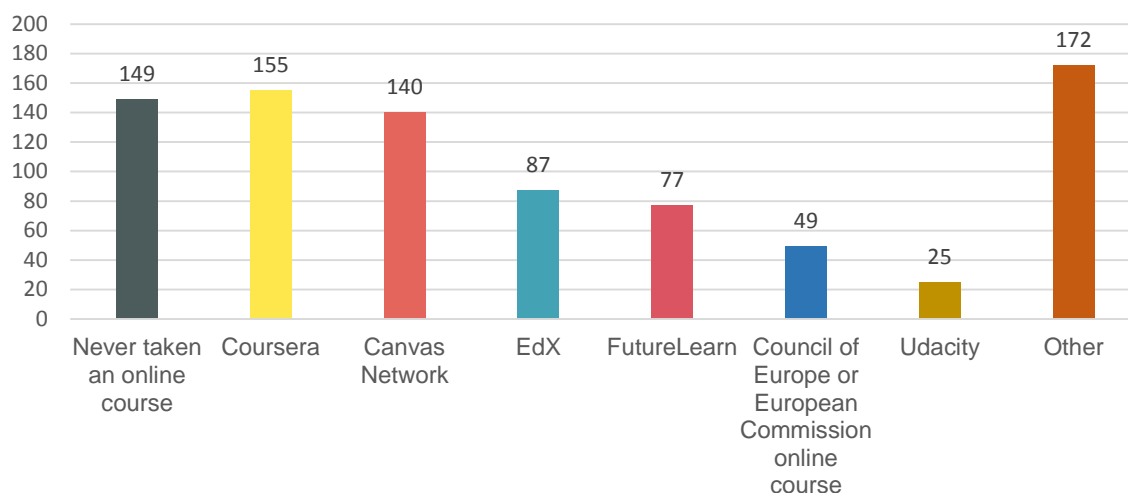
The graph below shows that almost half (44%) of the welcome survey respondents were willing to take active participant role in the MOOC, while 38% were planning to take rather a passive role, to learn without engaging too much with other participants.

Which type of online learner best describes you?



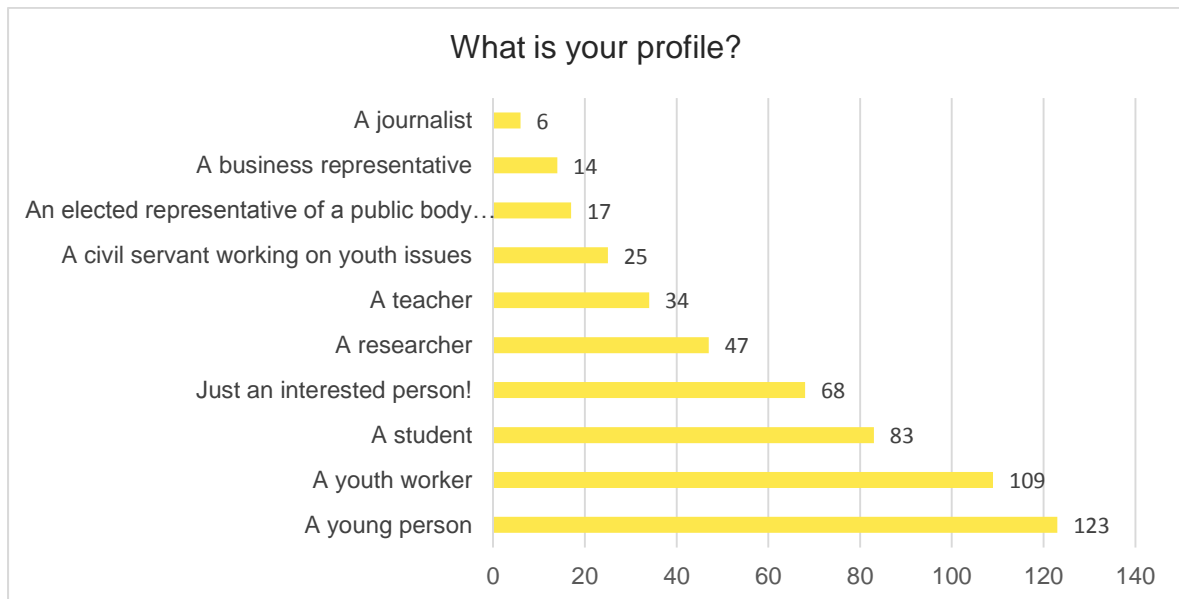
149 (27%) of respondents had never taken an online course before, while the majority already had had online learning experiences either on the same Canvas Network or other platforms. 9% of respondents had had online learning experiences in courses organised by the Council of Europe or the European Commission.

