



PROJECT RESULT 3

Joint report on PR3 – E-learning Training



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INTRODUCTION

This report completes the third result of the Erasmus+ project “Connected to EU” (2021-1-IT02-KA220-ADU-000029971) and states the main activities and relevant results of the e-learning training undertaken by the participants of the Partners’ target groups from Italy, Romania and the Czech Republic.

The project, launched with the goal of increasing transparency in the development of soft skills, has now reached a crucial stage in its online training initiatives. The “Connected to EU” project's model for developing the soft skills of virtuous public managers aims to promote the personal and professional growth skills of adults in managerial roles in public bodies by enhancing the soft skills essential to facilitating meaningful connections within the European Union.

The e-learning platform and the modules of the training course have been designed to enhance and test these skills. Participants also took part in a comprehensive organizational and strategic survey covering wellbeing management, digital transformation, and international dynamics.

This document provides an overview of the activities undertaken on the platform, highlighting the results achieved, the challenges faced and the overall impact on the participants involved.

For e-learning, data analysis was essential to understand participant behaviour, improve the effectiveness of courses and optimize the training offer. By looking at the results, it was possible to explore the factors that influenced learners’ engagement and performance, as well as identify possible areas for improvement in the program.

OVERVIEW OF THE CONTENTS OF THE “CONNECTED TO EU” E-LEARNING PLATFORM

For a complete overview of the training provided, a brief presentation of the modules of which the course is composed is proposed.

Each training module consists of five units and each unit includes a short introduction, a presentation PPT, three downloadable background papers and a final assessment quiz, consisting of five multiple-choice questions and suggestions for practical or reflection activities.

Module 1, carried out by the Czech Partner CAIO, is entitled “Digital Transition and Transversal Technical Skills”, and is dedicated to the digital skills essential to keep up with the transformation of digital technologies, particularly in the public sector. By following the module, participants can acquire the necessary tools to develop and nurture their talents in the technology field, as well as acquire new tools to take advantage of digital practices, in terms of balance of skills, engagement, efficiency, effectiveness and satisfaction in personal and professional environments.

Module 2, “Communication: Mastering Public Speaking and Reputation Management”, conceived by the Romanian Partner Liceul Teoretic “Stefan Odobleja”, is dedicated to the communication skills essential for speaking successfully in any context, whether at work, at home or in other social situations. The documentation provided covers the components, objectives, and gimmicks of public speaking, effective communication, and active listening, as well as how communication can be essential to preserve the institution’s reputation, adopt a local sociological view, and extend it internationally. Participants can acquire the necessary tools to develop and nurture communication skills and make the best use of them depending on the contexts.

Module 3, created by the Fondazione Gazzetta Amministrativa della Repubblica Italiana, is dedicated to international law. In a world characterized by increasing globalization and interconnectedness, international law is the foundation of the global community. In

this module, you can explore the many facets, foundations, key principles, treaties, agreements, and major issues of international law for a deeper understanding of how it affects diplomacy, trade, human rights, and peace, and how it is instrumental to global governance. By participating, users gain the tools needed to develop and cultivate the knowledge needed to navigate the complex web of international law, as well as to acquire new tools to meet the challenges of the shared global reality of the changing world.

Module 4, conceived by WIDE, is dedicated to the psychology of human resources, work and organizations, with the aim of cultivating in the learner knowledge, skills and abilities essential to adapt to different organizational contexts and to the constantly evolving innovations within the workforce. Participants here can acquire the necessary tools to develop and nurture their potential and well-being as individuals and as part of a group within professional settings.

The following pages provide a summary of the quiz results, the main questions and survey results, a detailed account of the trends that emerged, and a comparative interpretation of the trends in the sample countries.

COMPARATIVE ANALYSIS OF THE RESULTS OF THE E- TRAINING TEST BASED ON PARTICIPATION AND QUIZZES SCORES

Partners involved three different representative samples from Italy, Romania, and the Czech Republic to test the platform, making sure that participants had the necessary characteristics for an optimal evaluation of the model. The idea is to have the most realistic and precise data possible for the success of the project, also with a view to dissemination and replicability.

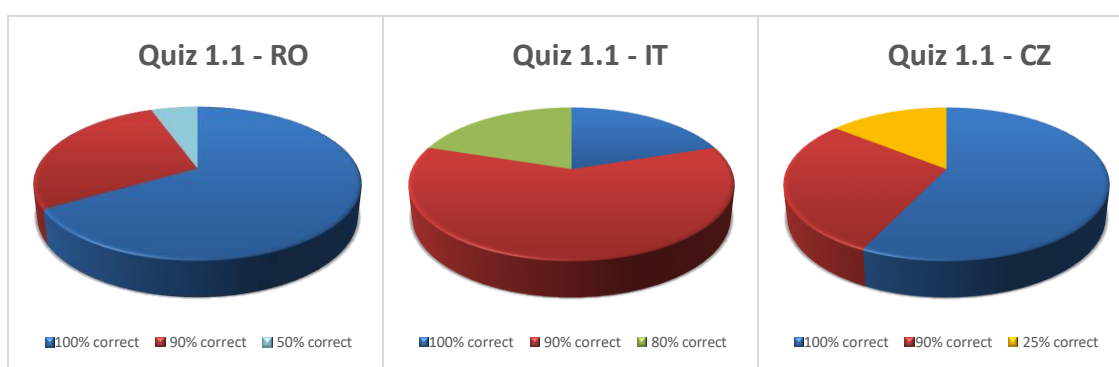
Eighteen Romanian participants for the Liceul Teoretic “Stefan Odobleja”, seven Czechs for CAIO and five Italians for the Fondazione Gazzetta Amministrativa della Repubblica Italiana actively joined the course.

