

**SNAC Digital Youth Work**

**Work Package 2 Digital competences and digital capacity in youth work**

## **Digital competences and digital capacity in youth work**

### **National report - Romania**

**1. Responsible Partner and country: ANPCDEFP - RO**

**2. Name of the expert: Adriana Popescu**

**3. Contact details (expert): [popescu.adriana@gmail.com](mailto:popescu.adriana@gmail.com), +40723 326 461**

**4. Brief description of the process (desk review; interviews/focus groups if the case; meetings with communities of practice, etc.):**

The process involved desk research, mapping of Erasmus+ and ESC potential best practices, discussions and questions in relevant communities of practice, 1:1 discussions and group discussions. Several discussions have been carried out with the national and European coordinators of the research.

**1:1 discussions and interviews** have been carried out with over 30 specialists. 12 complete interviews have been carried out with the coordinators / specialists involved in the identified best practices. The interviews also contained a question related



to other best practices, and, when the case, the best practice was included and planned for an interview. **Group discussions** were initiated in 3 communities of practice: (1) the National Agency's network of trainers, (2) the online community of youth workers that participated in the Digital Youth Worker / DigiTin trainings, and (3) the lifeskills development trainers network. **Desk research** was carried out in 2 stages: (1) using relevant key words and identifying online references for potential best practices, and (2) searching for information available online related to the best practices identified.

Due to the fact that initiatives targeting directly (and only) youth workers were few, a special focus has been given to digital competences programmes and initiatives that target other professionals working with youth (especially teachers).

15 best practices were selected to be presented.

## **5. In case the expert has carried interviews/focus groups, please mention details about the profile of the participants**

- **Which type of expertise they have (youth workers/trainers/teachers/other)**

Interviews have been carried out with a wide range of professionals, from digital youth work specialists to trainers and development managers. Over 30 discussions and interviews were carried out, in order to identify the most relevant best practices. The interviews aimed at targeting a respondent which was close(st) to the initiative. Relevant communities were also inquired (Digital Youth Worker/DigiTin and NA's trainers' network).

- **Profile of the organisation/institution they work in (eg. social inclusion; health; leisure time activities)**

Besides youth organisations, the profiles of organisations (and departments) from which we identified best practices are various: education, health, social services, civic involvement, journalism.



In some cases, there are 2 entities involved in the initiative: the service provider (NGO, company or independent specialist) and the beneficiary organisation.

Not all interviews have been automatically included with best practices. A selection based on the research's aim was made and the most relevant examples have been included.

## 6. Key findings

- **About the frameworks/models/tools discovered**

All models are worthy of being multiplied. Some elements of the models presented could be taken into consideration and analysed in depth for further development of theoretical frameworks and design of particular programmes targeting youth workers and youth organisations.

Initiatives are mostly born from the following combination: real need + drive of the organisation + previous initiatives of the organisation on which to build upon. Some initiatives are built upon years of previous work, while others are built based on the current needs generated by the pandemic - these ones have as a main success criteria the quality of the trainers/facilitators involved, be them pools of experienced trainers (e.g. Digital Youth Worker / DigiTin) or contracting external specialists (e.g. Concordia Academia or TOT on remote learning).

- **About the availability of such frameworks/models/tools at national level**



There is no model available at national level and no formal models and trainings in place. All models are punctual initiatives which, even if they have thousands of beneficiaries, function based on the motivation of the initiating organisation.

During desk research, the most visible resource was the training Digital Youth Worker / DigiTin, designed and implemented by the National Agency, with the support of the Ministry of Youth and Sports.

There are only a few initiatives developed by organisations and experts which were involved in digital competencies initiatives before the pandemic.

Some of them constitute external knowledge to some organisations, external experts supporting youth organisations develop their own training products, digital assessments and particularisation of the activities for the online environment.

- **About the relevance for youth work or other educational sectors**

Models are diverse, have different forms and approaches, and target different specialists (youth workers, teachers, organisations, schools, funded projects, different geographical areas, different means of promotion). Some of them are specifically tailored (e.g. digital combined with media literacy), others have a greater generality level. Nevertheless, there is a greater need for more initiatives, or to multiplication of the current ones.

- **Shortcomings and opportunities brought by identified tools/frameworks**

A shortcoming could be the limitations in comparing impact of the various training programmes, due to their diversity; on the other hand, the diversity of approaches and methods used shows a great potential for further use and development.

An opportunity is that, given proper resources, these initiatives could be further improved and scaled-up - since there is a great need of the target groups addressed for further training.



- **Key conclusions and recommendations**

Even if the (self)assessment tools for organisations and youth workers were adapted from other European models, we could observe an emergence of programmes specifically tailored to a target group (either youth workers, NGO representatives, teachers, or even adults which work with a specific category of youth). Both in terms of approach and methods the models are innovative, take into account the latest trends and have a practical approach. Their initiators are motivated to produce real change and, ultimately, positively and visibly impact the lives of Romanian youth.

A periodic national mapping of these initiatives, in order to gather and develop upon them an integrated intervention, would ensure models, outreach and impact at national level.

## **7. Detailed Findings**

1. Digital competence models/frameworks – youth workers/trainers

- **Media Literacy Programme**

2. Digital capacity models/frameworks for youth work organisations

- **None**

3. (Self) Assessment tools

- **Concordia Academia - Transfer in Online Assessment**



4. Training materials:

- **Digital Youth Worker / DigiTin**
- **Media Literacy Programme**
- **Profesorul Digital**
- **Îndreptar Digital (Digital Guide)**
- **TOT on Remote Learning**
- **Smart Youth Work Lab**
- **RoboHub**
- **Online Training Courses for Youth Workers in Erasmus+**
- **Digital Competencies Training for teachers that work with children and youth with Special Education Needs**
- **“Teaching Future”**
- **Mens Sana**
- **HTML Basics for Youth Workers**
- **Ora de Net / “Real teacher in a virtual school” Training**
- **Profesor in Online - Digital Nation**

1. **Digital Youth Worker / DigiTin - developed by the Romanian National Agency**

**Category:** Training materials

**Detailed description:**



The intensive training (initially designed for 10 days) gets participants through a journey of equipping youth workers with essential digital competencies in order to offer qualitative youth programmes by using digital means. The training is a best practice, at the end of the training youth workers feeling fully empowered to implement digital/online youth programmes.

Even if it was not built as a competency model itself, the content of the training develops on the following contents:

Module 1: opportunities of digitalisation, what is digital youth work, individual and organisational assessment (digital literacy test, respectively principles of a digitally agile organisation), digital tools (for managing youth work, for communication, for creation and free time, for activities, for learning), challenges and wellbeing in digital youth work, analysing current youth needs through Design Thinking, digital hunt.

Module 2: specific competencies of the youth worker for the digital environment, learning in the online environment, designing activities in the online environment (by using auditive, visual, kinesthetic methods), active involvement of youth in the online activities, how to involve participants with fewer opportunities, e-methods, online facilitation, virtual youth center, transfer of the projects in online.

Module 3: tech lab (advanced audio and video competencies), internet and safety, activities practice, personal development plan and follow-up.

### **Strengths, weaknesses & use cases** (if available)

The training design was developed in a team of ±12 experienced trainers, coordinated by the National Agency, at the initiative of the Ministry of Youth of Sports. Under the umbrella of the Ministry 2 series of 10-days training, broken in 3 modules, have been implemented at the end of 2020, under the name Digital Youth Worker. In Spring 2021, a new edition of the training has been implemented by the National Agency; 3 series of 9-days training (broken in 3 modules) have been implemented. These 5 series of training were the only ones implemented so far.



