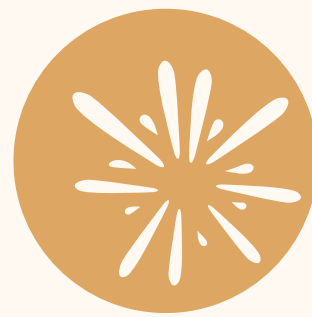
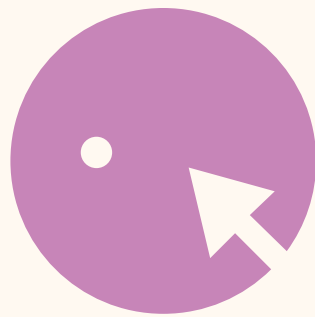


# Massive Open Online Courses



**Promoting decent  
work at a scale**

# About the ITCILO

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Founded in 1964 by the ILO and the government of Italy, the Centre is dedicated to the pursuit of learning and training to achieve Sustainable Development Goal 8: Promote inclusive and sustainable economic growth, employment, and decent work for all.

This toolkit has been developed by the Centre's Learning Innovation Programme (LIP), which promotes innovative methodologies and technologies for the future of work.

MOOCs are digitally-oriented solutions designed to prepare participants for the jobs and skills of the future.

Comments, suggestions and input provided by colleagues are gratefully acknowledged as

follows:

- Mr. Joel Alcocer - Programme Manager, Jobs for Peace and Resilience
- Ms. Chandni Lanfranchi - Programme Officer, Green Jobs Programme
- Ms. Rute Mendes - Programme Officer, Youth Employment
- Ms. Jeanne Schmidt- Senior Programme Officer, Employers' Programme

For the chapter on facilitating learning at a scale:

- Mr. Hung-Kai Hsin - Research Award Fellow in Networked Economies at the International Development Research Centre (IDRC)
- Mr. Leandro Nagore - Training Manager at International Local Safety
- Ms. Gudrun Van Pottelergh - International Security, Crisis and Conflict Management Expert at GVP Consulting e.U.

New learning models mediated by digital resources and networking technologies are more popular than ever. Open education opportunities offer an alternative path to skills development and professionalization.

*“Resourceful course with an easy learning system. The forum discussions initiated by the tutor help for me as a first time learner to understand the course content clearly and social forum helped me to clear my doubts. The teaching learning methodology is so good that I feel these 4 weeks as like campus learning. Thanks for providing such a global standard pro-gram”*

Participant in the Humanitarian Essentials (2017)

*“This was my first MOOC and had a great learning experience. The course design, content and discussions/interactions from global participants made the learning more effective. Actually this gave us everything that we should know about labour market. Specially about youth unemployment, and its determinants as well as suggestion for any kind of problem regarding the youth unemployment.”*

Participant in the Promoting Better Labour Market Outcomes for Youth (2019)

# MOOC Spotlight

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**Participant**

2019

**"Dans l'ensemble,  
j'ai apprécié le  
MOOC. Le contenu  
était adapté aux  
chercheurs d'emploi,  
surtout la partie  
inspiration donnant  
assez d'exemples,  
d'informations et de  
métaphores."**

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- FACILITATE LEARNING AT A SCALE
- GUARANTEE ACCESSIBILITY

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# MOOC Spotlight

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**Participant**

2015



**"This MOOC has been the best training I have ever participated in related to crowdfunding Objectives of my campaign have become much clearer and achievable, taking key lessons from topics, discussions, and resources which the MOOC have exposed me to."**

# MOOCs as a Means to Achieve SDGs

---

Education for all has been a core issue of international development. Sustainable Development Goal 4 aims to “Ensure inclusive and equitable quality education.” MOOCs can be a handy way to achieve this inclusive and quality education.

See below how SDG 4 targets what MOOCs can achieve:

## **4.3 Relevant Skills for Decent Work**

MOOCs can be a useful way to improve access to skills training and create opportunities in the following ways: save time, cost and effort; satisfy educational needs in remote areas; provide self-learning opportunities; and provide a mechanism for collaborative learning.

## **4.5 Gender Equality and Inclusion**

MOOCs contribute to remove gender equality by giving women and girls improved access to education.

