

CoderDojo Best Practice
And
Policy Recommendations Report

Change Log

Version	Reviewers	Changes
V0.1	Raul Otaolea	<ul style="list-style-type: none"> Initial document.
V0.2	Catherine Murphy Kamil Sijko Laura Ivers	<ul style="list-style-type: none"> Capitalized with D all references to CoderDojo. Use always “Best Practices” instead of “Good Practices”. 2. Research methodology: Included a paragraph to outline the difference between Recommended Practice and Best practice. Also included a note explaining that in the conclusions section there will be a review about the bottom-up results of the BP compared with the top-down results of the RP. 2.2 Best practice objectives: included a mention to how the Toolkit will use this document as an input. 2.2 Best practice objectives: removed specific mention to the website as the distribution channel and remain it general. 2.3.1 Best practice characteristics: Mobilizing effect clarified further. Renamed “CoderDojo Recommended Practice” to “CoderDojo Tao”.
V0.3	Catherine Murphy	<ul style="list-style-type: none"> Changes Annex III.
V0.4	Raul Otaolea Kiko Almeida	<ul style="list-style-type: none"> Finished section 1. Changed all remaining “Good Practices” to “Best Practices”. Updated work pipeline in section 2. Inserted new section 4 “Recommendation Policy”
V0.5	Raul Otaolea Kiko Almeida	<ul style="list-style-type: none"> Finished section 2. Proposed a template for section 3. Updated Annex 3. Section 6 proposal
V0.6	Raul Otaolea Kiko Almeida	<ul style="list-style-type: none"> Finished section 3.
V0.7	Raul Otaolea Kiko Almeida	<ul style="list-style-type: none"> Finished section 5. Finished section 6. Annex I. Replaced all “CoderDojo” term with “Dojo” when referred to a group. Replaced all “CoderDojo Association” with “CoderDojo Foundation”.
V0.8	Raul Otaolea Jose Maria Martinez	<ul style="list-style-type: none"> Section 4 proposal.
V0.9	Jose Maria Martinez Raul Otaolea	<ul style="list-style-type: none"> Finished section 4. Finished section 5.

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1. CoderDojo Best Practices

Transnational *Strategic Partnerships* under *Cooperation for Innovation and The Exchange of Good Practices* Key Action is expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels.

CoderDojo is a fast growing global movement of free, volunteer-led, community based programming clubs for young people. At a Dojo, young people, between 7 and 17, learn how to code, develop websites, apps, programs, games and explore technology in an informal and creative environment. In addition to learning to code attendees meet like minded people and are exposed to the possibilities of technology.

The fact that CoderDojo is growing rapidly, and it is made up of volunteers, means that each Dojo run autonomously their groups, often reinventing the wheel in areas where other Dojos have already managed positively. The informal character of the movement and the persecuted absence of bureaucracy, do not allow the introduction of mandatory processes, which also would detract from the creativity and the spirit of CoderDojo. However, there remains a need for sharing knowledge between Dojos on those practices that have been successful and are not resolved in others. The most appropriate tool in this context is the detection of Best Practice, since it is a non-intrusive vehicle, advisory and not binding, which is perfectly aligned with the culture of the movement, and can be helpful for younger Dojos.

The *CoderDojo Training in ICT Programming Skills* project has researched across all CoderDojo groups internationally to establish what Best Practices are being employed in terms of the establishment and operation of CoderDojo groups. This research covered all salient aspects of activities involved in CoderDojo, including recruitment of mentors, curriculum content, child protection measures, recognition of work output, encouraging entrepreneurship, dissemination of activities, etc. Arising from the best practices identified, a policy recommendations report has been published.

2. Research methodology

This protocol aims to be a technical reference for identifying best practices in creating and managing groups of CoderDojo across the global network of this social movement.

In order to guide the process of identifying best practices, this section enumerates the sequential steps that should be performed. To that end, a definition of best practice must be agreed, taking into account the last *CoderDojo Tao*¹ published by CoderDojo Foundation in 2014.

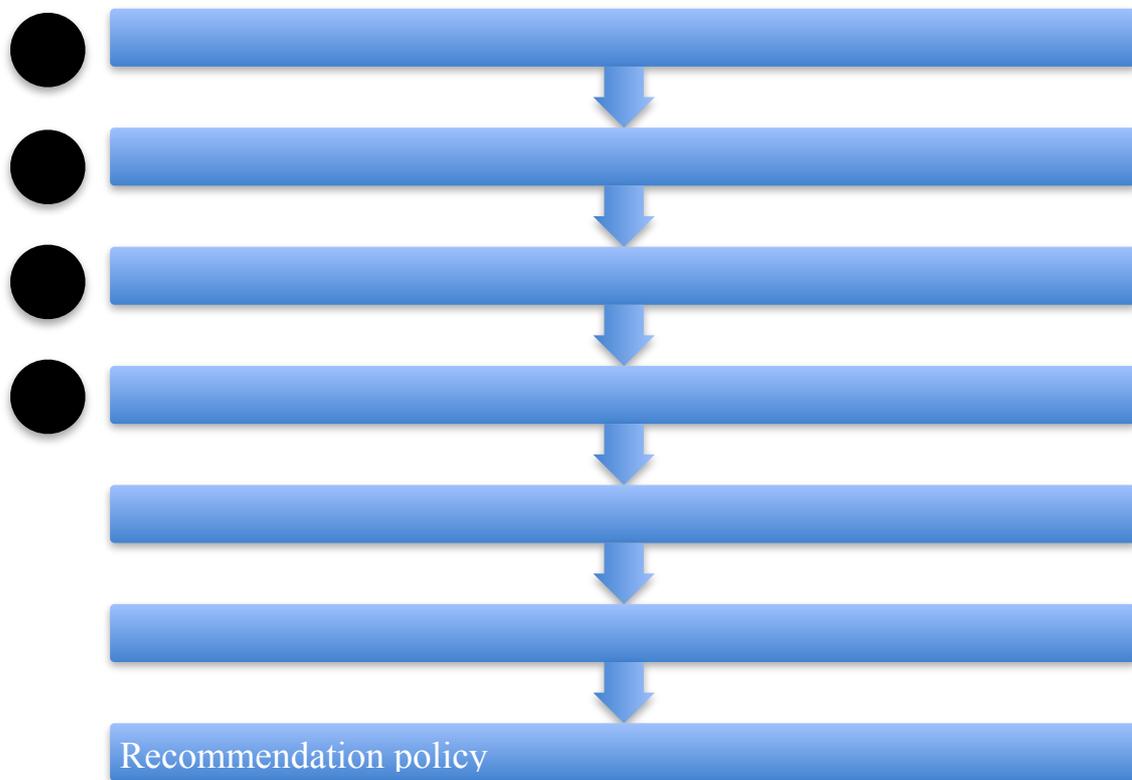
The Recommended Practice is a set of guiding principles that Dojos can choose to meet. These guiding principles are to serve as a guide for new and existing Dojos wishing to meet best practice standards. On the other hand, a Best Practice is a method or technique that has consistently shown results superior to those achieved with other means. In the conclusion section of this document, there is a review of how these two approaches (bottom-up versus top-down) meet.

After analysing other initiatives that have taken place processes to identify best practices in other areas, we have developed a methodology of easy application for identifying best practices, which will then allow transfer them to the CoderDojo worldwide network. This methodology systematically evaluates and contrasts the above criteria developed by proposing a system for measuring and scaling of best practice.

The methodology is divided in the following steps:

- Create a working group.
- Best Practice objectives.
- Best practice definition and characteristics.
- Best Practice identification criteria.
- Best Practice compilation process.
- Best Practice evaluation.
- List of selected Best Practices and Recommendation Policy.

¹ <https://coderdojo.org/news/2014/06/04/coderdojo-recommended-practice/>



2.1 Work group creation

While in this project the Working Group is already defined in the Annex I of the project grant agreement, this section is included in order to complete this methodology and thus make it possible to implement autonomously outside the scope of this project.

Although it is not the only option and it is not strictly necessary, we believe it would be advisable to start a process of obtaining best practices with the creation of a working group.

- **•Composition of the Working Group:** could be formed by the staff responsible for developing the project in different stages of identification, design, management, monitoring and evaluation. It would be also desirable that, among people who make it up had competent staff on educational issues with leadership and decision-making.
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- **Functions to develop:** According to the tasks to be performed in each of the steps underlying the methodology, the functions of this group consist of:
 - Perform a theoretical review of the main contributions in the field of education, social movements and communities.
 - Work together to agree on a definition of best practices and criteria that underlie the formulation.
 - Develop in practice (or, where appropriate, implement) a number of methodological tools that enable them to identify best practices in terms of CoderDojo principles.

The working group must know CoderDojo objectives and ethos, the set policies regarding education and children safety and have experience in communities building. They have to develop and agree on a definition of best practices and criteria that are consistent with these objectives.

To facilitate the identification of best practices and the relevance of the proposed items, the working group should be able to identify the key factors that generate and reproduce inequalities and major impediments to achieve volunteer led communities' creation.

2.2 Best practice objectives

The end result expected from this process is a collection of best practices with the greatest variety in types of projects and territory. This material will be posted on the CoderDojo distribution channels to be shared among the whole community.

The specific objectives pursued are:

- To value the experiences developed, showing that **it is doable**. It is, in short, to show **exemplary experiences** serve as encouragement and motivation to others.
- Highlight the **community added value** of the projects led by volunteers in terms of contribution to the children technological skills.
- **Capitalize and learning methods** employed by Dojos, identifying the elements and tools that can make feasible the implementation of practices in other contexts successfully.
- From identifying methodologies, enabling its **transfer** adapted to the particular realities of each Dojo.
- **Dissemination of success stories** in the non-formal and informal learning and its permeability with formal education pathways.

In order to centralize all this knowledge and to spread it among all Dojos, the result of this research will be provided to the output O3 called *The Development of the CoderDojo International Toolkit*, as an input to create a Toolkit that the Champions will use.

2.3 Best practice definition and characteristics

In this step, the group must agree on a definition of Best Practice. This definition will be the essential reference on which to base the development of the methodological procedure.

2.3.1 Best practice characteristics

Detection, selection, and dissemination of best practices has enormous potential, among which we might consider the following aspects:

- Mobilizing effect. It encourages less proactive actors to implement practices that give good results, making them more dynamic.
- Promote dissemination of innovation and creativity. Among other advantages, we avoid reinvent the wheel.
- Stimulate the processes of excellence and continuous improvement.
- They advance the quality culture in the Dojo.
- They take us away from our Dojo circle, so we become open and broad our horizons. At a minimum, they provide an opportunity to look beyond our everyday action frameworks, our little club, our organization, city or country.
- Increase the confidence of the public, and also between the champions, mentors, ninjas and entities involved in the best practice.
- Reduce gaps between large and small, local and foreign, expert professionals and amateurs, etc.
- In short, promote collaboration, exchange, overcoming borders by way of the facts and shared practices.

The concept of good practice is used in a wide variety of contexts to refer to the best ways to run a process that can serve as models for other organizations or other CoderDojo groups in this case. Systematized best practices, help learning from experiences and learning from others, and could be applied more broadly and/or in other

contexts. They can promote new ideas or suggest adaptations and provide guidance on the most effective way to deal with specific challenges in Dojos.

The search for best practices is directly related to current approaches on criteria of quality and efficiency of social movements related with non-formal education, covering not only the management and procedures, but basically meeting the needs of affected people and overcoming the existent problematic.

Several institutions have developed this concept of identification, selection and distinction of best practices in contexts with very different perspectives: social inclusion, gender, youth work, social planning, overcoming conflicts, etc. And each of these proposed uses different perspectives and criteria for the identification and selection of best practices. Making a systematization of the common criteria to the evaluations reviewed², we could say that a best practice would be a program, project or intervention that has at least some of the following characteristics:

1. Respond to an identified need, are the result of an evaluation of a feature in a defined group it is necessary to modify and improve and therefore has defined, relevant and realistic goal.
2. Develop strategies based on evidence, and are innovative in their application, showing inquiring skills and creativity.
3. Strategies and actions are based on principles and core values and reflect a vision or perspective of the problem defined.
4. The human resources to implement the initiative are qualified and specialized.
5. Propose a rigorous system of monitoring processes and results of actions undertaken while allowing feedback and redirection of actions.
6. They have a broad base of participation, especially of the beneficiaries, but also of the community, with strong intergroup partnerships.
7. You can try a substantial improvement in the situation that gave rise.
8. Incorporates strategies for sustainability of the initiative, promoting their institutionalization.
9. Systematizes processes and outcomes.

