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MOOCs for Social Inclusion & Employability

Cost-Benefit Analysis of MOOC Provision

Sustainability Report for the MOOC
Programme at ESCP Europe



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2. Scope

ESCP Europe Wirtschaftshochschule Berlin e.V.(ESCP) is a state-recognized academic institution according to German law. It is part of ESCP Europe: a transnational school of higher education with campuses in Germany, France, Great Britain, Italy, and Spain. Established in 1819, ESCP Europe is the world's oldest business school and has educated generations of leaders and entrepreneurs. It is triple-crown accredited (EQUIS, AMBA, AACSB), and welcomes 4,000 students and 5,000 executives from 90 different nations every year across its five urban campuses in Paris, London, Berlin, Madrid, and Torino.

ESCP Europe's true European Identity enables the provision of a unique style of cross-cultural business education and a Global Perspective on international management issues. Through a combination of innovative pedagogy, cross-campus programs with integrated curricula, and a research-active faculty, ESCP Europe is an essential contributor to the development of a European, cross-national management culture.

In 2015, ESCP Europe launched its new 'Cultures for Business' or 'C4B' strategy designed to develop a new generation of international and transnational business leaders, who can understand and embrace the opportunities offered by cultural diversity. In line with this new strategy, ESCP developed its first MOOC focusing on Intercultural Management. This was an important step for the ESCP to start creating and offering online learning as other prestigious business schools. Indeed, the development of the C4B strategy should be reflected in its digital offer. Hence, the MOOC 'Intercultural Management' embraced these two objectives by being online, accessible to all, and enhancing knowledge on culture by using an innovative technological approach. Therefore, we chose to apply the cost-benefit tool to the first digital learning offer produced by the ESCP: the MOOC 'Intercultural Management'

The creation of the MOOC started in October 2015 with the following steps:

- Definition of the teaching team
- Hiring a coordinator for the MOOC creation
- Conceptualizing the MOOC
- Defining a budget internally with ESCP Europe Paris and Berlin
- Finding and choosing a production team to create the MOOC
- Writing the scripts
- Planning the shooting
- Shooting the MOOC
- Make revisions to the MOOC
- Finalizing the MOOC
- Launching the MOOC

The MOOC was launched in January 2017 on the Coursera platform and is still available. (<https://www.coursera.org/learn/intercultural>). Four professors from the ESCP are teaching in this MOOC for a Master level.

Following this MOOC, the ESCP has launched two other MOOCs: 'Comprendre l'écologie' and 'Doing Business in Europe'.

We proposed in this report to focus on the first MOOC launched by the ESCP, i.e. the MOOC 'Intercultural Management'.

3. Purpose

The ESCP has recently started developing its online teaching; therefore the objectives of it are not systematically measured. This output enabled us to initiate a dialogue on the topic and its necessity, with board members, professors and responsible for the school's digital strategy.

Target Groups

The level of the MOOC is adapted to Master level, however the MOOC is open to everyone and not restricted to Master students.

4. Overall Goals

ESCP's first main goal in launching its first MOOC was to promote its brand as well as its intercultural orientation internationally. The second main goal is to extend knowledge, and by this to learn how and why participants choose such contents, which contents are easier to use, adapt, apply in different settings.

Business Goals

Although no concrete business goals were set up for this MOOC, the MOOC 'Intercultural Management' has reached **3 450 learners** since its launch. This is a great result for the very first MOOC launched by the ESCP.

Financial Goals

The ESCP does not aim to achieve any financial goals by launching a MOOC. The ESCP does not aim to gain money via MOOCs.

Social Goals

ESCP, as a private and highly selective business school, offers 'Massive' learning opportunities to individuals interested in enhancing their knowledge and interesting in learning the core dimension of the ESCP – the cross-cultural aspect. Specifically, the MOOC should:

- Make individuals aware of internationality, cultural diversity, seeing it as an opportunity and not an obstacle. Hence, favoring an inclusive society
- Favoring diversity of cultures
- Support emerging and developing countries access to higher education and knowledge.

Environmental Goals

The ESCP has no direct environmental goals by launching the MOOC. However, the MOOC impacts ultimately the environment as individuals do not need to travel from e.g. China, Senegal and Russia to be taught about intercultural management by the ESCP. Hence, the two following outcomes of the MOOC could be considered:

- Reduce travel
- Lower environmental impact of operations

By offering courses to individuals based all over the world, ESCP reduces individual footprint by reducing travel.

5. Management Approach and Activities

6.1. Social Goal

Approach

The cultural diversity of the ESCP is part of the identity of the ESCP. It is represented in its location, diversity of teaching staff, students, and in its teaching approach.

Activities

ESCP aims at favoring diversity and internationality of students.

Diversity of cultures:

45 000 alumni of the ESCP represent over 200 nationalities in over 150 countries worldwide.

In addition, 5000 students in degree programs represent 100 different nationalities.

The ESCP aims at broadening the horizon of its students, in that all ESCP students must spend time in at least two different countries during their studies.

The ESCP develops increasingly its course offer on multiple campuses, i.e. Berlin, London, Paris, Madrid, Turin, Warschau.

Finally, the ESCP offers an important numbers of partnerships with universities around the world.