**Owner/Creator:** the Romanian National Agency

**Target group** (users): youth workers, representatives of youth organisations funded under Erasmus+ and ESC

**Available in:** Romanian

**Link** to the original document/project: link to the training journey in Miro - [https://miro.com/app/board/o9J\\_lEYckIs=/](https://miro.com/app/board/o9J_lEYckIs=/)

**Annexes (if needed):**

Organisational self-assessment tool - The principles of a digitally agile organisation (to be filled by organisations, in Excel, in Romanian, adapted from <https://www.youthlinkscotland.org/media/3532/organisational-self-assessment-against-digitally-agile-national-principles.pdf>)

Personal self-assessment tool - Digital literacy test (to be filled by the youth worker, in google forms, in Romanian, adapted from the MOOC on Digital Youth Work

<https://www.digitalyouthwork.eu/wp-content/uploads/2019/04/Digital-youth-work-self-assessment-form.pdf>)

## **2. Media Literacy Programme - developed by Centrul de Jurnalism Independent**

**Category:** Digital competence models/frameworks – youth workers/trainers / Training material

**Detailed description:** Complex training programme tackling media literacy, its main purpose being the promotion of fundamental democratic values, in order to have citizens that are informed and capable of making decisions. The greater mission is to build a healthy society and for this the media literacy component is very important.

It is aiming at training (1) teachers, which later connect media literacy with their discipline (mainly Romanian language teachers are involved), (2) youth workers, which later implement media literacy activities with youth, e.g. take messages from the media (vlogs, blogs, Youtube, TikTok), deconstruct the message, analyse its elements, the authors' perspective etc.

The **competence model** has the following 4 components:



1. Access, search and storage of media contents
  - Access
  - Search
  - Storage and organising
  - Developing one's own needs for information, socialization, recreation through the mass media
2. Understanding and critical-reflective analysis of media information and contents
  - Understanding specificities of media
  - Critical analysis
3. Creation and communication of media contents
  - Creation
  - Communication and media interaction
4. Civic responsibility, ethical use of information and media, balanced consumption
  - Social responsibility and promoting equity
  - Balanced consumption
  - Ethical use

The model has associated objectives for each of its components and subcomponents. The contents are developed from the first to the fourth component, which build on each other.

The **training programme** has an online learning platform associated, which combines e-learning elements with the possibility of gathering the target group in one place that is offering valuable resources and a community of practice. At the moment, the training targets teachers. It became a strategic programme, being piloted in a series of schools in a partnership with the Ministry of Education.



The training involves a 1-week (30 hours) face to face training, broken in 4 modules of 2-days each, and other 30 hours spent by participants online on the platform. It builds upon 7 key themes of media literacy (e.g. freedom of expression, disinformation etc). Participants have virtual classes, followed by exercises and weekly evaluations on the platform. The exam involves bringing 2 recordings in which they practice media literacy with their classroom. Participants benefit from assistance and mentoring during the training. Each month, there is a theme (or they propose challenges) and there is an online meeting organised. At some of the online meetings, an expert is brought (e.g. presenting TikTok).

### **Strengths, weaknesses & use cases** (if available)

Key strong points:

1. Officially, the programme reached 15,000 media professionals, 2,500 teachers and youth workers and 25,000 students. The reach is greater than that, because for example a lesson on conspiracy theories reached 18,000 students in a week, in a project which had as a partner UNICEF: teachers took the lesson from their educational platform and implemented it.
2. Due to the 27 years of uninterrupted work, the organisation built this programme strategically and at the same time organically, adapting to the most pressing needs but revolving around journalism. It recently became a strategic intervention programme in partnership with the ministry of education (teachers from pilot schools benefit from training, practice with students, have ongoing mentoring, have their competences evaluated and ultimately an impact research will be implemented measuring impact with students.
3. The organisation brought strategic partnerships and experts around this programme. Institutions involved are the Ministry of Education, embassies, funders, UNICEF, IPEX, etc. Experts are involved in key moments: Anca Nedelcu built the competency model, Anca Petrache supported the model for the accredited training, Bianca Oanea and Julia Nagy, as media professionals, support the (social) media activities, there is permanent contact with the teachers (trainers in



the programme and also teachers interested to build the community). “It is a key element that the ones that tell the teachers how to do it are teachers” (quote from the interview).

4. There is a strategic vision of the organisation - to bring media education at smaller and smaller ages, ideally for all citizens to benefit from it from their period of formal education.

Improvement points:

1. Teachers need very clear instructions and sometimes, from the point of view of the organisation, the rhythm is slow and developing autonomy takes time. Activity scenarios (how to “infuse” media literacy in the discipline) are hard to get from teachers, and they are essential in order for more teachers to implement media literacy in the classroom.
2. The community grew in the past 2 years, but the organisation still searches for the right means in order to keep it active, practicing, and exchanging information, and also extend to teachers of other disciplines (following envisaged are foreign languages and social sciences).

**Owner/Creator:** Centrul de Jurnalism Independent

**Target group** (users): youth workers, (Romanian language) teachers

**Available in:** Romanian

**Link** to the original document/project:

Competence profile: <https://cji.ro/profilul-de-competente-ale-cetateanului-educat-media/>

Pilot schools programme: <https://cji.ro/programul-de-educatie-media-ajunge-in-scoli-pilot-media-pentru-o-generatie-cu-ochii-deschisi/>



### 3. Profesorul Digital

**Category:** Training material

**Detailed description:**

A series of short (2-3 hours) or long (from 2 days to 3 training modules) trainings/webinars, developing digital competencies for teachers, implemented by a highly professionalised team with experience both in NGO/education/youth work and in the business environment.

The trainings were built considering the European framework for digital competencies, but not only. They developed their own model, using their experience and other models (Brain Based Learning, GEAR, AGILE, Edu Scrum) - the elements are combined based on the context. The focus is on digital pedagogy and the approach is to bring back the attention to the competencies that the teachers need to develop in their students, by developing their own digital competencies. The instruments and frameworks are introduced last, after focusing on the "why": which are the competencies, how we get there, and then the contents is introduced to support this.

There are a few products developed:

1. **"Personalised training on digital pedagogy"**, consisting of 3 modules: (1) digital pedagogy (students needs, autonomy etc), (2) instructional design (the online learning cycle, the GEAR model, the learning environment), (3) evaluation (how do we evaluate competencies in the online environment, evaluation for learning in the online environment, evaluation instruments).
2. **"Profesorul Digital" 2-days training** (organised in partnership with Finnish Teacher Training Center - FTTC): aims at helping teachers *"use new technologies as efficiently as possible, so as to create learning experiences adapted to students (digital natives) and to current times. During the two days of the course, we explore the characteristics of the*



digital world, the digital classroom and the digital teacher and then teaching, designing learning and assessment for digital natives.” From its presentations, we extracted the following principles of the training:

- **“Interactive format:** *We like to work non-formally, to use interactive exercises, and to solve tasks to ensure a balance between collaborative and individual work.*
  - **Practical and relevant:** *We also have theoretical elements - few, we promise. We focus on the applicability of knowledge and the relevance of the tools presented. We want you to apply in the classroom as quickly as possible what we learn during the course and in the community. Please come with your laptop to practice the activities.*
  - **Flexible and convenient:** *We work hard for 2 days. Become a member of the Digital Teacher community and have access to many resources to inspire you and help you create memorable learning experiences for your students.”*
3. **3-hours training for teams of teachers from a school** containing the following: Methods and techniques of online teaching; Characteristics of online pedagogy; How do we involve youth in online activities; Testing, evaluation and feedback with the support of digital instruments; How do we work in a hybrid way.
  4. **The Hybrid Model: We continue to learn inside and outside the classroom Webinar** (organised in partnership with SuperTeach): how computer-mediated activities can be complementary and enhance active learning when using the flipped-classroom approach.
  5. **Tailor-made trainings:** e.g. in december 2020 they implemented a training on Autonomy in learning and digital competences, with 3-4 hours dedicated to digital competencies. It was focused on: GEAR, how they build their repository, how to make accessible resources for their students, how to get students’ attention, concrete examples (e.g. one instrument to get attention, one instrument to use during the lesson etc).