² http://www.paho.org/sscoop/?page_id=2532&lang=en
<http://recursostic.educacion.es/buenaspracticass20/web/es/buenas-practicass-20>

10. Promotes somehow replicating the experience.

However, to carry out a process of identifying best practices is necessary to limit its definition, adapting it to the specific study, in this case, the global network of CoderDojo context.

2.3.2 Best practice definition

With the definition of Best Practices to agree, we will establish the fundamental parameters that will allow us to make a comparative assessment until the identification and subsequent selection of them. Under this definition and content of the criteria contained in it, we can designate which best practices transfer to a general policy for Dojos.

To define what is a best practice within the context of CoderDojo movement, we start dissecting a standard definition of best practice and its main features.

*“A best practice is, overall, an **action**, a **methodology** or a successful **action model**, developed in a specific **scope**, characterized by **creativity**, **efficiency**, **sustainability** and the ability to be **replicated**.”*

From this general definition we can extract the following features:

- **action**: measure, project, initiative, plan, policy, etc.
- **methodology**: procedure, process, tool, structure creation, etc.
- **action model**: a complex process that involves both the organization and its procedures and processes, and is implemented in a systematic and progressive way.
- **innovation**: unconventional response in solving problems or difficulties (in a particular context: the focus on the kind of solution ...).
- **efficiency**: in the use of resources and objectives achievement.
- **sustainability**: applicable continuously in time and whose positive effects are not diluted as the initial impulse ceases, but extends in time.
- **replicable**: practice replicable in other contexts or different areas.

Given these basic features and taking into account the general information described in the previous section, we can say that a best practice has the following characteristics:

- A best practice should be **creative**, imaginative, **unconventional** when applying the methodology, provide ingenious or infrequent solutions to solve problems or difficulties. In short, it must be **innovative**.
- A best practice should be **effective** in achieving their goals, whatever these may be.
- Also, a best practice is enduring, i.e. it is **sustainable**, which can be applied continuously over time and whose positive effects are not diluted when the initial momentum stops, but is prolonged in time.
- Finally, a best practice should be able to be **replicated** in other environments or different areas, that is, to generate a model with option to be reissued and reapplied in other circumstances.

Based on this general definition and this specific set of characteristics, this methodology proposes a Best Practice definition that has been agreed by the project consortium and validated by CoderDojo Foundation. According to this decision, a best practice definition is:

“A CoderDojo best practice is those actions, methodologies or tools, that have been already implemented in at least one Dojo, which have demonstrated their ability to introduce transformations with positive results in the activities of Dojos, and are capable of being transferred to other contexts.”

According to the above definition, a best practice can take the form of an action, a methodology (which can lead to a procedure, process, or creating a structure...) and/or a tool. In this sense, the impact of the best practice should be favourable, measurable and demonstrable, and has to have characteristics and outcomes that make it likely to be transferable to different contexts.

2.4 Best practice identification criteria

As the working group should agree on a definition of the meaning of best practice, also would try to agree on the criteria used to evaluate comparatively to what extent a practice can be considered "Best Practice" to be included in the CoderDojo policy.

As a model we propose the criteria that is detailed in Annex III. To facilitate its concretion, these criteria have been grouped into three dimensions: **definition**, **characteristics** and **results**. Under this division, have been systematized in the form presented in the Annex III.

2.5 Best practice compilation process

The original approach before starting the compilation process was to combine quantitative and qualitative surveys. First create a quantitative research with the aim of detecting potential Best Practices and then contact the most interesting Dojos to have a face to face or videoconferencing meeting to have a more detailed interview. But the response rate of this first attempt was really low, so we decided to completely change the questionnaires and the way we were asking the community for this information. The following sections explain the process in detail.

2.5.1 Quantitative survey 1

The first step was to design the questionnaire explained in Annex 3.1. It consists of a series of questions organized into four categories:

- Dojo identification.
- Practice specific information.
- Practice characteristics.
- Practice results.

The objective was to retrieve the information already categorized in a set of areas commonly detected as important for Dojos, always giving the opportunity to add good practices in any other area. To this end, the questionnaire was designed mixing open and closed questions, where champions and mentors could explain their practices and experiences.

We also took into consideration the frequency of emails that CoderDojo Foundation is already sending to the all dojos worldwide, so we planned to send them to not coincide with other communications. Besides, as other partners of this project were also asking for information and to prevent burn champions and mentors with too many questionnaires, we decided to only send the form to the 33% of the Dojos of each country (300 Dojos in total), including at least one Dojo in the countries with less than 3 Dojos.

The result after two weeks was that only 9 champions answered to the questionnaire. Even though the responses were of high quality, the quantity of the answers were too low to obtain enough information from such a big community. Therefore, we sent back the questionnaire to give another chance to answer to those who could not do in the first delivery. In the next two weeks we summed only 15 responses.

After these poor results we analysed with several mentors from the Dojos managed by this project partners and figured out that we had two problems:

1. The first one was that we assumed that everyone knew what a Best Practice was. When the context studied already has a culture of measurement as in medicine, in education or in video games, it is easier to know what practices have good

results because you are improving processes all the time and measures prove which ones have positive results. But in contexts where there is no culture of measurement and the focus is totally informal, there are a variety of management styles where it is not common find performance indicators. Therefore, asking about Best Practices is a quite complex concept for the majority of the mentors, specially if we ask for results, evidences, objectives, etc.

2. The second one was the format of the communication. We sent a request to fulfill an online complex questionnaire that has proven to be too complex due to its scientific approach. It is difficult to get someone to complete a long online form received by mail. We did the type of questions that must be thought before being answered. And it means that champions and mentors have to look for the email again and re-open it to write the answers, what implies a high level of engagement to succeed.

Taking all this information into account we decided to change the approach with easier questions and better marketing.

2.5.2 Quantitative survey 2

Once we detected the problems that caused a low response rate, it was clear that the new approach to gather information from Dojos had to be both attractive and easy enough to be fulfilled when champions and mentors open the email. The new questionnaire and mail sent is in Annex 3.2.

Instead of asking directly about Best Practices, the new approach consisted in asking questions about a set of areas already detected from previous CoderDojo Foundation surveys as challenging points, and therefore, where Best Practice detection could have very positive results. In this regard, the new approach was quantitative in the sense that the topics we asked for were fixed but already detected as challenging, but also qualitative because the questions were open, giving the champion or the mentor the flexibility to explain with any level of detail their experience. In order to not limit the Best Practice detection to these fixed areas, we also included a question about any other Best Practice in any new area. The questions were the following:

1. **How do you recruit mentors?**
If you are running a Dojo you probably have several mentors. Explain if you did special actions to recruit them.
2. **How do you develop the workshops?**
You can explain how you decided what content to teach and if you follow a special methodology to give the content.
3. **Do you do anything to protect the children?**

For ninjas there is only one rule: Be Cool !. However we need to ensure that we create safe spaces, safeguard children, encompass the ethos, guarantee privacy and data protection. Tell us if you do something to cover these topics.

4. Do you recognize the children work output?

For instance, digital badges are becoming a popular way to acknowledge digital skills achieved. They are an online representation of skills children have obtained.

5. Do you encourage entrepreneurship?

Explain if you include actions to teach your ninjas to think like an entrepreneur.

6. Do you disseminate your Dojo results?

Tell us if you publish your Dojo projects, examples, tutorials, etc. and/or arrange activities with them, engage new ninjas...

7. Do you have any other practice that could help other Dojos?

If you develop a practice you think could help other Dojos, please explain it here.

The new questions were designed to be answered immediately because they were about topics that every Dojo should have faced.

The second point to improve from the previous format was the call to action mail sent to the Dojos. In this case we decided to not limit the delivery to a subset of the Dojos because it would be risky once we knew the low response of this kind of surveys. So we decided to send it to the whole CoderDojo Community. We also decided to make it much more compelling with attractive graphics, a clear call to action and a reward to be raffled among all participants.

After two weeks we had more than 600 answers coming from 88 Dojos worldwide, that summed to the previous delivery it makes a total of 103 Dojos and almost 700 answers, that represented a huge step forward compared with the previous results. In section 2.6 we explain how we processed this information to extract and evaluate Best Practices.

2.5.3 Qualitative face to face interviews

In order to complete the information from the surveys we have also performed several face to face meetings and workshops with champions and mentors of several Dojos. The format is very informal where champions and mentors explain how they perform several activities in their Dojos. The firsts workshops were in Cork during our first project meeting in February 2015. We participated in a workshop with Dojos coming from Cork area to discuss about “*What does our Dojo do well? OR What does the best Dojo in the world do well?*”. We also had the opportunity to visit McAfee Dojo during their workshop to see how they perform their activity. Our second workshop was at

DojoCon 2015 event in September 2015 in Derry where we included in the event agenda a slot to share Best Practices between the attendees. The last one was in Madrid where several champions and mentors from Spanish Dojos collaborated in a workshop explaining their best practices.

2.6 Best practice identification and evaluation

Our original identification (Annex IV) and evaluation plans (Annex V) to detect and choose Best Practices between all practices gathered was based on the first survey format, where it was supposed to have measures of the results of each practice. As explained in the previous section, the reality was that Dojos perform their activities in a very informal way reducing the bureaucracy as much as possible. Hence champions and mentors do not have formal measures of each of the activities performed, but the direct experience and the qualitative results they have before and after the practice has been implanted. Therefore, the Best Practice identification and evaluation are based completely on the qualitative feedback of the survey participants.

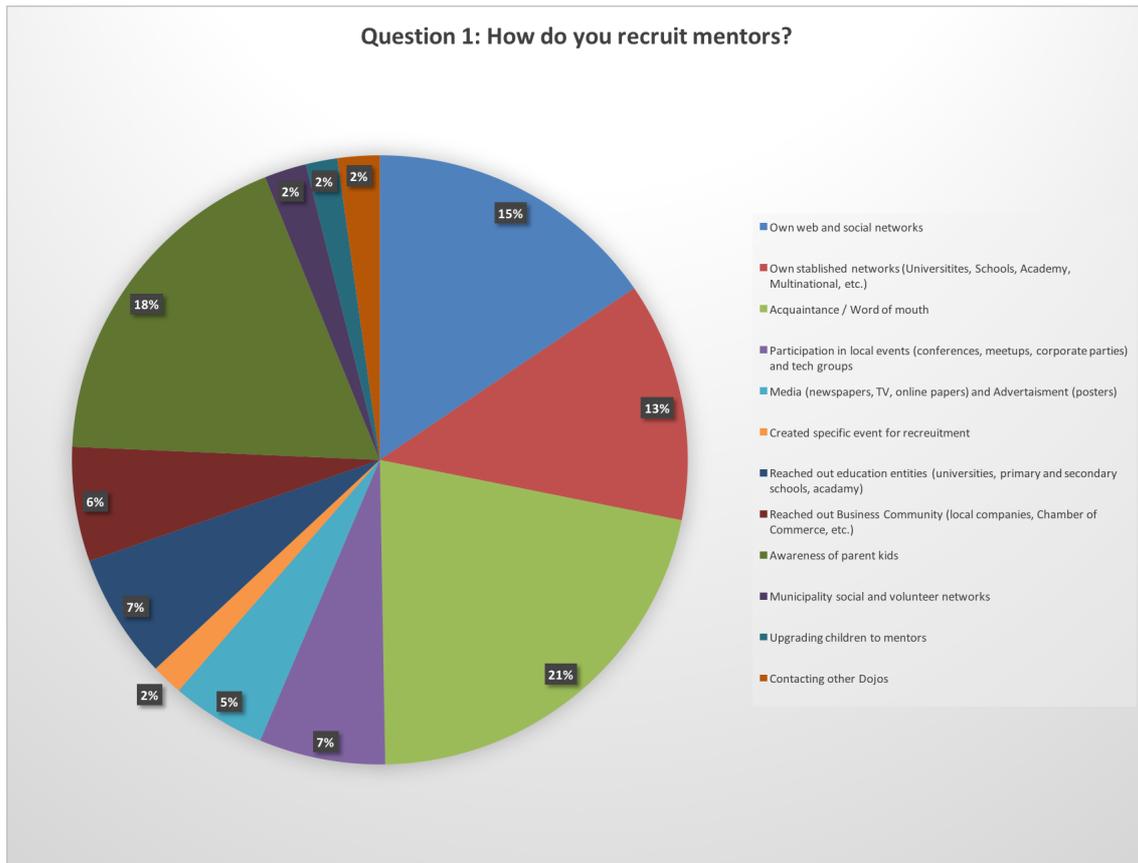
To choose Best Practices we have follow three steps:

1. Classification of the responses to group them in similar practices.
2. Identification of the potential Best Practices.
3. Evaluation of the Best Practices.

