

Romania Digital Skills RAS

Maximizing the uptake, outcomes and benefits
stemming from the digital economy

WB Romania

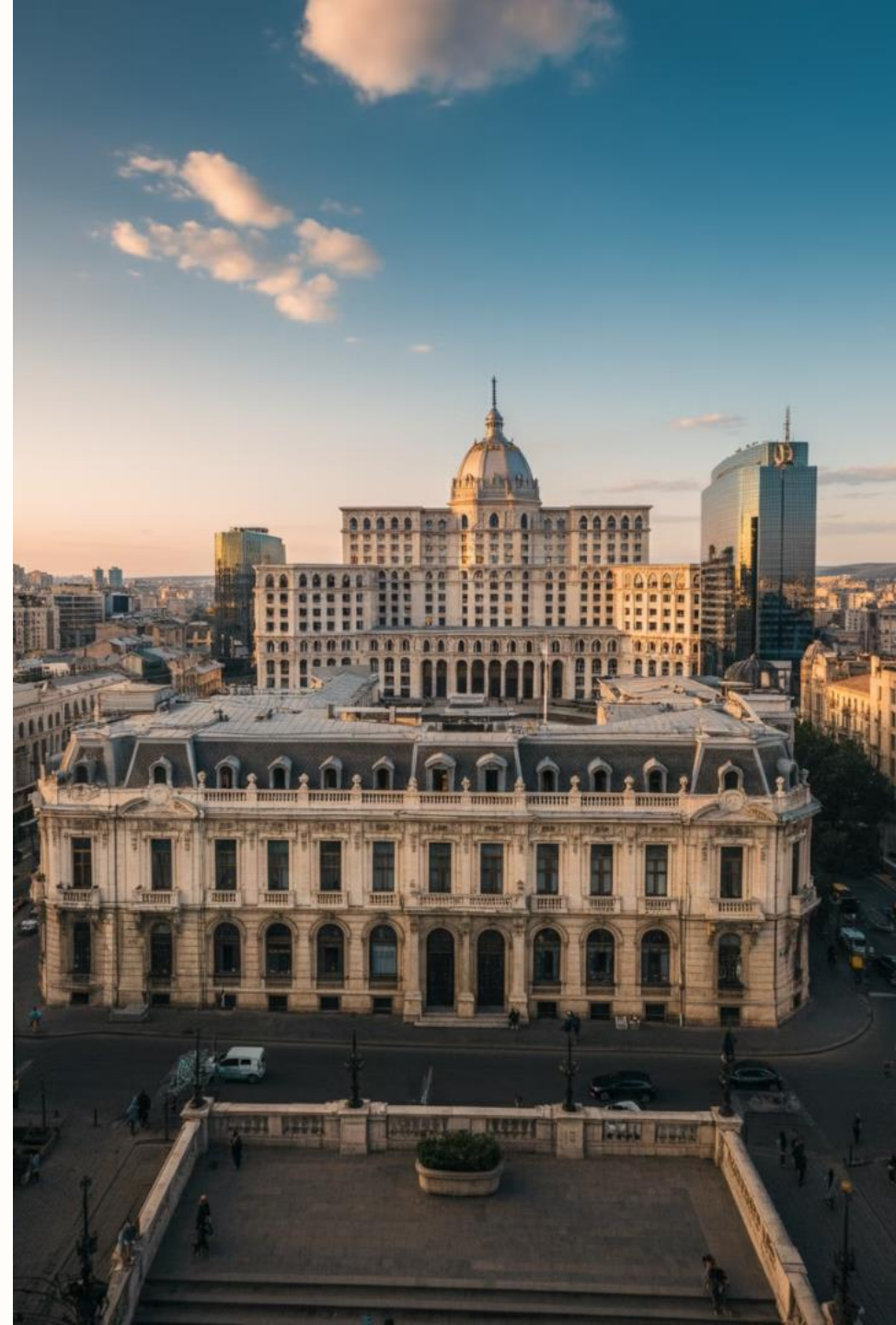
Digital Skills RAS Task Team



WORLD BANK GROUP

Romania's economic growth and structural challenges

Romania's economic growth averaged 3.7% over the past two decades, among the highest in the EU, with living standards more than doubling between 2000 and 2021. Despite this progress, economic growth has been volatile and primarily driven by consumption, leading to persistent fiscal deficits and increased public debt. The COVID-19 pandemic and the war in Ukraine have exposed structural vulnerabilities, exacerbating economic imbalances. Demographic decline is also a significant challenge, with the working-age population decreasing by 10% in the last decade, driven by high emigration.



Challenges in social inclusion and digital transformation

Poverty and Social Exclusion

Romania has the highest poverty rate in the EU, with 34.4% of the population at risk of poverty and social exclusion, especially in rural areas.

Adult Learning and Digital Skills

Participation in adult learning remains low (4.9% in 2021 vs. 10.8% EU average), and Romania ranks last in the EU in basic digital skills (only 28% of individuals have basic digital skills).

Digital Disparities

Significant disparities in digital skills by geography and demographics, with rural areas and women disproportionately affected. The lack of digital skills limits access to the labor market, public services, and opportunities for economic participation.

Digital STARs initiative: Addressing the digital divide

1

Program Overview

The Digital STARs program seeks to address these challenges by providing digital skills training to 100,000 Romanian citizens by 2026, particularly targeting vulnerable and disadvantaged groups.

2

Library Modernization

The program will leverage public libraries as digital skills hubs, modernizing 1,135 libraries across the country to offer digital education and community support.