## **4.6 Universal Youth Literacy**

Literacy continues to be a pressing global challenge. Democratization of education is an absolute necessity for everyone to get equal opportunity in education without bias or differentiation.

## Timeline of MOOCs offered by the Centre in collaboration with partner agencies

### 2015

The ITCILO's **Crowdfunding for Development (CF-4DEV) MOOC** combined the topic of unconventional financing for development with an innovative online learning platform.

The Jobs for Peace and Resilience Training Programme jointly with the ILO's coordination support unit for peace and resilience released the first MOOC about the **ILO's Recommendation 205** aiming to be a global awareness tool.

### 2016

The launch of the **Gamification 4 Development MOOC** by the Humanitarian Leadership Academy in collaboration with ITCILO constituted an opportunity to experiment with innovative pedagogies and use of serious games for strengthening capacity building in the humanitarian sector.

The MOOC on **Roles and Responsibilities of Board Members in Business Members Organizations**, the ITCILO applied a certified freemium model for participants.

#### **Crowdfunding for Development in South Africa- ILO Pretoria**

After its global launch in 2015, the CF4DEV MOOC was replicated

#### **Crowdfunding for Caribbean Entrepreneurs- World Bank**

### 2017

A long-term partnership with the **Humanitarian Leadership Academy (HLA)** resulted in the release of the Humanitarian Essentials MOOC and the Gamification for Humanitarian Learning MOOC.

### 2019

**Promoting Better Labour Market Outcomes for Youth MOOC** focused on the youth employment situation in BRICS (Brazil, Russia, India, China, and South Africa) countries, the course was open globally as it was relevant to developing countries in general.

Other MOOCs in the same year:

**Employment and Decent Work for Peace and Resilience - ILO Geneva**

**Techniques de Recherche d'Emploi pour les jeunes en Algérie - ILO Algeria**

**Humanitarian Essentials - HLA**

### 2020

The Skills and Employability Branch of the ILO and ITCILO launch a new MOOC on **Apprenticeships** to support policy-makers and practitioners in the implementation of quality apprenticeships.

**2015**

**2016**

**2017**

CROWDFUNDING FOR  
DEVELOPMENT  
(CF4DEV) MOOC

GAMIFICATION  
4 DEVELOPMENT  
MOOC

HUMANITARIAN  
ESSENTIALS

ROLES AND RESPONSIBILITIES  
OF BOARD MEMBERS IN  
BUSINESS MEMBERS  
ORGANIZATIONS

GAMIFICATION  
FOR HUMANITARIAN  
LEARNING

CROWDFUNDING FOR  
DEVELOPMENT IN SOUTH  
AFRICA

CROWDFUNDING FOR  
CARIBBEAN  
ENTREPRENEURS

**2019**

**2020**

PROMOTING BETTER LABOUR  
MARKET OUTCOMES FOR  
YOUTH MOOC

GAMIFICATION  
4 DEVELOPMENT  
MOOC

TECHNIQUES DE RECHERCHE  
D'EMPLOI POUR LES JEUNES  
EN ALGÉRIE

HUMANITARIAN ESSENTIALS

PROMOÇÃO DE  
EMPREGO JOVEM  
PARA PAÍSES CPLP

QUALITY  
APPRENTICESHIP

# MOOCs in Action

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## 2019 MOOC on Employment and Decent Work for Peace and Resilience