2.6.1 Classification of the responses

In the first place we analysed all responses in each topic to group them into similar practices. The results are presented in charts showing the percentage of practices in each group.

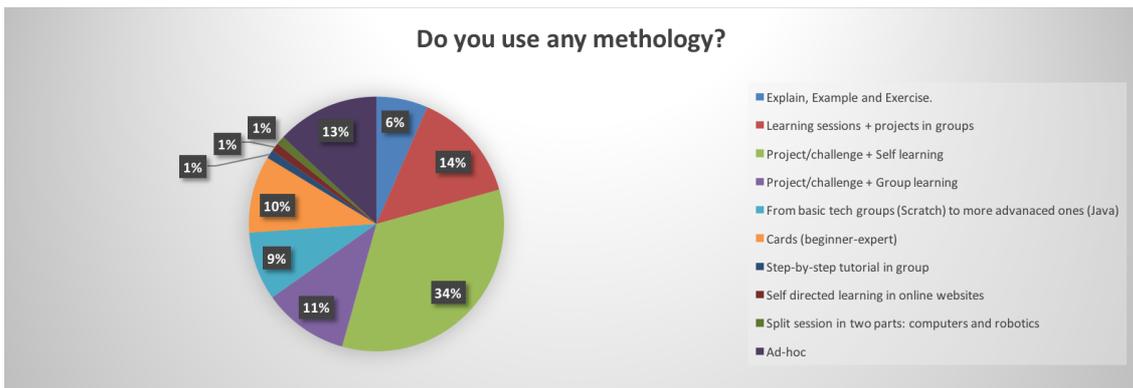
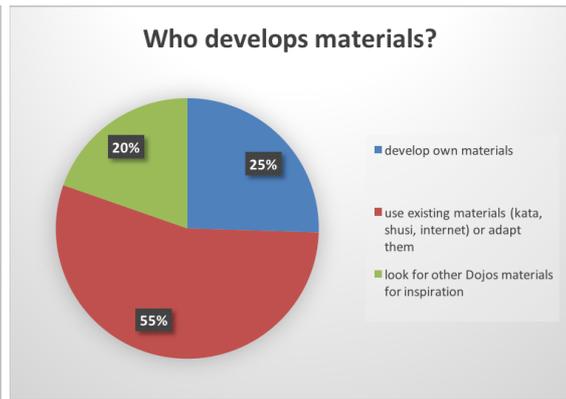
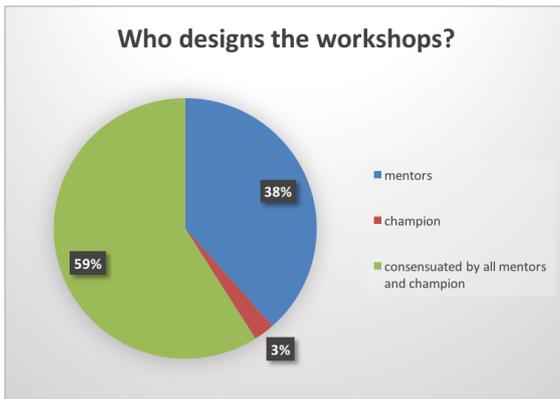
As shown in the figure below, the preferred way to recruit mentors are through their own web and social networks, own established networks, word of mouth and awareness of parent kids. The sum of the practices in these groups represent the 67% of the topic.



When asked about how they perform the workshops a lot of information arisen. We have classified the practices in three groups:

- Who designs the workshops.
- How they obtain the materials used in the workshops.
- Which methodologies (if any) are used to guide the workshops.

As shown in the charts below, the workshop design is delegated to mentors, or mentors in collaboration with champions. In terms of materials, the majority of the Dojos use existing tutorials provided by Zen or other websites or take the inspiration looking at other Dojos in the zone. Only a few develop their own materials. Regarding methodologies, they depend on the content that is taught. If they are complex as Java or C, they opt for some initial theoretical classes and then individual or group projects. If, however, the content is simpler, it goes straight to work on projects through materials that guide the kids step by step. However, potential Best Practices have been detected that are detailed in Chapter 3.

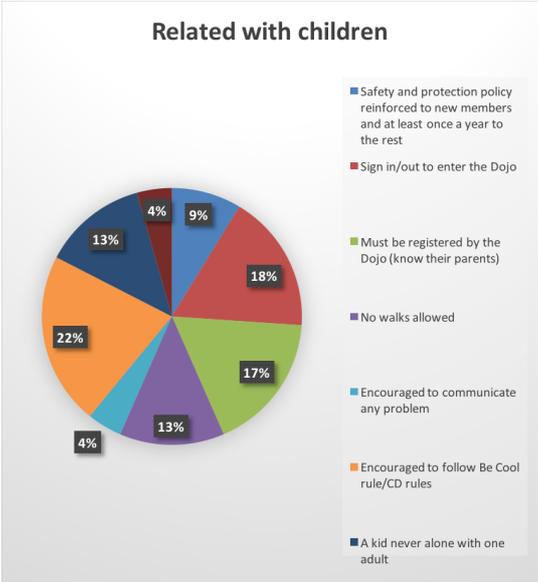
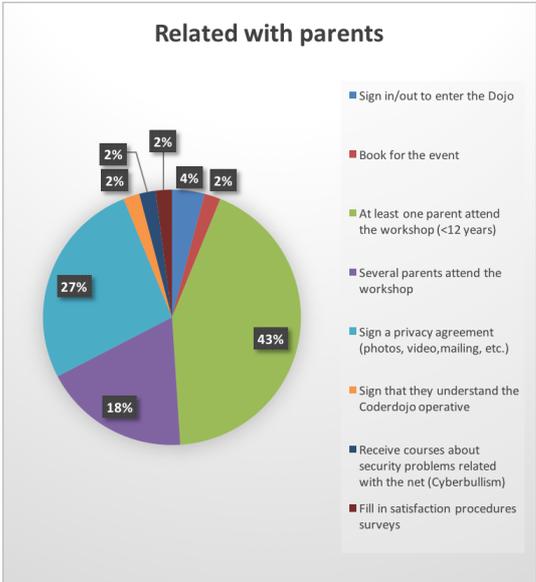
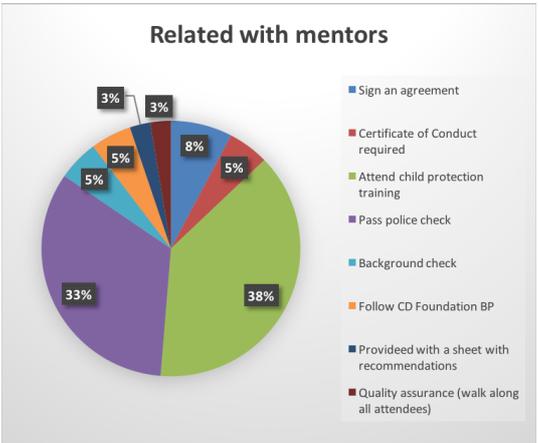
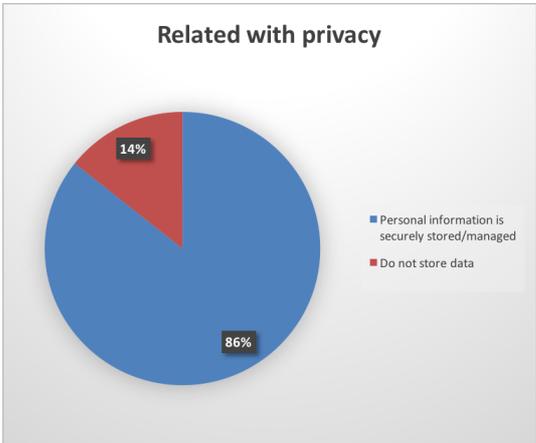
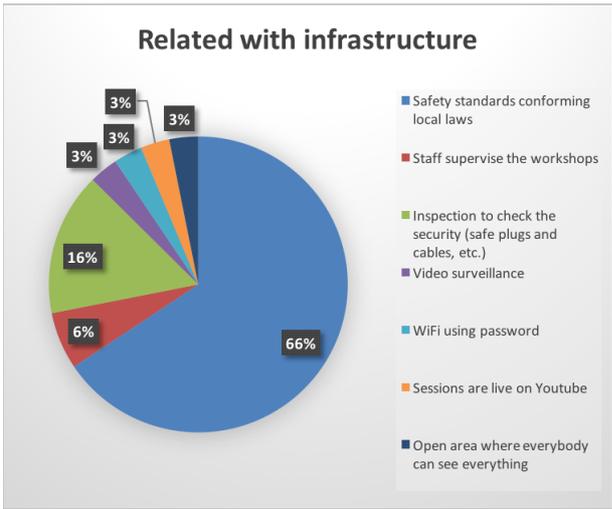
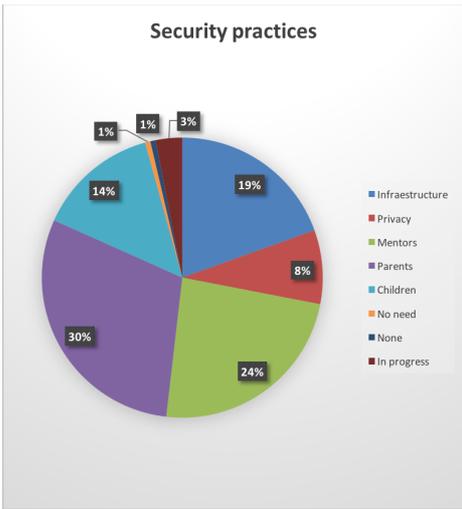


Children protection is a topic really well covered among all Dojos. We classified the practices in different groups depending on the type of protection aimed in the practice: infrastructure, privacy, mentors, parents and children.

The average number of practices per Dojo is two and there are a wide variety of them focused on different aspects from mentor's background checking until parents receiving courses about security problems in the net. Only 1% of the mentors have answered that they are not taking special protection actions.

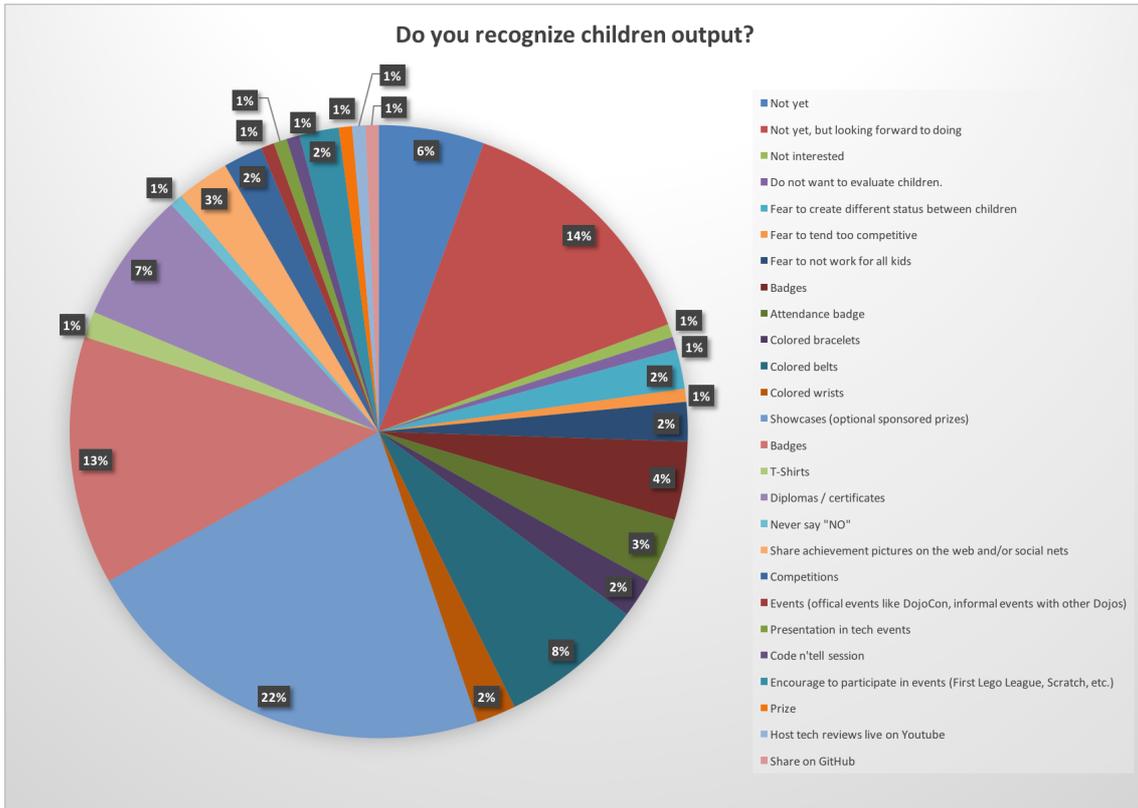
With so many practices and having into account that average practice number is two in this topic, there is a lot of potential to use Best Practices from other Dojos to improve children protection.