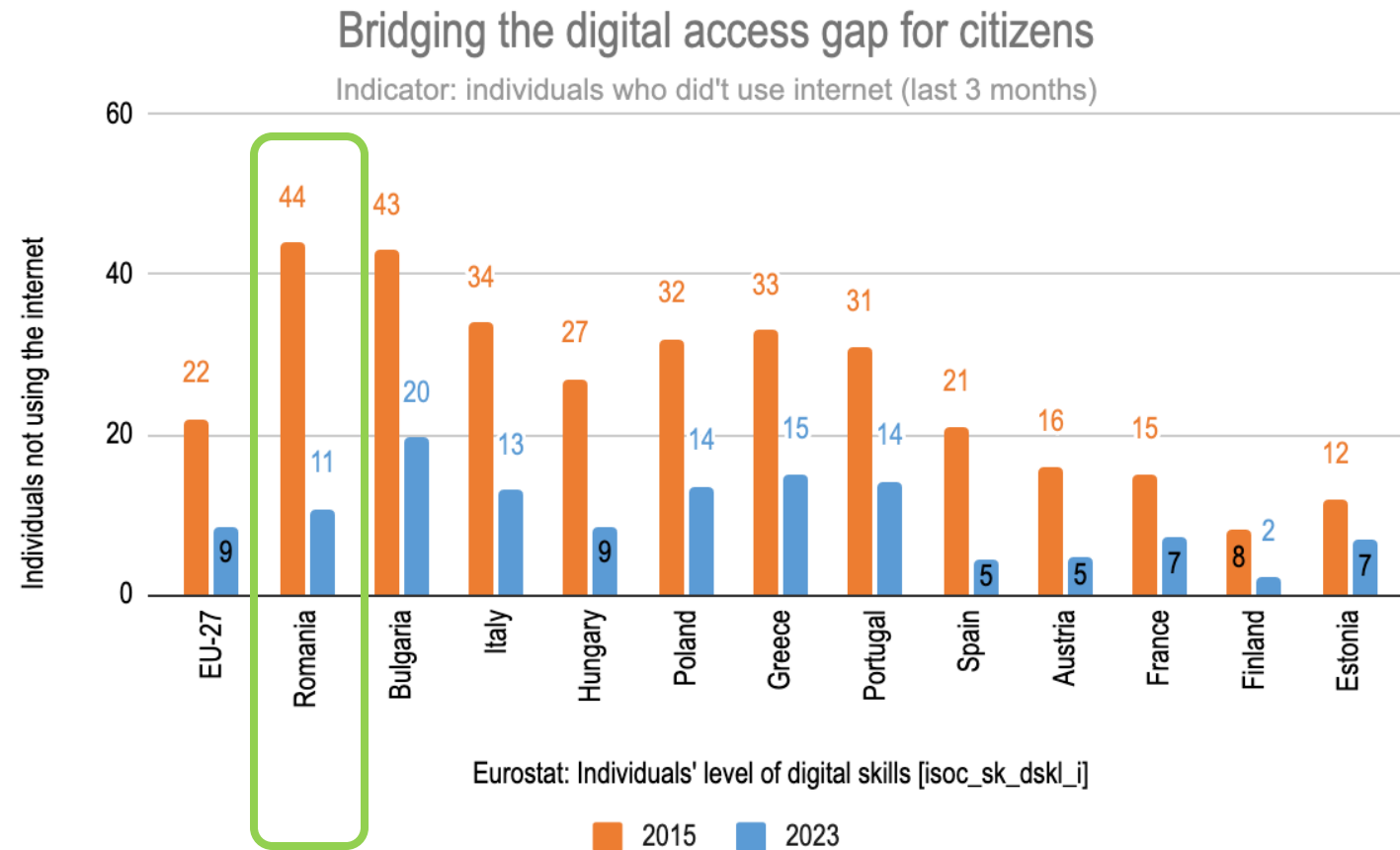
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Alignment with National Plan

The initiative aligns with Romania's National Recovery and Resilience Plan (NRRP), aiming to improve digital skills, foster social inclusion, and reduce digital inequalities.

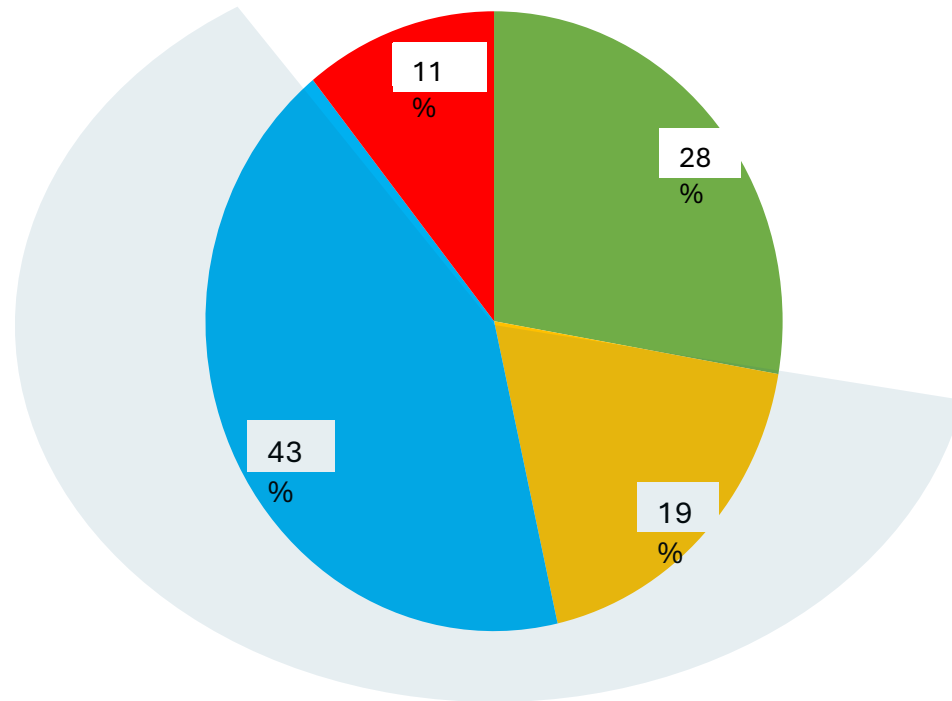


For Romania to advance on digital transition, digital upskilling of citizens is a critical investment.



