

Remote schooling / Digital education in the context of the COVID-19 crisis

Good practices in Danube Region Countries



Preliminary results of the cross EU macro-regional strategies initiative
“Digital solutions within education - learning from good practice”

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Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	Austria
Nominating institution dealing with the good practice	Danube University Krems
Consent for publication (YES / NO)	YES
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Webpage (optional)	

Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:

- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
- Teacher education and training
- Digital pedagogical resources and online learning platforms
- Funding processes / innovative solutions

Please tick the level of education and implementation that the good practice deals with in the chart below:

Level/type of education		Level of implementation	
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School education	<input type="checkbox"/>	Local	<input type="checkbox"/>
Higher education	<input checked="" type="checkbox"/>	Regional	<input type="checkbox"/>
Vocational education and training	<input type="checkbox"/>	National	<input type="checkbox"/>
Adult education	<input type="checkbox"/>		

Description of the good practice

Title of the good practice

Digital Learning Settings at Danube University Krems

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

Danube University Krems is a university for academic continuing education, following for the most part a blended learning approach in order to cater to the needs of mostly part-time students who are on average 40 years old. Prior to COVID-19, the learning setting already included self-paced studying phases with digital materials (videos, links, readers, etc.), asynchronous online learning phases with collaborative elements, and face2face learning on campus. Due to COVID-19, the face2face elements required redesigning for pure distance learning purposes. For this purpose, the university's Service Center for Digital Teaching and Learning implemented appropriate tools and measures for staff, which benefitted both students and lecturers and allowed the semester to take place without interruption. In this context, the university understands the COVID-19 pandemic also as an opportunity for progress in the realm of academic continuing education, financed by the university itself and ensuring learning outcomes.

Measures taken / resolution found / output of the practice (ca. 150 words)

1. Moodle as the main platform

Moodle is the main communication platform between students and lecturers, where students can find all course materials (syllabus, learning outcomes, timelines, etc.) as well as digital learning material in a structured format (including self-assessment formats) and collaborative online learning activities (i.e. moderated discussion forums, virtual group work, etc.). Moodle further facilitates online exams.

2. Online attendance phases via Zoom and BigBlueButton

Synchronous online meetings (Zoom/BigBlueButton), replaced the on-campus attendance, consisting of virtual lectures, virtual group work in breakout rooms, individual assignments, virtual discussions and networking activities. The students' evaluations of the online courses showed a high acceptance for the switch.

3. Info portal (distance learning and good-practice online teaching webinars)

The portal provides on one hand the university's available distance learning tools (Moodle, Zoom, BigBlueButton, H5P, Screencast-Software, etc.) in a compact and structured manner to lecturers. On the other hand, it explains these by ways of visualization. Moreover, the portal lists contacts for queries to the tools or their usage. Finally, a variety of at first live and later recorded good-practice webinars to the topic of online teaching completes the contents of the portal. The portal is available to staff and lecturers of Danube University Krems and explains the use of the tools and allows the users to learn from each other.

4. Complex methods in virtual learning environments

Another measure involves complex learning and purely virtual scenarios such as applying the method "problem based learning". Degree and non-degree courses can use and apply these methods in their curricula.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

In principle, both employees and students encountered the following challenges:

- setting up of working environment at home, including an office space, hardware and software issues
- issues related to labor law such as insurance, working time but also (permanent) availability, etc.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

Danube University Krems welcomes an online exchange with other institutions. Collaborative project work, i.e. in the context of Erasmus+ projects, can lead to the preparation of the measures' implementation in other institutions.

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General Information

Country / Region of nominating institution	Germany, Baden-Württemberg
Nominating institution dealing with the good practice	Ministerium für Kultus, Jugend und Sport Baden-Württemberg / Ministry of education, youth and sports Baden-Württemberg
Consent for publication (YES / NO)	Yes
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Webpage (optional)	www.km-bw.de

Area of concern

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Adult education	<input type="checkbox"/>		

Description of the good practice

Title of the good practice

“Lernbrücken” - “Learning bridges”

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

With the Learning Bridges, we offered students the opportunity to work through learning gaps that have arisen due to school closure and to prepare well for the coming school year.

After the reopening of the schools, not all classes could come to the schools at the same time either, so that some students had to learn from home for a very long time.