Where have you taken an online course before?



In relation to the profile of the 208 learners who requested a course certificate and who completed the entire course, the graph below provides useful information. Learners could mark more than one option. About 59% identified themselves as young person, 52% as a youth worker, 39% as a student. 22% of those who finished the course were researchers, 12% were civil servants working in the field of youth and 8% elected representatives. This diversity corresponds to the expectations of the

organisers to reach a wide audience and different profiles of those involved in the youth policy context.



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 Start 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 what the course prerequisites were, 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, who are the target groups and actors and what are 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 make it more concrete the participants learned in this module why it is important to build a youth policy strategy. They saw some examples and identified the main stakeholders. The focus of this module was on how to build a project design and a timeline for the strategy development.

Module 5: Youth policy in action

This module focussed on how to implement your youth policy strategy. We focussed on what should you take into account when implementing your 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 finale 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 was divided in several sessions that offered a variety of learning content, such as: educational texts, animated videos, pre-recorded video interviews with experts, and youth policy

examples. When evaluating the course, most participants found its length and methodology suitable, while pointing out the need for more videos and more small group work.

The course included the following learning activities:

- 16 forum discussions facilitated by the course team
- 3 quizzes
- Building a timeline for youth policy
- Brainstorming and adding ideas to an online pinboard.

For each module, certain pre-requisites were defined for the obtaining a content-related Open Badge.



After completing all the modules, learners could receive a course certificate. 208 learners obtained the course certificate.

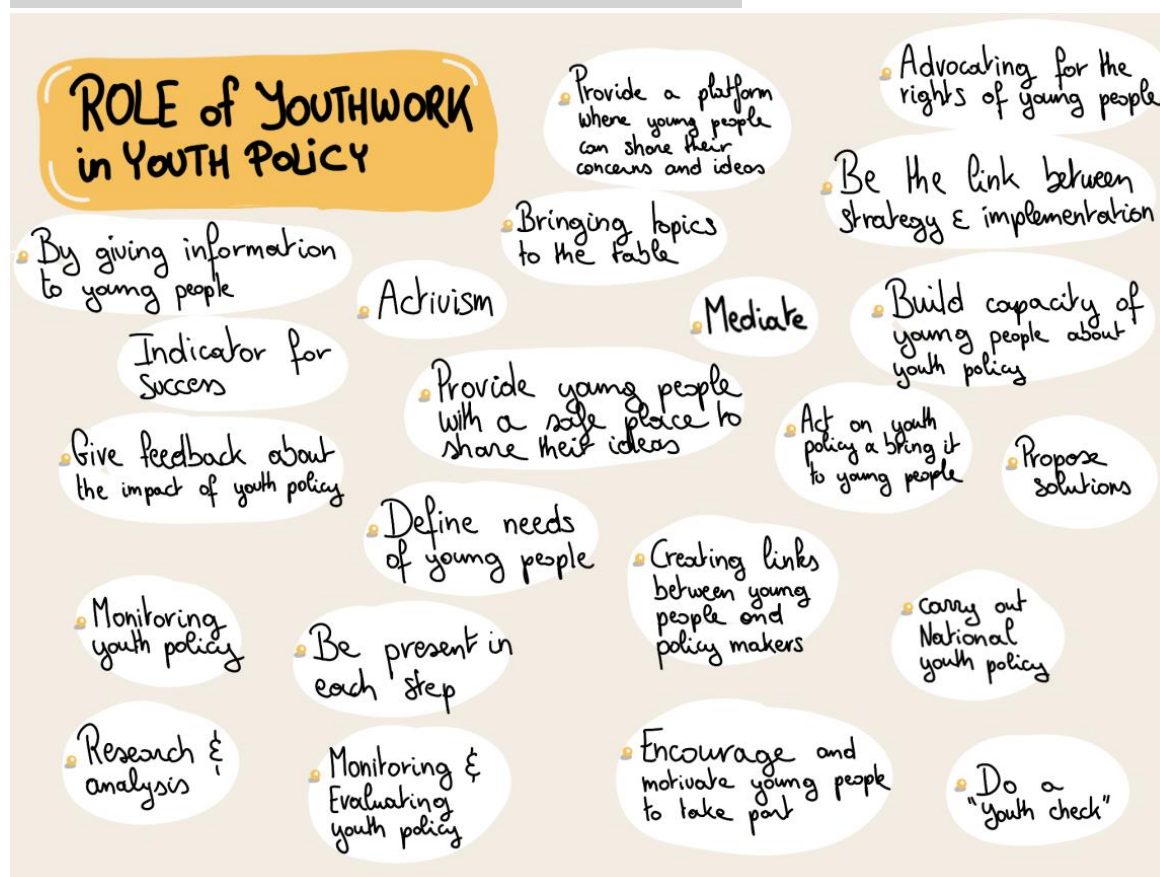
What follows are some examples of content summaries of what participants learnt and shared. This is not an exhaustive list of all contents shared, but rather an illustration of some of the issues in the MOOC.