1,090 registered participants

Top represented country

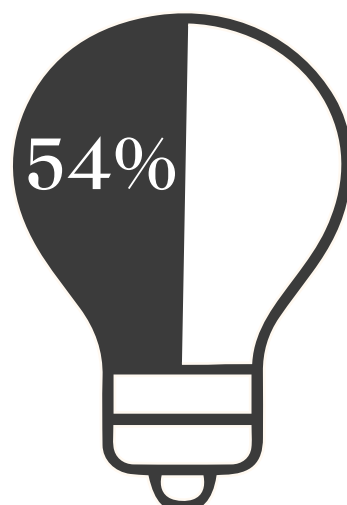


Afghanistan



40% female participation

engagement rate



54%



128


certified participants

out of which 48%

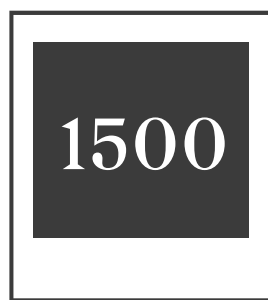


is female

# 2017 Crowdfunding for Caribbean Entrepreneurs MOOC



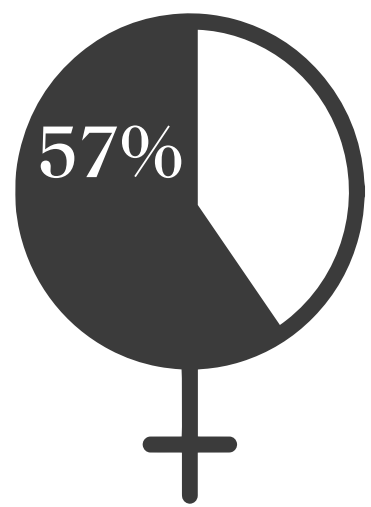
**328** registered participants, 296 participants actually accessed the MOOC, 244 participants were considered to be active



**1500**

forum posts generated

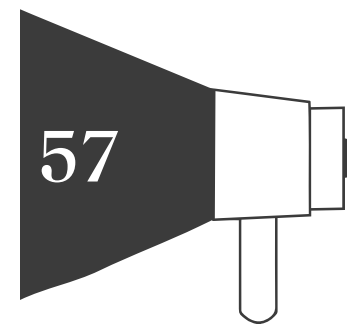
female participants



**19%**

record-high completion rate

campaigns created



**91%** of survey respondents indicated to be satisfied

## 2.1

# Ensure Financial Sustainability

---

One of the primary goals of MOOCs is to reduce the cost of education and open it to a large number of people. However, MOOCs still need an upfront investment in order to cover costs of the staff involved.

Developing a MOOC has similar costs like any traditional online course:

A **pedagogical team** that includes people who develop the course and people who facilitate the course.

A **technical team** is essential to provide IT and audio-visual support, which are critical requirements for such a course.

The **environment** to build a MOOC: the equipment needed locally to create the MOOC and the distribution ecosystem to make the course available to the learners.

Partnership is key to strengthen financial sustainability in MOOCs. Between 2015 and 2019 ITCILO offered MOOCs through the establishments of key partners such as the World Bank, Humanitarian Leadership Academy and ILO Country offices. Read more [here](#).



# TIPS

## Sustainable Business Model

There are two key aspects of finding the right business model: financial sustainability and monetisation. The following table highlights possible cost reduction actions:

OPPORTUNITIES FOR COST REDUCTION/REVENUE STREAMS	WHY? —
Low-cost/no-cost partnership	Opportunity to tap into the existing professional network. It is possible to build a MOOC by selecting key agencies and organizations, which are willing to invest in MOOC delivery by providing in-kind resources (in-house facilitation, sharing of existing content, sharing of platform).
Provide MOOCs on an existing platform	Using the ITCILO platform reduces cost for hosting and IT backstopping.
Use open source content, existing material, free social media tools, etc.	Aggregation of content which is either developed in-house, by partners, or freely available online under Creative Commons licensing.
Use of cost-efficient video recording tools	Video recording can be made through free video software and mobile apps, which guarantee high quality video production and compatibility with learners' mobile devices.
Re-selling model (selling tailored versions of previous MOOCs)	Once delivered, a MOOC can be adapted for further roll out in a specific region or organisation, allowing for development costs to smooth out and for the re-use of course materials.
Freemium model	The MOOC is free to a large extent but learners have the option to pay for additional services, e.g. badges, formal certificates, individual custom coaching, etc.

# MOOC Spotlight

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**Rute Mendes**

*Youth Employment*

**"Finding funds to develop a MOOC can always be a challenge, however since this MOOC contributed to a bigger project, we were able to finance it through this project. This model definitely facilitated the economic side of developing the MOOC."**

## 2.2

# Define Success and Measure Impact

---

A lot of people continue defining the success of a MOOC by **the rate of completion** of the course that would help people get their diploma. According to the so-called “digital divide”, there is a gap in education technology opportunities between learners from different backgrounds.

This gap is best understood as two divides: one of **access** and one of **usage**.

A lot of recent studies tend to say that instead of measuring the success of a MOOC as it was a traditional learning class, **we should take the MOOC-takers as a starting point.** ([Maartje A. Henderikx, Karel Kreijns & Marco Kalz](#), Refining success and dropout in massive open).