More than half of the population has no or low digital skills

Citizens' basic digital skills
% of Romanians aged 16-74 in 2023



■ At least basic digital skills ■ Below basic: 4 out of 5 ■ Below basic: 3 and less ■ No internet use

Need to address the **important challenges** Romania faces today related to:

- **under-developed level of digital skills** of its citizens
- uneven skills distribution (**equity gap**)
- insufficiently coordinated sectoral programs
- slow progress in **adopting digital services** and e-governance

The Romanian National Recovery and Resilience Plan (NRRP), approved in 2021, dedicates over 5.97 billion euros to digitalization

1

Libraries as Digital Skills Hubs

The NRRP investments under Component 7 include the development of funding schemes for libraries to become digital skills hubs, with the objective to enhance the basic digital skills of communities with limited access to digital training and of marginalized groups.

2

Reconversion of Libraries

The investment consists of the reconversion of 105 libraries into digital skills hubs, through renovation, refurbishment, equipment, and computers.

3

Rural and Municipal Libraries

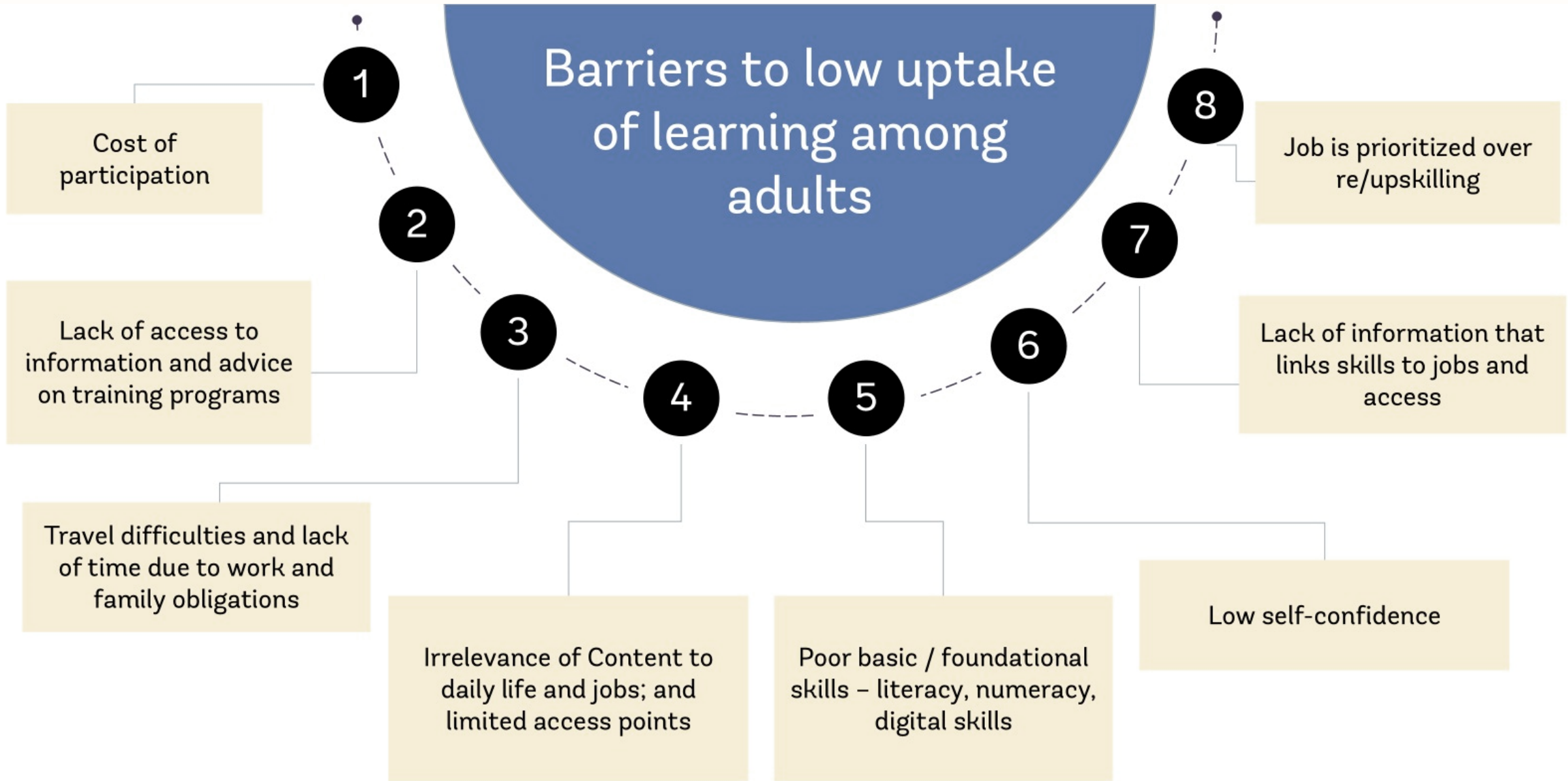
Additional funds will be allocated for the 1,030 rural or municipal libraries spread across 42 counties which will receive updated equipment.

4

Library Activities

All 1,135 libraries will implement activities such as: hybrid training, development of librarians, online content management, technical support, community engagement, digital public services kiosks, and networked hub with other county libraries.

Barriers to low uptake of learning among adults



Factors that increase uptake & effectiveness of digital skills training for adults

1

Balance flexibility and structure in implementation models

2

Use Data to monitor their learners' progress and support needs.

3

Support a Rich and Upgraded Technology Infrastructure.

4

Support the Evolving Role of the Digital Coach

5

Multi-modal Multi-channel Learning models

6

Adequate time and space for coaches to work with learners based on needs

7

Programs for increasing adult foundation literacy

8

Digital learning environment as a conduit for information and opportunity

Digital Competence Framework (DigCompRo)



What does it mean for a person to be digitally competent?

Confident

Digital competence involves confident use of digital technologies for learning, work, and participation in society.

Critical

Being digitally competent means having a critical approach to using and engaging with digital technologies.

Responsible

Digital competence requires responsible use of digital technologies in various aspects of life.

Engaged

Engagement with the full range of digital technologies is a key aspect of digital competence.