A word cloud in the shape of a speech bubble, containing various terms related to global challenges and development. The most prominent words are 'TECHNOLOGY', 'UNEMPLOYMENT', 'POVERTY', 'INCLUSION', and 'ENVIRONMENT'. Other visible words include 'HAPPINESS', 'RIGHTS', 'LITTLE POLICY SUPPORT', 'MAKING CHOICES', 'AWARENESS', 'GLOBALISATION', 'TRANSITION', 'HEALTH', 'TERRORISM', 'LACK OF GUIDANCE', 'EDUCATION', 'CREATIVITY', 'INFORMATION OVERLOAD', 'PEACE', 'WAR', 'CIVIC ACTIVISM', 'SUSTAINABILITY', 'TRAINING', 'GENDER EQUALITY', 'SKILL GAPS', 'CRITICAL THINKING', 'FINDING A PLACE', 'HUMAN RIGHTS', 'MIGRATION', 'NATIONALISM', 'MENTAL HEALTH', 'ADDICTION', 'DIGITAL DIVIDE', 'ENTREPRENEURSHIP', 'WAR', 'JOBS', 'RIGHTS'.

10 ELEMENTS for SUCCESSFUL YOUTH POLICY

1. CLEARLY DEFINED GOVERNMENT AUTHORITY ON YOUTH
2. DEFINED BENEFICIARY GROUP
3. CONCRETE & TRANSPARENT STRATEGY
4. KNOWLEDGE BASE
5. BELIEF IN YOUTH PARTICIPATION
6. VIEW YOUNG PEOPLE AS A RESOURCE
7. CROSS-SECTORAL & INTEGRATED APPROACH
8. LINKS BETWEEN LOCAL & NATIONAL
9. SEPARATE BUDGET
10. CONSISTENCY WITH INTERNATIONAL PRACTICE

THE ROLE OF YOUTH WORK IN RELATION TO YOUTH POLICY



WHY YOUTH POLICY IS NEEDED

Offer young people opportunities to grow	<p>Youth policy is there to support young people to:</p> <ul style="list-style-type: none"> • integrate in society; • increase their capacities and capabilities to develop their autonomy; • become active citizens; • make sure the country can tap into their unique contributions to tackle economic and social challenges
Assure that young people have a voice in the public debate that concerns them	<p>Youth policy is there to:</p> <ul style="list-style-type: none"> • ensure that the right to participation is respected and promoted • make sure young people have spaces for participation in decision-making • create youth-friendly participation frameworks.
Ensure access for groups that are otherwise excluded or that are not able to participate in society equally	<p>Youth policy is there to:</p> <ul style="list-style-type: none"> • fight prejudice and discrimination • offer perspectives to young people to broaden their horizons, learn more about the world
Tackle specific challenges young people are facing when in transition from youth to adulthood	<p>Youth policy is there to:</p> <ul style="list-style-type: none"> • support young people in gaining their independence • support their transition in education and on the labour market • support them to have access to housing, health and other social rights.