The target groups followed the courses by viewing the training units of all four modules, examined the in-depth documents uploaded in the suitable folders on the platform and, finally, answered the questions of the end-of-module evaluation questionnaires, which provided the Partners with valuable data in terms of expected learning outcomes, in line with the training objectives of the project and with the professional profiles of reference.

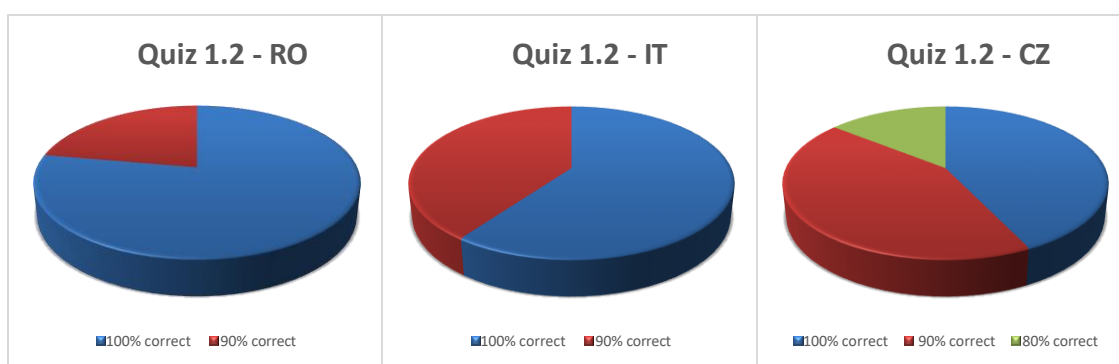
Module 1

The quizzes linked to the first module focus on different aspects of digital transformation in the public sector, including topics such as attracting the digital workforce, career planning, soft skills needed to deal with the technological transition, data literacy, digital marketing, effective content creation and the potential to improve public services through new digital tools.

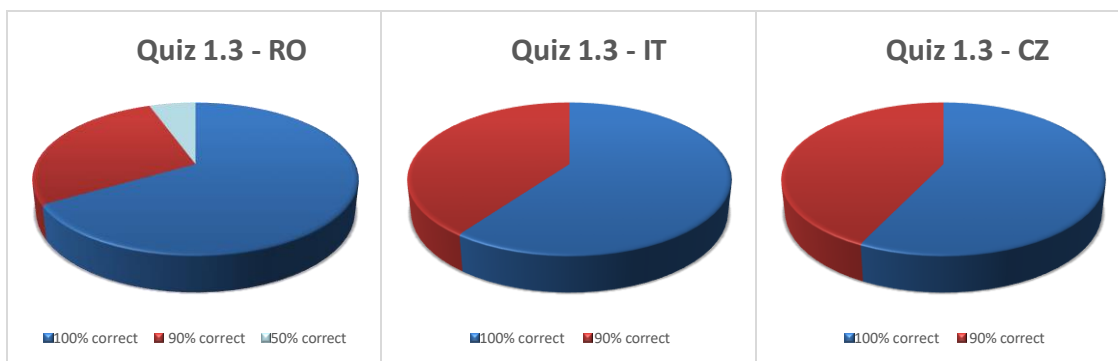
In quiz 1.1, participants demonstrated a solid understanding of the OECD's digital framework and strategies to foster the digital workforce, performing well, with scores ranging from 90% to 100%. Only three participants, one Romanian, one Italian and one Czech, recorded lower scores, respectively by 50%, 80% and 25%, suggesting that some concepts may need to be clarified further.



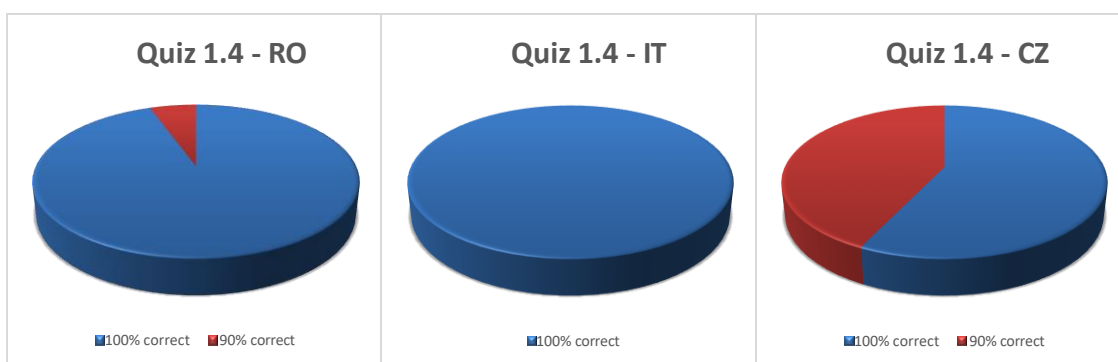
In quiz 1.2, participants expressed a good command of soft skills important for digital transformation, achieving generally high results. 80% of the correct answers were the lowest score recorded, reported by only one of the respondents in the Czech Republic.