In the following charts can be find a detailed division of practices in each of the groups detected.

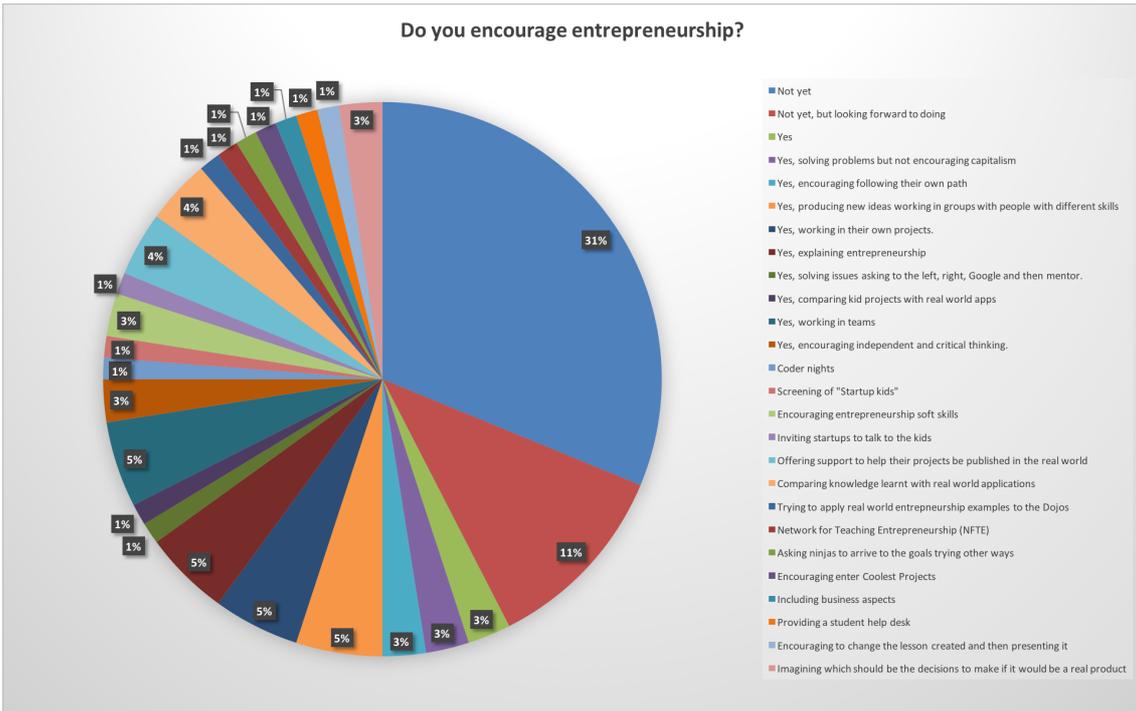


Surprisingly when asked about how mentors meet CoderDojo ethics, we did not receive any response. So this topic will not have any Best Practice.

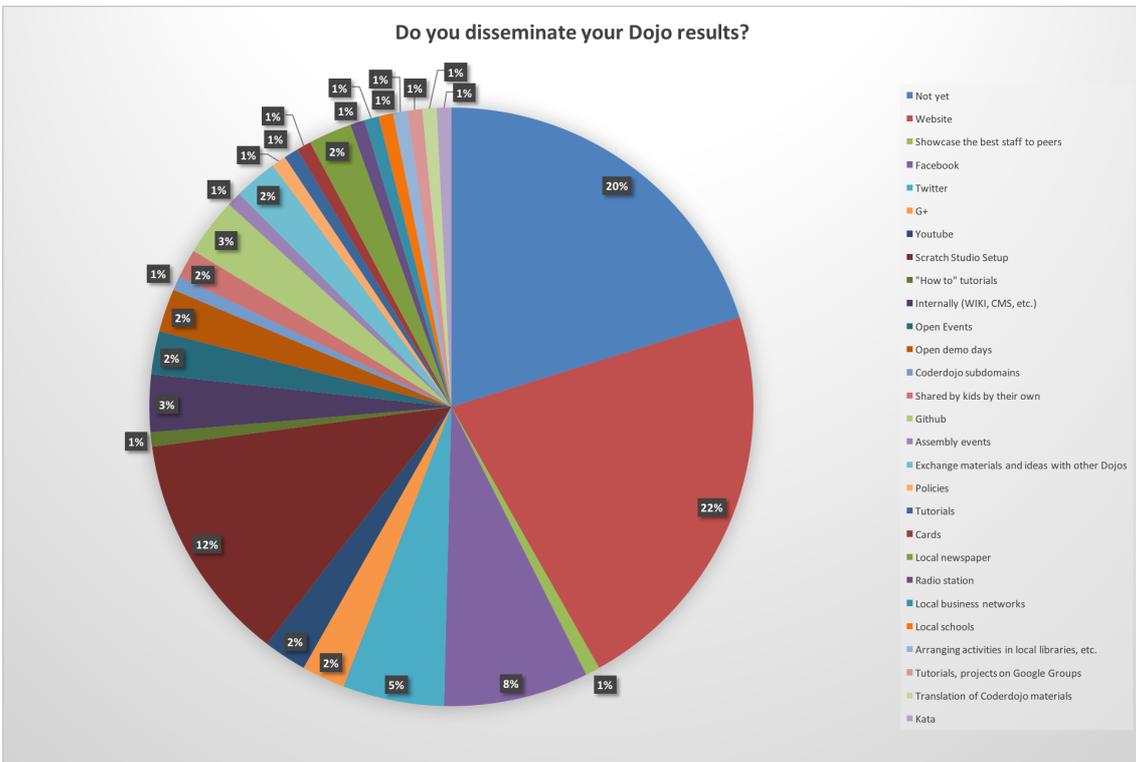
Children output recognition has arisen a controversy because there is a fear to convert workshops in something too competitive, to create different status between children or to not work for all kids. Even so, 66% of the Dojos implement some kind of output recognition in comparison with the 34% who don't. However, 20% of Dojos not implementing any recognition practice are willing to do it soon. As presented in the next chart, there are different practice groups to recognize children output, where the two most common patterns are badges and showcases.



Entrepreneurship encouragement is one of the less covered topics of the research. 42% of the Dojos consulted do not have any practice related with the topic but 11% are willing to do that in the near future. Mentors who are already introducing entrepreneurship concepts in the workshops do that in a wide variety of ways. We have detected 23 practices that can support this topic.



The preferred channel to disseminate Dojo results is the web representing the 22% of all practices. Most of the Dojos has their own web and use it to share their projects. However, there are still 20% of the Dojos who do not publish their results. Scratch is a tool that is very much used specially with youngest kids, this is why Scratch Studio is the selected channel to share projects by the 10% of the practices. In terms of social nets, Facebook is the most used with the 8%.



2.7 Risks

Naturally, despite all its importance and all its positive aspects, the consequences of all procedures involving selection and implementation of a Best Practice encounter obstacles. Some points we kept in mind when considering them are:

- Fit with Dojos and population. Does the Best Practice make sense given the realities of all Dojos? Can it be adapted to match those realities?
- Appropriateness to Dojo goals. Does the best practice in question actually address a champion or mentor specific goals? The fact that it's a best practice for the issue you're concerned with doesn't necessarily mean that it has the same aims you do.
- Availability of resources. A sure way to make an effort fail is to approach it with inadequate resources, whether personnel, infrastructure or skills. It should be make certain mentor understand exactly what a particular best practice will require in the way of resources.

Getting into the dynamics of Best Practice is not only good, but probably unavoidable at this point of the CoderDojo movement. To avoid all the risks as much as possible, we have defined and agreed a criterion to select the Best Practice (section 2.6) and a format to represent them (section 3) trying to avoid all these potential risks. In any case, the knowledge Best Practices provide is by far more important and valuable than the possible risks the user can incur trying to put them practice.

3. Best practices in Dojos

The Best Practices will be presented as one page cards with the following format and content.

Name	ID
<i>The name of the Best Practice</i>	
Need	
<i>Where is the Best Practice applicable? what problems does it address?</i>	
Implementation	
<i>Description of the Best Practice. Tools and techniques used.</i>	
Results	
<i>Main tangible results achieved. What suggestions do experienced practitioners have about applying the practice?</i>	
More resources	

What people or documents can a mentor consult for more information?

Name	ID
Identifying potential mentor's sources	1
Need	
Mentors recruitment	
Implementation	
<p>We've had all types of mentors:</p> <ul style="list-style-type: none"> • Students. • high school programming teachers. • software developers. • university assistants & teachers. • kids who learned to code and evolved to mentors. <p>Identifying all of these branches helped out find out where we look for mentors. Then we did several actions:</p> <p>Firstly, we informed media (newspapers, TV, online papers) that we're recruiting and ran an online campaign with videos and posters made by the kids.</p> <p>Each mentor had to reach out to 3 other colleagues and have them come to find out more about CoderDojo.</p> <p>We held an open doors session for curious people (which also attracted mentors).</p> <p>We reached out to universities, high schools and companies in order to attract more mentors and with the help of the mentors already in the community they shared their experience and it was really useful.</p>	
Results	
Obtain a wide variety and quantity of mentors profiles that is a very interesting source of synergies.	

More resources

CoderDojo Oradea (Romania).

Champion Andrei Munteanu (munteanu.andrei.c@gmail.com)

Name	ID
Start with Facebook events	2
Need	
Mentors recruitment	
Implementation	
<p>Initially we created a Facebook event for the Hour of Code with the intention of investigating interest in starting a CoderDojo, our initial mentors came from this and launched CoderDojo Tramore.</p> <p>Secondly we reached out to parents.</p> <p>Then in all our media (press releases, emails & Facebook) we repeat that new mentors & volunteers are welcome.</p> <p>We contacted lecturers in the nearby college to ask their students if they would like to join us.</p> <p>I researched and contacted local people with the required skills through LinkedIn.</p> <p>We assigned a volunteer recruitment/retention officer to ensure present members are satisfied and to consistently be on the look out for new prospects.</p>	
Results	
<p>They started small using Facebook network and then grow reaching parents, using their social nets, then local colleges and finally one person in charge of recruitment.</p>	

More resources

CoderDojo Tramore (Ireland).
Karen McCarthy (karen101@eircom.net)

Name	ID
Invite volunteers to Induction Trainings	3

Need

Mentors recruitment

Implementation

We have 10 volunteer who run the CoderDojo in Roscommon. Volunteers are recruited by word of mouth, newspaper articles about the great work of the Dojo, radio interviews, visits to the local college in Athlone, local companies, parents of young people attending.

Each adult interested in volunteering completes a standard Foroige Volunteer Application Form and Garda Vetting Form during or after an informal meeting with myself. Both references given on the Volunteer Application Form are followed up.

The volunteer is invited to Induction Training consisting of an opportunity to meet other volunteers, tips on working with young people, information on Foroige policies - drugs, equality, health and safety (insurance) etc.

Each volunteer then attends a half day child protection training certified by the NYCI. Each volunteer is buddied up with a current volunteer. Each term and when needed the volunteers meet to discuss programme plans, fundraising, spending of funds raised and any issues.

Additional training or information on new ideas for the group is offered and shared with the volunteers and parents e.g. introduction to scratch.

Results

Roscommon has a very committed and participating group of volunteers with a common training in Foroige policies.

More resources

CoderDojo Roscommon (Ireland).

Mentor Megan Depinna (megan.depinna@foroige.ie)

<https://www.foroige.ie>

Name	ID
Anyone can teach using simple apps and tools	4
Need	
Mentors recruitment	
Implementation	
<p>We recruit mentors in different ways:</p> <ul style="list-style-type: none"> • Word of Mouth through existing mentors. • Parents who attend with the children and who offer to help or who identify other people in the community who might be able to assist. • Up-skilling parents and those who express interest in helping out. • Those involved in education in the town either in schools (primary, secondary or further education) and the education bodies i.e. ETB. • The Business Community by tapping into the networks of the Local Enterprise Board, Chamber of Commerce and the BNI network. • Participants who have been coming to the Dojo for the past few years. 	
Results	
<p>The result is a wide variety of mentors covering skilled programmers teaching Java or parents explaining how Google Blockly maze works.</p>	
More resources	

CoderDojo Cavan Town (Ireland).

