MONITORING AND ANALYSIS REPORT

Objective: Evaluate the reach, engagement and impact of the DigitalCraft awareness video based on event participation, digital performance and direct feedback collected through a structured survey.

1. INTRODUCTION

The DigitalCraft awareness campaign was designed to promote the importance of integrating Design Thinking and Graphic Design into VET education. A key component of this campaign was the distribution of an information and awareness-raising video, designed to:

- **Demonstrate the benefits of using Design Thinking and Graphic Design in education;**
- **Present project results and their impact on teachers and students;**
- **Motivate teachers and institutions to adopt modern digital methodologies**

This report provides a detailed evaluation of the campaign's reach, engagement and overall impact, based on data collected from events, digital platforms, and audience interactions.

To assess the effectiveness of this initiative, SLI Bacău and UN-LAB conducted an impact evaluation survey, collecting feedback from teachers and stakeholders to measure the perception, applicability, and dissemination of the video content. This report provides a detailed evaluation of the campaign's reach, engagement, and overall effectiveness, integrating both quantitative and qualitative results from the survey.

2. VIDEO PRODUCTION AND STRATEGY

To ensure the success of the campaign, a comprehensive video production and dissemination strategy was developed, which included:

A. **Defined objectives & expected results:**

- **Clear articulation of the goals of the awareness campaign**

- Identification of the primary target audience (VET teachers, trainers, education institutions)

B. <u>Concept and script development:</u>

- Creation of a structured video script incorporating key messages, testimonials and visual elements
- Inclusion of compelling animations and real-life examples to illustrate the benefits of the DigitalCraft curriculum

C. <u>Distribution Strategy:</u>

- Identification of the most relevant channels for video dissemination
- Engagement with stakeholders, VET institutions, teachers, and unions to promote the video
- Encouragement of social media sharing and integration into training sessions

3. evaluation survey on video impact

SURVEY METHODOLOGY:

- Respondents: 85 teachers and education professionals from VET institutions in Bacău County
- Data Collection Period: November – December 2024
- Survey Distribution: in-person at dissemination events

KEY SURVEY QUESTIONS & RESULTS:

QUESTION	RESPONSE OPTIONS	RESULTS (%)
How relevant do you find the video's content for VET education?	Very Relevant / Somewhat Relevant / Not Relevant	82% - Very Relevant 15% - Somewhat Relevant 3% - Not Relevant
Did the video increase your understanding of Design Thinking and Graphic Design in education?	Yes / No / Not sure	89% - Yes 8% - Not sure 3% - No
How applicable do you find the video's content in your teaching activity?	Very Applicable / Somewhat Applicable / Not Applicable	78% - Very Applicable 18% - Somewhat Applicable 4% - Not Applicable

QUESTION	RESPONSE OPTIONS	RESULTS (%)
Have you shared or do you plan to share the video with colleagues or students?	Yes / No	74% - Yes 26% - No
What part of the video was most impactful for you?	Testimonials / Visual Examples / Explanatory Narration	45% - Testimonials 35% - Visual Examples 20% - Explanatory Narration
What additional resources would help you implement these methodologies?	Training, Online Tutorials, Lesson Plans, Other	48% - Training 32% - Online Tutorials 20% - Lesson Plans

To assess the effectiveness of the DigitalCraft awareness campaign in raising awareness among teachers about the integration of Design Thinking and Graphic Design in VET education, a teacher awareness and engagement index was introduced:

❖ **Indicator: Teacher Awareness and Willingness to Implement DigitalCraft Methodologies**

This indicator measures the extent to which teachers:

1. Understand the relevance of Design Thinking and digital tools in education

2. Recognize the benefits of integrating these methodologies into their teaching practices

3. Express willingness to adopt and experiment with these tools

Survey results related to teacher awareness and engagement

Question	Response Options	Results (%)
How aware were you of Design Thinking before the video?	Not at all / A little / Somewhat / Very aware	61% - Not at all 24% - A little 10% - Somewhat 5% - Very aware