### **Strengths, weaknesses & use cases** (if available)

The standard 2-days training was implemented for more than 500 teachers. The **added value** of the trainings consisted of:



- Ensuring enough time for human connection, from the carefully developed welcome e-mail to using music, interactive methods (e.g. touch your colleague with the finger through the screen)
- creation process was complex and consisted of needs analysis, questionnaires for teachers, lots of discussions related to teachers' online habits, what tools they use online, what kind of devices and access they have, how do they learn
- used models familiar in the business environment when starting a learning process (BBL, GEAR, Edu Scrum) and brainstorming on how they can be used in the classroom; all was tailor-made to teachers' needs; "there are no recipes"
- getting through relevant instruments for creating lessons, for collaboration, for evaluation with concrete exercises on how to use these instruments during lessons
- They took the discussion further than focusing on the instruments, which is a common trap, to the bigger aim: *"The differentiator is the fact that we refer to competencies and pedagogy - starting from pedagogy we go to tools. The process behind, the 'why' of learning, what a relevant learning process looks like, students' needs. What is the ecosystem in which learning takes place. Because we get used to abstract discussions and we forget why we do what we do."* (quote from the interview)
- After the training, teachers adapted, personalised, took into account students' context and made the tools their own: *"Giving teachers the feeling of 'yes I can'. They don't know what instrument to use, what button to push, what to choose and the fear of digital takes them to a paralysis in making choices. We get teachers to ask: 'is any of these instruments right for me? ah, ok, I now have a set of 2-3 instruments to use and they are all simple.'"*

Improvement points:

- *"Not having a standard, a stable product that can be used anytime, anywhere, by anyone, adapting everytime the product means a smaller reach and a not so sustainable approach"* (quote from the interview)

The team worked with several big initiatives and organisation, providing expert support (Teach for Romania, Concordia Academia, FTTC, Centrul de Jurnalism Independent etc)



**Owner/Creator:** Profesorul Digital

**Target group** (users): teachers

**Available in:** Romanian

**Link** to the original document/project: Free webinar in Romanian: <https://profesoruldigital.ro/webinar-modelul-hibrid-profesorul-digital/>

#### **4. Îndreptar Digital (Digital Guide) - developed by Techsoup Romania Association**

**Category:** Training material

**Detailed description:** Digital Guide started in 2017 for teachers and their students, in order to initiate them in creating technology facilitated learning activities. It is focused on delivering material to learn applications that they can use and adapt at class: Chatterpix

<https://play.google.com/store/apps/details?id=com.duckduckmoosedesign.cpkids&hl=en&gl=US>, Canva, [www.canva.com](http://www.canva.com), Stop Motion, <https://apps.apple.com/us/app/stop-motion-studio/id441651297>.

There are several training courses tailored depending on the participants profile (teachers and students) and the client (for example Teach for Romania Association).

The engine of this program is to facilitate learning through technology, to use technology for pedagogy, preparing teachers to prepare students and anchoring in the useful reality of digitization.

The training is linked to set of competences from the ISTE system of competences - <https://www.iste.org/standards/iste-standards-for-teachers>



The training program is based on research - initial and final self-assessment for each teacher. On this information the following interventions / editions are built.

Registration and attendance for the training sessions can only be done through the Digital Guide platform, from a private account. For every two exercises teachers do in the Resources section, the Techsoup Association will issue them a certificate of involvement in the program. The only way in which the exercises can be validated is by filling in the Activities form in their account. In order to keep you up to date with what Techsoup prepares for its users, they rely on the community.

14,000 teachers (several hundred attended face-to-face courses, about 4,000 online courses), e-learning courses (self-paced), office hours for those who are attending a course that lasts 2 months (Thursday with you).

### **Strengths, weaknesses & use cases (if available)**

Strengths:

- reaching a large number of professionals, self-paced content, the possibility of interaction in the community, and offline, but with smaller numbers
- emphasis on community creation and interaction
- creating contexts in which teachers see and convince how technology works

Several areas to improve:

- it is hard to engage big numbers, you have some people very involved while the rest are rather inactive on the platform
- new methods of engagement
- how to make sure that the resources are used on a qualitative level
- how to make sure participants finished as many courses as possible for those enrolled
- process automation: to create in such a way as to intervene as little as possible



- traceability and individual progress difficult to follow

**Owner/Creator:** Techsoup Romania Association

**Target group (users):** teachers for primary schools and students in pedagogic high-schools

**Available in:** Romanian

**Link to the original document/project:** <https://indreptardigital.ro/>

## **5. TOT on Remote Learning - developed by Romanian Angel Appeal Foundation**

**Category:** Training material

**Detailed description:**

A one-month training with an innovative schedule, developed at the initiative of RAA by an e-learning expert (Bianca Victoria Nesi-Bedreag) for its internal team and the NGOs they collaborate with (in the fields of health/youth/education). The training was provided in September 2020 and was based on an emergency - the need to transfer activities, training and communication in the online environment.

It was organised online, through Zoom and using interactive applications (Beekast), with 8 2-hours meetings at lunch time: Tuesdays and Thursdays from 13 to 15, with individual and group assignments in between. The model is a best practice also considering the limited amount of time participants have and the proposed schedule:

Launch of training: 1 september 14:00 – 15:00

Virtual classroom 1 - 8 september 13:00 – 15:00

Virtual classroom 2 - 10 september 13:00 – 15:00



Virtual classroom 3 - 15 september 13:00 – 15:00

Virtual classroom 4 - 17 september 13:00 – 15:00

Virtual classroom 5 - 22 september 13:00 – 15:00

Virtual classroom 6 - 24 september 13:00 – 15:00

Virtual classroom 7 - 29 september 13:00 – 15:00

Virtual classroom 8 – 1 october 13:00 – 14:00

Practical assignments' deadlines – 12, 19, 26 september

All schedules have been sent in advance. Even if many of the participants had leadership roles in their organisations, the schedule was easy to follow.

The training was organised by using Google Meet; before the training participants had to install some applications and add-ons:

1. Meet attendance;
2. Meet attendees & breakout rooms;
3. Grid view;
4. Nod-reactions

The 2-hours sessions were designed to transfer key information related to designing online experience; besides, each session contained also a "software pill" (technical input).

The contents focused on:

1. Advantages and disadvantages of learning online and how to make sure your participants get the most out of their online environment - 30 minutes
2. What changes and what doesn't change when you learn using distance learning - 30 minutes
3. Redesign face-to-face learning as distance learning



- Major steps of storyboarding - 4 hours
- Learning methods - synchronous / asynchronous / hybrid / mixed - 2 hours
- Focus on virtual classes - Online facilitation; The importance of the presence of tutors in online courses - 2 hours
- 4. How to effectively use the software and hardware for live online teaching - 2 hours
- 5. Case study: redesigning sessions facilitated face-to-face in virtual sessions - 8 hours

Collaborative learning methods were used in order to maximise learning:

- Virtual community
- Peer-to-peer learning
- Personalised and interactive design
- Evaluation questionnaires (for positioning/baseline, measuring learning, satisfaction).

**Strengths, weaknesses & use cases** (if available)

It was implemented with 20 participants, 16 hours online (8 meetings of 2 hours each) during lunch time. The focus was for organisations to understand how they can transfer projects, and mostly training activities, in the online environment.

It was a tailor-made product based on RAA's and collaborator organisations' needs; at the half of the process there was an evaluation between the expert and the organising team and the last half of the training was tailor-made to the level and immediate needs of the participants.

The competencies achieved were further used by participants in transferring their training sessions online (e.g. Youth for Youth Foundation's representatives transferred their training for youth from face-to-face to online).

They had internal discussions of replicating it, because the model worked and there is still a big need of building competences for transferring activities in the online environment, for (youth, but not only) NGOs.



**Owner/Creator: Romanian Angel Appeal Foundation, with an external expert:** (Bianca Victoria Nesiú-Bedreag - which at that moment had 13 years of experience in digital learning, in Ubisoft, Oracle and Orange), expert in instructional design, elearning, mobile learning, facilitation of virtual classes, administration of Learning Management Systems.

**Target group** (users): NGO representatives, trainers and youth workers.

**Available in:** Romanian

**Link** to the original document/project: N/A

## **6. Smart Youth Work Lab - developed by Young Initiative Association**

**Category:** Training material

**Detailed description:** Smart Youth Work Lab was a 7-days training course, where participants discovered digital tools, learned how vulnerable groups of young people can be accessed more effectively online, but also explored robots, vlogging and programming. In addition, participants developed skills related to interculturality, tolerance and diversity. The training was part of the project "Smart Youth Work Lab" co-founded by ERASMUS+, Key Action 1 - Mobilities for Youth Workers.