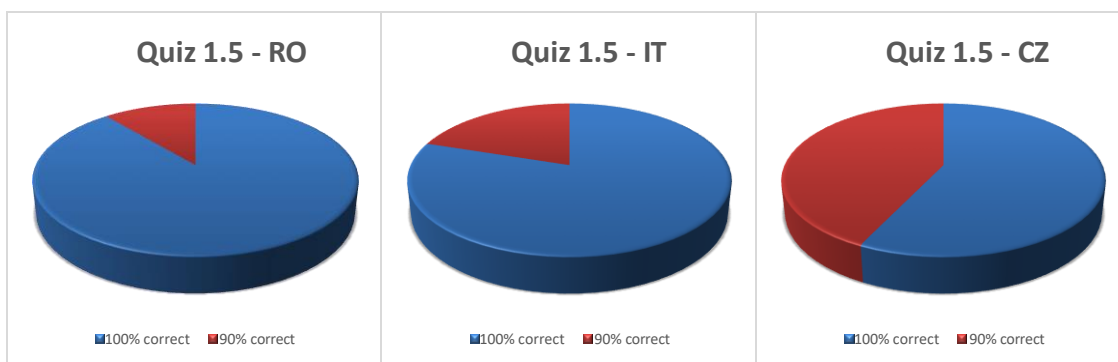
Quiz 1.3 assessed the knowledge acquired on data literacy, revealing a homogeneous high understanding among the participants, with only one score of 50% in Romania and the others always above 90%.



In quiz 1.4, participants demonstrated a strong understanding of digital content creation, marketing, and its relevance to government, with scores almost always close to 100%.



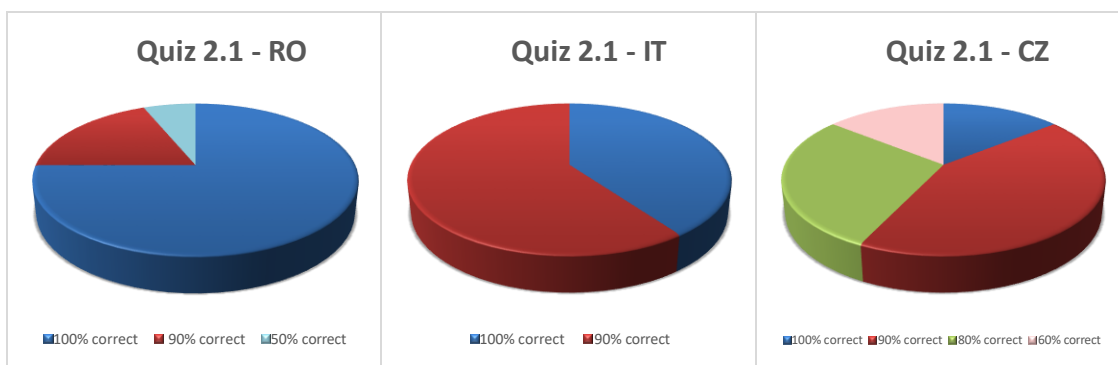
Generally high results (90% majority) were also achieved in quiz 1.5, where participants demonstrated that they understood the opportunities of digital transformation in the public sector.



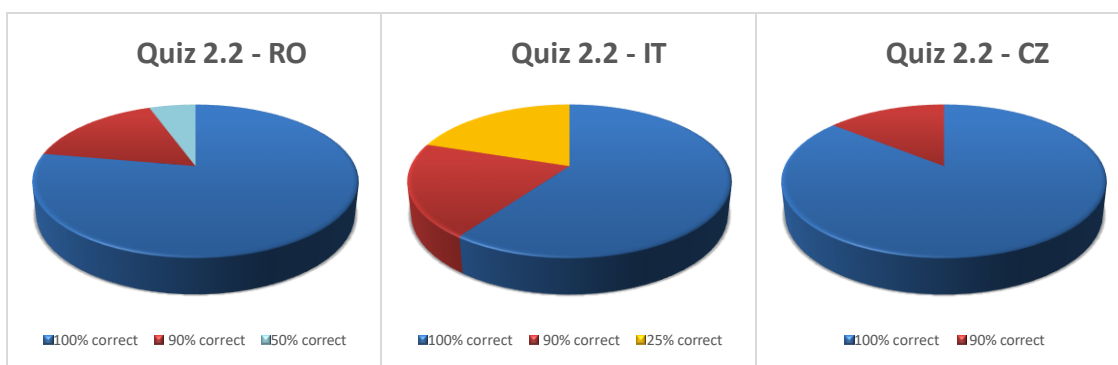
Module 2

The quizzes related to the second module focus on the various topics related to communication.

