

**Local action plans Romania**

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# Summary of COLIBLITE project + objectives

# Findings from inventory activities

In Romania, the project activities will be piloted in 9 local communities. The communities in Brasov, Braila, Ploiesti and Zalau are urban communities, the ones in Vlădești, Mătăsaru and Ocnița are rural communities and the ones in Baia Mare and Titu and mixed communities (officially, they are urban communities, but share a lot of characteristics with the rural ones).

## Demographic picture of the communities

**Ploiești**

Ploiești is a city located 60 km from Bucharest. It shares very good connections with the capital and some of its residents travel to work in Bucharest. Most of adults in the community have graduated from high school.

Statistical data for Ploiesti:

* 90.000 families (224.000 inhabitants)
* 5% of the families living in extreme poverty
* 30% of the families are dysfunctional (alcohol consumption, domestic violence etc.)
* In 20% of the families, at least one parent has gone to work abroad.
* 30% of the families are Roma or mixed marriage
* Average net monthly income in January 2018 was 2268 RON (476 EUR), almost the same as the average monthly income in Romania in 2017, 2338 RON (491 EUR) .

**Brăila**

Brăila is a city located on the Danube in the Eastern part of Romania. After the fall of the communist regime, it has lost most of its industry and has suffered an economic and social collapse. The community where the project activities will be piloted is called Lacu Dulce. It is served by the Gymnazial School ”Anton Pann” and is formed of about 350 extended families (about 3000 people) living in social housing projects and houses with poor utilies. 70% of them are Roma ethnics.

Most of the adults in the community have only basic education (forth grade), a few have finished the eighth grade or went to high school and none have went to university. Most of them live out of social benefits or work in the urban cleaning services.

**Titu**

Titu is a small town located in southern Romania, about 50 km from Bucharest. There are about 10.000 inhabitans. Most adults have gone to high school or to vocational school, but there are some that went to university. Also the elderly have a high educational level.

The average income of the population is comparable with the national average.

There are 10 families living in extreme poverty, 20 dysfunctional families and 15 families where at one parent went to work abroad.

**Baia Mare**

The project activities will be implemented in the Firiza neighbourhood from Baia Mare, a city in Northern Romania. The neighbourhood is located 15 km from the the center of Baia Mare and used to be an independent village up until 2006. There are 753 inhabitants.

The men are slightly less educated that the women (most women have attended high school, while many of the men have only finished the eighth grade). Men work as lumberjacks, women are housewifes and sometimes pick wild berries and mushrooms.

Most families have subsistence incomes and about 10% of them are living under extreme poverty. 10% of the families are dysfunctional, alcoholism being one of the main problems.

**Vlădești**

Vlădești is a village in Argeș county, about 150 km from Bucharest. There are less than 3000 inhabitants, and about 700 of them are members of the Roma community. Very few of the people are unemplyed. Most of the adults have finished high school or vocational school.

There are 20 dysfunctinal families and 7 families where parents have left to work abroad.

Most of the Roma pupils are concentrate in one of the 2 primary schools in the village.

**Mătăsaru**

Mătăsaru is a village in Dâmbovița county about 60 km from Bucharest. There are more than 5000 inhabitants. Most of the adults have finished high school, with the exception of the Roma villagers (about 80 families) who have finished only primary or gymnazial school or haven’t attended school at all.

Most families have small incomes, mainly from agriculture, and a lot of them have bank lawns that must be paid. More than 50 families have at least one parent that has left to work abroad. 10 families live in extreme poverty and there are 80 dysfunctional families.

**Ocnița**

Ocnița is also a village in Dâmbovița county, about 120 km from Bucharest, but very close to the county capital city of Târgoviște. About 1600 families (4500 people) live in the village. Most adults have finished high school and there are a few that went to university and are mostly employed by the local town hall, school, medical office etc.

