

# MOOC “Gender-Based Violence in the Context of Migration”

## Final Report

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### Summary and recommendations

The MOOC on Gender-Based Violence in the Context of Migration ran between 15 May and 10 July 2017. It is publicly available at <https://learn.canvas.net/courses/1629>. Further details can be found in the dedicated section of the EIUC/GC website: <https://www.eiuc.org/education/global-campus-mooc-gbv-migration.html>.

Some key statistics show the high level of engagement and intensity of work:

- Features: 8 weeks; 3 modules; 10 lecturers and experts; 6 weekly discussions; 2 Quizzes
- N. of enrolled participants: 2,322
- Submitted Surveys: Welcome=821; User-experience=358
- Discussions: 1=818 posts; 2=668 posts; 3=548 posts; 4=530 posts; 5=484 posts; 6=467 posts
- Live webinar with Q&A: 12 questions + 32 posts
- Help forum: 21 posts
- Quizzes: 1= 556; 2=369
- Issued certificates: 342

Participants covered all age-ranges from 13 to 65+, all corners of the world and a variety of professions.

#### Highlights

- Interesting and well-chosen topic
- Enriching exchange among classmates
- Quality of the faculty
- Interview with Lamyia Haji Bashar, 2016 Sakharov Prize Laureate
- Live webinar with experts (GCA/EMAlumni)
- Well organised and structured
- Free of charge

#### Room for improvement

- More active engagement of lecturers
- More practical case-studies and exercises
- Lectures need adjustments (type, length, quality, subtitles...)
- Management of discussions requires larger team or more support from lecturers

#### Recommendations for this and future MOOCs

- To be run again in one year's time; to be followed up with further courses on similar issues
- Ensure more active participation of lecturers beyond videos, i.e. during discussions
- Increase more direct interaction with experts (also in cooperation with other GC/EIUC's Projects)
- Offer more variety in teaching methods (more case-studies; more interviews and webinars)
- Improve quality of videos, avoiding powerpoints or extensive reading in front of the camera
- Ensure support to Coordinating Team to manage amount of work and keep quality



## Introduction

This report follows the preliminary draft that was shared by email in July 2017 and includes updated information and additional reflections with a view not only to evaluate the activity but also offer some suggestions for the future.

The information contained in this report is based on:

- Evaluation by the Academic Coordinator of Online Programmes and the Project Officer;
- Evaluation by participants who provided feedback through:
  - A Welcome Survey available throughout the course
  - A User-experience Survey available at the end of the course
  - Direct correspondence by email or through Canvas with the course Coordinating Team
- Statistics available on Canvas

## Some basic information

The course ran between 15 May and 10 July 2017. Free enrolment opened on 14 April and closed on 30 June 2017. It was structured in 3 Modules running for 8 weeks in total, with the participation of 10 lecturers/experts and featuring 6 weekly discussions and 2 Quizzes.

We used the same free online platform [www.canvas.net](http://www.canvas.net) that we used in the past. The course is publicly available there at the following link: <https://learn.canvas.net/courses/1629>. For the general public, this includes all video lectures, readings, useful links, course structure, modules and pages but excludes discussions, quizzes and surveys. Registered participants, instead, can access the full range of learning materials on a permanent basis, even after the end of the course.

In order to advertise and generate interest, we created a specific block on the EIUC/GC homepage and a dedicated section of the website which displays the [video teaser](#) of the course as well as all relevant information on faculty, schedule, content, and free enrolment: <https://www.eiuc.org/education/global-campus-mooc-gbv-migration.html>.

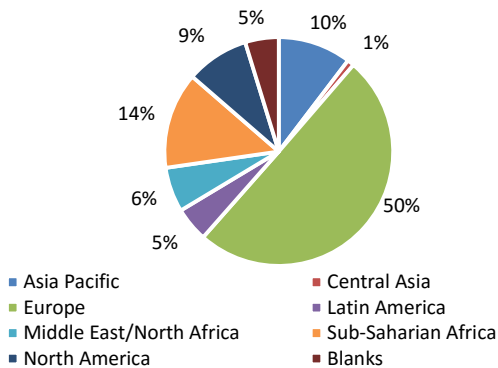
## Enrolment and class composition

After only one day of advertising we already had 203 registered participants. We started the course with 1,971 students and closed it with 2,322. Of these, 342 obtained the certificate of participation.