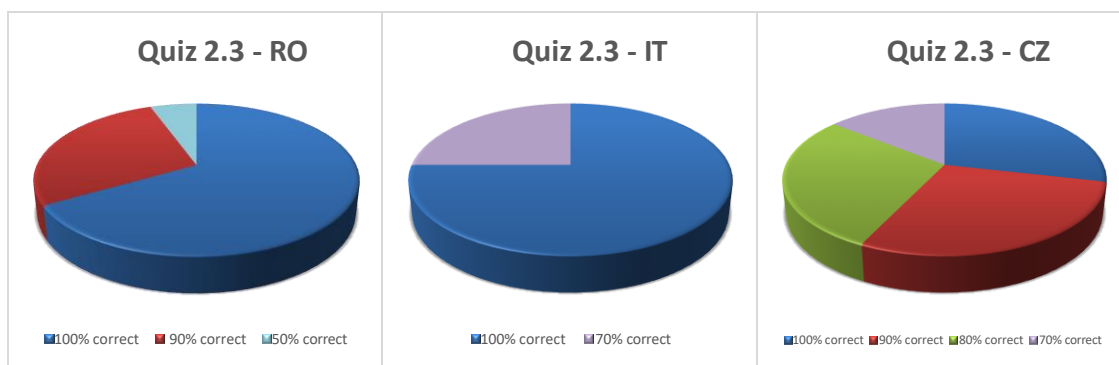
In the 2.1 quiz, which assesses understanding of the communication process, most participants scored highly, demonstrating a good understanding of the fundamental concepts. Marginal gaps were reported in Romania and the Czech Republic with two participants answering less than 60% of the questions correctly.



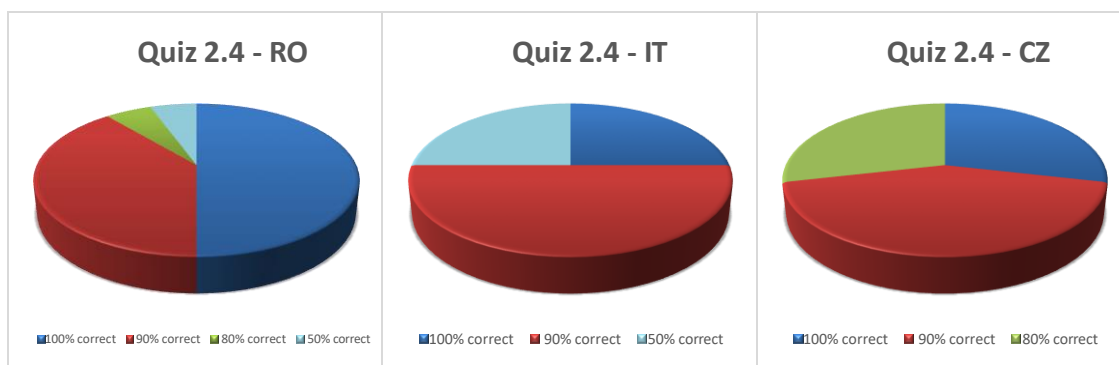
In the 2.2 quiz on active listening, participants performed well, with most scores ranging from 90% to 100% of correct answers. There are two lower scores on all the quizzes evaluated: 50% in Romania and 25% in Italy.



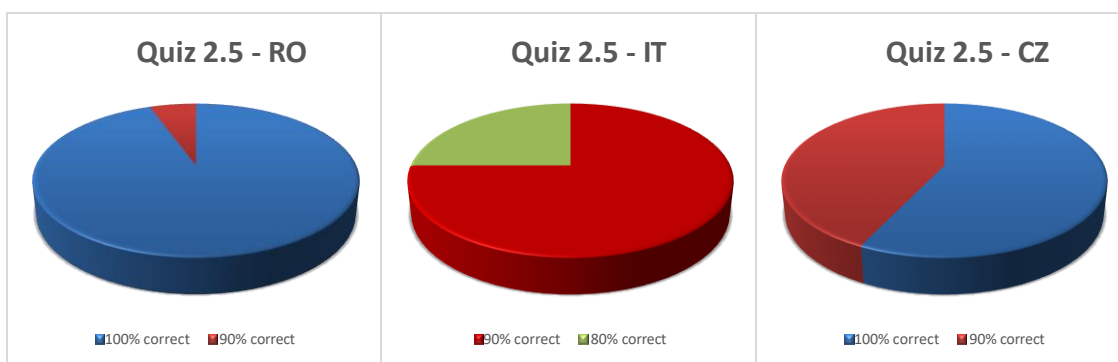
In quiz 2.3 on informative, demonstrative, and persuasive speeches, the results were good, with the exception of a score of 50% in Romania and two of 70%, one in Italy and one in the Czech Republic.



Quiz 2.4 divided the participants by inhomogeneity of results. Most of them have largely developed the specific skills of public speaking; however, there were three scores of 80% in Romania and the Czech Republic and two deficiencies in Italy and Romania.



Finally, in the 2.5 quiz on organizational communication, participants achieved outstanding results, with scores all equal to 90% or 100% (only 80% in Italy) indicating a strong understanding of the topics analysed.

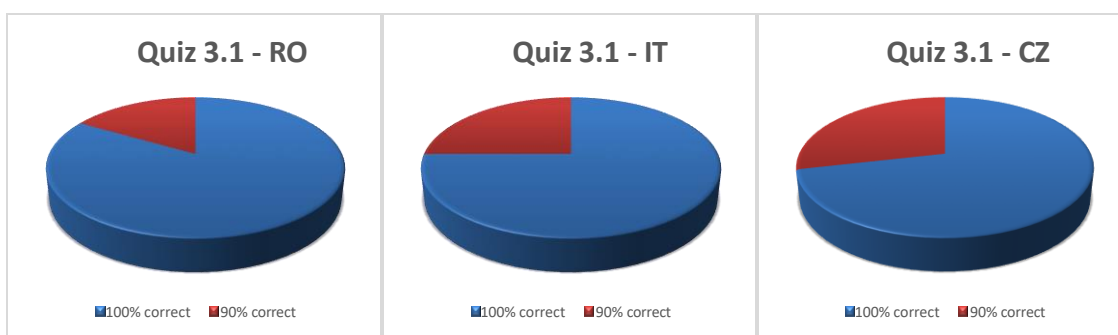


The low scores were higher than in the first module, but on average still very high. In any case, a further quick study of this section could certainly benefit the path of the participants whose skills were found to be lacking.