However, in reality, youth policy may also exist to serve the interests of other stakeholders than the young people (for example, governments, corporate and institutional elites, etc.). Youth policy may also exist as an expression of the fear towards young people, so it exists in order to:

- control young people,
- maintain the political and social status quo, the existing social and power relations in a society
- ensure that young people participate willingly in the reproduction of the existing social and economic order
- keep young people 'off the streets and out of trouble'.

WAYS OF IMPROVING COOPERATION BETWEEN THE NATIONAL AND INTERNATIONAL LEVELS

- Creating wider and better networks of cooperation
- Sharing good practices of youth policy implementation on all levels
- providing more platforms for debate where young people get the chance to express their views and ideas on policy (ex. Structured Dialogue)
- Improving the communication on what already exists: programmes, funding, information, etc.
- Bringing in the local perspective (ex. City halls) when making policies on a higher policy level
- Strengthening the local level by providing training for municipal leaders and staff, translating transnational documents and tools, developing guidelines and tools for municipalities, mapping municipal best practices
- Having successful European-wide campaigns
- Providing, at European or international levels, frameworks/models for local and national policy makers to follow
- Letting the European institutions function as a mediator between different countries in sharing ideas and practices
- Creating an analytical think-tank that would search, define and help to disseminate best practices of cooperation
- Having ambassadors of youth policy in each country
- Having the European level bring innovative approaches and tools to national, regional and local public bodies
- Creating more funding opportunities for regional and local authorities
- Having good monitoring and evaluation of youth policy
- Strengthening mobility programmes
- Allowing the European level to also support in the implementation of the national youth policies.

YOUTH PARTICIPATION IN YOUTH POLICY

It needs to be supported because:

- By participating, young people gain decision-making experiences for future situations
- Youth participation is a matter of safeguarding democracy

- Young people need to express their views when it comes to the topic of their social and economic inclusion
- If policies are to be implemented locally, then youth participation will help shape them in a more useful way for their needs
- If young people are involved, then the results will be better and young people will not feel alienated from the system
- Without youth participation, decisions will be grounded on assumptions, and not on reality
- Without youth participation, youth organisations will feel their role totally alienated in society
- Youth participation is needed in order to include the needs of all young people in policy responses
- Resources invested in youth participation will pay back in time even more than the resources saved from not engaging with youth participation
- Youth participation is a very important goal of youth policy, so it should accompany all policy processes

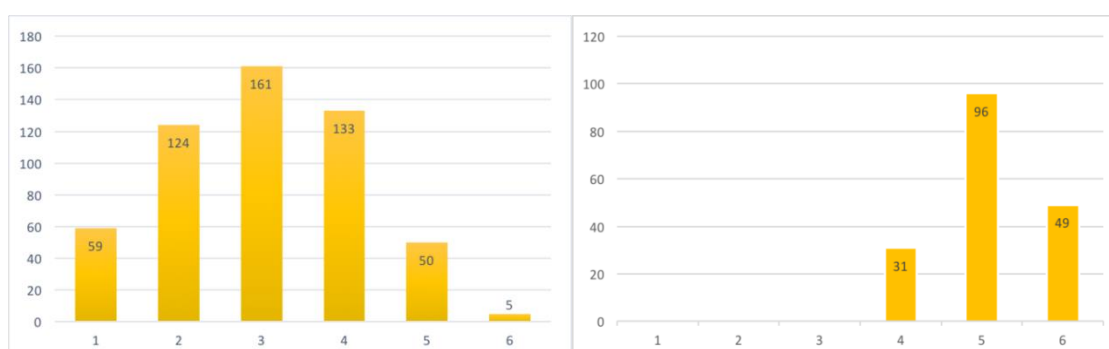
However, youth participation in youth policy processes

- may slow policy processes down
- needs to complement the results of youth research
- risks reducing already limited youth policy budgets
- needs young people to have the understanding of the policy context in order to competently participate.