Digital competence involves **confident**, **critical** and **responsible** use of, and **engagement** with the full range of digital technologies for learning, at work, and for participation in society.

(Council Recommendation on Key Competences for Lifelong Learning, 22 May 2018, ST 9009 2018 INIT)



Key Areas of Digital Competence



0. Foundations, access and attitudes towards digital transformation

Know the basic functions of common digital devices, interfaces, software and networks, and to operate them.



1. Information and Data literacy

Browsing, searching information in digital environments, filtering data and digital content, by critically evaluating credibility and reliability



2. Communication, interaction and collaboration

Interact through a variety of digital technologies, acknowledging behavioral norms and adapting communication strategies to the specific audience.



3. Digital content creation

Create and edit digital content in different formats. Modify, refine and integrate new information and content into an existing body of knowledge and resources.



4. Safety and sustainable use of resources

Protect devices and digital content, and to understand the risks and threats in digital environments. Protect personal data and privacy and understand how to use and share personally identifiable information.



5. Problem solving and entrepreneurship

Identify technical problems when operating devices and using digital environments, and to solve them. Adjust and customize digital environments to personal needs. Identify digital tools and services to address personal and societal needs.

DigCompRo (2024)	DigComp 2.2 (2022)
<u>0. Foundations, access and attitudes towards digital transformation</u>	
<u>0.1. Operating digital devices and technologies</u>	
<u>0.2. Exploring digitalization and digital transformation</u>	
0.3. Engaging with the digital world continuously, ethically and inclusively	5.4. Identifying digital competence gaps
<i>1. Information and data literacy</i>	
1.1. Browsing, searching and filtering data, information and digital content	1.1. Browsing, searching and filtering data, information and digital content
1.2. Evaluating data, information and digital content	1.2. Evaluating data, information and digital content
1.3. Managing data, information and digital content	1.3. Managing data, information and digital content
<i>2. Communication, <u>interaction</u> and collaboration</i>	
2.1. Interacting through <u>and with</u> digital technologies	2.1. Interacting through digital technologies
2.2. Sharing <u>and collaborating</u> through digital technologies	2.2. Sharing through digital technologies 2.4. Collaborating through digital technologies
2.3. Engaging in citizenship through <u>media and</u> digital technologies	2.3. Engaging in citizenship through digital technologies
2.4. Managing digital identities	2.6. Managing digital identity

<i>3. Digital content creation</i>	
<u>3.1. Developing digital content and objects</u>	3.1. Developing digital content
<u>3.2. Integrating and re-elaborating digital content</u>	3.2. Integrating and re-elaborating digital content
<u>3.3. Creating, understanding and respecting copyright and licenses</u>	3.3. Copyright and licenses
<u>3.4. Programming</u>	3.4. Programming
<i>4. Safety and sustainable use of resources</i>	
<u>4.1. Protecting devices</u>	4.1. Protecting devices
<u>4.2. Protecting personal data and privacy</u>	4.2. Protecting personal data and privacy
<u>4.3. Protecting health and well-being</u>	4.3. Protecting health and well-being
<u>4.4. Protecting the environment</u>	4.4. Protecting the environment
<i>5. Problem solving and entrepreneurship</i>	
<u>5.1. Solving technical problems</u>	5.1. Solving technical problems
<u>5.2. Identifying needs and technological responses</u>	5.2. Identifying needs and technological responses
<u>5.3. Creatively and innovatively using digital technologies</u>	5.3. Creatively using digital technology
<u>5.4. Identifying entrepreneurial opportunities and creating added value/benefits through digital technologies</u>	