As a result, some students, especially those with weaker performance, had to catch up. In order to take this into account and to offer additional learning opportunities to interested students, the learning and support program "Learning Bridges" was offered at full-time schools during the last two weeks of the summer vacations. The aim was to give the students the opportunity to catch up on their lessons and thus be better prepared and motivated to start the next school year.

Recipients:

The program was primarily aimed at students

- of elementary school,
 - the secondary level I of the secondary schools,
 - the special education and counseling centers (with the main focus on learning, language, emotional and social development) and
 - the vocational schools, vocational colleges, vocational high schools,
- which have been more difficult to reach than others due to the school closures since mid-March 2020, or for organizational reasons have been able to study longer than other groups of students who could only study from home.

Measures taken / resolution found / output of the practice (ca. 150 words)

The Learning Bridges started on August 31, 2020 with around 61,500 registered students and more than 6,550 teachers at more than 1,900 general education and more than 160 vocational schools in Baden-Württemberg.

With the Learning Bridges teachers have intensive experience with the individual support of weaker students. "We should not leave these experiences and insights unused. The Ministry of education, youth and sports Baden-Württemberg will therefore develop concepts together with teachers and scientists to make the knowledge from the Learning Bridges usable", says Minister of Education Eisenmann. The first exchange events are planned for this purpose at the beginning of the new school year. However, the experience gained from the Learning Bridges is also to be incorporated into a longer-term process in which concepts for safeguarding basic skills will be developed. These should then lead to suitable further training courses. This will also bring together practical experience and scientific expertise.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

The updated hygiene instructions of the responsible authorities must be observed. It was important to ensure that the composition of the group is as constant as possible. The fixed group composition should be maintained as far as possible. The highest priority is still the protection of the health of all those involved in school life

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

The Learning Bridges can be applied to other regions of Germany and Europe and have proven to be successful. The Learning Bridges program can also be offered at neighboring locations or jointly for several schools or school locations.

The responsible school supervisory authorities (regional councils and state education authorities) are responsible for coordinating the offerings and for a regionally balanced distribution.

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Nominating institution dealing with the good practice	Ministry of education, youth & sport
Consent for publication (YES / NO)	Yes
Contact data for further possible cooperation (mail / phone)	Rolf Ackermann: rolf.ackermann@km.kv.bwl.de +00497112792456
Webpage (optional)	www.sommerschulen-bw.de

Area of concern

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Adult education	<input type="checkbox"/>		



Description of the good practice

Title of the good practice

Summerschools in Baden-Wuerttemberg

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

The regional “Sommerschulen Baden-Württemberg” – Summerschools are a success story. 2020 is the 10th - anniversary year. More than 50 bases all over Baden-Wuerttemberg are offering attractive learning-offers during the summer.holidays. More than 2000 students with fostering needs in German, Mathematics and English from all school-types are participating.

The task identity is the link of the subjects math, german & english with a thematic focus in arts, music, sports, nature or vet. Individual support is central, getting ready for the next school-start.

This program is well accepted by students, teachers, parents and politicians.

Fostering motivation, learning with pleasure, resilience and self-empowerment is in the focus.
Costs: Around € 900.000

More information:

www.sommerschulen.bw.de

Measures taken / resolution found / output of the practice (ca. 150 words)

The feedbacks of students, teachers and parents are very positive, deploying more competences in:

Social learning / motivation & emotions:

- Fostering partner-related competences / cooperation-competences /emotional competence
- Fostering communicative competences & positive self-concept
- Fostering joy & pleasure in learning, endurance & concentration

Evaluation /sustainability:

An evaluation by the teachers-training College in Ludwigsburg confirms the concept of the Summerschools in Baden-Wuerttemberg:

„During summerschool, I could understand a lot of terms / contents which I was in conflict with before”: more than 73% of the students agreed.

„I would like to join summerschool again“: 86 % of the students agreed

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

Challenges for students, teachers and parents are very positive. There is a new level of cooperation & communication between students – teachers – principals – parents and all partners internal /external.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

Some other german regions transferring now the instrument and activity of summerschools.

Ministries of education can build up own summerschools in their cities and regions.

Governments/school authorities at national, regional or local level could copy the activities of summerschools in face to face or digital formats and structures.