Family incomes are low, most families have bank lawns to pay. There are about 5 families living in extreme poverty, over 150 dysfunctional families are over 90 families where at least one parent has left to work abroad.

This neighbourhood hosted 48,300 residents (21,200 families) in 2016 and about 20% of them were foreigners. In fact, in the specific Crocetta area this percentage is even higher.

## Relevant national and local developments

## Digital citizenship activities and policies of partners

**Ploiești**

There haven’t been developed any digital citizenship activities or policies by any of the potential local partners.

**Brașov**

Save the Children, a local potential partner, has implemented its ”Ora de net” program in the school serving the local community in Brașov. The program focuses on “promoting the creative, useful and safe use of the Internet by kids and teenagers”. The program’s experts work with an ample (about 5000) network of volunteers, teach the teachers and the parents, offer counseling and a reporting hotline for safety problems. Save the children works in partnership with public institutions – Ministry of Education and with the Ministry of Interior (the severe cases of digital security reported are transmitted to the relevant departments of the Police).

The county library has implemented the ”Let’s get online” campaign aimed at teaching the general public how to use the computer and the “E-tiquette, please!” workshop aimed at teaching good manners online. Also, the library has collaborated with the local school on the Digifolio project, aimed at teaching primary and gymnazial school students how to develop digital portfolios, by the using of software and electronic devices.

**Brăila**

In 2016, the local library has organized a digital storytelling workshop that focused on the creation of multimedia content. The digital stories were focused on cultural and ethnic diversity in Brăila. About 150 Roma children took part in it.

**Titu**

There haven’t been developed any digital citizenship activities or policies by any of the potential local partners.

The local library held a workshop during the international conference “Real parents for digital children”, part of the Digital Parents project.

**Baia Mare**

There haven’t been developed any digital citizenship activities or policies by any of the potential local partners.

**Ocnița**

There haven’t been developed any digital citizenship activities or policies by any of the potential local partners.

**Vlădești**

One of the local schools, Școala Gimnazială nr 1, has taken part in the second edition of the Digitaliada project. The ICT laboratory has received new equipment and the ICT and math teachers have been trained to adopt digital teaching methods.

The local library has implemented several digital literacy activities, mainly aimed at developing coding skills and developing multimedia products. Also, Save the children was present in the community with their ”Ora de net” program.

**Mătăsaru**

The local library held a workshop attended by about 20 children in the community. The topics were focused on fake news, viruses and bullying.

## Local partners

In each of the cities, town and villages where the project activities will be piloted, we have partnerships with either the local or county libraries. The libraries will be the hub around which each local activity will take place. Besides the local libraries, we have identified the following potential local partners for each location.

**Baia Mare**

The Mansio association, a youth organization that, among other, promotes democracy and the European citizenship. It also has a center for the children in the community where they receive school supplies and are helped with their homework by volunteers.

There are also two local churches that might be interested to take part in the project. The local school has 13 computers connected to the Internet.

**Brașov**

Save the Children Romania, the organization implementing ”Ora de net” are active in the community and have already done digital literacy and citizenship activities with the children.

Another potential partner is the local school, which is equiped with 62 very old computers (2006) connected to the Internet. The school also has a WiFi network.

**Titu**

There aren’t any local NGOs dedicated to working with children or youth. However, there are 6 churches and several centers belonging to local authorities that could be involved in the project. There are also two schools and two highschools, all of them having ICT labs equipped with computers and connected to the Internet

**Brăila**

There are three NGOs and one center belonging to local authorities that serve the youth in the Lacu Dulce community in Brăila. They offer social services mostly. The school can also be a potential partner.

**Vlădești**

There aren’t any local NGOs dedicated to working with children or youth. However, there are 2 churches could be involved in the project. Also, there are two primary schools (in one of them, 80% of the pupils are of Roma ethnicity) and one gymnazial school.

**Mătăsaru**

There is an NGO active in Mătăsaru that focuses on ecology and education. There are also 5 churches and 2 schools. The schools have a total number of 20 computers, most of them over 15 years old, but connected to the Internet.