Question	Response Options	Results (%)
How has the video influenced your perception of Design Thinking in education?	No change / Somewhat influenced / Strongly influenced	75% - Strongly influenced 20% - Somewhat influenced 5% - No change
Are you considering integrating Design Thinking and digital tools into your teaching?	Yes / No / Maybe	68% - Yes 22% - Maybe 10% - No
Would you be interested in further training on these methodologies?	Yes / No	84% - Yes 16% - No

Key INSIGHTS FROM THE INDICATOR ANALYSIS

❖ **High perceived relevance:** 97% of respondents found the video relevant or very relevant to VET education.

❖ **Improved understanding:** The video was effective in clarifying the importance of Design Thinking and Graphic Design in teaching.

❖ **Strong applicability:** 78% found the content highly applicable to their teaching practice, reinforcing its practical value.

❖ **Dissemination potential:** Three-quarters of respondents shared or intended to share the video, increasing its organic reach.

❖ **Testimonials were most impactful:** Teachers resonated most with real-life success stories, showing that personal experiences influence adoption rates.

❖ **Need for follow-up support:** Many teachers requested additional training, tutorials, and ready-to-use lesson plans to facilitate practical implementation.

❖ **A significant shift in awareness** – Before the campaign, 61% of teachers had no prior knowledge of Design Thinking, showing the video played a critical role in increasing awareness.

❖ **Positive perception change** – 95% of respondents acknowledged that the video influenced their perception, highlighting the effectiveness of the message.

❖ **high implementation potential** – 68% of teachers expressed readiness to apply these methodologies, showing strong adoption potential.

❖ **Demand for further training** – 84% requested additional training, demonstrating a need for sustained support and learning opportunities.

Next steps to enhance teacher engagement

❖ Provide structured follow-up training to build confidence in implementation.

❖ Develop a teacher community platform for sharing best practices.

❖ create short, practical guides and tutorials to facilitate hands-on application.

4. COVERAGE AND REACH OF THE AWARENESS VIDEO

A. Physical events and direct engagement

The video was presented at three key events, reaching 102 teachers from over 35 schools across Bacău County:

Date	Location	Event Type	Participants
Nov 26, 2024	Technical College "D. Ghika", Comănești	Methodical Circle Meeting – Digital Education	25
Dec 19, 2024	Onești	Meeting with union leaders in education	45
Dec 20, 2024	College "Anghel Saligny", Bacău	Meeting with teachers and union leaders	32

o **On November 26, 2024, at the Technical College "D. Ghika" in Comănești, the meeting of the Methodical Circle of the Department of Romanian Language and Literature was held, with the central theme "The use of digital platforms in the learning activity" (25 participants). The event provided an excellent framework to explore the benefits of digital education and the results of three of the teachers participating in the Erasmus+ DigitalCraft training program were presented. Three of the teachers participating in the training at the Technical College "D. Ghika" in Comănești shared their experience and demonstrated the benefits of using Canva and TimelineJS platforms in their teaching activity. They emphasized how these digital tools contribute to increasing the attractiveness of the teaching-learning process, stimulating students' involvement and**

improving the quality of the educational act. During the event, the 3 participants also presented the video created by UN -lab partner Italy and how the lessons learned from the training activities and the campaign can be used to refine and improve future awareness-raising activities and ensure the long-term success of the project.

o On December 19, 2024, in Onești, a meeting was held with union leaders at school level, with 45 people present. Mr. George Purcaru, project manager, was also present at the event and presented the video created, the main results of the project and the imapct of the training activities. Also, Mrs. Bianca Varvareanu, project trainer, presented the video created within the project and the main themes addressed during the training activities. At the same time, Mrs. Varvareanu encouraged teachers to distribute the video clip to their students, teachers in their schools, increasing its coverage and promoting the project to a wider audience.

o On 20.12.2024, the meeting with the teachers of the school, but also with other teachers, union leaders at school level in Bacau county took place at the College "Anghel Saligny" in Bacau, with 32 people present. The event was attended by Mr. George Purcaru, project manager, who presented the video created, the main results of the project and the impact of the training activities within the DigitalCraft project.