# TIPS

## Adapted Learning Analytics Framework

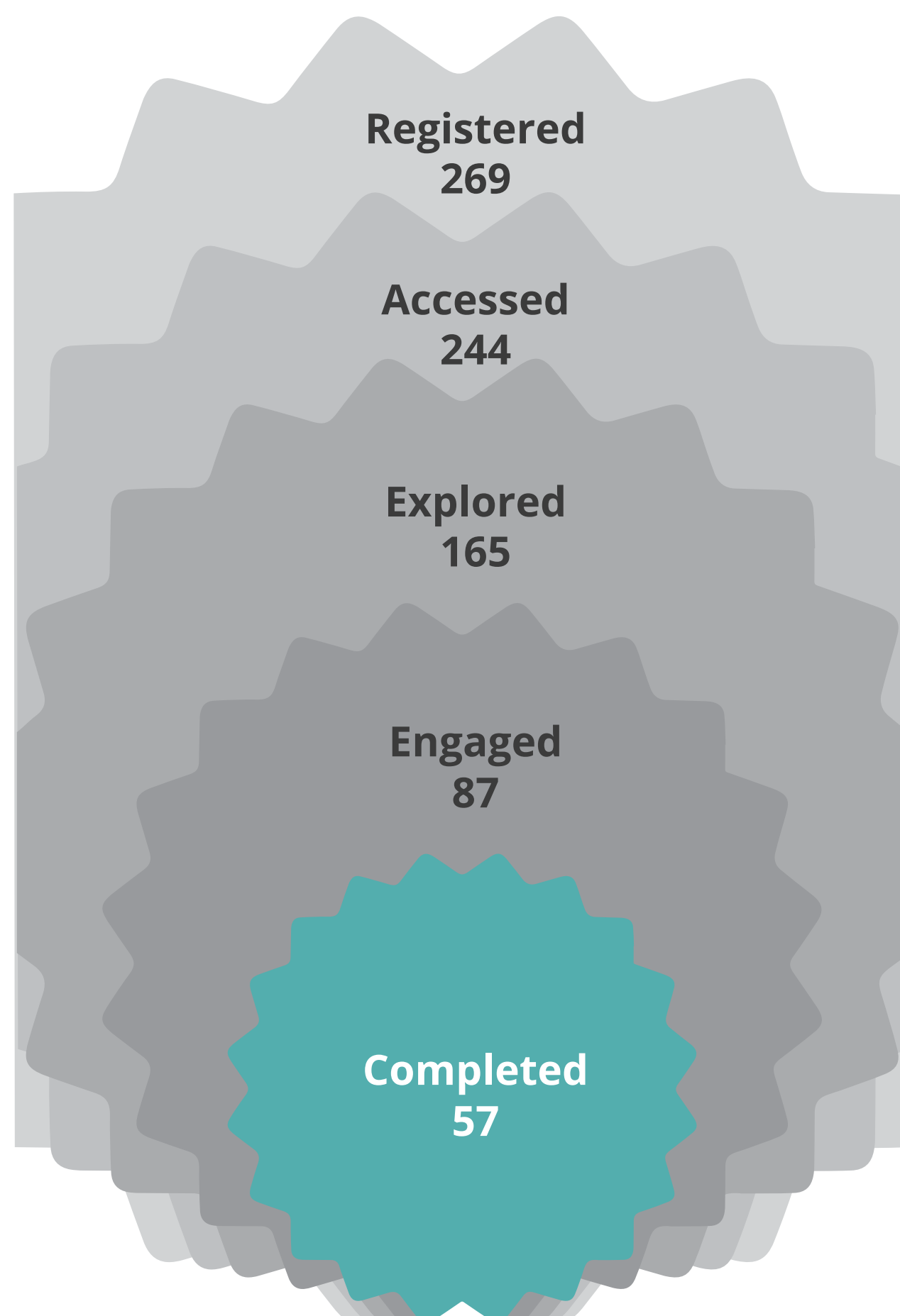
In this context, ITCILO defined a way to measure and categorize the different learner behaviours.

The following diagram shows **5 typical behaviours** of users in MOOCs.