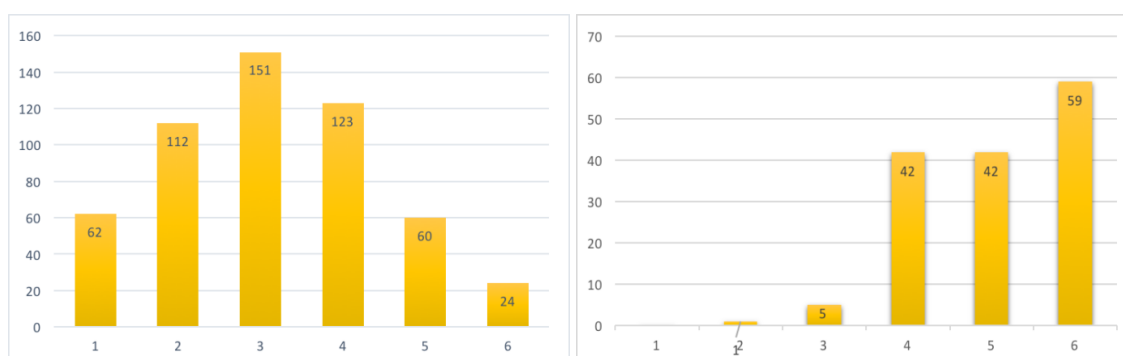
6. LEARNING ACHIEVEMENTS AND FOLLOW-UP

At the beginning of the course, learners were asked to do a self-assessment regarding their understanding of youth policy. At the end of the course, they assessed themselves on the basis of the same self-assessment. A comparison between the initial self-assessment (on the left) and the final one (on the right) illustrated a net progress in all the related areas of understanding of youth policy.

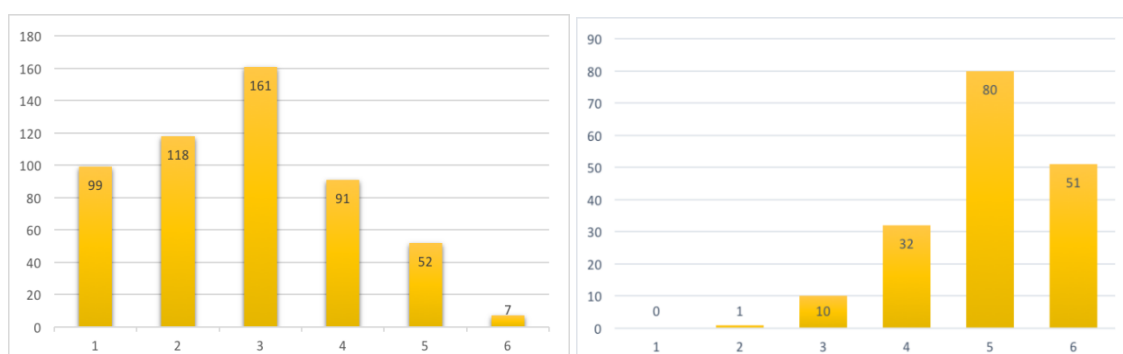
What is your level of understanding of the “basics” of youth policy?



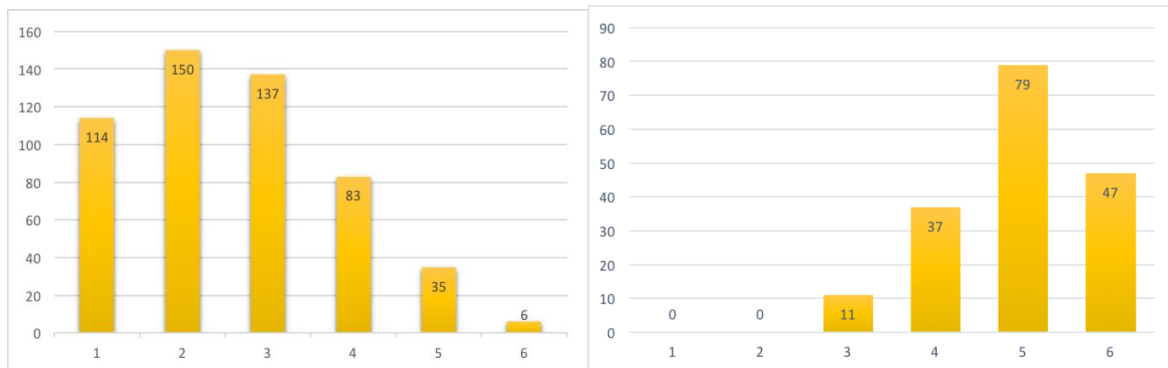
To which extent are you aware of key elements and principles of youth policy?