Digital Skills Training Analysis

01 NEEDS ANALYSIS 02 CONCEPTUAL DESIGN 03 CURRICULUM DESIGN

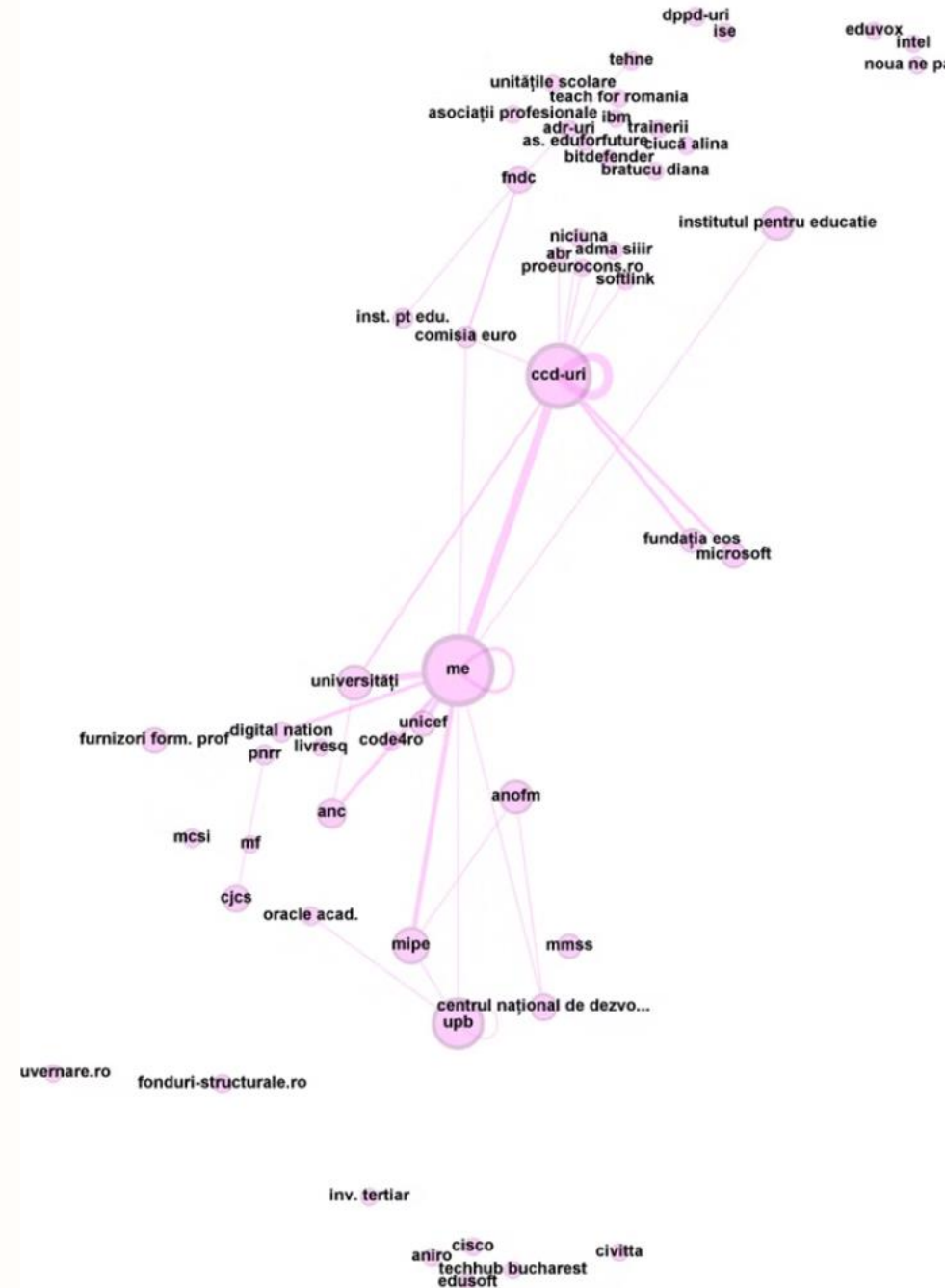
Result

1 Stakeholder Map

Map of "stakeholders" aggregated at the macro, mezzo (4 clusters) and micro levels.

2 Application of Results

The results will be used in the application of the other instruments.



B. QUESTIONNAIRE LIBRARIES AND LIBRARIANS



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Încarcă sondajul neterminat Limba: Română - Română ▾

Limba: Română - Română Schimbați limba

Chestionar privind competențele digitale ale bibliotecarilor și capacitatea de formare în biblioteci

Acest chestionar, dezvoltat în cadrul proiectului "Competențe Digitale de Bază Pentru Cetățenii Români" prin care Ministerul Cercetării, Inovării și Digitalizării, cu asistență tehnică din partea Băncii Mondiale, își propune dezvoltarea competențelor digitale a 100.000 de cetățeni, inclusiv din grupuri marginalizate și transformarea bibliotecilor publice în hub-uri digitale. Proiectul este finanțat prin Investiția I17. Scheme de finanțare pentru biblioteci pentru a deveni hub-uri de dezvoltare a competențelor digitale, Componenta 7. Transformare digitală din PNRR, finanțat de Uniunea Europeană – Următoarea Generație UE.

Chestionarul este compus din două părți. Prima parte a sondajului include întrebări privind nevoile de competențe digitale în biblioteci. A doua parte vizează capacitatea bibliotecii de a oferi servicii de formare în domeniul competențelor digitale.

Întrebările chestionarului vizează următoarele șase domenii de competențe cheie definite în cadrul PNRR, în ceea ce privește competențele digitale: alfabetizare digitală; comunicare; alfabetizare media; creare de conținut digital; securitate digitală; educație antreprenorială digitală.

Completarea chestionarului durează aproximativ 30 de minute. Apreciem onestitatea răspunsurilor dvs., întrucât acestea vor informa deciziile privind dezvoltarea programului de formare.

Răspunsurile dvs. sunt anonime, confidențiale și respectă drepturile și libertățile dvs.

Vă mulțumim pentru participare!

1

Release and Completion

Release: 11.10.2023

Completion: 27.10.2023

2

Respondents

Public libraries in Romania (county, municipal, city, rural).

3

Objective

To identify the needs of librarians and libraries in order to facilitate the process of training regarding basic digital skills

4

Details

Completion time: maximum 30 minutes

Aims at: the digital skills of librarians according to DIGCOMP, the administrative capacity of libraries and their needs



C. ACTORS QUESTIONNAIRE

Release and Completion

Release: 11.10.2023

Completion: 27.10.2023

1

2

Respondents

Public institutions, the private sector and NGOs.

Objective

3

To identify the needs of digital skills from the perspective of public institutions (e.g. e-government service providers), employers as well as NGOs with experience in the field

4

Details

Completion time: maximum 15 minutes

Aims: to identify digital skills needs from the respondents' perspective

D. ETHNOGRAPHIC ANALYSIS

Period and Respondents

Period: ongoing (09.10.2023–13.10.2023)

Respondents: citizens (including from disadvantaged communities) as well as representatives from:

- libraries,
- Local authorities,
- Adult training centers,
- county directions of social assistance,
- Schools
- inspectorates
- Chambers of Commerce

Objective

Understanding the training needs from the perspective of basic digital skills and the mechanisms to stimulate participation in such programs.

Target Groups

It targets: Disadvantaged people and communities, families, women, people with disabilities, people from rural areas, Roma, pensioners and unemployed people, people with a low level of literacy.



E, F. INTERVIEWS, FOCUS GROUPS AND WORKSHOPS

Period

12.10.2023 – 12.11.2023

Respondents

Actors identified through SNA

Objective

Detailing good practices, clarifying the needs from the perspective of disadvantaged groups in terms of digital skills.

Digital Skills Training



Training's objectives

1 Improved digital skills

The main objective is to train 100,000 Romanian citizens in basic digital skills by June 2026.