Champion Catherine Fox (coderdojocavan@gmail.com)

Name	ID
Exploit all your city's opportunities	5
Need	
Mentors recruitment	
Implementation	
<p>We have contacted with:</p> <ul style="list-style-type: none"> • Universities of our cities, in particular with professors of the Informatics Departments. I have kindly asked them to introduce us students, that mightily be able and interested in supporting CoderDojo initiative as mentors. • Researchers and PhD Students of Informatics Departments. • Greek Computer Society. • Computer Science Teachers. • Local developers' communities (such as ACM Women, She Sharp, Google Developers Group). • IT-ICT-Robotics Startups. • Software and IT Companies (Microsoft, Google, SAP Hellas, Arduino and other local firms). <p>And:</p> <ul style="list-style-type: none"> • We are friendly and supportive to each new mentor. • We share our passion, our vision and we also share lot of photos from each Dojo to attract similar minded people. • We always use appropriate tags when we are posting in Social networks including the name of our city #thessaloniki 	
Results	
<p>If you are in a big city you probably have a lot of opportunities to find skilled mentors at universities, local developers groups, small and big companies and at already organized associations or ecosystems around technology. The result is a group of experts in almost all areas in technology including programming languages and robotics.</p>	

More resources

CoderDojo Thessaloniki (Greece)

Champion Lia Terzidou (lia.terzidou@gmail.com)

Name	ID
I talk to people, even if they are not interested	6
Need	
Mentors recruitment	
Implementation	
<p>I am a student for Computer Science. I recruit:</p> <ul style="list-style-type: none"> • I talk to people, even if they are not interested I say they can come, have a look around, better to have 30 people flipping a coin whether they want to come than all declining because they do not know for sure. • I put posters everywhere. "Looking for Mentors". In the food court! Every student goes there. • There are clubs for children in tech - I join all of them at least once, if I can. Thus I connect to the community and find people who are willing to come and Mentor. • A regular plan when the dojo is, Newsletter, Twitter, Facebook. It makes it easier for coin-flippers to come because they know that it is. (coin-flippers say: "Yes, I wanted to come so often but something came in the way, I am motivated but forgetful.") • University Professors and Chairs. You can give posters to the secretariat or tell the people in charge that a Dojo is good. Thus, if they teach IT teachers for schools, they may be willing to even mention it to students. Also, there are many places in the university, where posters can be put - but best close to people who know about that to remind them. • Connect to other Dojos/successfully running events in your area. In My case: Jugend Hackt, CoderDojo Berlin, IT-kids-klubs, codeweek, Linux/Python, [Your programming language here] User Groups I made a site to not forget them. • Companies are willing to support your dojo - thus there are people in tech companies who want to mentor. Find them. <p>Talking to people seems to me as much better than any passive poster. Parents may see them but only in rare cases you find mentors with them. Talk to people.</p>	
Results	

- The best results are coming from talking to people (70%).
- Connecting with the local tech clubs for children has good results (20%).

More resources

CoderDojo Potsdam (Germany).
 Champion Nicco Kunzmann (niccokunzmann@gmail.com)

Name	ID
Mentors planning the workshops	7

Need

Workshop development

Implementation

We consider mentoring an opportunity that you can learn a lot from. We offer the mentors (which we treat as specialists in a certain field) the possibility to plan their own workshops, come up with ideas and organize the way they please.

We do offer them all the framework and the support needed. We are also guiding them through this and in case there are in need of advice we can anytime help.

There are different styles from mentor to mentor. Some of them choose to use a projector and showcase different topics, which related to one another after some courses it builds a basic know-how on a topic.

Some of them have a more practical approach and they use examples and working on projects as a way to go and learn. Some of them encourage a lot self work and independence when trying to figure out a solution as you can always go online and search for your answer.

Lastly but very import the workshops even though they are technical they must encourage and develop some of the most basic soft skills out there: communication, team work, presentation and so on.

Results

Independent groups with materials decided and provided by each the mentor. Depending of the content and the style of the mentor the methodologies varies.

More resources

CoderDojo Oradea (Romania).
Champion Andrei Munteanu (munteanu.andrei.c@gmail.com).

Name	ID
Kids decide what to explore	8
Need	
Workshop development	
Implementation	
<p>We are very much led by what the kids want to explore. When they ask about a new/ different area of tech, we ask one of the mentors who may be closest to that area to look into doing up a small into to that area.</p> <p>If it flies, we then decide if we have the bandwidth to support that activity stream and if one of us is interested enough to run with that new area.</p>	
Results	
<p>Groups learn and explore the programming languages and applications that kids propose. The curriculum is not decided by mentors but by kids. Mentors try to train in those areas.</p>	

More resources

CoderDojo Sallins & Naas (Ireland)

Champion Joe Kelly (sallinsnaas.ie@coderdojo.com)

Name	ID
Leaded by kids and motivated by belts	9
Need	
Workshop development	
Implementation	
<p>Our weekly sessions are informal and lead by the kids themselves.</p> <p>The kids work on their own projects supported by the mentors.</p> <p>We use the belt system and sushi cards to motivate the kids</p>	
Results	
<p>Once the group is defined, kids decide how they learn. The curriculum is decided by mentors but kids are free to explore. Mentors give support and use belts to motivate.</p>	
More resources	

CoderDojo Limerick (Ireland)
Mentor Barry (baz@coderdojo.com)

Name	ID
Sense of belonging to a group	10
Need	
Workshop development	
Implementation	
<p>The Roscommon CoderDojo is ran in the Quad Youth Centre which is ran by Foroige. The main aim of this group for 70 young people each term is that young people feel a part of their community, a sense of belonging to a group as a number of the young people do not take part in sport or any other social activity.</p> <p>Being apart of the group they learn valuable life and social skills such as planning, communication, teamwork, leadership, citizenship, problem solving and much more in a fun and safe environment guided by positive adult role models.</p> <p>Also we encourage young people at the end of each term to display the work they have created to parents/ friends and family we invited to an event at the end of each term.</p> <p>Projects have included scratch, films made for the Irish Cancer Society Xhale Youth Film Awards, animations, basic robots, art around internet safety and html.</p>	
Results	
<p>Technological groups with the same sense of belonging that teams in sports. These groups are a great alternative for the kids who don't like other social activities but are interested in technologies. The group encourages all kind of social skills development.</p>	
More resources	

CoderDojo Roscommon (Ireland)
Megan Depinna (megan.depinna@foroige.ie)

Name	ID
Launch and let go	11
Need	
Workshop development	
Implementation	
<p>The aim is to encourage the participants to further explore the topic or activity but there is no need for them to have to attend every session or come back again if they think they can explore the topic further outside the Dojo.</p> <p>We focus on sessions that can be stand alone or that can be the first in a series of sessions on that topic and that new participants can join in.</p> <p>We focus on all types of ICT related activities as well as engineering and science.</p> <p>We use events like EU Code Week or Science Week.</p> <p>New mentors normally participant as assistant mentors for a few sessions before branching out on their own and developing their own sessions.</p>	
Results	
<p>This approach plays the role of a launcher of new groups and kids that are able to progress themselves. It is a great way to generate an ecosystem around a Dojo.</p>	
More resources	

CoderDojo Cava Town (Ireland)

Champion Catherine Fox (coderdojocavan@gmail.com)

Name	ID
Transform a workshop into a video game or a story	12
Need	
Workshop development	
Implementation	
<p>We start to identify the technical capability that we'd like to teach, and on this we arrange a story or adapt a videogame.</p> <p>We start the dojo to tell the story with a video or a presentation that help the children to understand the objective of the dojo and to introduce the scenario or the theme of the day.</p> <p>After we follow a step-by-step tutorial.</p> <p>This way we drive all the children together to arrive at the same level at the end of the dojo.</p>	
Results	
<p>A very engaging group emotionally committed with the story and with a clear understanding of the objective and also a clear step-by-step roadmap to achieve it.</p>	
More resources	

CoderDojo Cava Town (Ireland)

Champion Catherine Fox (coderdojocavan@gmail.com)

Name	ID
Split workshops into 1-hour events	13
Need	
Workshop development	
Implementation	
<p>Each 2-hour event offers students a range of activities. We have 1-hour on computers and 1-hour with robotics. When we began, we had one activity for the full two hours, which was very painful for kids who couldn't stay engaged.</p> <p>We run all of our events through a Badge System. This system offers literal badges to students as they master different activities. An example badge is the Hour of Code badge. We require that each new attendee begin with completing the Hour of Code. This is a great introduction to computer programming and has been completed by 1.2M people globally. Another Badge example is the Scratch badge. Through Scratch, each student can make a new program individually or within a group. These programs must meet certain requirements and the students must example and answer follow-up questions to earn a badge.</p> <p>For most activities, we split into groups. Each group, 3-5 students has a volunteer working with them. The volunteer is responsible for fostering collaboration by enforcing taking turns, asking thought-provoking questions, and keeping kids engaged through trial and error.</p> <p>The volunteers never give the answer, but ask questions and allow students to try everything. In fact, this program is great because often, volunteers don't know the answer and they learn along with the student coders. Recently, 6 volunteers attended the Iowa Statewide STEM Summit and learned more about assigning roles to keep all students engaged. This is a method we would like to soon incorporate in our events.</p> <p>Typically, events are split now, 1 hour on Scratch and 1 hour with the Sphero robots. Engineers and programmers work together to create beginner and intermediate lessons for each of these two technologies. If a coder is brand new to programming, we encourage them to do the Hour of Code first.</p>	
Results	

Very engaging workshop with mentors encouraging kids to find their own answers.

More resources

CoderDojo Muscatine (USA)

Champion Caitlin Johnson (CoderDojoMuscatine@gmail.com)

Name	ID
Design the season upfront and create your own content	14
Need	
Workshop development	
Implementation	

Main mentors meet at the start of a season to decide on a general set of topic areas (e.g. Scratch, electronics, Unity, Minecraft modding). For a topic, we have 1-2 lead mentors who take the lead in coming up with what they will do in the group, such as identifying good tutorials or putting content together.

We avoid talking about "teaching content" but focus on showing kids cool stuff. We do a lot of development of original material.

We encourage lead mentors to write up a summary blog post each week which we circulate via email and Facebook.

Results

Structured workshop with a clear roadmap during the season. Engaging material specifically designed for the groups in the Dojo. Reinforcement of the training through sharing a post summary after each workshop.

More resources

CoderDojo Muscatine (USA)
Champion Caitlin Johnson (CoderDojoMuscatine@gmail.com)

Name

ID

Design for expanding the boundaries of knowledge

15

Need

Workshop development

Implementation

We just follow these steps:

1. We find out the limit of what the kids know.
2. Think of a project that's just beyond their current abilities.
3. Make a tutorial explaining the new concepts.
4. Get them to expand on it in their own projects.

Results

A controlled and engaging evolution of the kids knowledge in a specific area challenging them with new bigger projects.

More resources

CoderDojo Ennis (Ireland)
Champion Laura Painter (laura@geekymonkey.com)

Name	ID
Have a proper balance between number of mentors and kids	16
Need	
Workshop development	
Implementation	

In order to foster diversity and interest: As much material, apps, games, languages as possible are shown to the attendees in the beginning. They can choose.

As attendees need to get enough attention by mentors, be aware which mentors can do what. Create dedicated areas for Hardware, Python, code.org, etc. so that mentors and ninjas find each other.

If there are not enough mentors for the kids, reduce diversity of the material. Tell the attendees that you are low on mentors. Kids start to help each other; parents can help out. There was a Dojo, 20 Attendees and me, and it was manageable by cutting down to only 3 different things.

Be aware that ninjas can get frustrated and nobody sees it. It is a good idea to have a Quality Assurance mentor to walk around a path that leads along all ninjas. Ask, how they are doing, if they need help, what they want to do. Get a mentor there.

The content to teach is totally up to the mentors and ninjas. If a mentor and a ninja want to dive deep into something without a tutorial, they should do it. This allows more advanced ninjas to come to the dojo with their special problems. Even if no mentor knows a solution, they will try to help.

I prefer to teach Programming languages with tutorials in the languages the ninjas speak. Tutorials allow them to continue learning at home and come back with problems. Tutorials or own projects may last over many Coder Dojo sessions. The kids can get help and new ideas.

Results

A right balance between number of mentors and kids boosts engagement and learning.

More resources

CoderDojo Potsdam (Germany)
Champion Nicco Kunzmann (niccokunzmann@gmail.com)

Name	ID
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Need

Kids protection

Implementation

Check premises, cables etc. to ensure physical safety.