B. KEY FINDINGS FROM PHYSICAL EVENTS:

- The video sparked discussions on the integration of digital platforms in teaching.
- Teachers expressed strong interest in using tools like Canva and TimelineJS for enhanced learning.
- Participants were encouraged to disseminate the video among their colleagues and students.
- Teachers showed active interest in incorporating Design Thinking into lesson planning.
- Demonstrations of Canva and TimelineJS sparked immediate application ideas.
- Union representatives pledged to disseminate the video within their institutions.

C. Digital distribution and online reach

The video was distributed across multiple online platforms, suc as Facebook, Instagram, project website.

D. Engagement and interaction analysis

- Active participation in discussions about digital tools and Design Thinking methodologies.
- Strong feedback from teachers who recognized the value of the presented methodologies.
- Encouragement from project trainers for teachers to continue integrating video-based learning tools.

5. Impact assessment

Indicators of impact

Indicator	Target	Achieved	Status
Teachers trained	50	112	Exceeded
Schools reached	10+	35+	Exceeded

Qualitative impact observations:
- Teachers expressed high interest in integrating digital tools into their classes.
- The video successfully reinforced the importance of Design Thinking in education.
- Increased awareness of the project among educational institutions and policymakers.
- High levels of collaboration and networking among VET teachers.
- Strong potential for further dissemination: 74% of teachers intend to share the video.
- Influenced teaching methods: Over 75% reported a willingness to integrate these methodologies into their teaching.

Stakeholder feedback:
- "This initiative is a game-changer for VET education!" – Teacher, Comănești
- "I see real value in using these tools in my classroom." – Union Leader, Onești
- "The video captures the essence of modern education – engaging, dynamic, and interactive." – VET Teacher, Bacău
- "This video clarified how Design Thinking can transform my teaching. Seeing real examples from colleagues made it even more convincing." - VET Teacher, Bacău

SUSTAINABILITY AND NEXT STEPS

- ❖ **Follow-up training:** Since teachers expressed a need for further training, developing structured workshops would increase impact. Given the strong demand for additional training, workshops on Canva, TimelineJS, and CapCut should be organized.
- ❖ **Create an Online Resource Hub:** A centralized platform with lesson templates, case studies, and tutorial videos would support teachers in implementation.
- ❖ **Lesson plan resources:** Providing ready-made lesson templates using Canva and TimelineJS would facilitate quicker adoption.
- ❖ **Monitor long-term adoption:** A follow-up survey in six months could assess how teachers have implemented these methodologies and identify areas needing additional support.

6. CONCLUSIONS AND RECOMMENDATIONS

- ❖ The campaign reached and exceeded its targets, particularly in teacher engagement.
- ❖ The video proved to be an effective communication tool for promoting DigitalCraft methodologies.
- ❖ The campaign fostered active discussions and new collaborations within the education sector.

Areas for improvement:

- ❖ Increase localized promotion efforts to expand awareness beyond the initial regions.
- ❖ Encourage further teacher testimonials to enhance credibility and impact.
- ❖ Explore additional dissemination channels, including educational conferences and policy forums.

The DigitalCraft Awareness Campaign and video dissemination have been successful, exceeding initial expectations in teacher engagement, school participation and digital impact. The project's methodologies are now more widely recognized, and the momentum generated through this campaign is expected to drive future changes in VET education.

Annexe: DIGITALCRAFT AWARENESS VIDEO - TEACHER IMPACT SURVEY

Target audience: Teachers and education professionals from VET institutions in Bacău County

Total respondents: 85

SURVEY QUESTIONS AND RESULTS

1. AWARENESS OF DESIGN THINKING BEFORE WATCHING THE VIDEO

Objective: To measure initial knowledge levels among teachers.