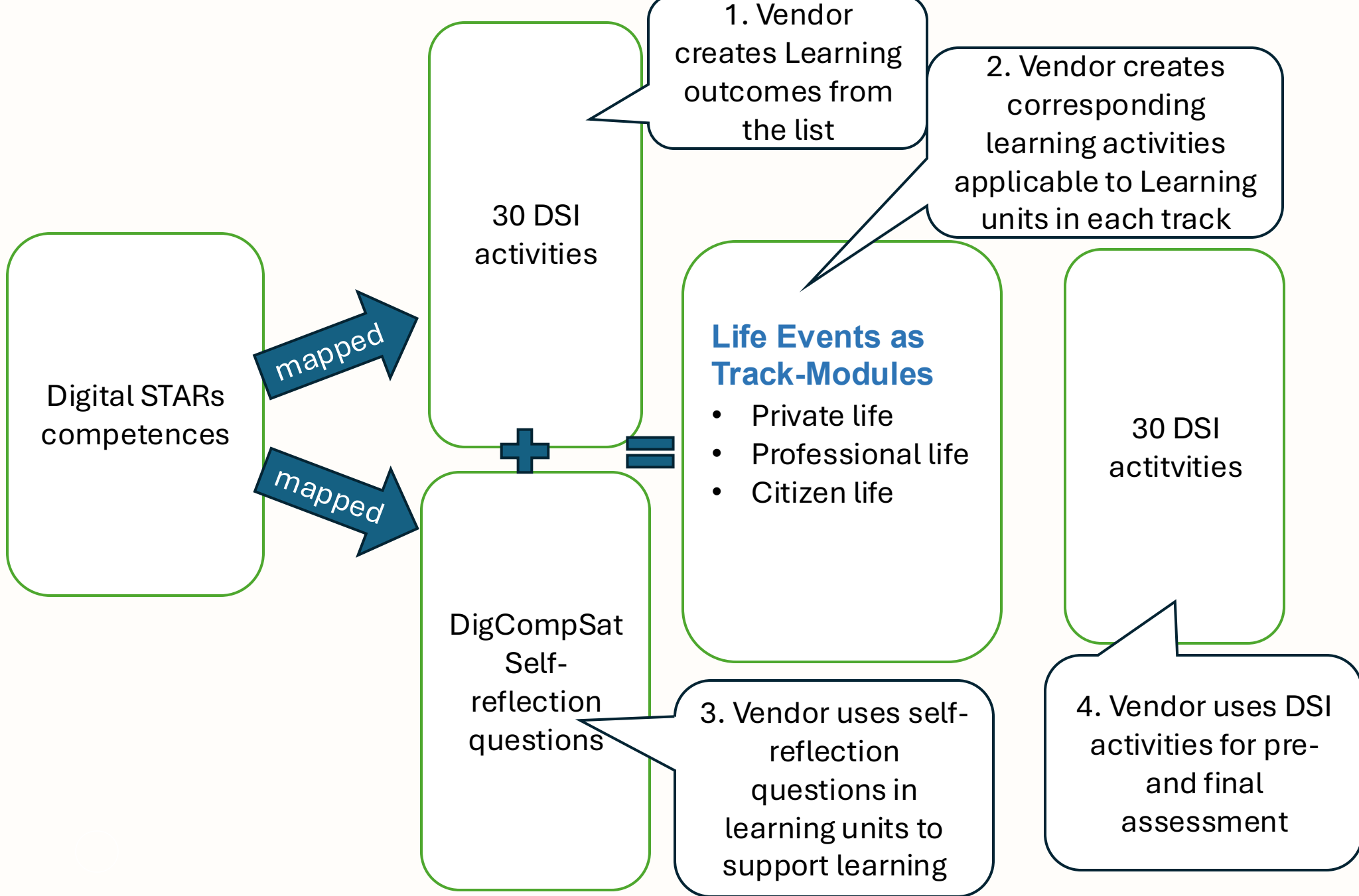
2 Equitable digital access

The program aims at digital inclusion by improving digital access, especially for citizens from disadvantaged communities.

3 Improved DESI

The aim is to improve the Digital Economy and Society Index (DESI) for Romania.





Target audience

- Program open to all Romanian citizens who can read and write.
- Focus on **individuals with minimal digital skills**, including NEETs aged 15-34, unemployed or underemployed adults, and vulnerable populations like women from disadvantaged areas and Roma communities.
- Aim to reach a broad demographic with a priority for those most in need of digital inclusion.

Participating Libraries' Role

- Librarians are expected to play a central role in both the delivery and administrative aspects of the training.
 - organizing and conducting training sessions,
 - providing technical and educational support to participants,
 - managing registration and attendance,
 - and actively promoting the training within the community.

Support for Libraries

1. Training resources

Comprehensive materials to support the training program.

2. Digital tools

Access to necessary technology for effective training delivery.

3. Curriculum guides

Structured content to ensure consistent and quality education.

4. Professional development

Ongoing support for librarians to enhance their skills.

