

European Vocational Education & Training (VET) Solution for e-Inclusion Facilitators

Results of a multi-country analysis: Context analysis in four European countries

WP4/d4.4: Multi-Country Context Analysis results
/d4.5 *e-Facilitator for Social Inclusion* Professional Profile
/d4.6 *e-Facilitator for Social Inclusion* Competences Gap
prepared by D-O-T
(quality issues by L'Apis - certification issues by TU DO)

Content of this presentation

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1. The project

Training e-Inclusion Facilitators

Project background: The project aims

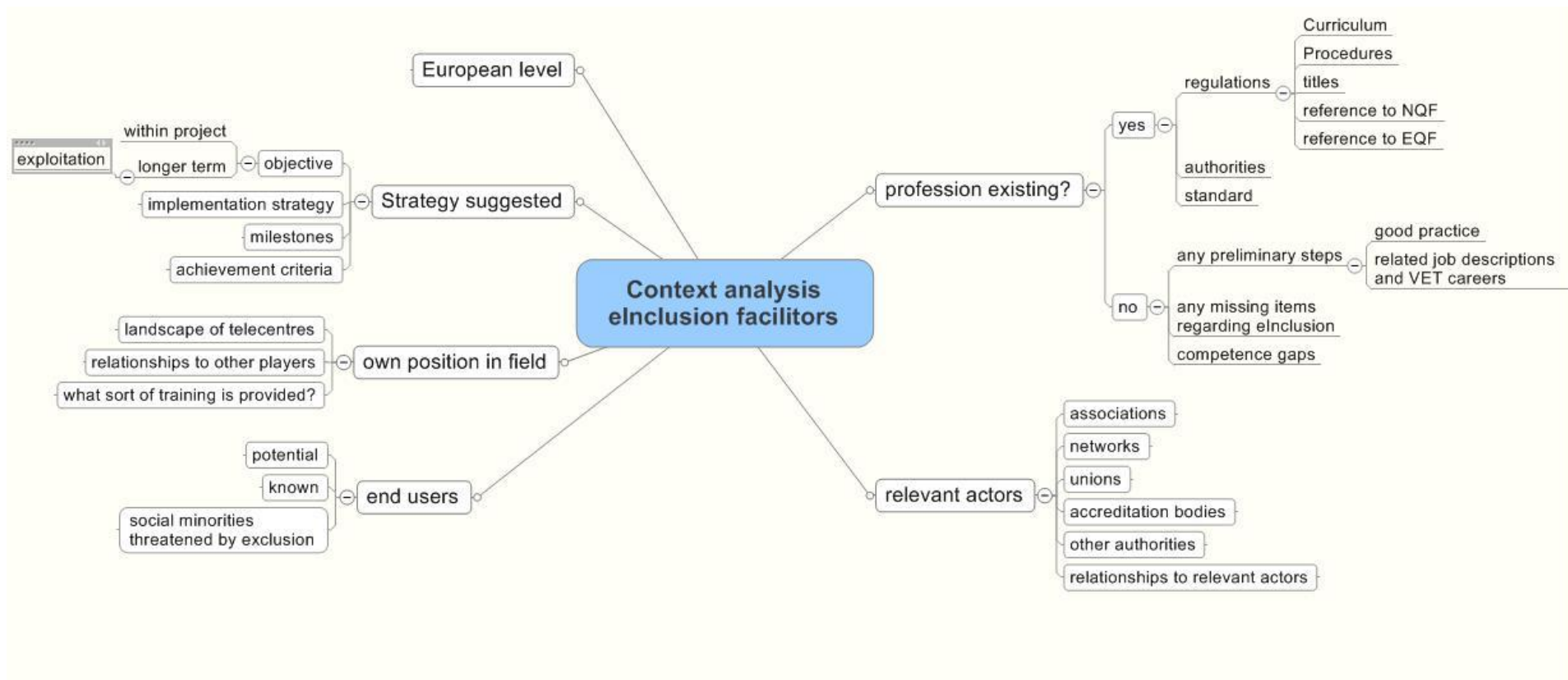
- The EU financed project “European VET solution for eInclusion Facilitators” (VET4e-i) proposes to develop an innovative brand new VET solution in order to help European countries to cope with the common challenge of eInclusion, by supporting the vocational training of *e-Facilitators of Social Inclusion* in a diversity of contexts (local/regional telecentre networks maintained by NGOs and the public administration; civic centres; libraries; adult schools; etc).
- The project aims to design, test and implement a certifiable training curriculum for e-Facilitators whose work is focused on the development of key competences of users at risk (digital competences, civic and interpersonal skills, learning-to-learn abilities) for their empowerment in a Knowledge Society.
- The training curriculum will be supported by a devoted blended learning environment inspired in Web 2.0 (ning, blogs, wikis) and user-centred didactics (constructivism, learning-by-doing)