The objectives of the project: 1) Empower 30 youth workers from 8 European countries to better understand and respond to the opportunities, challenges and threats of digitalization in youth work; 2) Equip 30 youth workers from 8 European countries with the skills and tools needed to better access marginalized young people through "smart youth work"; 3) Increase the organizational capacity of 8 European youth organizations to better access marginalized young people in their communities in the context of the digital era.

The schedule was the following:



DAY 1: Setting up the frame, knowing each other and the partner organizations

DAY 2: Defining Smart and Digital Youth Work, debating case studies

DAY 3: Tools Sharing (Instagram, meme, gif, animoto, collage, actionbound. Categories of tools: management, communication, fun, creation, etc) - connecting the tools with youth activities management and practice some tools

DAY 4: Marginalized young groups and how to fight stereotypes being a youth worker

DAY 5: Visit to RoboHub, experimenting working with robots, programming, using different applications to make more interesting videos (stop motion).

DAY 6: Vlogging with one guest (one vlog about volunteering in Romania: Eli vorbeste), web stories developed by the participants using AdobeSpark

DAY 7: How to put in practice in the participants' organizations and how to stay in touch in the digital youth workers community

### **Strengths, weaknesses & use cases** (if available)

30 youth workers from 8 European countries participated in the training between 15-23 of February 2020.

#### Strengths:

- high interest of participation on behalf of the youth workers from partner organizations
- a very attractive subject for youth workers, easy to promote
- very applicable approach that participants appreciated

#### Weaknesses:

- participants's suspicion/fear of using applications they do not know
- limited time of ERASMUS+ training and the way people usually engage in such trainings, meaning that it is very intense while attending and just a few get to put into practice the tools & the skills



**Owner/Creator:** Young Initiative Association

**Target group** (users): youth workers, representatives of youth organisations funded under Erasmus+

**Available in:** English

**Link** to the original document/project: -

## **7. RoboHub - developed by E-Civis Association**

**Category:** Training material

### **Detailed description:**

E-Civis, through RoboHub – the physical space dedicated to programming and robotics - designed and implemented several resources for educators. The main focus were the ITC teachers in schools, but also any type of educator in programming and robotics. All the materials are training materials and focus on facilitating the teaching or programming, robotics and digital skills. Some of the initiatives developed are:

- **Robotics for ICT teachers** proposed a method of teaching robotic lessons included in the national Curriculum for classes VII and VIII as a result of changing the framework plans and school curriculum at the gymnasium. The results of the project were: 228 trained teachers in Braila, Satu Mare, Zalau, Bacau, Bucharest and Focsani with the support of the House of Didactic Courses, 1 network of teachers, 1 support course that can be used by teachers in schools, as well as public or private robotics clubs.
- **Civic Education 4.0** is an innovative project not only for Romania but also for other countries and aims to inform young people, with the support of robots, about the functioning of public institutions in Romania. The project took the concepts from civic education, such as decision-making, participatory budgeting, institutional system and explained it



to students in a visual and practical way, using robots, so that they understand that information, internalize it and remember it. The results of the project were: 10 teachers of civic education and/or ICT in schools, 4 local robotic partner clubs, 300 trained students from 10 schools in the counties of Arges, Constanta, Vrancea, Ilfov and Bucharest, 200 children from robotics courses in Robohub, materials for the teachers to teach this in their classes.

- **#altViitor – Everyone Digital** is the project through which RoboHub was founded and its goal was to develop digital education in Romania, especially for vulnerable groups, through 2 major objectives: 1. Training of children and teachers in rural and small urban schools in the field of new technologies and 2. Increasing the awareness of the importance of digital education for the future of work among teachers, parents and local and central authorities in Romania. In the project 24 schools in rural areas were visited. This was a practical teaching exercise through which RoboHub shared the ITC knowledge in class, with the teacher seeing how the students react
- **Trainings for robotics educators** – these were summer activities organized from RoboHub’s own resources in order to inform robotics educators about the available resources on the market, about the importance of teaching their students robotics and about the new technologies, showing the advantages and disadvantages of each platform, so that they can take an informed decision about what they would like to use in class.

### **Strengths, weaknesses & use cases** (if available)

For all materials E-Civis started from needs identified in the field, working and talking to teachers. The manual in the Robotics for ITC teachers was designed after understanding from them that even though they have robotics lessons in the curricula, they don’t have the hardware to actually do it and most virtual platforms indicated in the curricula are hard to use. Civic education 4.0 arised from the idea that all children are attracted by robots and the empirical experience from years of teaching civic education in classes – that most students are not interested in this subject – so E-Civis combined the two and had great results. E-Civis is the owner of the materials and training, but they are all free to anyone who wants to



use them outside commercial purposes.

*"What we can say from our experience in teaching educators in the field of digital education is that the methods available today and their usability make teachers become advocates for digital education. They like it, they like the fact that the platforms are so intuitive even for children that have never opened a computer before and that they can safely try and error and learn from that experience. In these types of platforms, the teacher is just a guide for the children, while they make their own discoveries. As for the downside, the saddest thing is that teachers don't have the resources to buy small hardware, that would make teaching digital education so much more fun and attractive."*

Through all these actions, RoboHub built up a community of educators in the area of robotics and programming that not only used the resources and recommendations, but they consult with the organisation when they need ideas and also spread the news to other educators. This was actually **the main goal of RoboHub – to become a resource center for digital education**. *"We could extend the project more, as there are so many new technologies that could be taught in class, but we need funding for that and there aren't that many available at this point in Romania."*

**Owner/Creator:** E-Civis Association

**Target group** (users): teachers

**Available in:** Romanian

**Link** to the original document/project:

[https://e-civis.eu/robotica-pentru-profesorii-de-tic-2\\_en/](https://e-civis.eu/robotica-pentru-profesorii-de-tic-2_en/)

<https://e-civis.eu/en/education-civic-4-0/>

<https://e-civis.eu/en/alt-future-everyone-digital/>

<https://www.facebook.com/RoboHubai-274123662616846/>



## 8. “Online Training Courses for Youth Workers in Erasmus+” - developed by Predict CSD Consulting

**Category:** Training material

**Detailed description:** Between 2017 and 2020, within the Erasmus+ project the online platform <http://thecourses.eu> was launched, dedicated especially to youth workers.

The platform provided the participant with various learning tools: online textbook, audio-video presentations / materials, mind maps, additional bibliography, tests, missions, peer review, community of practice, webinars, editable tools, progress elements, score and more. The most revolutionary element of each course was a 3D game that allows the participant to experience the learning material in a surprising way, but also effectively testing elements, tasks, mission fulfillment and decision making, as in a real project. The online training courses are for those who want their personal, professional development, the acquisition of new skills and knowledge, the enrichment of the CV or they want to work in a structure that carries out educational projects at local, national or European level.

The story is built around a symbolic frame: long ago, young people traveled from place to place, learning new trades from various craftsmen. At the end of many years of practice and efforts, they became skilled craftsmen or craftsmen such as tailors, stonemasons, glaziers, carvers, blacksmiths, gunsmiths, shoemakers, etc. The project team built the learners' journey in order to create this “old experience” and to try special missions offered by special guilds and an equally special commission.

As in the old days, but in a current field, the user gets to know four types of youth workers:

- Leader in youth exchanges;
- Facilitator in volunteer activities;
- Mentor in volunteer activities;
- Manager in Erasmus + projects.



This project started from a small research undertaken by partners, which showed that some organizations face a distinct challenge: the lack of appropriate tools to train youth workers involved in youth programs, especially in Erasmus + , in a flexible and specific range. They also noticed the existence of major fluctuations in the occupation of these positions. In this field, people do not work for long periods, but the teams change constantly, given that all projects are relatively short (6-18 months) - as well as the existence of breaks between projects, especially when it comes to youth exchanges. A person who participates at some point as a leader in such an exchange will not be available again in the following month or year. In conclusion, they found the need for a flexible training system for the training of youth workers in the restricted areas of E +: EVS / ESC (mentors, facilitators), coordinators, leaders in youth exchanges.