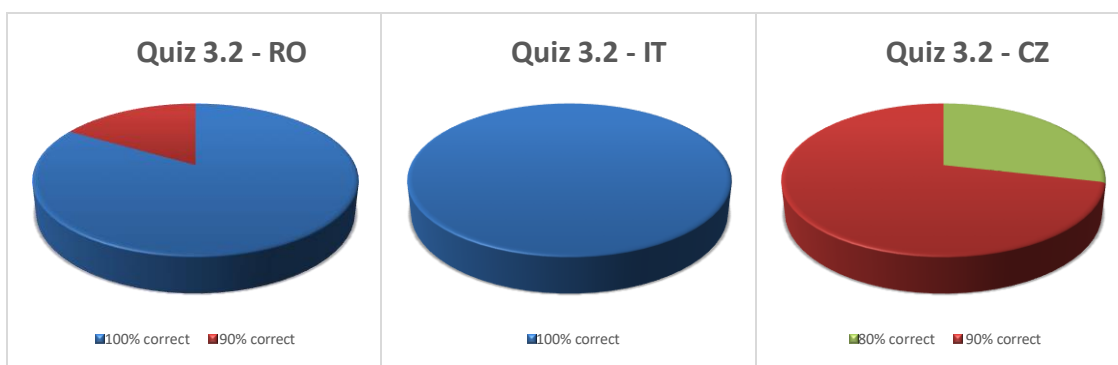
Module 3

The quizzes associated with module 3 test the understanding of specific and contemporary concepts concerning international law.

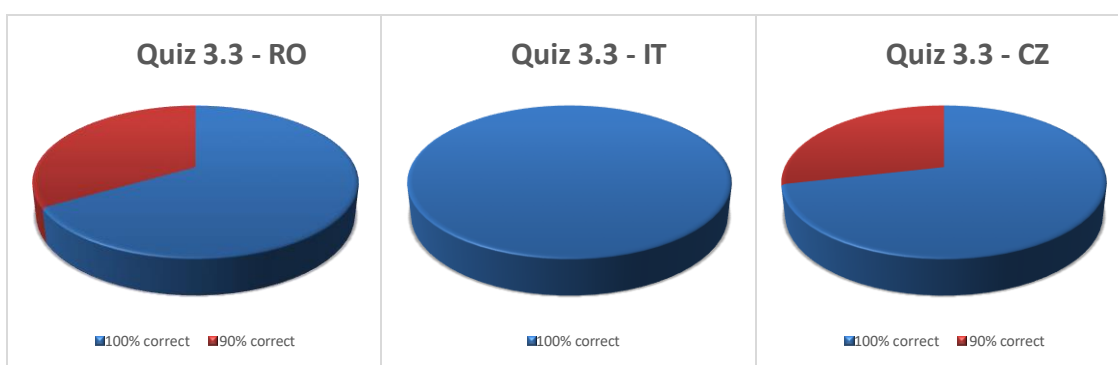
In quiz 3.1 all participants correctly identified the main purpose of international law, the principle of sovereignty and the role of international law in maintaining world peace. Most of them also correctly recognized the International Criminal Court (ICC) as a central actor in the field of development and application of international law.



In quiz 3.2, participants showed a good understanding of the fundamentals of international law, including the role of customary practice and principles, state sovereignty and self-determination. Scores have always been above 90% for Italy and Romania, while in the Czech Republic they range between 80% and 90%. The topic covered in this unit is quite complex and it is, therefore, reasonable that some concepts need to be revised a second time.

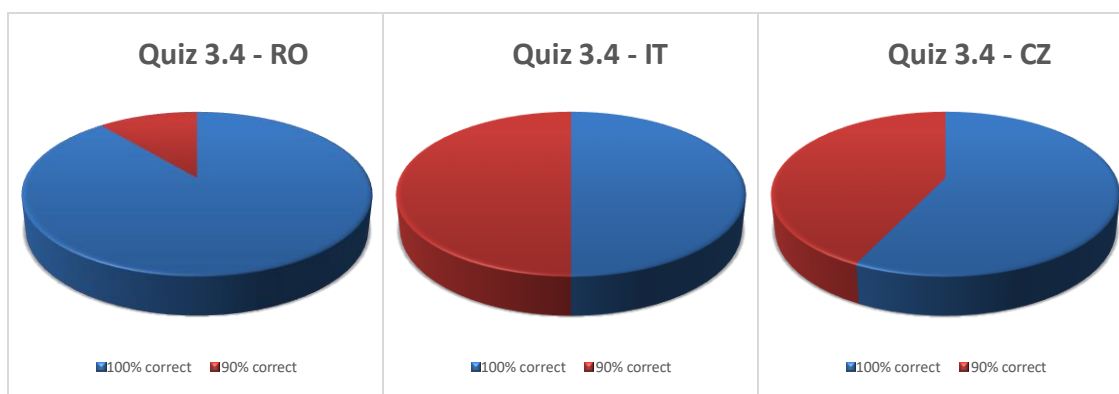


In quiz 3.3, respondents consistently scored high, very close to 100% of the total correct answers, highlighted a strong understanding of the key principles of international law, including the principle of sovereignty, the principle of non-intervention, self-determination, and the role of international law in global peace and security.