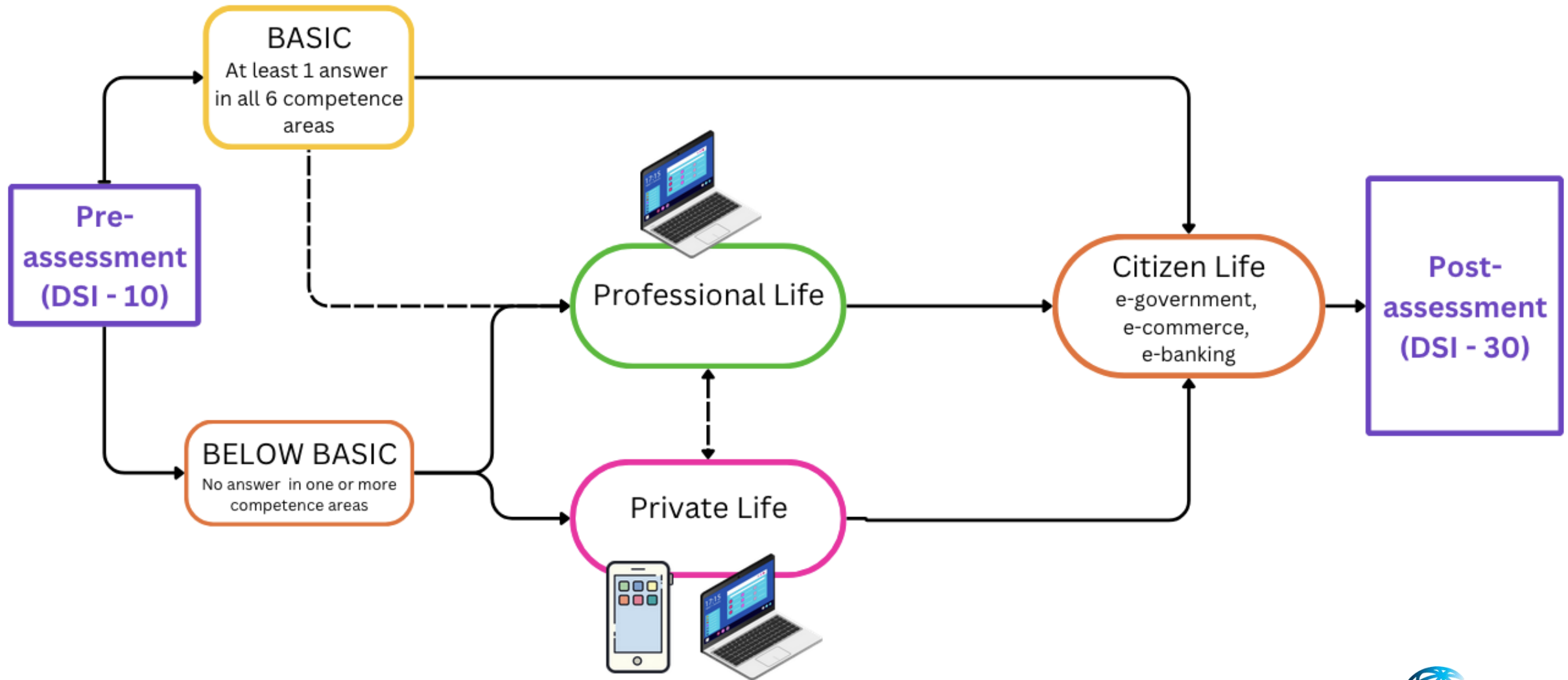
4. Technological support

Assistance with technical aspects of the training program.

5. Logistic & Educational Capacity

Resources to manage both practical and pedagogical aspects.

Track modules and Training pathways



Note: DSI as pre- and post-assessment allows to show the progress made while staying consistent with national goals



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Basic digital skills

=

at least 1
activity/competence
in
all 6 skills areas

	Competences included into Digital STARs training
Competence Area 0	0.1. Operating digital devices and technologies
	0.3. Engaging with the digital world continuously, ethically and inclusively
Competence Area 1	1.1. Browsing, searching and filtering data, information and digital content
	1.2. Evaluating data, information and digital content
	1.3. Managing data, information and digital content
Competence Area 2	2.1. Interacting through and with digital technologies
	2.2. Sharing and collaborating through digital technologies
	2.3. Engaging in citizenship through media and digital technologies
	2.4. Managing digital identities
Competence Area 3	3.1. Developing digital content and objects
	3.2. Integrating and re-elaborating digital content
Competence Area 4	4.1. Protecting devices
	4.2. Protecting personal data and privacy
Competence Area 5	5.2. Identifying needs and technological responses
	5.4. Identifying entrepreneurial opportunities and creating added value/benefits through digital technologies

Blended learning model includes:

Face-to-face instruction

- a focus on practical, hands-on assistance for learners with limited experience using digital tools.
- *"in-person support for device setup, navigation, and basic troubleshooting"*.

Technology-enabled learning

- *"Asynchronous learning units"* for learners to progress at their own pace, suitable for those with intermittent device or internet access.
- *"Synchronous online sessions"* that can be used for interactive components like group discussions, Q&A sessions, and peer learning.

Supporting motivation



Practical applications

Include "**practical applications**" of digital skills such as creating a resume, sending emails, or using eGovernment services. These tasks should be linked to real-life events to increase relevance.



Peer-to-peer interaction

Promote collaborative learning through **discussion forums and group tasks**, where participants can share experiences and learn from one another.



World Bank
(training Master
Trainers)

15 Master trainers

(Implement the ToT
with librarians)

**700 librarians (that become
trainers / facilitators-post ToT
graduation)**

100.000 citizens - attend the librarian
trainings organized in local libraries





Training of Trainers (ToT)

1

Program Structure

The Training of Trainers (ToT) program will be structured to ensure that all trainers have a firm grasp of both the subject matter and effective teaching strategies.

2

Prerequisites

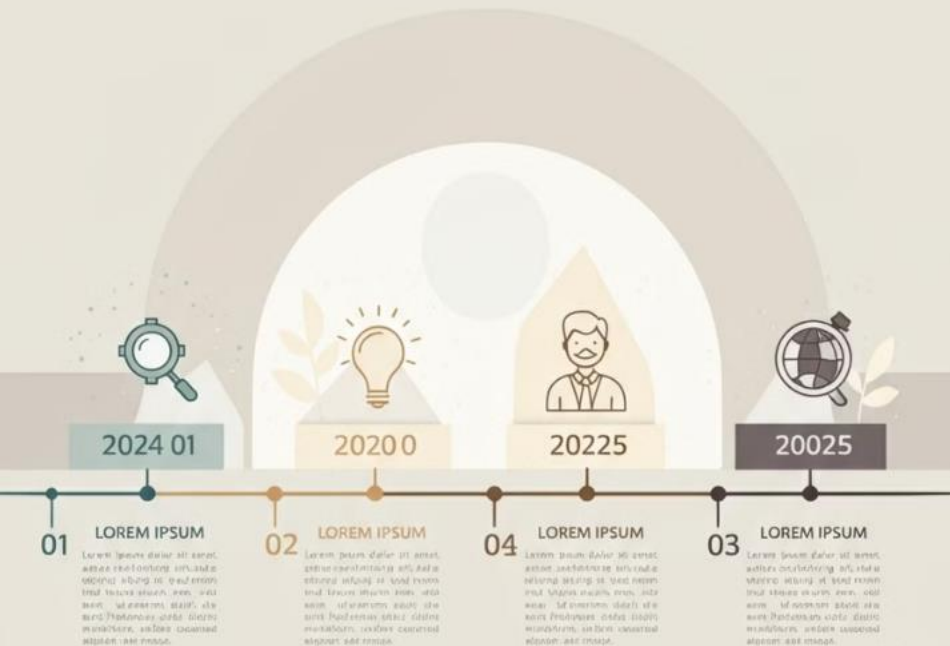
Participation in the ToT will include a higher education graduates (trainers) and high school graduates (facilitators) proficient in digital skills.