Project background: The project aims

- Eight partners from five European Countries participates: Bulgaria, France, Germany, Italy and Spain.
- Half of them are social organizations with different level of experience in this field:
 - **ICT Development (Bulgaria):** 150 e-Facilitators working in 120 telecentres across the country (they offered 10 types of courses in the area of ICT to around 200.000 end users)
 - **La Ligue (France):** an undetermined but increasing number of e-Facilitators working in multimedia centres belonging to its 102 federations and 30,000 member associations, complemented by **INFREP's** 33 training centres
 - **ARCI (Italy):** 1.400 e-Facilitators working (after an initial training course) in 270 PAAS centres in Tuscany + approximately 114 SPRAR integration operators and an estimated number of 50 immigration info-points operators with some e-facilitation tasks and competences.
 - **Esplai (Spain):** 3.413 e-Facilitators trained in its Spanish Telecentre Academy from 2005 (116 training activities covering their different needs). More than one million end users were served by the trained e-Facilitators. A number of them (<100) are employed in Esplai's own telecentre networks.

Project background: the current research

The context analysis methodology and tools were designed by D-O-T, in collaboration with TU DO and L'Apis, bearing in mind the project's needs stated in the project's proposal and the results of discussions in the Awareness Workshop held in Barcelona (Nov'09)



Project background: the current research

- The context analysis was locally run by the social organisation partners (ICTDB, Infrep, ARCI, Esplai) in their respective countries (Bulgaria, France, Italy, Spain). This analysis displays common and different aspects concerning e-Facilitator professional profiles, their competence gaps and the available offer of online courses for the development of a VET curriculum in the different countries.
- Additionally, partners conducted a research to identify specific competence gaps of e-Facilitators in their countries. This research was done through national surveys. In total, around 250 e-Facilitators in four countries participated in this survey.
- The following slides present the main findings of the multi-country analysis, which compares the outcomes of the four individual context analysis and four national surveys.
- Afterwards, conclusions from this analysis are drawn. They regard the e-Facilitator professional profile and his competence gaps, matching them with the training contents that an “ideal” vocational training curriculum should offer. At the same time, certification issues concerning the formal recognition of this curriculum across Europe are preliminary identified.

Project background: post-research action

- In following steps, the project members will design, develop and implement a new brand solution to prepare professionals to work as e-Facilitators in different settings in different countries.
- At this scope, after presentation and discussion of the preliminary findings of this research during a project meeting held in Paris on April 28-29, 2010, the partnership selected 11 training modules to be tested in the four countries where social organisation partners are based.
- The delivery mode was also discussed there, and chosen to be “online training” because it is more affordable to produce (and reproduce in new contexts), cheaper to deliver and can reach larger groups, thus making easier the future sustainability, scalability and transferability of the solution to other NGOs, networks and VET institutions.
- As planned, the results of this project will set up the basis for a future “European Academy of eInclusion Facilitators” to which foundation the partners are highly committed.

2. Comparative context analysis

Identifying common and divergence aspects across participating regions/countries

[d4.4 – part 1]

FR: e-Facilitator profiles

Cyber base e-facilitator:

- Full time job devoted to digital literacy
- Trained in didactics (compulsory) and technical issues
- Main tasks: communication and welcoming of the public, project/workshop design, pedagogical animation (technical training outsourced)

“Espace Culture Multimédia” (ECM) e-facilitator

- Focused on digital literacy for all the audiences, with a view on multimedia projects aiming at cultural development on a local scale
- Works in partnership with local actors

Specialised profiles:

✓ **Job Cyber base e-facilitator**

- Focused on employment, training, guidance and entrepreneurship fields
- Receives job-oriented didactical training
- Works in partnership with the employment agencies services.

✓ **Justice Cyber base e-facilitator**

- Oriented to specific target groups (offenders and inmates)
- Trained in penal law and administrative law, as well as in media and job research

ICT trainer

- Teaches for-the-job basic and advanced ICT skills
- Has relational qualities targeted towards didactics and oral communication
- Applies e-Learning to overcome job’s constraints
- Designs user-oriented pedagogical paths considering the different needs (part time jobs, private sector, etc.)
- Evaluates user knowledge and training results

FR: e-Facilitator job places



National programs

- ECM programs [around 400* e-F.]: public places for multimedia access and training within cultural organisations (libraries and media libraries, towns cultural centres, cinemas and audiovisuals centres, national scenes, art centres, musical places, etc). “ECM” label is not supported anymore.
- Cyber base program [1.800 e-F.]: aimed at digital divide reduction through workshop, free access and individual guidance at NetPublic labeled centres. Specialised sub-programs for job seeking and entrepreneurship [276 e-F.] , for offenders and inmates [15 e-F.], and coming soon for the school.
- “Point Cyb – espace jeune numérique” (digital youth place) [900 e-F.]: aimed at improving young people access to information through ICT, creating close digital places, favouring citizenship and developing artistic and cultural practices via ICT.