**Ocnița**

There aren’t any local NGOs dedicated to working with children or youth, but there is a local cultural center belonging to the local townhall. They do hold events, but they aren’t actively looking to develop projects. There are also two local churches that have worked with youth in the community. There is one school that has 15 computers, all of them more than 10 years old, connected to the Internet. There is a WiFi network in the school.

**Ploiești**

There are dozens of high schools, schools, and NGOs working with youth. Every school has 10 to 30 computers that are connected to the Internet. In most schools there is also a WiFi network.

## Digital citizenship policies and programs in schools

## Existing horizontal cooperations

In each of the locations where the project activities are going to be piloted, there are consistent cooperations between the libraries and the local schools. When it comes to cooperation between libraries and other local organizations, the situation stands as follows:

* In Brașov, the library has cooperated with Save the Children Romania on their ”Ora ne net” programe
* In Titu, the local library cooperated with the other centers belonging to local authorities.
* In Brăila, the local branch of the county library has not cooperated with any of the local stakeholders, not even with the school, but the county library, which is our local partner, has carried out activities targeting the Roma children with the Social Multifunctional Center belonging to the local authorities.
* In Mătăsaru, the library has strong ties with the local NGO, but has not cooperated with the churches on a regular basis
* In Ocnița, the library has carried out activities in partnership with all local stakeholders, including the churches, the local medical office or the Tourism Information Center.
* In Ploiești, the library has cooperated with at least 4 local NGOs

## Digital competence of children and youngsters

We don’t have specific details on this topic for the communities in the piloting stage of the project. However the findings in the national report should apply to a large extent [insert findings here].

During our local research, we have identified the following needs and demands for the children in the communities, showing a very strong homogeneity:

**Baia Mare**

|  |  |  |  |
| --- | --- | --- | --- |
| Competence | Primary school | Gymnazium | High school |
| Bullying | X | X |  |
| Online socializing | X | X |  |
| Games – benefits and risks | X | X |  |
| Copyright |  | X | X |
| Advocacy |  |  | X |
| Mobiles – dangers and reccommendations | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) |  | X | X |

**Brașov**

|  |  |  |  |
| --- | --- | --- | --- |
| Competence | Primary school | Gymnazium | High school |
| Bullying | X | X |  |
| Online socializing | X | X |  |
| Games – benefits and risks | X | X |  |
| Copyright |  | X | X |
| Advocacy |  |  | X |
| Mobiles – dangers and reccommendations | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) |  | X | X |

**Titu**

|  |  |  |  |
| --- | --- | --- | --- |
| Competence | Primary school | Gymnazium | High school |
| Bullying | X | X |  |
| Online socializing | X | X |  |
| Games – benefits and risks | X | X |  |
| Copyright |  | X | X |
| Advocacy |  |  | X |
| Mobiles – dangers and reccommendations | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) |  | X | X |

**Brăila**

|  |  |  |  |
| --- | --- | --- | --- |
| Competence | Primary school | Gymnazium | High school |
| Bullying | X | X | N/A |
| Online socializing |  |  | N/A |
| Games – benefits and risks | X | X | N/A |
| Copyright |  |  | N/A |
| Advocacy |  |  | N/A |
| Mobiles – dangers and reccommendations |  |  | N/A |
| Quality of accessed content (fake news, hate speech, etc.) |  | X | N/A |

**Vlădești**

|  |  |  |  |
| --- | --- | --- | --- |
| Competence | Primary school | Gymnazium | High school |
| Bullying | X | X | N/A |
| Online socializing | X | X | N/A |
| Games – benefits and risks | X | X | N/A |
| Copyright |  | X | N/A |
| Advocacy |  |  | N/A |
| Mobiles – dangers and reccommendations | X | X | N/A |
| Quality of accessed content (fake news, hate speech, etc.) |  | X | N/A |