The above behaviors highlight that every time learners interact with the virtual learning environment, they leave behind a digital footprint. This allows MOOC providers to gather data around **engagement, activity level, interaction quality, and value of participation.**

The **Crowdfunding for Caribbean Entrepreneur MOOC** delivered in 2016 is an excellent example of the broad participation spectrum that can happen in a MOOC. The average completion rate for MOOCs found in the literature is usually 7%, while the course achieved a record-high completion rate of **19%**. The diagram below summarizes the different percentages of behaviours recorded in the MOOC:



# MOOC Spotlight

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**Participant**

2016

**"I want to sincerely thank the team for designing a great course. I have learnt more than I could ever imagined. I have now the necessary tools to do my crowdfunding campaign."**

## 2.3

# Facilitate Learning at a Scale

---

In MOOCs4Dev, more emphasis needs to be placed on providing a truly culturally appropriate environment, developed in collaboration with local experts, so learners can better engage with the content and overall learning experience.

**Localization and customization of knowledge to the needs of the developing countries** is important to protect indigenous knowledge and the contribution to capacity strengthening of higher education.



# TIPS

## Quality Facilitation and Support

In order to tackle challenges related to facilitation and teaching support quality the Centre invests in strategic local partnerships and in facilitation guidelines.

**Online Facilitation Guides** can serve as tools to improve facilitation coordination. Below is a list of tips from three facilitators who joined ITCILO in the delivery of MOOCs:



### Leandro Nagore

Training Manager at the International Location Safety (ILS).



### Gudrun Van Pottelbergh

Consultant on International Peace & Security and Practice Leader M&E, International Conflict and Security Institute Ltd.



### Hung Kai-Hsin

Research Award Fellow in Networked Economies at the International Development Research Centre (IDRC).

- Learner participation is **highest at the start of the MOOC**. Provide acknowledgment and personalized recognition particularly in the beginning and the end.
- From the first module, begin to **record and track statistics** on the top contributors in the course. These top contributors can be early adopters and potential **Course Champions**.
- Towards the end of each week, summarize and group any high-volume or high-frequency questions to provide both individualized and group **responses and follow-ups**.
- In MOOCs4Dev, more emphasis needs to be placed on providing truly **culturally appropriate environment**, developed in collaboration with local experts, so learners can better engage with the content.
- **Facilitation guidelines** can help tutors deliver on time.
- Expand the **final evaluation questionnaire** to include questions on how well the MOOC was contextualized to address local skill set demand, in order to gain more insight.

MOOC

Spotlight

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**Jeanne Schmitt**

*Employers' Programme*

**“The time commitment required for promoting, editing, and facilitating the MOOC was quite demanding.**

**It is imperative to have sufficient facilitators to assist participants regularly throughout the whole cycle.”**

*Roles and Responsibilities of Board Members in  
Business Members Organizations*

## 2.4

# Guarantee Accessibility

---

There is a set of issues specific to developing countries, which create practical limits to MOOCs access.

In order for MOOCs to reach a wider group of learners, providers must be conscious of the barriers that prevent certain populations from gaining access. Some of these barriers are:

- **Level of prior knowledge** - As the literature shows, learners who take MOOCs are typically highly educated and therefore MOOCs do not always reach all potential learners;
- **Digital literacy** - Learners in developing countries are typically not accustomed to online learning platforms;
- **Linguistic constraints** - Participants originate from a variety of nations and have difficulties in finding a common language;
- **Gender** - Country-specific social norms might lead to gender-based discrimination;
- **Disabilities** - Developing content to meet accessibility standards will ensure more of the content is readable by blind browsers - <https://www.w3.org/WAI/intro/wcag>.

# TIPS

## Accessibility Barriers

To tackle network connectivity barriers, MOOCs should minimize online prerequisites by:

- Designing **assignments** that could be completed offline and therefore providing a good balance between synchronous and asynchronous learning activities
- Encouraging **mobile learning** through bite-sized content and bite-sized activities such as quizzes and social forum posting
- Varying the **format of learning resources** available (video, text, online articles) to make sure everyone with an internet connection can access the course content
- Providing **timely technical support** to those who experience difficulties accessing resources.