Diversity of social background:

A wide range of programs (MBA; Bachelor, Master, Executive programs) are accessible to all students from all types of learning experience and levels. In addition, ESCP offers scholarships to students coming from underprivileged backgrounds to support their access to its programs.

Further initiatives, despite the MOOC, aimed at favoring diversity of backgrounds. For instance, Wintegreat is a student-led initiative founded at ESCP in 2015 inspired, sponsored, and encouraged by Alexandre Lederman (alumnus of

ESCP), who thirty years ago in 1985 co-created the Restos du Coeur (well-known French charity distributing food packages and hot meals to the needy) while studying at ESCP e.

Wintegreat offers semi-annual programs for refugees (French language courses; Courses on French culture; Help with French administration; Etc.) with the aim of highlighting the talents and enhancing their skills for a successful and dignified integration without any downgrading

Indicators for the MOOC 'Intercultural Management'

- Total number of learners

3450 individuals enrolled the course

- Percentage of learners coming from emerging countries:

6% of learners come from Africa

5% of learners come from South America, mostly Brazil

21% of learners come from Asia, mostly from India, then Russia and China

- Percentage of female learners

59%, in comparison to 39% in general on Coursera

- Number of unemployed learners

20% of learners are unemployed; 3 point more than the unemployed percentage of learners on Coursera

- % of 40 + learners

10% of learners are between 45 and 54 years old, 3 points more than the learners between 45 and 54 years old on Coursera.

6.2. Environmental Goal

Approach

Although no direct environmental goals are considered for this MOOC, this ESCP has importantly developed an environmental friendly approach in the last years.

Activities

In particular, the campus of the ESCP Berlin is engaging in a 'go green' movement. As such, the ESCP Berlin is the world's first business school to engage in a green campus policy.

At ESCP Europe Berlin, we are committed to make a positive impact on the environment, applying as much as possible sustainable practices through an active involvement of our staff members, professors, and students. We are determined to live green and aim to become a model for implementing and developing environmentally friendly solutions. Therefore, we are dedicated to minimize our carbon footprint' from the ESCP Berlin Management board in October 2018.

Indicators for the MOOC 'Intercultural Management'

- Environmental footprint of each MOOC participant

Unfortunately we miss more detailed information about the exact numbers of learners coming from each country; therefore we cannot calculate the environmental footprint of each MOOC participant. However, as the larger part of participants comes from France, the USA; India, Russia, and China, the open teaching offer definitely reduces CO2 emission. In the future, we suggest gathering information about the exact country of origin of the participants, which will enable to measure the CO2 reduction and therefore the environmental impact of the MOOC.

6. Impact of our MOOCs for Employability & Social Inclusion

Starting this outing, we opened a discussion with the board members, professors and the school's digital strategy manager. Questions arose as to whether the goal of the ESCP is currently to measure its MOOC objectives or whether efforts should be put on understanding how to retain MOOC learners in the long term. However, although the objectives are not measured as of today, they will certainly be in the future.

By considering the number of learners coming from emerging countries, the total number of learners, the number of female learners, the number of unemployed learners % of 40 + , we can show the social impact of the MOOC. Indeed, the MOOC foster social inclusion and employability by providing free training on an essential competence of each individual working in an organizational context: cross-cultural ability. Specifically, by measuring the number of women who participate in the MOOC, the numbers of adults we aim at showing at the MOOC support individuals that are likely to be discriminate on the labor market (insert ref). In addition, by measuring the number of unemployed, looking for being socially included through work opportunities, we help them to extend their knowledge, skills and abilities while being on the job market. Finally, by measuring the number of learning coming from emerging countries, the MOOC aim at promoting the inclusion of individuals lacking opportunities and making them aware of their strengths (e.g. being able to speak several languages) and showing them a large range of opportunities. Although the school does not measure its impact, this output has made its staff aware of this opportunity and of the available data to do so. Using the demographics information about MOOC participants and number of learners is seen as a valuable way to evaluate whether the MOOCs is beneficial for the school, the beneficiaries and society at large.

In total the MOOC has reached 21 536 visitors, thus reaching its social goal by raising cultural diversity awareness.

MOOC visitors are individuals, who have visited the MOOC page on the Coursera Website but have not registered to take the MOOC. Although this did not allow them to deepen their knowledge, as if they had followed the MOOC, by having them see information about the MOOC and the ESCP we are achieving two of our goals. Firstly, we increase the awareness of the importance of 'Intercultural Management'. Secondly, we are introducing ESCP to this large audience and therefore we are proposing a powerful branding tool.

The total number of learners – the number of individuals, who took the course - is 3 450.

59% of the learners are women; the average participation of women on MOOCs on Coursera is 39%.

Almost 10% of participants are aged between 45 and 54 years old, while on Coursera this number is of 7%.

6% of the learners live in Africa, 21% live in Asia, and 5% live in South America. Almost 20% of the learners are unemployed and looking for opportunities, in comparison with 17% on Coursera.



This report presents a cost-benefit analysis of the MOOC programme at ESCP Europe, using triple-bottom line reporting to understand the environmental, social and financial impacts of the programme. The report pilots a methodology for such analysis being developed and tested within the framework of the MOONLITE project.

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