**Mătăsaru**

|  |  |  |  |
| --- | --- | --- | --- |
| Competence | Primary school | Gymnazium | High school |
| Bullying | X | X |  |
| Online socializing | X | X |  |
| Games – benefits and risks | X | X |  |
| Copyright |  | X | X |
| Advocacy |  |  | X |
| Mobiles – dangers and reccommendations | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) |  | X | X |

**Ocnița**

|  |  |  |  |
| --- | --- | --- | --- |
| Competence | Primary school | Gymnazium | High school |
| Bullying | X | X |  |
| Online socializing | X | X |  |
| Games – benefits and risks | X | X |  |
| Copyright |  | X | X |
| Advocacy |  |  | X |
| Mobiles – dangers and reccommendations | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) |  | X | X |

**Ploiești**

|  |  |  |  |
| --- | --- | --- | --- |
| Competence | Primary school | Gymnazium | High school |
| Bullying | X | X |  |
| Online socializing | X | X |  |
| Games – benefits and risks | X | X |  |
| Copyright |  | X | X |
| Advocacy |  |  | X |
| Mobiles – dangers and reccommendations | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) |  | X | X |

## Needs and demands of local partners concerning support and training

**Baia Mare**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competence | Librarians | Teachers | Parents | Civil society |
| Bullying | X | X | X | X |
| Online socializing | X | X | X |  |
| Games – benefits and risks | X |  | X |  |
| Copyright | X | X | X | X |
| Advocacy | X |  |  | X |
| Mobiles – dangers and reccommendations | X |  | X |  |
| Quality of accessed content (fake news, hate speech, etc.) | X | X |  | X |

**Brașov**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competence | Librarians | Teachers | Parents | Civil society |
| Bullying | X | X | X | X |
| Online socializing | X | X | X |  |
| Games – benefits and risks | X |  | X |  |
| Copyright | X | X |  | X |
| Advocacy | X |  |  | X |
| Mobiles – dangers and reccommendations | X | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) | X | X | X | X |

**Titu**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competence | Librarians | Teachers | Parents | Civil society |
| Bullying | X | X | X | X |
| Online socializing | X | X | X |  |
| Games – benefits and risks | X |  | X |  |
| Copyright | X | X |  | X |
| Advocacy | X |  |  | X |
| Mobiles – dangers and reccommendations | X | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) | X | X | X | X |

**Brăila**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competence | Librarians | Teachers | Parents | Civil society |
| Bullying | X | X | X | X |
| Online socializing | X | X |  |  |
| Games – benefits and risks | X |  |  |  |
| Copyright | X |  |  |  |
| Advocacy |  |  |  | X |
| Mobiles – dangers and reccommendations | X | X |  |  |
| Quality of accessed content (fake news, hate speech, etc.) | X | X | X | X |

**Vlădești**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competence | Librarians | Teachers | Parents | Civil society |
| Bullying | X | X | X | N/A |
| Online socializing | X | X | X | N/A |
| Games – benefits and risks |  |  | X | N/A |
| Copyright |  | X |  | N/A |
| Advocacy | X |  |  | N/A |
| Mobiles – dangers and reccommendations |  |  | X | N/A |
| Quality of accessed content (fake news, hate speech, etc.) | X | X | X | N/A |

**Mătăsaru**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competence | Librarians | Teachers | Parents | Civil society |
| Bullying | X | X | X | X |
| Online socializing | X | X | X |  |
| Games – benefits and risks | X |  | X |  |
| Copyright | X | X |  | X |
| Advocacy | X |  |  | X |
| Mobiles – dangers and reccommendations | X | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) | X | X | X | X |

**Ocnița**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competence | Librarians | Teachers | Parents | Civil society |
| Bullying | X | X | X | X |
| Online socializing | X | X | X |  |
| Games – benefits and risks | X |  | X |  |
| Copyright | X | X |  | X |
| Advocacy | X |  |  | X |
| Mobiles – dangers and reccommendations | X | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) | X | X | X | X |