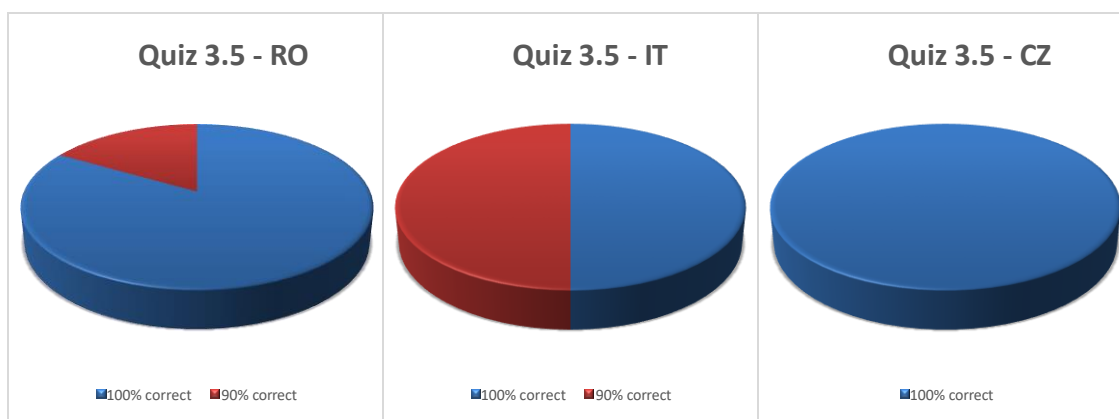


In quiz 3.4, participants also demonstrated an accurate understanding of international treaty law and agreements, correctly answering questions about their main purposes,

the Vienna Convention, and the role of the World Trade Organization (WTO) in the development and implementation of international economic treaties.



Similarly, in quiz 3.5, participants showed a solid understanding of contemporary issues in international law, including environmental law, humanitarian law, economic and cybersecurity law, and the role of the World Health Organization (WHO). Scores have never fallen below 90% for the Romanian and Czech targets and 100% for the Italian one.

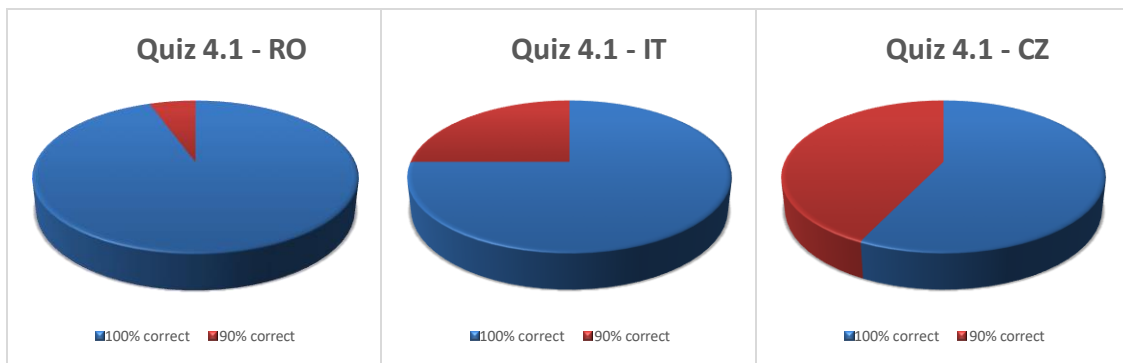


Overall, the international law quizzes scored generally high and few incorrect answers.

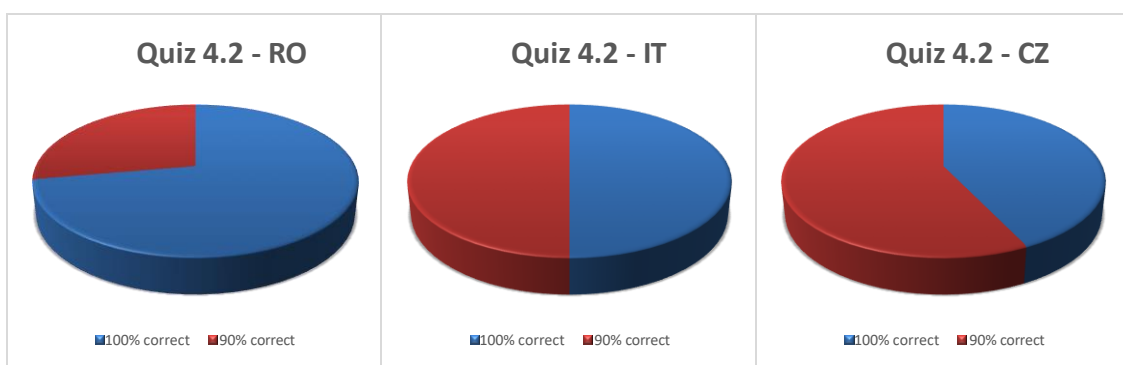
Module 4

The assessment quizzes in Module 4 ask questions on topics related to work and organizational psychology, strategic human resource management, job motivation and satisfaction, leadership, communication, and negotiation, as well as occupational health and safety, gender equality and digitalization.