The project involved five partners from four countries, resulting in the development of four innovative online courses, translated into four languages, on four types of specializations in youth and related work:

- online course for project managers in E+ projects;
- online course for mentors within EVS / ESC;
- online course for facilitators within EVS / ESC;
- online course for leaders in youth exchanges.

The topic, the objectives of the courses, the detailed description as well as the types of certificates available can be found on <http://thecourses.eu>, for each course.

### **Strengths, weaknesses & use cases (if available)**

Strengths:

- large number of participants who completed the courses in full and an impressive number of users, in general (5983 during the project, another 417 in the next 13 months, during the sustainability period);
- complex products with cross-addressability, in some cases;



- video games made beyond the original plan both in terms of mechanics and graphics;
- numerous components on each module: online manual, audio-video presentations / materials, mind maps, additional bibliography, tests, missions, peer review, community of practice, webinars, editable tools, progress elements, scoring system, 3D video game etc;
- a well-developed system from the perspective of gamification present in all modules;
- own badges and grant levels;
- huge promotion campaign that reached thousands of organizations, see also the final impact;
- know-how transfer system between partners;
- 1503 specific certificates issued, for completing courses;
- 444 Youth Pass certificates, instead of 95 as the original plan, in the context in which this phase was optional;
- far exceeding the initial plan in terms of target group, number of participants or products achieved;
- very good feedback from participants - examples, here: E+ Youth Workers: Testimonials (thecourses.eu);
- beyond the number of visits, in terms of people registered on the portal, the project had a total of 5983 users who registered on the platform during the project. Users registered during the project came from 114 countries. During the sustainability period, in recent months, more than 300 users have already joined the platform.

#### **Weaknesses:**

- the activities carried out at the level described involved a considerable effort, far beyond the initial plan and the resources allocated to the project;
- while the modules in English and Romanian had numerous participations and major impact, by comparison, the modules in Italian and Spanish reached their initial targets without reaching the level of popularity of those in Romanian and English;



- the emergence of the pandemic did not allow the organization of a major multiplication event, in face-to-face sessions with the desired impact, it had to be divided into smaller groups and with additional restrictions.

**Owner/Creator:** Predict CSD Consulting, Asociația Millennium Center (Romania), CESIE (Italia), Mundus Association (Spania) and V2020 (UK).

**Target group (users):** youth workers, representatives of youth organisations funded under Erasmus+

**Available in:** Romanian/English/ Spanish/Italian

**Link to the original document/project:** <http://thecourses.eu>

## **9. Predau Viitor (“Teaching Future”) - developed by Techsoup Romania Association**

**Category:** Training material

**Detailed description:** Within Predau Viitor, TechSoup builds together with teachers a computer education based on real problems and product creation, applied and transdisciplinary. Through this program Techsoup connects IT and ICT teachers to the IT ecosystem in Romania and in the world. They facilitate learning contexts and events that allow participants to understand and connect with the reality of the labor market, what actually makes an employee in the big IT field, and what are the different types of jobs. One practical event is called Accelerator that is focused on how to create applications with entrepreneurs in the field, visits to large companies that have a lot of digital processes involved and big departments of IT (eg: - banks: BRD, - gaming company: EA Games).

Online event organization guide adapted to programming and technology for children and young people

**Types of trainings:**



- Editor 1.0 // recommended offline interactive game for ICT
- Online event organization guide adapted to programming and technology for children and young people
- CS Unplugged, translated into Romanian // computer-free computing and computer thinking activities for students of all ages
- Dictionary of careers in the Romanian game development industry written for students, recommended for parents and teachers
- Ideas of activities for the development of computational thinking and the practice of algorithms for Computer Science and ICT teachers in the 5th grade.

### **Strengths, weaknesses & use cases (if available)**

#### Strengths:

- you reach a large number of professionals, self-paced content, the possibility of interaction in the community, and offline but with smaller numbers
- emphasis on community creation and interaction
- creating contexts in which teachers see and convince how technology works

#### Several areas to improve:

- it is hard to engage big numbers, you have some people very involved while the rest are rather inactive on the platform
- new methods of engagement
- how you make sure that the resources are used on a qualitative level
- how to make sure participants finished as many courses as possible for those enrolled
- process automation: to create in such a way as to intervene as little as possible



- traceability and individual progress difficult to follow

**Owner/Creator:** Techsoup Romania Association

**Target group (users):** IT teachers from gymnasium and high-schools

**Available in:** Romanian

**Link to the original document/project:** <https://predauviitor.ro/>

## **10. "Mens Sana" - developed by ARYAS Association**

**Category:** Training material

**Detailed description:** "Mens Sana" is a Key Action 1 training course co-founded by ERASMUS+ program that was delivered exclusively online. ARYAS created Virtual Treasure Hunts and Digital Escape Rooms using available tools on the internet (Google Suite – Google Sites, Google Forms, Google Drawing). They also transform digital tools available in the online environment into educational tools (ex. CANVA – a graphic platform used to create visual content, they used as a collaborative tool to explain different concepts; storyjumper.com – a platform to create books for kids - a tool for storytelling activities; wordwall.net – a tool created for teachers, to improve their lessons - a way to teach the participants about Youthpass and the 8 Key Competencies in an interactive way - <https://www.wordwall.net/play/11606/715/158>)

The Treasure Hunt was implemented in the third day of online activities aiming to touch 3 objectives: team building and consolidation of the connections at the group level; to introduce the participants in the project topic – mental health and emotional intelligence and last – to provide the youth workers with creative methods to approach emotions in their work. For this reason, trainers created 5 "hunting clues" about the main 5 emotions every person experiences in their life, namely: joy,



anger, sadness, fear and disgust. To solve the riddles – the participants (split into groups) had to identify the emotion and find a specific answer for each clue.

The Escape Rooms were introduced as a tool to support youth workers to deliver different kinds of educational information to the youngsters, by gaming and to support them to open up, to share emotions and to develop their emotional intelligence. The tool can be also adapted and used for a wide range of purposes like: to teach youngsters how to work in teams, to develop critical thinking, to build social connection and self-esteem etc.

The Escape Rooms looked like this - <https://sites.google.com/view/labmadness/home> or like this: <https://sites.google.com/view/gamescape42/home> In order to create it, the initiators used an image, a google form and Google Sites to create a website to host them. Using Google drawings, they inserted in the image different links that are connected with the questions in the google form, links which help the participants to solve the riddle.

What makes these two instruments interesting is the fact that they can be adapted to any topic and the participants can learn by playing. Also, in order to create such an instrument, you need only to set up your learning objectives and to let your creativity work. The tools do not require special digital competencies, neither for youth workers, nor for the young people. It is a tool that can be used in the virtual environment, to create an interactive activity, on any topic.

During our project, a series of virtual Treasure Hunt/Escape Rooms were created during the workshops, directly by the participants, with little to no help from us. And the result was quite impressive. Just an example: <https://sites.google.com/view/amazetobeamazed/home>. The participants worked in international teams of 8-10, and the “consumed time” was 7-9 hours.

### **Strengths, weaknesses & use cases (if available)**

- All the methods were interactive and allowed the participants to be actively involved during the whole project period.



- All the results were collected on a virtual platform (<https://padlet.com/aryaserasmus/menssana>) enabling the participants to review them any time for reflection purposes.
- Continuously feedback and evaluation – after each day and stage of activities we asked the participants for feedback that allowed us to take corrective actions during the virtual mobility
- Facilitate sessions for social interaction. Every week, outside the project official sessions, the trainers did informal and optional sessions for playing games, interacting, sharing cultural aspects, stories etc. During these sessions, the participants were able to really create connections and to make friends.

**Owner/Creator:** ARYAS Association

**Target group (users):** youth workers, youth leaders

**Available in:** English

**Link to the original document/project:** <https://padlet.com/aryaserasmus/menssana>

## **11. HTML Basics for Youth Workers - developed by GEYC (Group of the European Youth for Change)**

**Category:** Training material

**Detailed description:** The event is dedicated to youth workers and young people (16-24 years old) in Bucharest and its surroundings who want to learn the basics in HTML and "program" a website. The workshop was organized in 2019 with the support of Techsoup Romania through the program "Meet and Code" inside EU Code Week.