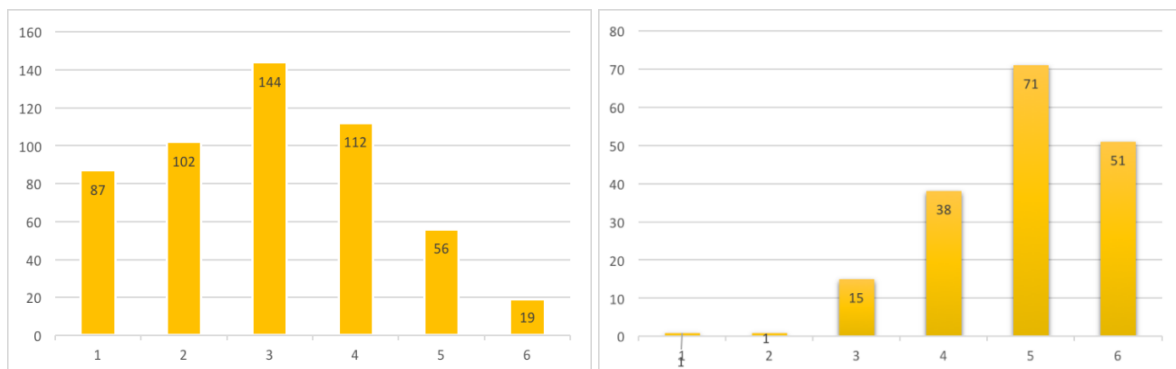
What is your level of understanding of the ways to develop a strategy for youth policy?



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

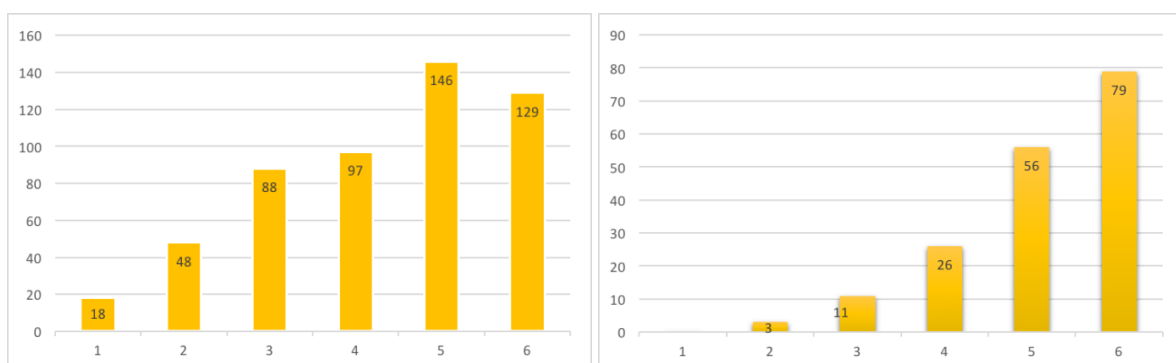


How much are you aware of emerging needs, discussions and trends of youth policy?



Comparatively, for each learning outcome, there is an increasing trend in terms of understanding of youth policy.