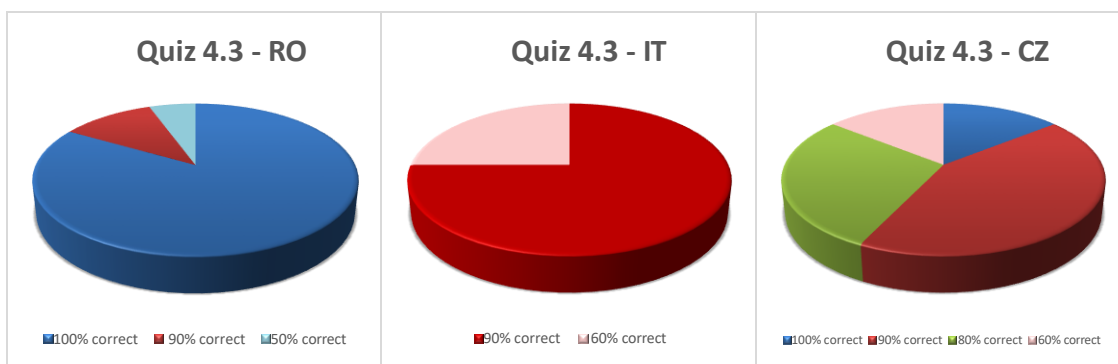
In the 4.1 quiz on Introduction to Work Psychology and Organizations, most participants scored highly, exceeding 90% of the correct answers.



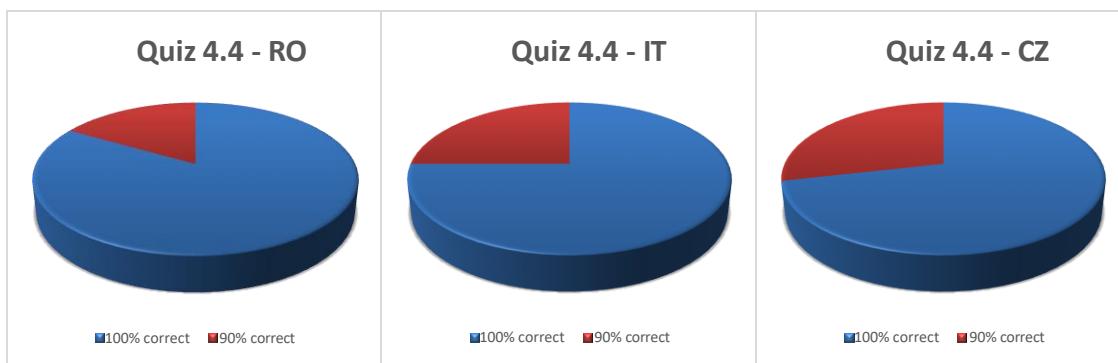
Strategic HR management was also well understood, judging by the excellent scores obtained in the 4.2 quiz, in all three countries.



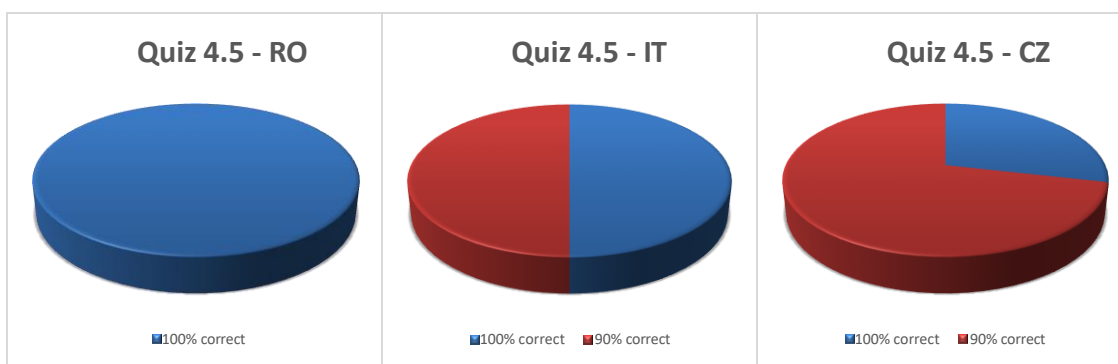
In quiz 4.3 on motivation and job satisfaction, the results were more mixed, with a low score (50%) in Romania, one in Italy (60%) and one in the Czech Republic (60%) indicating the need for further study of the topic and a possible additional explanation on some more critical concepts.



In the 4.4 quiz, the scores were all above 90%, highlighting a solid understanding of leadership, communication, and negotiation.



Finally, in quiz 4.5, all Romanian participants scored 100%, demonstrating that they fully grasped the issues addressed by the last unit, namely occupational health and safety, gender equality and digitalisation. However, the results of the Italian and Czech targets are satisfactory and never lower than 90%.



In the last section, an overall and accurate evaluation of the “Connected to EU” e-learning path will be made, and the conclusions drawn from the analysis of the results highlighted above and from the evaluation of the responses to the final overall survey questionnaire will be presented. However, from a first estimate determined by the scores, which are almost always brilliant, it is possible to observe an overall high understanding of the contents and the acquisition of important transversal skills.

FINAL SURVEY

At the end of the course, participants filled out an open-ended questionnaire that provided an in-depth overview of the main areas of interest of their work contents. This has made it possible to identify the priorities and actions needed to improve wellbeing management, accelerate digital transformation, and strengthen the organization's competitive position at an international level.