3

Curriculum Coverage

The ToT program will cover not only the curriculum content but also instructional strategies, assessment techniques, and use of digital tools for effective learning.

Timeline and Key Deadlines



1

November 2024 – January 2025

Executive Master Training Program

2

February – April 2025

Training of Trainers for Librarians

3

May 2025 – June 2026

Coaching for Librarians și and coordination meetings.

Libarians will deliver the trainings.

Training of Trainers

The Training of Trainers program involves several key steps:

- Finalizing the selection of Master trainers
- Executive Training Program for Master Trainers
- Delivering the Training of Trainers

DigCOMP Ro

An important milestone is the adoption of the DigCOMP RO by the Romanian Government.

LMS Development

1

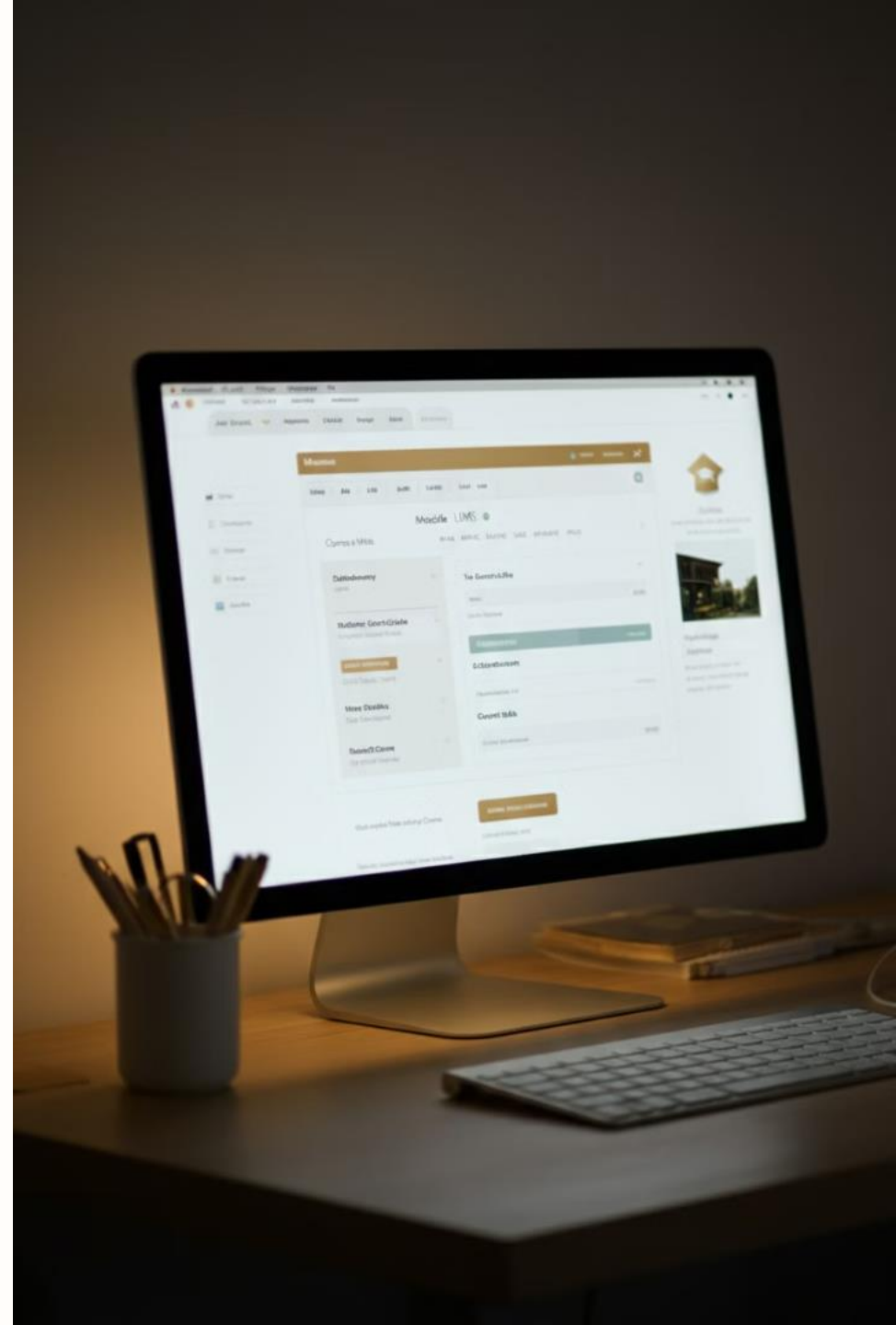
Supporting Vendor

Supporting the vendor in the process of developing the Moodle LMS and tutorial

2

Pilot Testing

Pilot the LMS



Training Implementation

1 Implement Training

Support librarians in delivering the training program as planned

2 Monitor Progress

Track participant engagement and learning outcomes

3 Gather Feedback

Collect feedback from trainers and participants for continuous improvement



Marketing and promoting

Comprehensive Marketing Suite

To maximize the outreach and impact of the training program, libraries will be provided with a comprehensive suite of marketing and promotional tools.

Promotional Materials

These will include: digital and print materials, guidance for social media promotion, templates for community outreach.

Additional Support

Support will also be available from MoRID and the World Bank in the form of workshops on effective communication strategies and public relations to help libraries engage effectively with their local communities and stakeholders.





Thank You

Questions?



Ask

Feel free to ask any questions



Feedback

We welcome your feedback



Contact

Reach out for further information