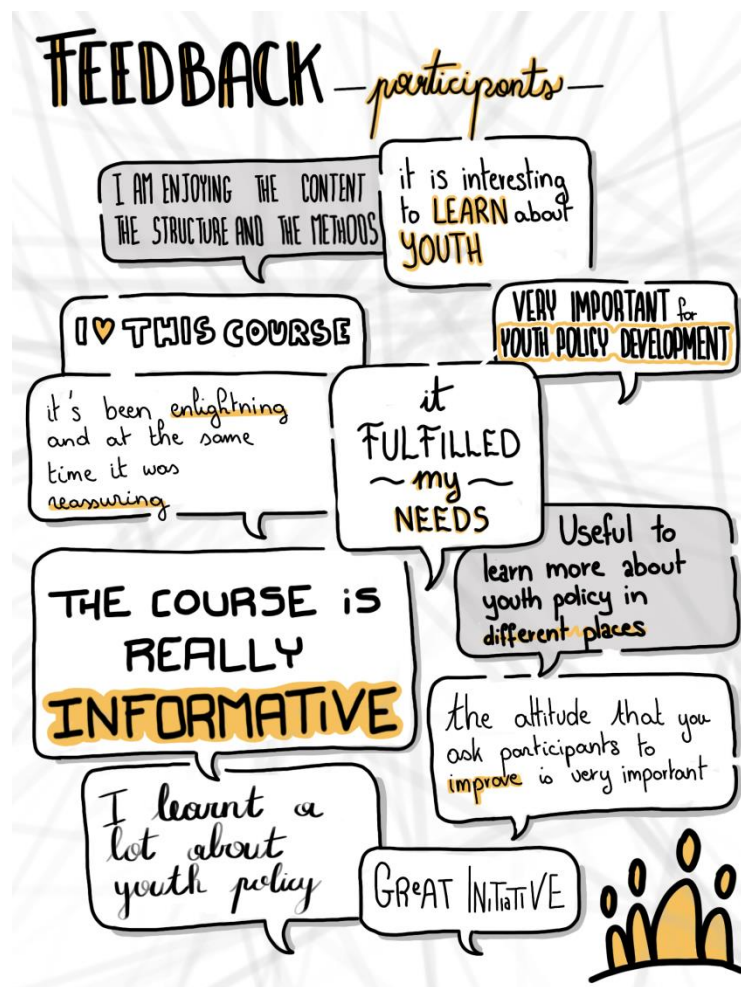
Last, learners indicated their readiness to start/continue to contribute to youth policy developments in their own context before and after the course, also with a positive trend.



In terms of follow up, participants indicated the following actions that they are motivated to take in relation to youth policy:

- Get more involved in youth policy in my context
- Become part of youth work
- Advocate for youth activities

- Get a higher education certification in work with youth
- Learn more about how I can involve youth to take action
- Get more youth interested in becoming more active
- Pass on the knowledge I gained
- Raise awareness about the significance of youth policy
- Invite youth to dialogue with policy makers
- Monitor youth policy more attentively in my country
- Start to implement the first municipal youth plan of my municipality
- Further develop my knowledge, also through research
- Identify needs of young people
- Identify authorities that may be involved in implementing youth policy
- Reflect youth issues in developing project proposals
- Advocate for more participation
- Use the models I learned in this course
- See how mental health can be linked to European frameworks of youth policy
- Engage myself into policy initiatives towards young people
- Know more about my local, regional and national situation
- Organize a consultation for the structured dialogue.



7. THE COURSE “LOOKS”

Animation style video

2.1 Youth policy - the basics

Watch the following video:



Video transcript available [here](#).

Interview with an expert

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



Video transcript available [here](#).

Reflect in your own context what kind of knowledge informs youth policy and who produces this knowledge.

Building a youth policy timeline (using Sutori)

2.6 The history of European youth policy

History can help understand more about the present of youth policy. In this section, we have built a timeline which shows some of the major steps that have been taken in European level youth policy. Keep in mind that this list is in no way exhaustive. Take a peak and click on the links of the milestones that you don't know. You might even want to find out more. So if you are interested, browse for more information on some of them.

The history of European Youth Policy

This timeline is in no way exhaustive. It merely shows some of the major steps that have been taken in European Youth Policy.

a glimpse of the past....

- 1950's -
The starting point of a youth policy with a clear understanding of its own identity in Europe.

Share

- 1964 - Creation of the Council of European National youth committees (CENYC), the umbrella structure of national youth councils in Europe.

Share

- 1971 -
the permanent European Youth Centre

Sharing examples of youth research (using Padlet)

Look for contemporary research referring to young people in your context on the topic of your choice. Read at least one research piece to learn more about young people's situation.

Now, share in the Padlet one example of research you found interesting, the country (or region) it refers to, its topic, and why it is interesting for you. Add a link, so that others can also benefit.

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Youth research examples

Share here examples of youth research you consulted. Mention the country they refer to, their topic, and what makes this research interesting.

<http://www.cycj.org.uk/wp-content/uploads/2017/10/1info-sheet-66.pdf>

This is a really recent paper produced by the Centre for Youth & Criminal Justice in Scotland on the Benefits on youth Participation. This has been linked into YOP2018. As Scotland's themed year next year is the Year of Young People which is very exciting.

Available:
<http://youthdevelopmentindex.org/>

Commonwealth Youth Development Index

This research covers multiple countries across varying contexts but with a fair sample set of indicators. These indicators can be used to produce a more intimate reflection of a country's status in addressing youth development issues.