The **Humanitarian Essentials MOOC** delivered in collaboration with the Humanitarian Leadership Academy offered participants the opportunity to access tutors and peers through synchronous (webinar) and asynchronous (forum) channels. In this way learners could access an offline version of the learning. At the end of each week, a summary of learning takeaways was offered by the tutor via forum and in form of a downloadable PDF.



# MOOC Spotlight

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**Chandni Lanfranchi**

*Green Jobs*

**“I would say that layout of the platform was set in the expected timeframe and yielded a final result on the e-campus that is easy to navigate and user friendly. Maybe, if we had worked with colleagues unaware of the technical framework in terms of software, passing on certain messages would have been more complex.”**

*Employment And Decent Work*

*For Peace And Resilience*

# Return on Investment of MOOCs

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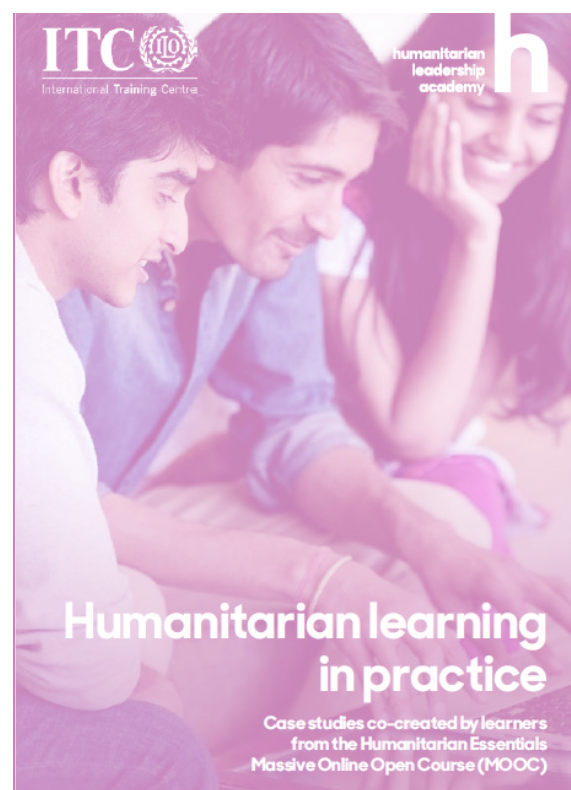
Investment in the development and delivery of a MOOC is significant, though the opportunities it presents for pedagogic exploration, subject specific research, and promotional activity are extensive. This chapter focuses on how to reuse MOOC content, integrate crowdsourcing, developing new tools, pilot new platforms, and generate practical outputs.



## Recycling Material

The upfront investment of designing and delivering a MOOC can lead to new projects. The global MOOC on Crowdfunding for Development (2015) led to **two iterations** and an adaptation for South Africa and the Caribbean (2016). Also, the Gamification for Development MOOC (2016) was adapted for the humanitarian sector in 2017.

## Crowdsourcing Content



As part of the **Massive Open Online Course (MOOC) on Humanitarian Essentials** participants were asked to submit a case study exercise. In total, 66 case studies were submitted. A peer review was applied to score the case studies against a number of criteria. This review resulted in a top-30, of which the tutor of the MOOC selected fifteen case studies which are now available through **an online publication: “[Humanitarian Learning in Practice](#)”**.

## New Training Materials

The closure of the MOOC on Roles and Responsibilities of Board Members in BMOs prompted the development of a **module on BMO future visions and a toolkit on strategic planning**. The Gamification for Development MOOC allowed the ITCILO to repackage it into an **online gamification portfolio and a gamification workshop**. The MOOCs portfolio led to a **new course** with the Open University of the Netherlands.

## Platform Piloting

Techniques de Recherche d’Emploi pour les jeunes en Algérie was the first online course piloted by the local partner (Agence Nationale de l’Emploi-ANEM) and after its launch was migrated to their recently developed online **learning platform based on Moodle**.

## Concrete Outputs



In the Crowdfunding for Caribbeans MOOC participants launched their own crowdfunding campaigns shortly after the end of the course. Take a look at their creations:

- [Taste Tea Naturals](#) was launched on Kickstarter
- Another crowdfunding campaign launched by a CMCE participant can be found [here](#)
- Another participant launched his project to aid small businesses: an article can be found [here](#).

## **INFO**

### **FOR FURTHER INFORMATION PLEASE CONTACT**

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