The survey had the following questions:

1. What strategies would you use to enhance the psychological and emotional well-being of team members?
2. What methods and tools would you introduce to foster the success of your organization, considering the psychological and emotional dimension of employees?
3. What activities or events would you propose to encourage the psychological and emotional well-being of employees in your organization?
4. What digital changes would you make in your organization?
5. What would you change in organizational communication for the success of your organization?
6. How would you promote well-being of employees in your organization?
7. What are some important soft skills regarding digital transformation? Why do you think they are important?
8. Do you think digital marketing is important in public administration (especially in this time and age)? Why?
9. What is data literacy and why is it beneficial for public administration?
10. What do you think about the importance of international law? Is it useful for maintaining good relations between states?
11. In your opinion, are the key principles identified as founding the principles of international law correct?

12. In our ever-evolving global landscape, international law is not static but a dynamic force adapting to the challenges and opportunities of the modern world, do you think that international law has evolved correctly in relation to the complexity of new international scenarios?

The responses to the survey showed a great initiative on the part of respondents in using the knowledge gained, especially knowledge about communication and digital transformation. An excellent level of use of critical thinking has emerged in the field of international law.

To promote the success of the organization by considering the psychological and emotional dimension of the employees, the target groups suggest introducing psychological support programs and emotional intelligence training in the workplace. These initiatives aim to promote emotional awareness, stress management, and improved interpersonal relationships. In addition, to improve the psychological and emotional well-being of team members, strategies could be adopted to create a positive climate and encourage work-life balance, for example, including the organization of social events, team building activities, and the implementation of work flexibility policies.

The analysis of the responses also shows that, on the digital transformation front, the organization could consider the introduction of collaborative tools and the automation of processes, in order to optimize communication, collaboration and operational efficiency. Such digital changes would require the development of soft skills such as adaptability and effective communication, which are essential for dealing with continuous technological changes.

To enrich organizational communication and, at the same time, promote the well-being of employees, it would be advantageous, instead, to focus on transparency, the use of different communication platforms and the recognition of the contribution of employees. These initiatives would help create a healthy and motivating work environment.

From the responses observed, it is also clear that digital marketing also plays an important role in public administration, as it allows for better communication with citizens, promotion of public services and increase their accessibility. At the same time, data literacy is an advantage, as it allows “public” decisions to be based on in-depth analysis and processes to be optimized.

In an ever-changing global landscape, international law has proven to be a fundamental tool for regulating interactions between States, promoting understanding and security. Despite being a dynamic system, able to adapt to new challenges, the key principles of international law remain firm and relevant to maintaining good relations between nations.

The ultimate wish of all the actors of the project is that the knowledge and skills acquired by the managers of the public administration through the training offer of the “Connected to EU” model are used to further develop their offices and the relationships between employees and leadership.

CONSIDERATIONS AND PROPOSALS FOR REVISION OF THE MODEL BASED ON OBSERVED TRENDS

The results of the e-learning training activities, within the “Connected to EU” project, were very promising, highlighting several areas of success and suggesting some opportunities for improvement for the adopted model.

The active participation of the three target groups in Italy, Romania and the Czech Republic was remarkable, manifested by the interest and commitment shown in constantly progressing through the course units and answering the quizzes related to the various modules. This high level of engagement led to consistently high scores, indicating a solid understanding of key concepts regarding soft skills, well-being and work psychology, digital transformation, and international law. The positive results reflect an effective transfer of knowledge through the e-learning platform.

The wide range of topics covered, and the understanding shown by the participants suggest that the project has fully achieved its objectives, preparing the beneficiaries for greater integration and participation within the European context. However, there is room for improvement, especially in optimizing the learning experience and delving into some key themes identified during the course. Some participants, especially in Italy and Romania, showed areas of less strength that may require the introduction of interactive or discussion sessions to encourage greater involvement and deepening of the concepts covered. In the Czech Republic the lowest score was 60% and was very rare.

As the Romanian researchers suggest, the introduction of a feedback mechanism through which participants can provide comments or suggestions related to the training material, quizzes and the use of the platform could benefit the platform. This would allow a continuous adaptation of container and content to the needs of users, thus improving the overall effectiveness of the model. To ensure that interest and active learning persist, it is also advisable to promote and channel collaboration among

colleagues to enhance the experience with constructive discussions, enriching comparisons and learning from each other.

The provision of some recommendations for carrying out practical exercises and case studies was pleasantly appreciated, as it was considered useful to improve the ability of participants to use their skills in real contexts. This aspect should be strengthened in order to give a practical approach to all the topics covered.

Finally, a fundamental aspect for maintaining this success in the future is the continuous involvement of participants in the platform, for example, by recognizing and celebrating new results or adapting additional content on a cadenced basis and in line with the physiological evolution of knowledge to adequately prepare participants for new challenges.

In conclusion, the participants in the trial all demonstrated great commitment and developed or welded the skills taught. The “Connected to EU” e-learning path has proven to be interesting, functional, and effective. Nevertheless, participants and researchers from the three countries suggested opportunities for improvement that can be exploited to ensure continuous and meaningful learning in the platform. Through active involvement, peer collaboration, regular feedback, and the introduction of new topics and methodologies, the model can be refined to maximize its educational experience and foster a dynamic learning environment.

About the practical application of the skills acquired, some of the beneficiaries of the training have already begun to validate the virtues of the model by implementing, on their own initiative, the knowledge of “Connected to EU” in the daily functioning of their offices.

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