We have a friendly hall monitor to oversee kids going between areas and ensure they don't run on the stairs.

We encourage the kids to help each other and emphasize that CoderDojo is their club, giving them a sense of ownership and respect.

We survey parents and ninjas yearly to check their satisfaction in procedures and encourage their input.

Data is maintained in google drive, only 2 people have access.

Results

A safe infrastructure with good habits and a culture of respect.

More resources

CoderDojo Tramore (Ireland)
Champion Karen McCarthy (karen101@eircom.net)

Name	ID
Certified child protection training to volunteers	18
Need	
Kids protection	
Implementation	
<p>Induction Training gives volunteers an opportunity to discuss how to deal with certain scenarios. For example, young person isolating themselves, encouraging team work.</p> <p>They are also given an outline of Foroiges Policies and copies are in the centre when the group is running. Roscommon Dojo is supported by Foroige Staff and follows all the polices and guidelines of Foroige (data protection, child protection, drugs and alcohol, social media policies).</p> <p>Each volunteer then attends a half day child protection training certified by the NYCI. Each volunteer is buddied up with a current volunteer for support. Foroige staff person on site if there is any child protection concerns.</p>	
Results	
Mentors trained to deal with any problem regarding child protection. More expert staff available if needed.	

More resources

CoderDojo Roscommon (Ireland)
Champion Megan Depinna (megan.depinna@foroige.ie)

Name	ID
There are not silly questions	19
Need	
Kids protection	
Implementation	

We have attended child protection courses, and have the parent/guardians in attendance at all times.

All children are encouraged to ask questions and it is re-enforced that there is no such thing as a silly question so all the kids are comfortable asking any question.

Parents/guardians act as a mini security system so that if they see a distressed child yet approach a mentor to highlight the issue, even if it's their own child, the mentor then crouches down beside the child to remove the authoritative state so the child does not feel threatened and feel that they are on a level par with the mentor this increasing safety a comfort levels for the child.

Results

Children are not afraid to ask anything they want and connect on a level par with mentors.

More resources

CoderDojo Ashbourne (Ireland)
Champion Muireann Fagan (Ashbournedojo@gmail.com)

Name	ID
All students sign in and out.	20
Need	
Kids protection	
Implementation	
<p>We perform the following actions in order to protect kids:</p> <ul style="list-style-type: none">• run online safety session.• ensure all mentors are vetted.• ask parents of under 12s to stay.• ask all students to sign in and out.• operate a strict booking policy.	
Results	
Dojo knows who will come to the workshop, who is in and who is out at any time. This way, Dojo can do attendance stats.	

More resources

CoderDojo Castleknock (Ireland)

Champion Ivo Brett (coderdojocastleknock@gmail.com)

Name	ID
Sharing photos	21
Need	
Kids protection	
Implementation	
<p>We perform the following actions in order to protect kids:</p> <ul style="list-style-type: none">• We always blur their faces before posting photos on the internet.• We care to know their parents.• We are asking their parents' permission for sharing their photos/videos.• During the Dojo sessions we ask parents to stay in the room when kids are under 13.• We have volunteers, who watch the children.• We don't share their names or personal data.	
Results	

Mentors and volunteers have a clear protocol to take photos and know how and where use them.

More resources

CoderDojo Thessaloniki (Greece)
Champion Lia Terzidou (lia.terzidou@gmail.com)

Name	ID
Mentors are vetted by official entities	22
Need	
Kids protection	
Implementation	

We have a child protection policy. Mentors are vetted by the Gardaí.

We hold child protection training annually for mentors, using materials that originated in NUI Galway for summer camps.

We do not collect any information we do not need to use (e.g. no phone numbers, no addresses) and we have a small number of designated people who have access to the data we collect.

Results

It is guaranteed that mentors are vetted before joining the Dojo.

More resources

CoderDojo Athenry (Ireland)

Champion Michael Madden (coderdojoathenry@gmail.com)

Name	ID
Parents sign that they understand Dojo procedures	23
Need	
Kids protection	
Implementation	
<p>Once, parents have to sign that they understand certain things about our dojo. This includes Mail & Phone for emergency. Agreements are ordered by last name to find them fast. Parents understand the relationship to mentors and agree to protect the mentors as long as they do not harm on purpose and give them the right to act in case of an emergency. Parents should be there if the kid is 12 or under, with rare exceptions.</p> <p>Food & Drinks. They shall not dehydrate. The attendees help create a buffet - creating a spirit of community and responsibility for each other.</p> <p>Protecting them by putting them in charge and empowering, age dependent: If you tell them that they can use the knife/solder stick and how and they are responsible for it and that nobody shall touch it, most of the work is done. Mentors can help much better if the kids can operate the tools and take care.</p> <p>Quality assurance: A mentor walks around and asks everyone how/what he/she is/will be doing. The mentor walks a path that leads along all attendees.</p> <p>Encouraging parents to join and code protects the parent-child-relationship and -understanding on the long run. I recognize that at about the age of 13 parents start to say: "I do not know what my child does with the computer." We shall not be the cause of that. Maybe parents can support the child better if they understand the child. Parents support is crucial if the child leaves the dojo. We have about 50% newcomers (leavers) each dojo.</p> <p>There are Google accounts available that the attendees can use for their project so they do not need to create an own Google account.</p>	
Results	
Parents know in advance how the Dojo manage all sensible information.	

More resources

CoderDojo Postdam (Germany)

Champion Nicco Kunzmann (niccokunzmann@gmail.com)

Name	ID
Never say no	24
Need	
Work output recognition	
Implementation	
<p>We always recognize the children effort through badges, t-shirts, diplomas and encouragement.</p> <p>Our rule as mentors is "NEVER SAY NO". We want our Ninjas to learn from their mistakes and we usually suggest them the proper way of doing things, as an interesting alternative to what they made. This works really well with them, as they never get frustrated whilst learning.</p>	
Results	
Kids never get frustrated when they do mistakes so they keep engaged.	

More resources

CoderDojo Pisa (Italy)

Champion Stefano Forti (stefano.forti92@gmail.com)

Name	ID
Project presentation twice a year	25
Need	
Work output recognition	
Implementation	
<p>We do have some sort of a badge system in play. We would like to improve it though and have coloured belts used in several technologies.</p> <p>Right now, we also have bi-annual project presentations to which the kids get a chance to present on stage their projects. This is also a way for them to show case their work to other kids, experiment with presenting on stage and we try to encourage everybody to present their work.</p> <p>We manage to obtain local sponsorship for this kind of events so the kids can get prizes and all the costs are supported.</p>	
Results	

Kids never get frustrated when they do mistakes so they keep engaged.

More resources

CoderDojo Oradea (Romania)
Champion Andrei Munteanu (munteanu.andrei.c@gmail.com)

Name	ID
Code n'tell session each week	26
Need	
Work output recognition	
Implementation	

We run a very successful belt system with presentation day every few months.

Each week we offer a "code n'tell" session.

We occasionally show off some of the projects at tech events in the region.

Results

Kids are happy to share with the rest of the ninjas the results achieved during the session.

More resources

CoderDojo Limerick (Ireland)
Mentor Barry (baz@coderdojo.com)

Name

ID

Bracelets in different colours

27

Need

Work output recognition

Implementation

We make use of bracelets in different colours.

Further, at the end of each session, a show-and-tell is organised - kids like that very much- they are not forced to present something - we leave that up to them.

For specific exercise a kind of scorecard is used. For each achievement, a sticker is provided.

Results

Every kid knows the expertise level of everyone and can ask ninjas with higher bracelets about technical issues.

More resources

CoderDojo Lier (Belgium)

Mentor Guy Van Dijck (guy.van_dijck@myonline.be)

Name	ID
Show and tell	28
Need	
Work output recognition	
Implementation	
<p>Currently we acknowledge children by peer review.</p> <p>We do this via 'show and tell' kids do a presentation in a fun and relaxed environment and all other kids watch their presentation and clap and cheer after the presentation. We also ask if they think the child achieved cool and they respond that they do.</p> <p>Afterwards the kids mingle round and play with other kids projects thus re-enforcing the achievement as kids want to play with the other kid's projects.</p> <p>Currently we do not have physical rewards due to funding.</p>	
Results	
Kids are very happy to share with the group their achievement. Furthermore, kids develop their communication skills in front of a audience.	

More resources

CoderDojo Ashbourne
Champion Muireann fagan (Ashbournedojo@gmail.com)

Name	ID
Badges for technical, social and leadership skills	29

Need

Work output recognition

Implementation

Yes, we have our own badge and belt system that we've established.

Our badge system is tailored to the topics that we cover. These include technical, social and leadership skills.

We've also been fortunate enough to find company sponsors to award the kids with "belts" in the form of lanyards, USB sticks, shirts and hoodies.

Results

Kids are very happy to share with the group their achievement. Furthermore, kids develop their communication skills in front of an audience.

More resources

CoderDojo Ennis (Ireland)
Champion Laura Painter (laura@geekymonkey.com)

Name	ID
Follow your own path	30
Need	
Entrepreneurship encouragement	
Implementation	
<p>We encourage to follow your own path. If something is interesting to you (a technology, a topic...) it's interesting to us and it's with working on it.</p> <p>We also encourage to see what you're doing from different points of view:</p> <ul style="list-style-type: none">• you as a coder.• you as a user.• you as a non-playing user.	
Results	
Kids learn to follow their own intellectual curiosities and dreams.	

More resources

CoderDojo Vercelli (Italy)

Matteo Balocco (matteo@matteobalocco.it)

Name	ID
Talks and events about entrepreneurship	31
Need	
Entrepreneurship encouragement	
Implementation	
<p>We encourage the kids to work on projects. When we do this we tell them a bit about entrepreneurship, how it helps to solve problems and overcome obstacles for themselves and people around them.</p> <p>We also have Coder Nights which are mini-hackathons in which we encourage the kids to pitch a project and develop it.</p> <p>We have screenings of "Startup Kids" and in the future we are thinking of running some sort of startup events for the kids, maybe adapting some existing concepts like Startup Pirates/ Startup Weekend in which we already involved the kids.</p>	
Results	
Kids learn entrepreneurship skills and applicability from others.	

More resources

CoderDojo Oradea (Romania)

Champion Andrei Munteanu (munteanu.andrei.c@gmail.com)

Name	ID
Ask left, right, Google and then mentor	32
Need	
Entrepreneurship encouragement	
Implementation	
Yes we encourage them to solve issues by themselves with our motto: "Ask to the left, ask to the right, ask google and then Ask a mentor". This has excellent results.	
Results	
Kids learn to solve problems asking and sharing knowledge with people around them.	

More resources

Allihies Coder Dojo (Ireland)

Champion Liz O'Leary (Abbott_liz@hotmail.com)

Name	ID
Challenge everything!	33
Need	
Entrepreneurship encouragement	
Implementation	
<p>We encourage independent and critical thinking. Challenge Everything! The other advice we give is that every failure is the next best step towards your final and winning goal.</p> <p>Finally, we focus a lot on solution finding as opposed to problem solving. Sometimes trying to forget the problem and re-think the whole picture will more easily get you a solution.</p> <p>These are instincts though and we happen to have a few entrepreneurs minded Mentors on board, so it happens naturally.</p>	
Results	
Kids learn to rethink everything, distinguishing between the knowledge inculcated from others and the knowledge they have learned by themselves.	

More resources

CoderDojo Luxembourg (Luxembourg)
Steve Clement (steve@localhost.lu)

Name	ID
Learning entrepreneurship by helping others	34
Need	
Entrepreneurship encouragement	
Implementation	
<p>Currently I am focusing on the theme of learning and helping others learn, and kids are really good at it. They get up and walk around and ask others if they could help. That's fun to watch.</p>	
Results	
Kids learn that helping is one of the best ways to learn and create positive networks.	

More resources

CoderDojo Sint-job (Belgium)
Jocelyn Darbroudi (brecht.be@coderdojo.com)

Name

ID

Innovate by re-inventing the used materials

35

Need

Entrepreneurship encouragement

Implementation

Through the badge system, coders are encouraged to take the lessons that we create and teach and then remix them, completely change them, or use the tools and tips in a brand new project.

At the end of every session we have 3-5 coders come to the front of the room to show off what they did. They are able to project their project for the whole room of 25 students, 10 volunteers, and 20 parents to see and learn.

We are always encouraging the students to help each other as well.

Results

Kids learn that mixing and/or looking from other point of view the knowledge they already know, they can find innovative ideas and projects.