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General Information

Country / Region of nominating institution	Bosnia and Herezgovina
Nominating institution dealing with the good practice	University of Tuzla
Consent for publication (YES / NO)	No
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Area of concern

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Adult education	<input type="checkbox"/>		

Description of the good practice

Title of the good practice

Online teaching

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

Recipients/attendees were students, local community and scientific community. University of Tuzla used means to educate in the form of e-conferences, commercial channels of communication such as MOODLE and ZOOM. We had some issues related to remote schooling such as inadequate IT infrastructure and outdated existing technology. We organized training for all teaching and non-teaching staff that needed to have training, and we also asked to provide us with information if there is a student who needs technical support. There was no identification of such students. Regarding financial support, University of Tuzla didn't receive any financial supports, and it used its own financial resources.

Measures taken / resolution found / output of the practice (ca. 150 words)

Adoption of a unified position at the University of Tuzla level related to the new way of realization/valorization of teaching (complete transition to distance learning), creation of a model for partial practical teaching (through distance learning). All students were involved in the process, and also we would like to mention that it was given an opportunity to all categories of students to attend classes. At the same time, University worked on updating and modernizing the existing information system for the smooth operation of the University in difficult conditions caused by the COVID-19 pandemic, especially related to distance learning. University of Tuzla took a stand related to instructions for the use of commercial info channels; the existing information system has been modernized, taking into account current technological requirements in accordance with financial possibilities and human resources. We also used the opportunity to prepare a draft of Strategy for the development of digitalization and organizational structure of the University of Tuzla. By mobilizing the laboratory capacities of teachers and students, we have contributed to the fight against the COVID-19 pandemic at the level of the local community and beyond. The existing MOODLE platform has been reactivated and modernized, and put into the function of teaching, which enabled access to digital pedagogical resources.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

University of Tuzla encountered with the following challenges during implementation of the remote schooling. The social segment of teaching was missing during the transfer of knowledge. Technical and organizational unpreparedness for the situation with COVID-19, in the first moments caused a discrepancy in the teaching of certain organizational units. The non-existent database of e-books and literature was the biggest problem. Also, one of the problems was

absence of practical classes and summer internship in teaching bases that have closed due to measures caused by COVID-19

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

Increased efficiency in the organization of work and the possibility of including a much larger number of people in teaching and scientific research.

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General Information

Country / Region of nominating institution	Bulgaria
Nominating institution dealing with the good practice	Ruse University "Angel Kanchev"
Consent for publication (YES / NO)	Yes
Contact data for further possible cooperation (mail / phone)	Prof. Angel Smrikarov, PhD
Webpage (optional)	https://e-learning.uni-ruse.bg/

Area of concern

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In this context, we are looking for best practices in the following areas:

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- Ensuring learning outcomes
- **Teacher education and training**
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Adult education	<input type="checkbox"/>	International	<input checked="" type="checkbox"/>



Description of the good practice

Title of the good practice

How to organize Distance Learning in conditions of pandemic and social isolation?

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

In order to ensure the quality of the training and the needed level of competence of the university lecturers a technology of conducting of distance learning was developed by the Center for Innovative Educational Technologies of the Ruse University "Angel Kanchev". The technology was tested during the pandemic. The e-learning platform of the e-Learning Shell University, which is its own development - <https://e-learning.uni-ruse.bg/> is used for asynchronous distance learning.

The BigBlueButton system is used for synchronous distance learning, which allows the creation of virtual classrooms.

For disciplines such as physics and chemistry, as well as for engineering ones, virtual laboratories were also to be established.

Measures taken / resolution found / output of the practice (ca. 150 words)

Besides the domestic ones under this technology over 700 academic teachers from Central Asia were trained to use innovative educational technologies. By the beginning of October, they have entered the virtual library nearly 83 thousand times.

The reporting of the teachers' work can be done through specially developed for the purpose electronic forms, in which they fill in information about the conducted classes. If the university e-learning system is used, the information about all conducted educational activities could be extracted automatically from it for the respective lecturer and/or discipline, by using the appropriate reporting forms in this platform.

Reporting on the work of students is done for the certification of the semester (where it exists) and the formation of a real assessment of the discipline. That is why it is recommended to use a unified system of education (University system for distance learning), in which, by appropriate means, can be tracked and reported the presence and activity of students by teachers and administrative bodies of the university. If the e-learning system is integrated with the university management system, it is possible the results of the exams to be automatically transfer.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

The quality of the training and the needed level of competence of the university lecturers were ensured.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

The technology is very adaptable and practically can be apply at any HEI.



Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	Croatia
Nominating institution dealing with the good practice	University of Zagreb University Computing Centre - SRCE
Consent for publication (YES / NO)	Yes
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Webpage (optional)	https://www.srce.unizg.hr/en/elc

Area of concern

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Adult education	<input type="checkbox"/>		



Description of the good practice

Title of the good practice

E-learning platform for Higher Education Institutions - Merlin

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

The central unit at national level which provides assistance in implementing e-learning in higher education in Croatia is the E-learning Centre at the SRCE. The focus of the E-learning Centre is to provide accessible and sustainable support to higher education institutions, teachers and students in using and applying new technologies in teaching and learning. In order to achieve that the E-learning Centre ensures and provides a generally accessible e-learning platform and ensures joint/centralized resources required for the application of e-learning. The E-learning platform Merlin (<https://merlin.srce.hr>) is based on the open-source system Moodle and it is developed, maintained and administered by the E-learning Centre team. It enables a reliable and free-of-charge virtual learning environment (VLE) for higher education institutions, teaching staff and students. Merlin is connected to the Information System of Higher Education Institutions (ISVU), the e-portfolio system (Mahara) and the webinar system (Adobe Connect). At the moment 89 higher education institutions use the e-learning platform, and 71 of them use Merlin as their official e-learning platform.

At the beginning of March 2020 there were 14,518 e-courses on Merlin. When lockdown started on March 16th, in two weeks the number of e-courses increased to 21,377. At the end of the 2019/2020 academic year there were 23,628 e-courses on Merlin, with 9,406 teachers and 86,109 students participating. Merlin has worked without difficulties all the time, with peaks in the number of concurrent users as well, about 3,000 users online at the same time. As all teaching and learning has moved online, teachers used more activities on Merlin (e.g. forums, chats, exams and assignments) and they put more materials online (the number of files by the end of March exceeded the total number of files uploaded on the Merlin system in the 2018/2019 academic year). A significant increase in teachers' need of support and assistance in teaching in the online environment has accompanied such a large number of e-courses. A number of teachers had not had any experience in the use of Merlin, so they needed extensive support. Therefore, in March and April a huge number of consultations were held by phone or online and lasted for about 30-45 minutes as teachers did not know anything about e-learning, Merlin or how to prepare teaching in online environment. Alongside helpdesk and consultations, online courses, manuals, animations and quick helps were available. However, the majority of teachers preferred the phone and e-mail as a way of getting support. Students as well had a difficult time and needed support to get around in a virtual environment. The E-learning Centre successfully provided support to all teachers and students who asked for it.

Measures taken / resolution found / output of the practice (ca. 150 words)

A significant increase in the number of e-courses as well as teachers and students attending resulted in an increase in the number of activities performed on the Merlin e-learning platform. Prior to the pandemic, the e-learning platform was used by a maximum of 1,135 concurrent users (as opposed to 470 users on average before the pandemic), while during the pandemic this number rose to 3,099 concurrent users (as opposed to 1,539 users on average before the pandemic). In addition, the use of Merlin has changed during the pandemic and the need for student evaluation has significantly increased through online exams, assignments and a number of other activities.

In order to ensure the smooth work of all users, especially when performing the exams, it was necessary to make changes to the existing infrastructure of the e-learning platform Merlin. The e-learning platform servers have been upgraded with additional computing resources, with some services separated onto additional servers. Of course, all this required intensive refinements in the configurations of key services on the servers in order for Merlin to work under such a large and sudden increase in the number of users.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

As lockdown came quite suddenly, and the number of courses and users increased significantly in a very short period, it was a challenge to adapt the architecture of the e-learning platform Merlin to enable uninterrupted work for users. This required real-time monitoring and configuration of the service, all in a way that did not affect the users' current activities. The clustered infrastructure environment of Merlin helped significantly in this case. Merlin is a Moodle installation with a number of higher education institutions and in this way it is unique.