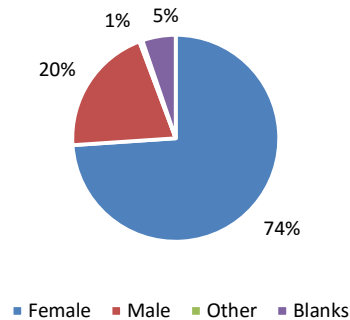
This is an impressive increase compared to the first MOOC (which closed with 761 participants and 49 certificates). The topic of this MOOC - at the crossroads of two major areas of study such as migration and gender - is certainly to be accounted for in terms of attracting attention and engagement. The more coordinated advertising efforts of all Global Campus partners - on the basis of materials prepared by the Academic Coordinator together with EIUC's Communication and IT/Web staff (including digital and printed adverts, and web campaigns) - also helped immensely to reach all corners of the world and relevant audiences. Some regions may have been more difficult to access, but in general coverage was very satisfactory. Indeed, according to the Welcome Survey submitted by 821 respondents, the following data on the region of residence, age, gender, and professional profile paint a global and rich picture of our outreach.



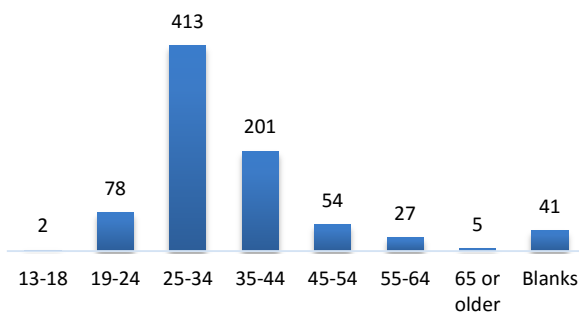
### REGION



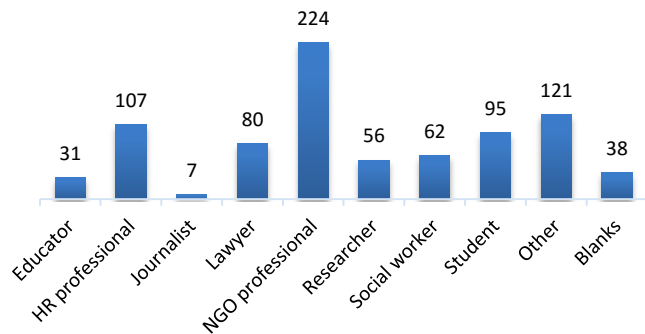
### GENDER



### AGE



### PROFESSIONAL PROFILE



The majority of active participants are directly involved in either migration or gender-based violence work, with more than 50 from the International Organization for Migration (IOM).

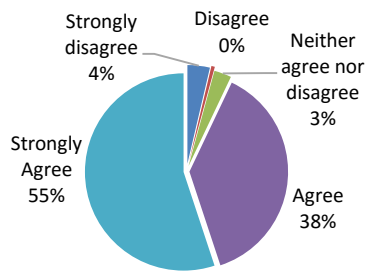
As indicated by the difference between the number of enrolments and that of delivered certificates, not all registered participants were actively engaged in the course, but as they all have permanent access to our materials and video lectures, they will always be able to benefit from our e-learning activities and to know and appreciate the value of the Global Campus network.

#### Course materials and activities

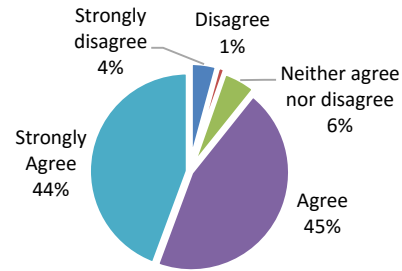
According to the 358 participants who submitted the User-experience Survey, course materials and activities were judged helpful, relevant and of very good quality, facilitating regular engagement with the course and progression in understanding and knowledge.



**The course materials have a positive impact on your learning experience?**



**The course activities have a positive impact on your learning experience?**



Suggestions for improvements included more active engagement of lecturers, further use of case studies, more diverse and engaging videos, and weekly offering of webinars with experts, as indicated below:

- *Some corrections and more comments from the instructors into the weekly contributions would have been welcome, as these may have allowed for more probing with our minds. (Yolanda Martinez Gil, Spain)*
- *I would like to see in the future the study of real or educational cases. Probably it will be difficult to organize, but in my opinion this will significantly improve the obtained knowledge.... I believe that was a great idea with Q&A. My proposal is to make such events weekly. Not necessarily in video format, taking into account the employment of experts. (Nikita Mamin, Russia)*
- *I would suggest inserting more variety in the formats supported (not only videos where professors give speeches /presentations), as well as increase the quality of the learning videos - sometimes professors were giving too much of a lecture-type of a presentation; they were not very engaging with their audience or fostering enthusiasm to learn. (Marina Berbiec, France)*