The structure of the workshop is the following:



- Introduction. The importance of digital skills for youth workers. HTML basics. How to connect HTML with other programming languages.
- HTML basics. How to build a web page.
- Workshop: each participant will create, on their own laptop, a web page + social media interaction. Introduction of the Blogger platform
- Presentation of created web pages & feedback. Questions and answers. Conclusions and evaluation of the event.

### **Strengths, weaknesses & use cases (if available)**

#### Strengths:

- Easy to put into practice the program (only one full day)
- Can be adapted easily to online delivery of the workshop
- Participants fast results: one mini-webpage written in HTML, one basic website to present their organization or initiative
- Peer to peer learning – participants work together

#### To be improved:

- It is difficult to convince people that they do not need previous IT competences to participate to such workshop,
- Hard to reach the target group

**Owner/Creator:** GEYC (Group of the European Youth for Change)

**Target group (users):** youth workers

**Available in:** Romanian

**Link to the original document/project:** <https://www.geyc.ro/2019/09/apel-deschis-html-basics-for-youth.html>



## **12. Digital Competencies Training for teachers that work with children and youth with Special Education Needs** **- developed by Romanian Angel Appeal Foundation**

**Category:** Training material

**Detailed description:** The Digital Competencies Training for teachers that work with children/youth with Special Education Needs (SEN) is part of a 4-modules training programme dedicated to teachers working in Inclusive Education School Centers (CSEI) and in schools/highschools integrating children/youth with SEN. The 4 modules consist of a weekend training (or 18 hours online) and interaction with the trainers on the e-learning platform, on the following 4 themes:

1. Curricular adaptation for students with SEN
2. Participatory, child-centered teaching methods and using IT&C
3. Development of critical thinking, forming skills and raising independence of students with SEN
4. Stress management for teachers

The structure of the programme was made before the pandemics, when no-one was familiar with online teaching. Before march 2020, the objectives of the training were to identify and use methods, online instruments which they can use in the classroom and developing competencies of internet use - with a focus on minimal digital competencies (including how to open an application, "there is a button, on the left").

After march 2020, the focus was to develop skills for online teaching taking into account the particularities of students with SEN, and the objectives transformed in a gradual approach:

1. Digital literacy
2. Presentation of digital resources
3. Particularisation of the resources to the context of students with SEN.



The achievement of the training is for teachers to learn to particularise contents and find suitable applications for working with students with SEN, trainers giving them the “sense of possibility” and supporting them in being able to structure contents by using, for example, Jamboard or different types of whiteboards, develop exercises and transfer them in the online environment. Teachers practically learned how to use a series of resources (Menti, Kahoot or similar), becoming curious to find out more. They also discovered there are online platforms with resources (e.g. Twinkle).

The journey of adapting the training for online teaching after march 2020 was continuous, for example discovering Google Classroom which renounced their video service at that moment and it was later added again, or changing platforms and applications as they became paid/unaffordable, learning again how to use some applications as they were upgraded etc.

**Strengths, weaknesses & use cases** (if available):

Strengths:

The training programme was implemented for 566 teachers. Before this training programme, the organisation developed a digital skills training (delivered in the form of an e-learning module) for teachers working with children and youth with autism, which had an unexpected success - over 5,000 teachers finalised it, showing an interest to integrate students with Special Education Needs.

The training sessions were implemented before (approx. 250 teachers) but also after the pandemics (approx. 250 teachers). Before participating in the training, very few teachers (less than 10%) had digital skills. Less than 5% were teaching online at a qualitative level. When the trainings were transferred online, a significant part of the training was related to basic functionalities of the applications used in the training (Zoom, Jamboard, etc). Explaining how to use an application and the supporting teachers to put it in practice took a lot of time, and the differences in experience between participants could not be addressed, especially because the groups of participants were big (over 20 participants). Sometimes the teachers that already

had expertise were referred to as resource persons to the others in the group. These resource persons, most of the times, were of age 50+ (and were more knowledgeable in digital skills than their 20-30 y.o. colleagues).

The whole training programme had a baseline of digitalisation: teachers needed to have an account, enter different sections of the platform, upload homework in different forms (docs, photos, annexes from their computer or from their phone), use sequential steps. They had to access different links for the synchronous training (Zoom), for the asynchronous learning (platform), for the specific section, for uploading homework or doing it again if the case.

Since there were 4 modules, there was visible progress related to basic digital literacy - no need to explain how to use basic applications, participants were proposing new applications that they found, and transmitting what they used from what they learned. They used channels of communication with the trainer and among themselves to ask what to use for a specific case, how to use a specific tool, how to draw something. The training supported them in evaluating their level of digital competencies and motivated them to increase it. From "we don't have access to technology, nobody gives us resources" they switched their discourse to "how can we keep students attentive, what tools can we use, how can we improve practices" - they figured out they have the resources they need.

One of the key strong points was that teachers felt empowered, by leaving the training with the feeling of "I can handle it". After the training, participating teachers considered that the training should be replicated and more teachers should attend it.

Improvement points:

- There is a continuous need to find ways of motivating teachers to get involved during the online training (to open the camera, to stay only focused on the training, to generally be committed to the training). Also, when working in groups, if the participants are teachers from the same school it is sometimes difficult for the trainers to increase/manage/evaluate the involvement of each participant.
- It was observed that teachers rarely give themselves time to actively search the internet for new resources, and they get lost in applications that request several steps (login, password, stages that are not easy to remember).



- A serious barrier in teaching digital competencies to teachers working with SEN students is language - the ultimate tools, applications, resources are in English.

When training teachers for online teaching, for teachers working with SEN students, training has to be done in small steps and they have to be taught how to create themselves particularised resources. They need to learn to work online using senses, particularise, use sounds, images, 1:1 approaches, and not only read, use PowerPoint or put a YouTube video (which is ultimately played by the parent to the student at home). They also need to learn how to use things from the context that the student has at home, and integrate these things in teaching. They need to be trained to both use and teach student how to use the phone and the tablet as a means for particularised communication (e.g. have a folder with relevant images to use with students with talking/hearing difficulties). There is a big need of co-creation of materials and small contents pieces that can be further applied with students with different SEN.

**Owner/Creator:** Romanian Angel Appeal Foundation

**Target group** (users): teachers working with students with Special Education Needs (SEN)

**Available in:** Romanian

**Link** to the original document/project:

Info related to the training: [https://www.elearning.raa.ro/ro/courses/tehnologii-informationale-si-comunicazionale-tic-si-tulburarile-din-spectrul-autist-asd/](https://www.elearning.raa.ro/ro/courses/tehnologii-informationale-si-comunicationale-tic-si-tulburarile-din-spectrul-autist-asd/)

The compressed training material (pages 27-40): [https://www.elearning.raa.ro/wp-content/uploads/2021/10/Brosura-Integrarea-scolara-a-copiilor-cu-cerinte-educationale-speciale\\_compressed.pdf](https://www.elearning.raa.ro/wp-content/uploads/2021/10/Brosura-Integrarea-scolara-a-copiilor-cu-cerinte-educationale-speciale_compressed.pdf)



### **13. Concordia Academia - Transfer in Online Assessment**

**Category:** (Self) Assessment tools

**Detailed description:**

In 2020, Concordia Academia externalised a needs assessment aiming at finding the best way to transfer its training courses (dedicated to team leaders and practitioners in the social field) online.

A team of 2 persons from "Profesorul digital" conducted these needs assessment, in order to (1) find out the needs of the internal team and trainers, (2) understand the perspective, understanding and expectations of the team of trainers (having very different styles and flexibility, from willingness and excitement to learn something new to "I don't want to transfer to online trainings, this is not for me", (3) how things are seen from the perspective of participants.