As support to teachers needed restructuring, the E-learning Centre team worked long hours and more people were on the phone providing support. At that time additional materials were developed to help teachers get around the virtual environment, and support was provided especially on how to perform online exams. All materials are published on the E-learning Centre web pages.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

We have successfully established an e-learning platform that has allowed all users to work without any serious outages even at the beginning of the pandemic, and which is used by thousands of teachers and students every day. We are open in sharing our experience, and we also actively monitor and listen to other experiences in using Moodle on international level, since in that way we can provide an up-to-date modern platform fit for all teachers. The experiences of SRCE can help other institutions in planning and establishing an e-learning platform based on Moodle for a large number of users.

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General Information

Country / Region of nominating institution	Croatia
Nominating institution dealing with the good practice	University of Zagreb University Computing Centre - SRCE
Consent for publication (YES / NO)	YES
Contact data for further possible cooperation (mail / phone)	ceu@srce.hr , abctovle@srce.hr
Webpage (optional)	https://www.srce.unizg.hr/en/elc

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Adult education	<input type="checkbox"/>		



Description of the good practice

Title of the good practice

ABC workshop on course learning design

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

The E-learning Centre at SRCE is providing numerous training courses and workshops for teachers. All training courses have both a f2f and online version, while workshops were held only f2f.

The latest workshop the E-learning Centre added to its portfolio is the ABC workshop on course learning design. The workshop was originally prepared for the f2f and attracted a lot of interest from teachers. The workshop is the result of the Erasmus+ project ABCtoVLE: Beyond Curriculum Design (<https://abc-ld.org/>), in which SRCE was a project partner. The workshop was developed by the University College London, UK and is based on the Diane Laurillard's 'Conversational Framework' theory using 6 types of learning and is suitable for all levels of education. Within the Erasmus+ project SRCE translated the workshop into Croatian and adapted it to the Croatian education system.

The classroom workshop is planned for 30-35 participants who, in an active way, work in groups on designing a new or improving an existing course. Starting from the learning outcomes of the course, teachers determine the types of learning they want to use throughout the course, or the associated activities that will lead students to achieve the set learning outcomes.

The goal is to introduce new teaching methods and assessment methods, place them in an online environment or raise the level of e-learning.

As a reply to the "new normal" and the impossibility to organise a f2f workshop, an interactive online workshop has been prepared.

Measures taken / resolution found / output of the practice (ca. 150 words)

In the period before the pandemic, a number of workshops were held in Croatia, as well as in the neighbouring countries (Slovenia, Bosnia and Herzegovina) and they were well received. Although some more workshops were planned, given the situation, they had to be postponed. However, the teachers were still interested in the workshop, so SRCE decided to set up this workshop in an online environment. During the summer a workshop was prepared and adapted for the online environment and first workshops started in September.

The online workshop, due to the specifics of the online environment in which it is necessary to maintain a high level of interactivity and active participation of participants, is held for a smaller number of participants (12-15). The workshop is held via Adobe Connect along with the use of Breakout rooms and the Moodle e-learning platform. Until now five workshops have been held successfully with five more to come in October and in the first week of November. The teachers' feedback on the online workshop is very positive.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

Adapting the ABC workshop to the online environment was a challenge mostly because of the choice of tools that were to replace the Storyboard and cards in a f2f workshop, while retaining all the benefits of using this method. The MS Excel was chosen, in which linked worksheets provided teachers with an easy overview of the possibilities and impact of individual choices on the overall course design. Numerous activities have been pre-defined, which can be upgraded during the workshop and thus, to the greatest extent, respond to the individual needs of teachers / courses. Some teachers also needed help using the webinar system, so the role of the workshop leader is more demanding than this is the case in the classroom.

As teachers work in groups during the workshop, it is more demanding to ensure their active participation in an online environment. The workshop participants are often teachers coming from different institutions and teaching different subjects, not knowing each other. Therefore, it is not easy to ensure their engagement and active participation in an online environment. An additional benefit of this workshop for teachers is that it enables them to see, from the participant's perspective, what it is like to learn in an online environment and to get new ideas on how to use digital technologies in their teaching.

The biggest challenge is posed to the workshop leaders who need to ensure the active participation of teachers during the whole workshop in an online environment.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

All materials for the ABC workshop, both in the classroom and online, are available to all interested teachers and can be used independently or at the institutional level. All materials are available in English and Croatian and are under the CC license BY NC SA. Before using the available materials, we recommend participation in the workshop or studying the theoretical basis of this workshop in detail in order to apply the method correctly and with quality. All information about the ABC workshop is available at: <https://www.srce.unizg.hr/centar-za-e-ucenje/medunarodna-suradnja/abc-vle>.

Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	Czech Republic
Nominating institution dealing with the good practice	Ministry of Education, Youth and Sports
Consent for publication (YES / NO)	YES
Contact data for further possible cooperation (mail / phone)	marie.talynova@msmt.cz ; katerina.malacova@msmt.cz
Webpage (optional)	

Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:

- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
- Teacher education and training
- Digital pedagogical resources and online learning platforms
- Funding processes / innovative solutions

Please tick the level of education and implementation that the good practice deals with in the chart below:

Level/type of education		Level of implementation	
Early childhood education	<input checked="" type="checkbox"/>	Institutional	<input type="checkbox"/>
School education	<input checked="" type="checkbox"/>	Local	<input type="checkbox"/>
Higher education	<input checked="" type="checkbox"/>	Regional	<input type="checkbox"/>
Vocational education and training	<input checked="" type="checkbox"/>	National	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>		



Description of the good practice

Title of the good practice

Let's Include Everybody (Zapojmevsechny.cz)

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

The recipients of the project are primary school pupils who are falling behind in their education. This project is a part of a bigger project called "Support of Common Education in Pedagogical Practice" that started in 2017 and will end in 2020. This bigger project is covered by approx. 5 481 110 EUR.

Measures taken / resolution found / output of the practice (ca. 150 words)

The Ministry participated on this project together with nine pedagogical faculties, National Pedagogical Institute and NGOs. The project offers tutoring by education faculties students for children to help them catch up also by online means. That way the project helps all children to cope with difficulties that distance education can bring.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

It is difficult to bring into this project children coming from socioeconomically disadvantaged background who do not have access to ICT equipment.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

We believe that pedagogical faculty students in other countries would also like to help children to catch up the learning loss and at the same time to get valuable experience for their future career. We believe this project can inspire countries where no similar concept exists.

Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	Czech Republic
Nominating institution dealing with the good practice	Ministry of Education, Youth and Sports
Consent for publication (YES / NO)	YES
Contact data for further possible cooperation (mail / phone)	marie.talynova@msmt.cz ; katerina.malacova@msmt.cz
Webpage (optional)	

Area of concern

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Vocational education and training	<input checked="" type="checkbox"/>	National	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>		



Description of the good practice

Title of the good practice

We Teach Online (Učíme online)

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

The recipients of the projects are school leaders, teachers, pupils and students or parents. The project is free of charge.

Measures taken / resolution found / output of the practice (ca. 150 words)

By the end of the previous school year the Ministry started to cooperate with the Czech NGO Czech.Digital (Česko.Digital) which helped schools and students during the first wave of COVID-19. The project We Teach Online has involved over 400 expert volunteers who have been actively helping schools to put online education into practice. This initiative has helped around a thousand of schools with distance teaching, methods, courses for teachers or hardware choosing. It has also provided pupils and students with practical use of different on-line tools.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

It is necessary to promote functioning of the project because their work is based on responding to specific requests of schools.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

We believe that such broad services are established in many countries but we see ours as very beneficial because it can bring together volunteers to similar idea also elsewhere.

Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	Czech Republic
Nominating institution dealing with the good practice	Ministry of Education, Youth and Sports
Consent for publication (YES / NO)	YES
Contact data for further possible cooperation (mail / phone)	marie.talynova@msmt.cz ; katerina.malacova@msmt.cz
Webpage (optional)	

Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:

- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
- Teacher education and training
- Digital pedagogical resources and online learning platforms
- Funding processes / innovative solutions

Please tick the level of education and implementation that the good practice deals with in the chart below:

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Vocational education and training	<input checked="" type="checkbox"/>	National	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>		



Description of the good practice

Title of the good practice

The SYPO project (Support for Professional Development of Teachers and School-leaders)

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

The recipients of the project are mainly school leaders, teachers and parents. The project started in 2018 and will end in 2022. The project is co-financed by the EU with 10 369 799 EUR.