**Course participation**

Throughout the course Angela Melchiorre acted as course moderator summarizing comments, suggesting new prompts for further discussion or additional reading materials, and encouraging participation. This proved useful as a large number of participants remained engaged and contributed to each discussion with real life examples and inspiring suggestions for practical approaches. Such discussion forum was deemed to be an asset and created a stimulating environment for peer learning and knowledge transfer. Many participants provided further comments in this respect. Below is a small selection:

- *I loved and enjoyed this course...Well organised; and delivered in a spectacular way. Interactive and with instructors who are available... The sharing of experiences took the learning to a different level. (Everlyne Komba, Kenya)*
- *All the materials, lectures, videos and documents shared have been extremely informative and useful; however, I found that the 'Discussions' tool which allowed so many people from different corners of the world share their own perspective, their work experience as well as their personal testimonies, was an added value to this course. (Irina Plotnikova, Belarus)*



- *Very good: compact knowledge that helps to sharpen skills. (Georgios Pokas, Greece)*

- *An eye opener, world class education and it should be taught to many people. (Sullivan Isaac Kagundu, Malawi)*

This being said, it has to be noted that such a high level of engagement and the numerous posts made it difficult for the moderator to keep the pace of the discussions and also ensure precise comments. More involvement of the lecturers would have helped share the burden and make the course more effective.

### Highlights: Interview and Live webinar

Two new features were well-received: the [interview with Lamya Haji Bashar, 2016 Sakharov Prize Laureate](#) and a webinar with field practitioners. The interview was arranged together with EIUC's Project Department as Ms Haji Bashar was a keynote speaker in the Venice School of Human Rights. The video was uploaded on the course platform on the occasion of World Refugee Day 2017 and immediately generated a high number of views (367 within a few days from upload) and social media shares. A similar cooperation between programmes is to be encouraged in the future to reinforce synergy, visibility and impact.

Following up on the recommendations from the first MOOC, the course also included a first [live webinar](#), hosted by Angela Melchiorre with the participation of two experts: Renate Frech and Laura Pasquero. The fact that all the three panelists are GCA/EMAlumni added visibility to the work that is being done in the Global Campus to prepare students and provide a solid basis for impactful career paths. The webinar was arranged as a live Q&A session. Participants were able to submit their questions in advance or during the webcast and to comment during and after the session, which was also recorded and made available on the course platform for those who could not attend the live webcast. Feedback was again very positive, especially in terms of gaining a better understanding of field practices, thus reinforcing one of the key features of GC activities, that is the link between theory and practice for more effective impact on the ground. The number of views (378 so far) is also very encouraging.

- *Thank you very much for this session! I really have to say that the information and experiences you share with us are excellent learning material not only from an academic perspective but especially and also from a practical point of view. In this MOOC, participants can interact and share information and therefore become cultural mediators and bridges as well. (Maren Isabell Priewe, Germany)*

- *Great session, and a lot of useful insights! What especially caught my attention is the approach to GBV prevention and response within community, i.e. community based response and building protective environment for supporting victims of GBV, as well as investing in sustainability of such mechanisms through capacity building etc. I will surely look more into it! (Mia Kistic, Serbia)*

- *I did not get the opportunity to follow the live podcast because of professional constraints. However, I really appreciate the insights I learned from these two experts. They are to me like "field voices" that definitely inspire anyone involved in GBV in the context of migrations. (Alphonse Kabayiro, Burundi)*



- The webinar with the 2 experts was extremely good, as their level of expertise was evident, and you contrived within an hour to talk about a whole range of important and technical topics. I should like to see more of these webinars available. (Yolanda Martinez Gil, Spain)