The needs assessment was a complex process, main steps being:

1. Stakeholder mapping (with interviews and questionnaires) - internal team, team of trainers, partners, institutions, training participants.
2. Strategic directions on medium and long term - directions, vision, priorities, the learning community.
3. Understanding and mapping the context and processes - support and evaluation, competences (defining, criteria, progress), accreditation standards, and also information related to participants:
  - access to contents and trainings (requirements, must haves, how trainings look now, learner journey)
  - what is the experience of participants since subscribing until graduation and beyond
  - what happens in terms of training sessions in this time, what the team would like to happen in the future (online) and what would they like not to happen
  - role of trainer - what this role involves
4. Needs for online transfer:



- correlation of learning needs and administration with online platform's necessary functionalities
- correlation of the development strategy of Concordia Academia with the platform
- training formats for the platform
- reporting system, granularity of training, how to measure and evaluate
- needs for social and peer learning
- technical and administrative requests
- needed infrastructure
- maintenance costs
- general aim of the online platform which would support online learning

The answers to these questions helped in identifying the needs for transferring courses online, understanding types of users and types of access, understanding the needs of every user, designing the learning process and the training experience.

After the analysis has been carried out, a process of ideation and then prototyping/development was proposed.

The conclusion of the analysis was that an online platform is the answer: it incorporates elements that are now separate, it eliminates Google Classroom, it increases the variety of instruments and materials that trainees can experience, it can focus on group but also individual work. The blended way will be the most viable solution for the future.

A **2-hours training session on "Best practices for online learning"** was implemented for the trainers at the end of the assessment process, in order for them to understand, in a nutshell, the particularities and most important elements of online learning. Its main objectives were:

- Familiarize with the GEAR model for virtual/remote learning
- Understand the specific processes and principles for virtual / distance learning
- Choose the right tools for each type of process

3 principles were stressed out in conducting virtual training: communication, access to resources, interactivity.



At the moment, the organisation is in the process of personalising the platform, creating design, integrating visual elements. There will be an internal running test with one of the training products (the one on leadership for social managers) after the materials will be uploaded; after that, webinars will be tested on the platform.

### **Strengths, weaknesses & use cases** (if available)

The processes supported the organisation to figure out the best ways to transfer activities with trainees in the online environment - which are the situations where Zoom and other applications are enough, and how to create an online space that becomes a reference point for the trainings.

The needs assessment had the following conclusions: transfer in the online environment is necessary, an investment in the digital competencies of the trainers is necessary, and also it is crucial to understand participants' needs and how the experience transforms when it is transferred online, thus how do you ensure the development of competencies.

### **Challenges:**

- The vision of implementation of the external experts had to be changed - an Agile system of implementation could not be seen as possible anymore (due to the fact that trainers are external resources and not an internal team, and the training programmes are standardised - they go from point A to point B). The learning architecture will be focused on the way they build the learning experience, and the process will be centralised and conducted by the internal team.
- One of the main challenges was *"we could not see how others did it, we searched so many models of platforms, but none was similar to how we interacted with participants"*. Also, the training philosophy is special and the principles have to be transferred online: the learning style, the focus on reflection, experiential learning. *"In time, we realised that the online training, with all its facilities and the great things it brings, will not replace the way the participant assimilates information or lives a learning experience, as when things happen face to face. As you advance in a training, the*

*attention and willingness to stay there decrease. It highly depends on the trainers and the methods - it has to be very attractive."*

- *"Another challenge for transferring online, besides adapting the methods and the technical issues, is to learn to become flexible, to accept that online you can or cannot do certain things, to understand that sometimes there is a restricted way in which they can be done, and to do them that way."*
- *"There is a comfort of the screen, it is easier for people to say 'I don't know how to do this' to people they don't know; but a revelation was that online was like a tsunami, they all come to you, you would like to take a little bit of everything, and the though 'I have to take only what is important' disappears. People get in 2 conferences at the same time... and you as a trainer don't know how to react, how to make them responsible for learning."*

**Owner/Creator:** Concordia Academia & Profesorul Digital

**Target group** (users): trainers and social managers

**Available in:** Romanian

**Link** to the original document/project: N/A

#### **14. Ora de Net / "Real teacher in a virtual school" Training - developed by Salvati Copiii Organisation**

**Category:** Training material

**Detailed description:** Save the children Organisation has several initiatives targeting both adults that work with children and youth as well as children and youth, especially focusing on online safety, protection of data, online harassment and bullying. By a tailor-made platform, as well as subsequent Youtube and social media channels, they keep an active community, thus



bringing these subjects constantly in the focus of the target groups. The website also has a virtual robot that can support persons in search of a particular information on the website, and actually this is how we got the most useful information for presenting this case-study.

The aim of training teachers is for them to *"become competent digital facilitators, aware of the influence of new technologies in the life of the children."*

The training course "Real teacher in a virtual school" offers teachers, educators, trainers and all those who carry out socio-educational activities with children and adolescents the opportunity to enrich their knowledge and develop their skills and abilities to be able to support children to use digital devices in a smart and balanced way. *"Technology continues its accelerated pace of development and it is important for the present and future of children to support them. Moreover, as people concerned with education, it is essential that we begin to create learning contexts that take into account and highlight the characteristics of digital natives in order to prepare them for the life of the 21st century."*

The benefits of participating, as they are described on the website, are:

- *"You are part of the first generations of teachers trained in a field that can barely find its rightful place in education in Romania: the creative, useful and safe use of the Internet by children.*
- *You learn directly from specialists the most subtle aspects of the subject and benefit from an approach that calls for lasting change.*
- *You are invited not only to learn knowledge, but also to apply in practical forms what you learn in order to develop your professional skills and competencies specific to a digital facilitator.*
- *Being an online course, you can decide when, where and how to go through it so that it fits perfectly on your life context and you have optimal results."*

The contents of the training is the following:

## I. Introduction



About the Net Hour Community, the benefits of the course and trainers

## II. Context

- a. The needs of digital natives and the role of adults
- b. Children's rights in the digital environment

## III. Challenges in using the Internet

1. Excessive time spent online
2. Cyberbullying
3. Online Relationships & Sexting
4. False news
5. Hate speech

## IV. Opportunities in using the Internet

1. Skills for the 21st century
2. Create content and reputation online
3. Interactive working methods in the teaching-learning-assessment process
4. Online teaching

## V. The school-family partnership

1. Involvement and institutional responsibility for the online safety of children
2. The school-family-community partnership

## VI. Opportunities for involvement and benefits of the Ora de Net program



Final evaluation

**Strengths, weaknesses & use cases** (if available)

The presented training is an e-learning product. At the moment, as written on the website, the subscriptions for the self-paced training are closed, reaching the maximum number of subscriptions. Ora de Net has continuous initiatives for both children/youth and teachers/youth workers/social workers. The aim of the training is to support "a creative, useful and safe Internet navigation and an easier teaching process."

One of the feedbacks received from a school principal familiarised with different training programmes aiming at developing digital competencies is that "this training was the best, but it is based on self-directed learning - you do the training on the platform individually, at your own pace."

**Owner/Creator:** Salvati Copiii Romania Organisation

**Target group** (users): teachers

**Available in:** Romanian

**Link** to the original document/project:

<https://oradenet.ro/profesor-digital>

<https://oradenet.ro/public/>

**15. Profesor in online - developed by Digital Nation**

**Category:** Training material

**Detailed description:**



As it is one of the models identified as best practice from other specialists interviewed in the current research, this training will be shortly presented, even if it is a paid training (40 Euros per training). It is aimed at developing digital competencies of teachers. The training *“offers you the ‘digital toolbox’ for online teaching and the practical framework where you will quickly learn technical dexterity, online pedagogy elements and resources to increase interactivity in the classroom, beyond the screens.”*

The training offers 30 hours of training in a period of 2 weeks, and unlimited access to Google Suite for Education (webinars, tutorials, training materials, exercises, community and personal account), with 20% theory and 80% practice. There is great flexibility of learning: *“Synchronous or asynchronous, live or recorded, you specialize on the go, at your own pace.”* At the end of the training, participants have a model of virtual classroom, with presentations, homework, exercises, evaluations and interactive material. Also, during the training there is a possibility to access practical exercises based on difficulty level (beginners and advanced).

The training consists in 8 lessons (6+2 bonus). Each lesson is comprised of:

- **A live webinar** with a trainer who presents the theory of the lesson and makes practical demonstrations (which can also be accessed as a recording)
- **Exploration exercises** in which participants test at their own pace the tools proposed in the webinar
- **Experimentation exercises** in teams, without a guide, in which participants learn together with colleagues, testing together functionalities, methods, tools, etc.