Measures taken / resolution found / output of the practice (ca. 150 words)

The SYPO project was launched by the National Pedagogical Institute of the Czech Republic. It provides series of 30-minute webinars with tips for online learning techniques and IT tools which can be used by teachers and parents during the quarantine period or schools' closure. Various experts and guests have been invited to share their knowledge and examples of good practices. The webinars are streamed in real time on the SYPO YouTube channel and the records are available at www.projektsypo.cz. Thanks to this project schools can also arrange online consultations with regional ICT experts for the purpose of solving practical issues related to implementation of the on-line education. Moreover, SYPO runs a blog with actualities and a Facebook group with up-to-date tips. 130 000 webinar participants have benefited from this unique project.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

The teachers should have ICT equipment to benefit from the webinars. This challenge has also been dealt by the Ministry. Before the beginning of the new school year, the government approved the release of almost 1.3 billion crowns (around 48 million EUR) for the acquisition of technical equipment for primary schools.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

This project can be inspirational especially in neighboring countries with similar languages because their teachers could benefit from the webinars as well.

Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	ROMANIA
Nominating institution dealing with the good practice	NATIONAL CENTRE FOR TVET DEVELOPMENT
Consent for publication (YES / NO)	YES
Contact data for further possible cooperation (mail / phone)	Dana.stroie@yahoo.com registratura.cndipt@gmail.com
Webpage (optional)	www.alegetidrumul.ro

Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:

- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
- Teacher education and training
- Digital pedagogical resources and online learning platforms
- Funding processes / innovative solutions

Please tick the level of education and implementation that the good practice deals with in the chart below:

Level/type of education		Level of implementation	
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School education	<input type="checkbox"/>	Local	<input type="checkbox"/>
Higher education	<input type="checkbox"/>	Regional	<input type="checkbox"/>
Vocational education and training	<input checked="" type="checkbox"/>	National	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>		

Description of the good practice

Title of the good practice

Methodological guidelines for consolidating the acquisitions of the 2019-2020 school year

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

The direct beneficiaries of the Methodological guide are the VET teachers. The guide addresses the issue of consolidating acquisitions in the 2019-2020 school year, during the state of emergency created by the COVID19 pandemic. The main purpose is to facilitate the intervention of VET teachers to remedy their students' gaps in terms of Knowledge/skills/competences created in pandemic conditions given that these gaps can have consequences on students' final acquisition. The Methodological guide contains examples of consolidating learning outcomes, suggestions for approaching some contents, more than 4000 learning materials and assessment tools, for most of the qualifications offered in initial VET and was made with the involvement of the best VET teachers, coordinated by the National Center for TVET Development. The document is posted on the information and counseling portal for students, teachers and parents "Choose your path" <https://www.alegetidrumul.ro/noutati/repere-metodologice-pentru-consolidarea-achizitiilor-anului-scolar-2019-2020>

Measures taken / resolution found / output of the practice (ca. 150 words)

For each field of professional training, based on the examples provided in the guide, it is necessary to realize an analysis of the learning outcomes from the perspective of the written curriculum (the curriculum in place for the respective qualification and study year) and the completed curriculum (the component of curriculum that was effectively delivered during semester 2 of 2019-2020 school year, in pandemic conditions). The curriculum correlated with learning outcomes that were not achieved in the 2nd semester of last school year will then have to be integrated in the curriculum planned for the 2020-2021 school year. The comparative study of the curricular documents will be carried out at the level of the methodical commission from each VET school. In order to identify the level of student acquisitions, an initial evaluation test will be applied. Depending on the test results, the individual plan for consolidating the learning results will be established. The guide also contains many examples of online approaches to both teaching and evaluating learning outcomes. The learning materials and assessment tools posted online are grouped on areas of related qualifications, in order to facilitate their access by all VET teachers. The School inspectors from each county will monitor the school activity and provide support to schools to support the transition to hybrid / remote learning.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

The guide does not cover all qualifications and all vocational training modules. It is a challenge to succeed in developing this online library for as many professional training programs as possible.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

The Methodological guidelines for consolidating the acquisitions of students and the teaching materials can be applied in continuous Vet and can also be adapted by VET schools from other countries. They are a valuable resource for all Romanian VET providers in the coming years, especially since digitalization will become more and more an intrinsic part of the VET landscape.

Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	Slovak Republic
Nominating institution dealing with the good practice	Ministry of Education, Science, Research and Sport of the Slovak Republic/National Institute for Education
Consent for publication (YES / NO)	Yes
Contact data for further possible cooperation (mail / phone)	lucia.auxtova@minedu.sk
Webpage (optional)	https://www.ucimenadialku.sk/

Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:

- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
- Teacher education and training
- Digital pedagogical resources and online learning platforms
- Funding processes / innovative solutions

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School education	<input checked="" type="checkbox"/>	Local	<input checked="" type="checkbox"/>
Higher education	<input type="checkbox"/>	Regional	<input checked="" type="checkbox"/>
Vocational education and training	<input checked="" type="checkbox"/>	National	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>		

Description of the good practice

Title of the good practice

Comprehensive online platform [We learn from a distance](https://www.ucimenadialku.sk/)

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

As an example of good practice developed during the school closure, on 24 March 2020, the Ministry of Education, Science, Research and Sport of the Slovak Republic introduced a new complex online platform for distance learning [https://www.ucimenadialku.sk /](https://www.ucimenadialku.sk/) ("We learn from a distance"), which was created in cooperation with a variety of education stakeholders. The platform includes distance learning resources and tools as well as information on the organisation of the school year, recommendations, guidance, counselling and support for school management, teachers, professional staff, learners and parents. Specific guidance on educating disadvantaged children and teaching in minority languages is also provided. The use of particular tools is a choice of education institutions.

Measures taken / resolution found / output of the practice (ca. 150 words)

The portal proved to be a successful one-stop shop for schools, teachers, professional staff and parents offering a wide range of digital learning tools and materials and providing up to date information, recommendations, guidance, counselling and support. On its first day of its operation, the newly launched portal noticed enormous interest from teachers and parents. During the first day, it was visited by 119 602 visitors and the number of views of its individual pages was at the level of 588 678 views. The most visited were online resources that teachers can use in the application of distance education, current changes in the organization of the school year, but often sought were also recommendations for assigning online tasks, etc. More than 250 incentives were delivered also from the side of parents, teachers, and establishers of school institutions or NGOs. The current situation shows us the need to focus on strengthening the possibilities for distance learning, developing comprehensible digital learning infrastructure, tools and methodologies as well as advancing teachers' and students' digital competences.

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

The main difficulties were encountered in the area of inclusion and access to digital learning, especially for marginalised children. We try to gather and analyse the experiences, and reflect on how to modernise and innovate our education system to make it more responsive and flexible towards future opportunities and challenges. The school closure reminded us of the importance of the societal interaction of children in schools, as well as the face-to-face contact between teachers and learners. Moreover, the crisis highlighted the need to explore the full potential of

quality digital education and flexible mobility formats.

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

With the spread of the Covid-19, countries on a global scale are implementing emergency plans to slow down and limit the spread of the virus. Different forms of online education and education resources are appeared and should be mobilised. Online platforms share key characteristics, such as the use of information and communication technologies to facilitate interactions between users. Online education platforms are redefining the purpose of e-learning because they are an improvement over contemporary learning and teaching methods. And, the fact that some platforms provide offline content means no one is left behind because even those who do not have adequate access to the web can still learn something new.

Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

General Information

Country / Region of nominating institution	Slovakia
Nominating institution dealing with the good practice	SAAIC – National Agency for Erasmus+ Programme
Consent for publication (YES / NO)	N/A
Contact data for further possible cooperation (mail / phone)	monika.smrekova@gmail.com
Webpage (optional)	http://myworkismyfuture.eu/sk/

Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:

- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
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Please tick the level of education and implementation that the good practice deals with in the chart below:

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Vocational education and training	<input checked="" type="checkbox"/>	National	<input type="checkbox"/>
Adult education	<input type="checkbox"/>		



Description of the good practice

Title of the good practice

My Work Is My Future

Short **introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

Target group: a) VET and pre-VET pupils with mental disabilities, b) teachers and professionals working in this area

Resources: Erasmus+

The aim of the project was to improve pre-vocational and vocational education of learners with mental disabilities, in order reduce disparities in learning outcomes affecting disadvantaged learners.

The partnership of the project created with the use of digital technologies bank of OER and tools to support the pupils and adults with mental disabilities.

Measures taken / resolution found / output of the practice (ca. 150 words)

- **Methodology**
- **180 videos and process schemes published at the OER bank to be used by various IT tools (tablets, interactive whiteboards etc.)**

Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

none

Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

The webpage is available in 6 European languages and open to everybody who is interested in the materials/methodologies