More resources

CoderDojo Muscatine (United States)
Caitlin Johnson (CoderDojoMuscatine@gmail.com)

Name	ID
Disseminate throw Facebook and Scratch	36
Need	
Results dissemination	
Implementation	
<p>We keep in touch on our Facebook page. There we post the results of the kids attending different events and their results. We encourage them whenever they attend.</p> <p>For scratch we have a studio setup so the kids can share the work, other kids can use it and get motivated by it.</p> <p>We also use local media to spread the word because we're really proud of the achievements of the young ones.</p> <p>Some of them also have set up a set of few tutorials on "how to" things.</p>	
Results	
Ninjas and parents can follow the Dojo activities from Facebook. Mentors can reuse the material from Scratch community. People can know about CoderDojo from local media.	

More resources

CoderDojo Oradea (Romania)
Andrei Munteanu (munteanu.andrei.c@gmail.com)

Name	ID
Dissemination through demo days, open days and parties	37

Need

Results dissemination

Implementation

We have open days and celebrate any global events with a theme, e.g.: Hour of Code, GirlsInICT day, science week, etc., as an opportunity to showcase what we do and what the children have achieved.

We have a demo day where the kids demonstrate their own projects.

Ninjas can bring friends to our parties: Halloween, Xmas, Anniversary, Easter and Summer.

Results

Ninjas share their activities with other ninjas and kids through open events. These events spread the word and teach ninjas interact and communicate their work to others.

More resources

CoderDojo Tramore (Ireland)
Karen McCarthy (karen101@eircom.net)

Name	ID
Dissemination by cooperation with other Dojos	38
Need	
Results dissemination	
Implementation	
We cooperate with other Dojos in our country like the one in Thessaloniki, exchange ideas and material created throughout the CoderDojo sessions.	
Results	
Mentors can learn from near Dojos exchanging materials and experiences with them.	

More resources

CoderDojo Nafpaktos (Greece)
Iraklis Markelis (coderdojo@ekppanou.gr)

Name	ID
Dissemination by sharing materials	39

Need

Results dissemination

Implementation

We post all of our materials on cdathenry.wordpress.com and some on kata.wordpress.com. We always respond positively to requests for our materials. Our materials from Athenry have been re-used in many dojos worldwide.

Results

Mentors and Ninjas can learn from other Dojos using the materials published on other Dojo's websites.

More resources

CoderDojo CoderDojo Athenry (Ireland)
Michael Madden (coderdojoathenry@gmail.com)

Name	ID
Dissemination sharing on Github and website	40
Need	
Results dissemination	
Implementation	
<p>We upload projects to github (https://github.com/CoderDojoPotsdam/projects).</p> <p>Attendees can join the Organization:</p> <ol style="list-style-type: none"> 1. Results received via email will be linked 2. We would link to their repositories. 3. Content created on a CoderDojo computer is uploaded to github and synced. This way their projects can continue at home or and other computer. 4. We present some at the end. <p>Regarding tutorials and languages, currently, we list the tutorials at the Coder Dojo Potsdam Website. There is a "Material" section. This allows them to find these at home (http://zen.coderdojo.com/dojo/861)</p> <p>The tutorials/content of the dojo session are up to the mentors and can change.</p> <p>There is a presentation in the beginning, showing what the new attendees can do.</p>	
Results	

Mentors and Ninjas can learn from other Dojos using the materials published on other Dojo's websites.

More resources

CoderDojo Potsdam (Germany)

Nicco Kunzmann (niccokunzmann@gmail.com)

4. Recommendation Policy

The Recommendation Policy is a summary of all the topics covered by the best practices gathered during the project. It is divided in the themes asked to the Dojos in the several surveys done:

1. Mentor recruitment.
2. Workshops development.
3. Children protection.
4. Workout recognition.
5. Entrepreneurship encouragement.
6. Result dissemination.

In each theme, we recommend the actions, methods, processes, etc. Dojos have told to produce positive results. The objective is to help Dojos in the different themes explaining a wide variety of options already being used in the Community.

4.1. Theme 1: Mentor recruitment

Recommendation 1: Use your own web and social networks

Recommendation 2: Use your own established networks

Recommendation 3: Contact local networks and events

If you're a champion who already has a venue and want to start a Dojo, or you are a running Dojo but want to grow in size, you need to recruit mentors. Gathering a team is a never ending process that help you evolve as a Dojo. Before you start the Dojo, the first task to do should be create a website so that mentors, parents and kids can find you. The easiest way to have a web running is to register your Dojo at Zen (<https://zen.coderdojo.com>). Zen is the CoderDojo platform to help champions and mentors manage their Dojos. It is also highly recommended to create profiles in several social networks like Facebook, Twitter, Instagram, G+ and link them each other. Once you have a digital identity, you can use your website and social networks to tell the world you are recruiting mentors.

Sometimes just posting that you are looking for mentors is not enough. In that case, the recommendation is to contact local educational entities (universities, primary and secondary schools, academies, etc.) and tell them that you have created a Dojo. There are a lot of people interested in the development of these communities in these entities, in particular universities teaching Computer Science, Physics or Maths degrees.

It is also a good idea to contact the Business Community. The Chamber of Commerce can help you getting in touch with active companies in your area. Big companies usually have corporate social responsibility strategies to help this kind of movements. They can help both with mentors but also with sponsorships. In the other hand, startups are very active and keen to support CoderDojo movement.

Another interesting channel to contact potential mentors are Municipality social and volunteer networks. You have a very high probability to find committed mentors in these communities. They are probably registered on Meetup (<https://www.meetup.com>), so just search for them in your area. In any case you can also contact your city council and ask for registered social groups while you take the opportunity to speak about your Dojo.

In case you already have a running Dojo, as well as the channels mentioned above, you can ask parents to help (mentors are not necessarily technical people). Parents can help in several ways, like publishing the events, writing posts, controlling the kids during the workshops, spreading the word of mouth, etc. If your Dojo has several years you will probably have children who can become mentors. Promoting Ninjas to mentors is one of the most rewarding things you can experience in a Dojo.

Last but not least, we also recommend you to contact Dojos close to your area. They will probably give you specific advice on how to recruit mentors in your town.

4.2. Theme 2: Workshop development

Recommendation 4: Decide workshop's methodology

Recommendation 5: Find or create materials to use in the workshops

When you have a team of mentors, the next step is to decide the workshops' topics. They could be a programming language (i.e. C, C++, C#, Java, JS, Python), a hardware device (i.e. Raspberry PI or Arduino), a platform (i.e. NodeJS, Joomla), a tool (i.e. Scratch, WiMi5 or Unity) or any combination of them. Once you have decided it, it is time to design the workshop methodology.

Normally, the responsible for designing the workshop is the mentor or mentors who will lead it, in collaboration with the champion of the Dojo. Mentors usually teach the languages, devices and tools they are familiar with, so the topics of the workshops are very dependent on them. The recommendation is to have several mentors with experience in several topics so that they can support each other in case anyone is absent or indispose.

There are a wide variety of methodologies to follow in the workshops. Choosing one or another depends on the age of the children, the complexity of the topic to teach, the

skills of the mentors and many other variables. In general, a good approach should cover the following points:

- A clear booking process to attend the workshops, including information to find the venue, the date, the start time and duration of the workshop. In this way, champions and mentors know in advance the number of ninjas attending and can prepare the infrastructure appropriately. CoderDojo Zen platform provide this tool to all Dojos.
- Arrange several events during the year (Christmas, Halloween, Summer, end of term, Coolest Projects, etc.) and promote parents' and ninjas' participation to present their results, working progress or future projects. Invite relevant presenters to inspire Ninjas.
- Include soft skills development (communication, team work, presentation) in the workshops. Use simple exercises:
 - Ask 3 and then me.
 - Ask left, ask right, ask Google and then ask mentor.
 - Result presentation at the end of the session.
- Use any combination of the following methodologies depending on the topic and group of ninjas of the workshop group:
 - Explain, example and exercise.
 - Learning sessions + projects in groups.
 - Project/challenge + self-learning.
 - Project/challenge + group-learning.
 - Progress from basic tech groups (i.e. Scratch) to more advanced ones (i.e. Java).
 - Cards (beginner – expert).
 - Step-by-step tutorial in group.
 - Self-directed learning on online websites.
 - Ad-hoc.

The general recommendation here is to avoid the traditional lecture approach and use learning by doing approach, combining any of the above procedures.

After deciding the methodology, mentors have to think about the materials to use during the workshop. There are a lot of resources available on Kata (<http://kata.coderdojo.com>), Sushi (<http://kata.coderdojo.com/wiki/Sushi>), other Dojo's websites and on Internet. Mentors have to decide if they prefer to use existent materials or create new ones to better suit them to their needs.

In any case, the recommendation is to have materials covering beginners until experts because it adds a great flexibility in groups where there are different levels of expertise,

or new Ninjas enter the group during the year. These materials allow ninjas learn at their own pace without interruptions while mentors can help others.

4.3. Theme 3: Children protection

Recommendation 6: Prepare the infrastructure

Recommendation 7: Manage privacy

Recommendation 8: Define parent's role and management

Recommendation 9: Increase children safety and protection

Description

4.4. Theme 4: Workout recognition

Recommendation 10: Use badges to recognize progress

Recommendation 11: Arrange and participate in events, competitions and showcases

Description

4.5. Theme 5: Entrepreneurship encouragement

Recommendation 12: Encourage entrepreneurship mind-set

Recommendation 13: Collaborate with local startups

Description

4.6. Theme 6: Result dissemination

Recommendation 14: Use social nets, Dojo website and other communities to share

Recommendation 15: Arrange and participate in events

Description

5. Conclusions

[TODO: The summary and conclusions. At the end of the process]

6. Next steps

Now that the Best Practices are finished they will be published on the CoderDojo Foundation web (coderdojo.com) and notified to the whole community using the channels already established.

Even though the goal of this output is to share the knowledge and experience concentrated on the Best Practices, this section proposes several actions to broaden the scope of this deliverable. The objective is to enumerate a set of actions to be performed in order to transform this output into a first step to build a continuous improvement process. The continuous improvement will drive sustainment and ongoing improvement of the Best Practices, giving it continuity along the future. It will allow the Best Practices grow as CoderDojo evolves as a community in a fast growing and complex environment.

6.1 Best Practice web analytics

The first step after publishing the Best Practices on the CoderDojo website should be measure the activity in the new section. This information could be used to tailor future actions related with Best Practices to what the community demand. In this way we could know:

If Dojos are using Best Practices.

Which Best Practices are the most consulted.

Which topics are more demanded and hence need more help.

All these measures will provide valuable guidance to improve the Best Practices data base.

6.2 Communication channels

By measuring the activity of the community accessing the Best Practice section on the web we can respond to a certain type of questions, like the mentioned in the previous section. However, web analytics are not sufficient to know the experience of Dojos including Best Practices in their realities and answer questions like:

Are Best Practices easy to implement?

Are they helping?

Are there new areas where Best Practices would help?

How can Best Practices be improved?

To this end a bidirectional channel must be established in order to gather the community voice. The proposal is to extend the Best Practice web section to include simple tools so that champions, mentors and volunteers can send their suggestions, comments and questions. Our proposal is to use the Zen Forum creating a specific topic for Best Practices. The advantages of using this tool over others are:

Dojos can answer one another's questions, thus reducing CoderDojo Foundation support costs.

If CoderDojo Foundation or a Dojo member answers someone's question, especially with a detailed response, this information can be referenced in the future, so it isn't needed to recreate it every time someone asks the same question.

By having an online community, Dojos are encouraged to visit the website more often, and then they tell others about it.

Champions and mentors will typically and freely share ideas on how Best Practices could be improved.

The Forum tool already exists so there is no need to implement anything new.

In brief, the Zen forum is a cheap resource and low maintenance tool that encourages community communication around topics. Therefore, it is the ideal candidate to centralize the communication channel with the Community. It is only needed to link the Best Practices web section with the Best Practices Forum.

6.3 Continuous improvement process

The last step after measuring the Best Practices usage on the web and gathering the experience of Dojos using them, is to update the Best Practice data base and notify it to the community through the usual channels (newsletter). Then use the data coming from the web stats to analyse the results of the changes and determine whether it made a difference. In a community formed and led by volunteers like CoderDojo this kind of light continuous improvement process could have positive results.

Annex I: Glossary of Terms and Abbreviations

Most of the terms are defined at the Dojo Dictionary³ and are described here only for convenience.

CoderDojo CoderDojo is an open source, volunteer led movement orientated around running free not-for-profit coding clubs and regular sessions for young people aged 7-17. CoderDojo puts an emphasis on self motivated learning through project work, peer to peer mentoring and the creation of socially innovative projects.