<http://wispace.sta.uwi.edu/docs/bs1stream/handle/2139/13810/bs1stream%20index.pdf?sequence=1>

STUDENTS' PERCEPTIONS OF INDISCIPLINE AT THREE PRIMARY SCHOOLS

TRINIDAD AND TOBAGO

A study of the challenges of youth unemployment in Zambia

In Zambia, young people make up a significant proportion of the available labour force, yet unemployment rates for 20- to 24-year-olds have been estimated to be as much as five times greater than for older adults.

Discussion forums

6.1.1 Discussion. Challenges and changes

[Mara Geraspica](#)

20 Nov 2017 at 13:00

100 99

Share your views on:

- What kind of challenges are young people facing or are likely to be facing in the future, with all the technological, political and societal changes our world is going through?
- What should be the topics and phenomena youth policy should look at in the future?

If you have interesting research or information to share, please do so!

This topic was locked 11 Dec 2017 at 23:59.

Quizzes

Question 1

10 pts

ACTOR:

Public youth administrations on local, regional, national and international level (decision makers and civil servants)

- Local (city council, local youth consultant,...)
- Regional (regional governmental bodies)
- National (national governments and administrations)
- International
 - Council of Europe
 - European Union
 - United Nations
 - Commonwealth
 - Worldbank

☐ Provide relevant data that supports youth policy measures

☐ Stay in touch with young people and know their needs, expectations and realities

☐ Involve young people, youth work and other relevant actors in youth policy making.

☐ Select the members of the National Youth Council and guide their work

☐ Support policy objectives (ex. Create, manage and fund programmes that support the development and the participation of young people)

ANNEX 1. LIST OF PARTICIPANTS' COUNTRIES

Country	Participants	Country	Participants	Country	Participants
Albania	6	Honduras	1	Norway	2
Armenia	4	Hungary	3	Pakistan	1
Austria	5	India	4	Palestine	1
Azerbaijan	12	Indonesia	1	Poland	9
Barbados	1	Ireland	11	Portugal	20
Belarus	8	Italy	26	Romania	29
Belgium	25	Ivory Coast	1	Russian Federation	2
Belize	1	Jamaica	2	Santa Lucia	13
Bosnia and Herzegovina	6	Kenya	4	Serbia	8
Bulgaria	12	Kosovo	1	Singapore	2
Canada	9	Latvia	3	Slovakia	1
Costa Rica	1	Libya	1	Slovenia	12
Croatia	14	Lithuania	6	South Africa	5
Cyprus	5	Luxembourg	1	Cameroon	1
Czech Republic	5	“former Yugoslav Republic of Macedonia”	3	Spain	37
Denmark	1	Malawi	2	Sudan	1
Estonia	4	Malaysia	2	Sweden	5
Ethiopia	1	Malta	4	Tanzania	3
Finland	4	Mauritius	2	Trinidad and Tobago	7
France	21	Moldova	2	Tunisia	4
Georgia	3	Mongolia	1	Turkey	23
Germany	21	Montenegro	5	Ukraine	20
Ghana	4	Myanmar	2	United Kingdom	42
Greece	16	The Netherlands	8	United States	5
Guatemala	1	New Zealand	1	Zambia	1
Haiti	1	Nigeria	2	<i>No answer</i>	12

ANNEX 2. COURSE TEAM

	<p>Mara Georgescu</p> <p>Mara works as at the EU – CoE youth partnership. She has worked in the field of youth in different capacities: as a local youth worker and human rights educator, as project officer and trainer in civil society organisations and in the Youth Department of the Council of Europe as educational advisor. Her main areas of interest are youth work, social inclusion, intercultural learning and dialogue, human rights education and participation.</p>
	<p>Laimonas Ragauskas</p> <p>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 has been involved in EU programmes for youth since 1999 as a youth worker and consultant. Since 2002, he has developed a large number of training courses on quality of projects implemented within these programmes.</p>
	<p>Sven Retoré</p> <p>Sven lives in Brussels (Belgium). He has been working as a facilitator, trainer and youth worker in the field of non-formal learning since 2005 for local, national and transnational organisations, as well as for several European institutions. He has developed, organised and trained a wide variety of youth projects and events in the framework the EU youth programmes and other programmes.</p>