### Assessment and certificate of participation

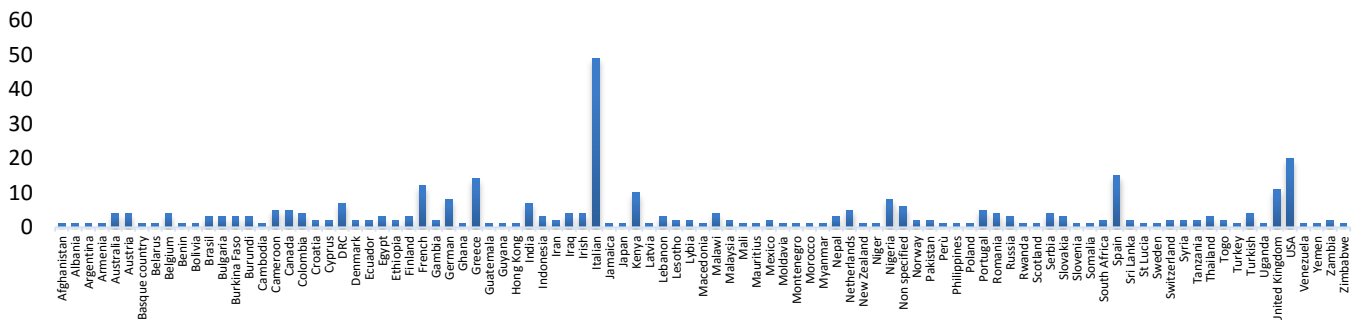
Despite the above mentioned active engagement, it is true that participation declined over time, not only in the discussions but also in the two quizzes. Overall, the majority of the students took the course for their own personal knowledge without necessarily asking for the certificate of participation, as indicated by the following data:

- N. of enrolled participants: 2.322
- Posts in weekly discussions (a few participants posted multiple times in each discussion)  
D 1: 818; D 2: 668; D 3: 548; D 4: 530; D 5: 484; D 6: 467
- Submitted quizzes  
Q1: 556; Q2: 369
- Issued certificates: 342

Even so, it is important to indicate that the actual number of engaged participants was still high. This on the one hand gives positive results, on the other hand might create difficulties if not addressed in the future. Indeed, a small team of one academic coordinator, one administrative officer and one technical expert, all working on a part-time basis, is barely sufficient to cope with such a large and active class. In addition, there was a surge in posts and quiz attempts in the final week of the course from participants who had been previously silent but who suddenly wished to gain the certificate. This entailed considerable efforts to double check and to avoid awarding the document to students who had only commented with a simple “I agree”. For the future it is necessary to reflect on how to ensure more regular engagement by participants in view of the certificate delivery and more continued and sustainable support to the coordinating team.

In any case, those who did participate more actively, still offered invaluable inputs and scored highly in the quizzes (average between 90 and 91%). All those who earned the certificate will bring the knowledge and skills acquired through the course in their daily activities around the world, as indicated by the geographical distribution of the certificates and the feedback on impact below.

### Certificates by nationality



## Impact

Comments received in the User-experience Survey demonstrate that the course was useful beyond mere education and knowledge, influencing professional and personal approaches to the issues under study.

*- I recently did a presentation on the impact of transnational organised crime on women and children in West Africa to the working group on women peace and security in the West African sub-region. The learnings in this course gave me a more informed perspective and it has enabled me to approach my work in development with knowledge. (Tsema Yvonne Okoye, Nigeria)*

*- It has helped me gain a global perspective on the gender components of migration; which in my UN-related work is rather helpful. (Lisanne Post, the Netherlands)*

*- I thank all those who committed in the organisation and facilitation of this course. The impact goes beyond the participants who took it. At least in my own case it will impact the work of my whole organisation in Benin. (Maimouna Lehman, Benin)*

*- The course helped me acquire a better understanding of the subject. And the knowledge is related to my daily responsibilities as Public Prosecutor. (Sabra M Kamis, Tanzania)*

*- My work is legal. This work has helped me to contextualize migration by raising sociological, cultural, anthropological, and political concerns/issues in ADDITION to purely legal issues. This course has allowed me to understand even more the complexity of the migratory process and its intersections with gender-based issues. (Jason Lawrence Stern, USA)*

*- I am new to SGBV field although I have been working in migration field for a good number of years. I think this course has opened my eyes to see another aspect of migration which unfortunately exists. I hope that in the near future I will be able to apply the knowledge I gained from this course to my routine work. (Amaralak Khamhong, Thailand)*

*- I am actually going to introduce a similar approach to some training institutions in Kenya. (Everlyne Komba, Kenya)*

*- This is a great course and has taught me how important it is for people to learn about the circumstances of others without judgement, to stand up against violence in all its forms but to also observe the gendered experiences of people. (Karabo Mokobocho-Mohlakoana, Lesotho)*

*- I appreciate the course and what I am learning from the other participants; as I have a personal experience on the illegal migration. As my younger brother is a victim... So taking part in this course gives me the avenue to learn from others also what is happening around the issue of migration; that might help me personally and professional to deal with my personal trauma of what my brother might have undergone or is undergoing. (Adama Njie, the Gambia)*





### Follow-up

The whole experience generated interest in a more sustained forum for discussion and network, an option which we believe is worth exploring. Further e-learning and practical opportunities in GBV and migration are also encouraged, especially if they are more directly interactive (with a feasible fee).