Question: *How aware were you of Design Thinking before watching the video?*

Response Options	Results (%)
Not at all aware	61%
A little aware	24%
Somewhat aware	10%
Very aware	5%

Analysis: A majority (61%) of respondents had no prior knowledge of Design Thinking, while only 15% had some level of awareness before engaging with the video.

2. VIDEO INFLUENCE ON PERCEPTION OF DESIGN THINKING IN EDUCATION

Objective: To assess the effectiveness of the video in changing perceptions.

Question: *How has the video influenced your perception of Design Thinking in education?*

Response Options	Results (%)
No change	5%
Somewhat influenced	20%
Strongly influenced	75%

Analysis: A combined 95% of respondents reported a positive shift in their understanding of Design Thinking, demonstrating the video's effectiveness in raising awareness.

3. RELEVANCE OF THE VIDEO FOR VET EDUCATION

Objective: To evaluate whether the video content aligned with teachers' needs.

Question: *How relevant do you find the video's content for VET education?*

Response Options	Results (%)
Very relevant	82%
Somewhat relevant	15%
Not relevant	3%

Analysis: The overwhelming majority (97%) of teachers found the video relevant or very relevant for VET education, reinforcing its applicability in teaching.

4. APPLICABILITY OF THE VIDEO'S CONTENT IN TEACHING PRACTICE

Objective: To assess the practical value of the information presented.

Question: *How applicable do you find the video's content in your teaching activity?*

Response Options	Results (%)
Very applicable	78%
Somewhat applicable	18%
Not applicable	4%

Analysis: 78% of teachers found the video content directly applicable in their classroom, showing strong potential for implementation.

5. WILLINGNESS TO SHARE THE VIDEO WITH COLLEAGUES AND STUDENTS

Objective: **To measure the video's organic dissemination potential.**

Question: *Have you shared or do you plan to share the video with colleagues or students?*

Response Options	Results (%)
Yes	74%
No	26%

Analysis: A high percentage (74%) of teachers actively shared or intended to share the video, enhancing its reach and potential for adoption across schools.

6. MOST IMPACTFUL ELEMENTS OF THE VIDEO

Objective: **To determine which aspects of the video resonated most with teachers.**

Question: *What part of the video was most impactful for you?*

Response Options	Results (%)
Testimonials from teachers	45%
Visual examples of digital tools	35%
Explanatory narration and concepts	20%

Analysis: Teachers found real-life testimonials from fellow educators most compelling, reinforcing the importance of practical, experience-based learning.

7. INTEREST IN FURTHER TRAINING ON DESIGN THINKING AND DIGITAL TOOLS

Objective: To assess the demand for continued professional development.

Question: *Would you be interested in further training on these methodologies?*

Response Options	Results (%)
Yes	84%
No	16%

Analysis: An overwhelming 84% of respondents expressed a strong desire for additional training, highlighting the need for structured follow-up programs.

8. WILLINGNESS TO INTEGRATE DESIGN THINKING AND DIGITAL TOOLS INTO TEACHING

Objective: To evaluate potential real-world adoption.

Question: *Are you considering integrating Design Thinking and digital tools into your teaching?*

Response Options	Results (%)
Yes	68%
Maybe	22%
No	10%

Analysis: A majority (68%) of teachers showed a clear commitment to implementing these methodologies, with an additional 22% open to exploring the possibility.

OVERALL SURVEY CONCLUSIONS

❖ The video was highly effective in increasing knowledge about Design Thinking, with 75% of respondents strongly influenced by its content.

❖ 97% of teachers recognized its importance in VET education, and 78% found it highly applicable in their teaching.

❖ 74% of respondents planned to share the video within their professional circles, expanding its organic reach.

- ❖ **84% of teachers requested further training opportunities, highlighting the need for structured workshops, tutorials, and practical implementation guides.**
- ❖ **68% of teachers expressed a firm intention to integrate Design Thinking and digital tools, demonstrating a clear pathway for real-world adoption.**