Besides the lessons, participants can receive assistance on the platform, should they encounter difficulties, and they can access a quiz and case study section.

The training is comprised of the following sections:

Lesson 1: Interactive video lessons

Google Meet from A to Z: for dexterity in supporting video lessons



Google Meet extensions for Attendance, Breakoutrooms and Student Interactivity

Lesson 2: Classroom - student and teacher

How does the student use Google Classroom?

Basic functionalities for teachers

Lesson 3: Flipped classroom - How do I transfer an offline lesson online?

Flipped Classroom - Capturing attention and increasing interactivity

Learning Designer - University College London Model

Examples of Digital Classes

Lesson 4: Creating and organising teaching material

Google Drive for quick organization of resources

Google Docs for projects and collaborative writing during classes

Google Slides for creating presentations

Lesson 5: Graphic tools - Jamboard and WebPaint

Google Classroom: homework, notes, assessments, catalog

Integration of elements in the Classroom

Lesson 6: CLASSROOM - Advanced notions

Bonus: Google Search - Quick information search techniques

Lesson 7 (bonus): Methods

Microlearning and Types of online learning

HyFlex - Benefits and limitations of the hybrid model

Lesson 8 (bonus):Tools

Zoom, Kahoot and Mentimeter



**Strengths, weaknesses & use cases** (if available)

The training is self-paced and based on participants' own motivation to subscribe. The requests for finalising the training is to take minimum 50% of the video material (webinar/recording and video tutorials) and to successfully finalise minimum 50% of the practical activities.

The participants are directed towards assessing the time needed to complete the course and building their own motivation:

- "Book an average of 10 hours / week for this course, in dedicated daily time segments, for maximum benefits.
- Your results depend on your investment of time and especially on the state you have when you open the course. You don't have to be stressed if you are a beginner or advanced - the content and learning experiences have been designed for any level of skill and knowledge.
- As we progress through the materials, you will end up building your own course in the Classroom, creating a test lesson with feedback from colleagues. A head-to-head experience in digitizing learning."

Ultimately, the aim of the training is to make participants "online teachers".

**Owner/Creator:** Digital Nation

**Target group** (users): teachers

**Available in:** Romanian

**Link** to the original document/project: <https://profesorinonline.ro/>

**Other models** which were found during the desk research phase or mentioned by the specialists contacted:



- Trainings organised in CRED project (strategic project of the Ministry of Education): even if it was named by more respondents, and a discussion has been held with the project coordinator, we consider that these trainings used digital as means to organise the training when there was no possibility to organise it face to face, and not as objectives (to increase digital competencies of teachers).
- "Romanian Scouts" National Organisation had a short training for their trainers, "Learning Producer", after this training developing short e-learning sessions on important themes that needed to be accessed online.
- During the period of this research, a platform centralising trainings for teachers has been launched: [www.scoalaprofesorilor.ro](http://www.scoalaprofesorilor.ro) includes several trainings on digital competencies for teachers.

## **8. Main challenges in carrying the mapping & limitations of the mapping exercise**

The main challenge of the mapping exercise was the difficulty of finding a database of initiatives, or the documentation of these initiatives, by their owners, online.

The main limitation was that the methodology did not involve a complex inquiry about all possible initiatives, at local, regional or national level, to be evaluated as best practices.

## **9. Recommendations for European**

- a) digital competence models/frameworks for youth workers and youth work trainers**
- b) digital capacity models/frameworks for youth work organisations**
- c) training materials for digital youth work**
- d) (self) assessment tools for digital youth workers/youth work trainers**



Recommendations related to European models / frameworks / training materials / (self)assessment tools are based on the specificity and scale of local best practices identified. Transversal elements of success identified in these best practices are:

- best practices were proposed by organisations either (1) working with highly qualified external experts which are dedicated, gained experience in several different environments, and are inclined towards putting the needs of the beneficiaries in the center, or (2) demonstrating a strong motivation towards increasing the quality of youth work/teaching, and/or (3) developing these initiatives based on their intense previous work (either building a strong team of trainers, or building upon previous projects and making them more and more complex etc).
- a focus was observed on giving a high quality learning experience to training participants, starting with "why" (the vision, the ultimate goal, the change we envisage in the youth), designing a training which mixes several approaches and theories, using the most applicable methods and tools.
- there was no model identified that tackles digital capacity of (youth work) organisations, and this could be considered a priority, not only in terms of developing a framework, but also to indicate suitable tools for the different areas a youth organisation should progress/improve processes when it comes to digitalisation.

As a general recommendation, there is no "one-size-fits-all" solution. The success of any model proposed at European level would be reached if the experts involved have a fair amount of both theoretical and practical experience, and infuze the proposed models with scenarios of adaptation to different settings.

Also, as a general recommendation, a scaling up of some of the success models (by providing funding, ensuring that more experts and organisations become capable of delivering those programmes, and generally multiplying to as many youth workers as possible) could make the gap between youth workers that are digitally savvy and youth workers that do not have the proper digital competencies.



Some of the local models presented used, as a starting point, different European models (or models produced in other Erasmus+ projects), e.g. the tools adapted for Digital Youth Worker / DigiTin or the competency framework used in Indreptar Digital. They can be gathered in a toolbox with models to be adapted for each country's / target group's specificities.

## **10. Any other input and reflections.**

You have to have specialists, financial resources, knowledge of the current needs and a long-term focus, in order to constantly improve your intervention focusing on digital competencies. Especially because it is a field that has the most accelerated development.

The feedback of youth workers participating in the trainings, together with an analysis on how they put the competencies in practice with the end-users, would bring a great added value which would underline the most relevant contents from the best practices presented above (or others).

## **ANNEX: Interviews contact persons**

1. Andrei Popescu (without interview), ANPCDEFP, Digital Youth Worker / DigiTin
2. Andreea Aurelia Floroiu, Centrul de Jurnalism Independent, Media Literacy Programme
3. Irina Itu, Profesorul digital
4. Roxana Turcu, Techsoup Romania Association, Îndreptar Digital (Digital Guide)
5. Andrei Dobre, Bianca Nesi Bedreag, Romanian Angel Appeal Foundation, TOT on Remote Learning
6. Carmen Marcu, Young Initiative Association, „Smart Youth Work Lab”
7. Ana Maria Stancu, RoboHub, E-Civis Association



8. Sorin Victor Roman, Millenium Center / Predict CSD Consulting, "Online Training Courses for Youth Workers in Erasmus+"
9. Roxana Turcu, Techsoup Romania Association, Predau Viitor ("Teaching Future")
10. Adrian Dobrin, ARYAS Association, "Mens Sana"
11. Gabriel Brezoiu, GEYC (Group of the European Youth for Change), HTML Basics for Youth Workers
12. Adelaide Katerine Tarpan, Gabriel Mares, Romanian Angel Appeal Foundation, Digital Competencies Training for teachers that work with children and youth with Special Education Needs
13. Bianca Matasariu, Concordia Academia, Transfer in Online Assessment
14. Claudia Oprescu (without interview), Salvati Copiii Organisation, Ora de Net / "Real teacher in a virtual school" Training
15. Armina Sarbu (without interview), Digital Nation, Profesor in online

**Other interviews, discussions, persons contacted or which answered our invitation to share resources:**

1. Oana Mosoiu, Bucharest University
2. Merima Petrovici, Ministry of Education
3. Irina Lonean – Youth Wiki
4. Adina Serban – Youth Wiki
5. Andreea Buzec – Mentoring under Construction - training program of Romanian National Agency
6. Diana Sabo – DEIS – Baia Mare Youth Center
7. Eva Gruman - Covasna County Volunteering Center
8. Ana Maria Gradinariu - Teach for Romania
9. Cosmin Catana - Curba de Cultura
10. Mihaela Girleanu - Cercetasii Romaniei



11. Mihaela Amariei - APDD Agenda 21
12. Elena Lotrean - FTTC
13. Luminita Ene - Monomyths Association
14. Nicoleta Chis-Racolta - CVCN
15. Elena Calistru - Funky Citizens
16. Cristina Gherman - Lifeskills Development Network of trainers