- *A Forum where participants can discuss would be great. By this I mean an additional one which is not only linked to the questions raised by the facilitator. (Petra Weissengruber, Austria)*

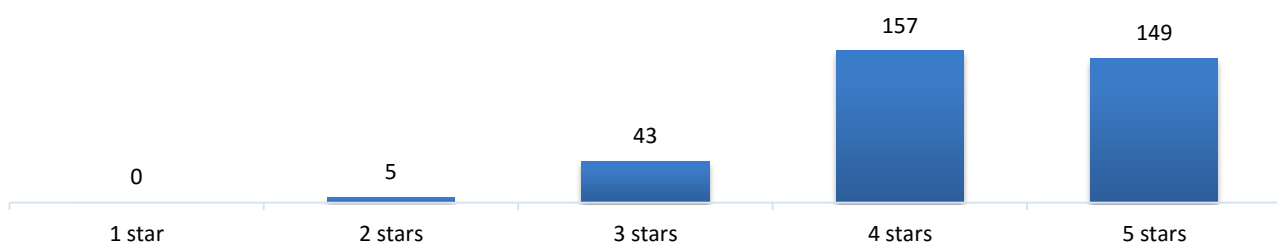
- *The scope of this course was good including materials, human resources especially the coordinating team, lecturers and of course the student body. Everybody brought their wonderful experiences and expertise. I think it would be good to have a follow-up to this course and also provide opportunities for mentoring and internship in areas where there is need. (Gertrude Kopiyo, Kenya)*

- *Thank you for the course and my wish is to have a face to face module with a feasible fee for those who are working in the field of GBV. (MenatAllah Mohamed ElSabbagh)*

### Conclusion and recommendations

In conclusion, despite the difficulties in managing a huge number of participants and inputs with a small part-time team and even though some features need improvement, we can be quite satisfied with the overall rating of the course and the general feedback provided by participants.

### Overall rating (1 low - 5 high)



- *I enjoyed the course very much... I really enjoyed the flexibility of being able to do it at my own pace, without missing valuable information. I also appreciate the high quality of the material provided, the videos, the exchanges with our colleagues, the effort put by instructors and the overall platform, plus the fact that we can revisit the course content once the course is finished. A positive learning experience! (Anca Gliga, Romania)*

- *I wasn't expecting such a variety and high quality contents. I also was a bit reluctant to online courses but this experience proved me I was wrong. Thank you really much for your hard work! (Laure Boukabza, France)*



- Thank you for this great learning experience. This is by far the best online course I have completed. The course was well organized and the discussion forum was extremely rich. Thank you for the opportunity to share and learn together. (Setou Ouattara, USA)

- Thank you so much for your efforts on providing people with accessible and user-friendly courses in human rights topics. You help to make the world a better place. (Ana Gaitán Uribe, Mexico)

- Very interesting course; thank you very much! I'm very pleased I had the opportunity to undertake it and thanks for keeping it free of charge. (Masa Miglic, UK)

- Thank you very much for the learning experience and the opportunity to interact with intellectuals across the world. It was a great activity and I look forward to being given future opportunities. (Tsema Yvonne Okoye, Nigeria)

The comments above testify to participant satisfaction. Provided we adjust the course a little to reflect the suggestions presented in this report, we should certainly replicate the course in a year's time.

Another recommendation deriving from comments and results of this MOOC is to offer future online courses on similar or related topics. Below are the top 10 priorities suggested by participants:

- 1 Children's rights and protection (also in migration)
- 2 Trafficking/slavery and exploitation
- 3 Women's rights (political rights, role of women in peacekeeping)
- 4 Refugees and the instruments that are in place internationally
- 5 LGBTI rights
- 6 Protection in migration (economic and social rights)
- 7 Gender inequality and economic empowerment
- 8 GBV in conflict
- 9 Sexual and reproductive health rights
- 10 GBV (legal protection, in detention, domestic violence...)

Two of these are already included in our plans for the coming year (trafficking/slavery, LGBTI rights). In order to build on a consolidated audience, it will be strategic to match this list with other relevant priorities in 2019.