**Ploiești**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competence | Librarians | Teachers | Parents | Civil society |
| Bullying | X | X | X | X |
| Online socializing | X | X | X |  |
| Games – benefits and risks | X |  | X |  |
| Copyright | X | X |  | X |
| Advocacy | X |  |  | X |
| Mobiles – dangers and reccommendations | X | X | X |  |
| Quality of accessed content (fake news, hate speech, etc.) | X | X | X | X |

# Terminologies

The view of digital citizenship derived from the Italian national digital school plan cam be summarized to entail:

* full and **active participation** in the digital society
* critical **awareness** of deep socio-economic transformations and their implications
* ethical and responsible practice with ICT, digital content and systems
  + **critical consumption** (ability to retrieve, filter and evaluate sources, info and news)
  + **responsible and creative** **production** (ability to create + attention to copyright and licenses)
  + **respectful communication** in online interaction (care for privacy issues …)

DigComp is the common reference framework that Italian partners have adopted to understand digital competence in this project.

# Planned results

# Organizational structure

In every community, the local or county library will coordinate the activities and will deliver the trainings to members of the local community. The local library will also serve as the main place where all the trainings and meetings will take place.

The local coordinators are as follows:

|  |  |
| --- | --- |
| Community | Contact person (librarian) |
| Baia Mare | Valentina Rotaru |
| Brașov | Melania Butnaru |
| Brăila | Dana Stefania Ciutacu |
| Vlădești | Oana Antonescu |
| Ocnița | Violeta Dumitrescu |
| Titu | Nicoleta Grigorescu |
| Ploiești | Loredana Stanciu |
| Mătăsaru | Denisa Bodi |
| Zalău | Mariana Marian |

# Horizontal and vertical activities

1. Training of librarians

In March 2019, we shall organize a training for the librarians that will be coordinating the activities in the 9 communities where the intervention is going to be piloted. It will be a training of trainers workshop that will help them develop training curricula on the digital literacy and citizenship topics relevant for local children, youth and the community.

The agenda will cover the following sessions:

* The need for digital literacy and digital citizenship competences
* Which are the digital literacy and digital citizenship competences
* How to develop training curricula
* How to promote the trainings to their beneficiaries
* How to motivate participants
* Practical exercises on building training packages on at least three topics with feedback from the experts in the project

2. Engaging with the local communities

During March / early April, the librarians that act as local coordinators will engage with stakeholders in the community trying to raise their interest in building a ”task force” of librarians, teachers, parents and civil society representatives that will be implementing the 6-cylindre methodology. They will also set the date for the workshops on building the task force.

3. Workshops on building the task force implementing the 6-cylindre methodology

During late April / Early March, ActiveWatch will facilitate the workshops on building the local teams that will be carrying out the development of the digital competencies of local children and youth. The workshops will last at least 4 hours and will bring together librarians, teachers, parents and civil society representatives.

The agenda will focus on these topics:

* The need for digital literacy and citizenship competencies
* What are the concerns of the participants with regards to the digital habits of children and youth
* What can each of the participants do to help develop the digital competences of children and youth
* Methods of working together and roles of each stakeholder

4. Mentoring of librarians on developing the training programs and promoting them

During March / early May, ActiveWatch and ANBPR will mentor the librarians on developing effective training curricula and methods to promote them. The training curricula will have to be adapted to the specifics of each target audience.

5. Trainings of children, youth and local stakeholders

During early March / early July, the teachers will deliver the trainings for the local stakeholders (parents, teachers, representatives of local civil society organization), children and youth. ActiveWatch and ANBPR will be available to help the librarians in their tasks, mentoring them on their trainings.

# Dissemination in local multipliers meetings

# Planning activities and results in year 2 - 3

# Evaluation methods