Dojo Dojos are coding clubs for young people between 7 and 17 years, so that they learn how to code, develop websites, apps, programs, games and more. In addition to learning to code, members meet like minded people, present what they've been working on and engage with their peers.

Champion A CoderDojo champion is an individual who volunteers to take charge of setting up, running and maintaining a Dojo. Champions do not have the ability to computer program, but possess the skills required to bring together technical Mentors and supporters and to arrange a venue to run the Dojo.

Mentor A mentor is a technically skilled individual who guides Dojo attendees and facilitates their learning and project work during the sessions. Mentors usually have a preferred area and expertise within which they like to work (e.g. HTML, Python, etc.) and this can influence the topics covered in the Dojo.

Volunteer A volunteer is an individual who helps with administration and related services. Parents of regular attendees and non technical individuals who want to help out often work in Dojos. It is also not uncommon for volunteers to learn the basics of Scratch and be able to work with beginners as a mentor.

Ninja Ninjas are the youth members of the CoderDojo Community. Ninjas learn and explore in Dojos to become masters in coding! Ninjas are between 7 and 17 years old.

³ http://kata.coderdojo.com/images/a/a0/Dojo_Dictionary_draft_5.pdf

- Kata* Kata is an open forum for the CoderDojo community to share resources with one another and work together to grow the knowledge of the members within the movement. Here you will find access to an Overview of Learning Resources, information on Organising a Dojo and access to information about the CoderDojo Community.
- Echo* To enable establishing a cool learning environment CoderDojo ECHO (Ethos, Culture, Happiness and Outcomes) has been developed. It has been designed to be simple, understandable, practical and translatable as possible. It is a useful guide for all existing and new Champions and volunteers to implement best practices.
- Sushi* CoderDojo Sushi is delivered on double-sided laminated cards known as Sushi Cards. One card = one concept. Dojo Sushi is a method of communicating programming concepts which is suited to the CoderDojo environment. Concepts are communicated in easy-to-digest, bite-sized chunks (hence Sushi).
- Zen* Zen is a community platform for CoderDojo. It is a system planned to consolidate all the CoderDojo services in one place. All members create an editable profile and can contribute to forums, while champions can easily manage their Dojo and award badges to their members.
- Badges* Digital badges are a way to acknowledge digital skills achieved by attendees at Dojos. They are an online representation of skills you have obtained and are awarded on Zen. They are almost like awarded once someone reaches a certain level or learns a particular skill.
- Belts* CoderDojo Logo Wristbands ‘Belts’ are used in some regions for coding achievement. These belts contain a memory chip whose size depends on the Belt colour. The award of Belts is managed by the Mentors to ensure that their value is maintained and respected. Find out more on Kata!

Annex II: Bibliography

[TODO: include the references]

Annex III: Collection information form

1. Survey 1.

1.1 General information

The goal of this section is to identify the Dojo and the person to contact in case the practice is selected as a Best Practice.

Dojo name		
City		
Country		
Contact information	Contact name	
	Role	<input type="checkbox"/> Champion <input type="checkbox"/> Mentor <input type="checkbox"/> Volunteer <input type="checkbox"/> Other <hr/> —
	E-mail	
	Mobile	

A CoderDojo Champion is a volunteer organiser who takes charge of setting up, running and maintaining a Dojo and following the CoderDojo ethos to facilitate young people to learn computer programming at no cost to themselves or their parents - See more at: <https://coderdojo.com/organise-a-doj/#sthash.Mks2xRkR.dpuf>

1.2. Practice specific information

In this section we are trying to collect potential categories to classify the Best Practices. The goal is that Dojos can look for a specific type of Best Practice (methodology, action, etc.), specific area where they have a problem or both. Feel free to add new types and areas if needed.

Practice name <i>(The title of the potential Best Practice)</i>	
Short description <i>(A summary of 100 words max. explaining the practice)</i>	

Type <i>(Select the type of the practice)</i>	<input type="checkbox"/> Action <input type="checkbox"/> Methodology <input type="checkbox"/> Tool <input type="checkbox"/> Other (specify)	
Area <i>(Can you say in which of the following categories this practice best apply? Check in several ones if needed and/or add any new category if none apply)</i>	Establishment	<input type="checkbox"/> Recruitment of mentors
		<input type="checkbox"/> Curriculum content
		<input type="checkbox"/> Child protection measures
		<input type="checkbox"/> Social/Ethics
	Operation	<input type="checkbox"/> Recognition of work output
<input type="checkbox"/> Encouraging entrepreneurship		
<input type="checkbox"/> Dissemination of activities		
Other (Specify)		

1.3. Practice characteristics

This is the detailed explanation of the practice.

General objective <i>(Explain the general qualitative problem the practice solves)</i>		
Specific objectives <i>(Enumerate the specific objectives the practice solves. These objectives must be measurable)</i>	Objective 1	
	Objective 2	
	Objective 3	
Description <i>(Describe the practice in approximately 500-1000 words)</i>		
Actors involved <i>(Mark the roles involved in the practice. Add a new one if needed)</i>	<input type="checkbox"/> Champion <input type="checkbox"/> Mentor <input type="checkbox"/> Volunteer <input type="checkbox"/> CoderDojo Association <input type="checkbox"/> Other (specify)	

<p>Characteristics of the target of the practice <i>(Sometimes we do specific actions for specific audience. For example, some things apply to children of 7-9 years old that do not apply to teenagers. Or something that makes sense in Africa does not make sense in Europe. We use this information to better implement the practice in other contexts)</i></p>		
<p>Resources destined for this practice <i>(Specify the resources allocated to perform the practice in terms of time, people and money)</i></p>	Time	
	People	
	Money	
<p>Short description of the monitoring system <i>(Mark if you monitor the results of the practice, and if applicable, how you do that)</i></p>	Monitoring system	<input type="checkbox"/> Yes
		<input type="checkbox"/> No
<p>Evaluation of the results <i>(Mark if you evaluate the results of the practice, and if applicable, how you do that)</i></p>	Evaluation system	<input type="checkbox"/> Yes
		<input type="checkbox"/> No
	(Short description)	
<p>Short description of the transfer procedure <i>(Any recommendation or something to take into account if some other Dojos want to implement this practice?)</i></p>		

1.4. Practice results

The goal of this section is to measure the results of the practice so that we can decide if it is a potential Best Practice other Dojos can implement.

Degree of compliance with specific objectives <i>(Fill in the level of compliance in each of the specific objectives declared in the previous section)</i>	Objective 1	%
	Objective 2	%
	Objective 3	%
Results obtained with respect to the situation that led to the practice <i>(Explain the positive results after the practice was implemented compared with the situation before the practice)</i>		
Resources destined for this practice <i>(Specify the final resources consumed to perform the practice)</i>	Time	
	People	
	Money	
Impact <i>(The practice has achieved visible results in...)</i>		
Scope <i>(The practice has influenced on...)</i>	<input type="checkbox"/> Champion <input type="checkbox"/> Mentors <input type="checkbox"/> Volunteer <input type="checkbox"/> Children <input type="checkbox"/> Parents <input type="checkbox"/> Social associations <input type="checkbox"/> Public authorities <input type="checkbox"/> Other (specify)	
Products <i>(Have you created and/or used any information or tool to perform the practice?)</i>	<input type="checkbox"/> Publications <input type="checkbox"/> Web page <input type="checkbox"/> Tools <input type="checkbox"/> Other	

1.5 The questionnaire after sent using Google Forms

The questionnaire was written and sent using Google Forms.



CoderDojo Erasmus+ Best Practice Questionnaire

CoderDojo has been selected to participate in Erasmus+, a EU funded programme aiming to boost skills and employability, as well as modernising Education, Training, and Youth work.

As part of this project delivery partners from the European CoderDojo Community are leading research into CoderDojo. This project is led by the Cork Institute of Technology (CIT CoderDojo) with the support of the CoderDojo Foundation (Docklands Dojo), Wimi5 (CoderDojo Bilbao), The Nerve Centre (CoderDojo Mobile) and IBE (CoderDojo Poland.)

One of the goals of this project is to collect the Best Practices of all the CoderDojos worldwide. When complete, a Best Practice and Policy Recommendation document will be provided to all the Dojos.

This questionnaire is the first step to gather information about the practices you consider should be shared among the rest of the CoderDojo Community. To help you decide about what a Best Practice is, find following the definition:

"A CoderDojo best practice is those actions, methodologies or tools, that have been already implemented in at least one CoderDojo, which have demonstrated their ability to introduce transformations with positive results in the activities of CoderDojos, and are capable of being transferred to other contexts."

Please, fill in the form to identify your local CoderDojo and the person to contact in the case that your described practice is selected as a Best Practice.

Regards,

The CoderDojo Erasmus+ Project Team

2. Survey 2

2.1 The questionnaire

In this section we're making several questions about the creation and organization of your Dojo. No need to answer all the questions. Remember that the goal is to share those practices that you think can help other Dojos in the world. To help you decide about what a Best Practice is, find following the formal definition:

"A CoderDojo best practice is those actions, methodologies or tools, that have been already implemented in at least one Dojo, which have demonstrated their ability to introduce transformations with positive results in the activities of Dojos, and are capable of being transferred to other contexts."

If you aren't sure what to say, you can use the following points as a guide to answer:

what is the objective of the practice?

is the practice for a specific audience (children, parents, mentors, other)?

can you measure the results of the practice? if so, do you monitor and/or evaluate the results?

does the practice have special characteristics that must be taken into account to be replicated in other Dojo (cultural differences, geographic issues, etc.)

have you developed any material to support the practice (website, documentation, procedure, methodology, etc.)?

However, it is not mandatory to answer all the questions, so feel free to answer what you consider relevant.

How do you recruit mentors?

If you are running a Dojo you probably have several mentors. Explain if you did special actions to recruit them.

How do you develop the workshops?

You can explain how you decided what content to teach and if you follow a special methodology to give the content.

Do you anything to protect the children?

For ninjas there is only one rule: Be Cool !. However we need to ensure that we create safe spaces, safeguard children, encompass the ethos, guarantee privacy and data protection. Tell us if you do something to cover these topics.

Do you recognize the children work output?

For instance, digital badges are becoming a popular way to acknowledge digital skills achieved. They are an online representation of skills children have obtained.

Do you encourage entrepreneurship?

Explain if you include actions to teach your ninjas to think like an entrepreneur.

Do you disseminate your Dojo results?

Tell us if you publish your Dojo projects, examples, tutorials, etc. and/or arrange activities with them, engage new ninjas...

Do you have any other practice that could help other Dojos?

If you develop a practice you think could help other Dojos, please explain it here.

2.2 The email sent to Dojos

Win 5 Pi's for your Dojo!

[View this email in your browser](#)

Hi CoderDojo Champions!

During the summer we sent an e-mail informing that CoderDojo was selected to participate in [Erasmus+](#), a EU funded programme aiming to boost skills and employability, as well as modernising Education, Training, and Youth work.



WIN FIVE
Raspberry PI!

helping other Coderdojos with
your **Best Practices**. Be cool!



One of the goals of this project is to collect the Best Practices of all the CoderDojos worldwide. When complete, a Best Practice and Policy Recommendation document will be provided to all the CoderDojos. This short questionnaire is the first step to gather information about the practices you consider should be shared among the rest of the CoderDojo Community. We will select (at random) one lucky Dojo and send them 5 Raspberry Pis for participating!

[Complete Questionnaire](#)

If you have any questions please contact: info@coderdojo.com

Thank you very much!

The CoderDojo Erasmus Plus Project Team

Annex IV: Identification form

1. Practice characteristics

Objectives	Valuation (0-5)	Evidence
Aspect 1		
Aspect 2		
Aspect n		

Actors involved	Valuation (0-5)	Evidence
Aspect 1		
Aspect 2		
Aspect n		

2. Practice results

Aspects to be valued	Valuation (0-5)	Evidence
Aspect 1		
Aspect 2		
Aspect n		

Annex V: Evaluation form

0	1-3	4-6	7-10
Without any information	Several evidences has been identified	Enough evidences has been identified	Many evidences has been identified

Dimension	Criteria	Aspect id	Rating	
Characteristics	Criterion A		A	
	Criterion B		B	
	Criterion C		C	
	
	Subtotal1=(A+B+C+...) / N x %			
Results	Criterion A		A	
	Criterion B		B	
	Criterion C		C	
	
	Subtotal1=(A+B+C+...) / N x %			
Total = Sum (subtotal 1 + subtotal 2 + subtotal N)				