Other programs (based on vocational training and self-learning)

- P@t (Internet access Points) [140* e-F.]: at-distance tutored and self-learning
- APP (personalised pedagogy workshops) [290 e-F.]: training activities organised around a resources centre administrated by individualised training professionals.
- INFREP training centres [100 e-F.]: vocational training

*no official figures available

FR: e-Facilitator job requirements

Cyber base:

- ICT skills level: ISCED 5 (International Standard Classification of Education). The diploma isn't required, only the level (there are a lot of self-taught e-facilitators)
- Diploma/experience in animation, supervision and knowledge transmission to a group (often BPJEPS, at least BAFA)
- English is important in ICT but not considered as a requirement
- Labour market knowledge and job researches techniques (for *Job Cyber base* specialty)

All the above requirements are recommended, not mandatory (each centre decides)

ECM e-Facilitator: a good general culture and ICT skills are mandatory (even though they are not formalised with a diploma). Free software, Gimp and Open Office knowledge are positively evaluated. Experience in group animation of all age is also required.

Training Centres: For ICT skills, ISCED5 level (ISCED6 for more specific field can be asked); however, many ICT trainers are self-taught and don't always have the corresponding diploma.

FR: e-Facilitator learning gaps

ICT: keep themselves updated on ICT evolution and how to adapt to it; digital media, website creation, freeware, DTP software; computing maintenance and network management

Didactical methodologies and socio-cultural animation: how to adapt animation to different target groups (which vary from model to model, ranging from children, young people and seniors to migrant and job-seekers, people with disability, etc.); how to individualise training for digitally illiterate people

Management of user services: how to administrate online spaces, use web 2.0 and manage social networks as resources for own user's communities; how to set up a server or an internal forum of discussion

Management of services: to organise and administrate projects, fund-raising, partnership creation and to answer calls for tenders

Foreign languages: technical English

Job Guidance: how to provide job guidance for professional insertion; deeper knowledge of job market, job research techniques, job measures and entrepreneurship; how to transfer information towards relevant structures.

FR: Vocational Training options for e-F.

University Diploma:

- ICT DU with the option : animator / tutor
- “Digital spaces animator”
- “Multimedia mediation and Internet Tutorship”

Other Formal Certifications:

- Training for BPJEPS : “Vocational Brevet for Youth, Popular Education and Sport”, with the option “ICT – animator for digital access public places” [Certified by Training centres]
- Training for the diploma BEATEP : “State Brevet of Animator and Technician for Popular Education and Youth”, with the multimedia option [Certification by Associations, Universities]
- Training for vocational certification CATIC : counsellor and assistant in ICT [Certified by AFPA]

Non Formal Training (public training centres like CNFPT/AFPA):

- Cyberbase e-Facilitators training: Initial path “Job”; Complementary path “Uses & Competences”; Module “Practices Analysis”
- Technical administration of a platform and security
- Workshops animation and communication
- Internet – professionalisation about Web 2.0 tools

FR: VET and Certification issues

- VET plans, including Certification issues, are a regional competence (except for training of specific groups like disabled people, illiterates, inmates)
- Initial VET training is available for pupils leaving year 10 in the junior high school and for young people under 26 (via an apprenticeship), allowing them to attain a professional qualification certified by a vocational diploma.
- Continuing VET is managed by both enterprises and the social partners. More common modalities are the *Training plan* (company's initiative), *Individual Training Leave* (CIF) and *Skills Review Leave* (CBC) (both employee's initiatives), *Individual Training Right* (DIF – negotiated process). CIF are most often long programs resulting in formal qualifications (754 hours on average in 2007).
- There is a system for the validation of non-formal and informal learning (VAE). It allows each individual with 3+ years of work experience to obtain a vocational certificate (normally awarded by a professional branch) through a jury who assess the worker's submitted file and decides to validate all or part of the degree sought.
- Concerning the Certification of e-Facilitators, an application should be submitted to the National Commission for Professional Certification (CNCP). **Steps:** 1) a examination by the CNCP secretariat; 2) examination by the specialised commission which will define the opportunity of such a certification on the labour work and will look for links with existing certifications; 3) examination by the CNCP; 4) if it is accepted, the certification is registered in the Jobs National Repertory (RNCP).

IT: e-Facilitator profiles

Points for Assisted Access to Services (PAAS) facilitator

- Volunteers, plus some paid employees are working in this public regional network of 270 centres in Tuscany
- They promote access and use of internet, e-government and on-line public services to all citizens.
- Sub-profiles: **1. Technician of e-services mediation and facilitation and of digital inclusion** (basic profile, focused on the inclusion of weak social groups affected by the digital divide); **2. Cultural mediator** (specialised in migrant users); **3. Online training tutor** (specialised in e-Learning - see below)

TRIO online training tutor

- Provides support to users of the Tuscany's public web-learning system TRIO, which operates through PAAS and other eLearning poles (e.g. in penitentiary centres)
- His mission is to accompany and motivate online training users, helping them individually to overcome any possible obstacle, and handle eventual problems related to online training.

Arci's Immigration Infopoint operator

- Diversified profiles, due to the nature of the services provided (legal consultants, cultural mediators, interpreters, trainers, experts in civic, social and political issues).
- Common aim: promotion of migrants' empowerment, autonomous access to public services and active participation in public life.
- Common need to improve their ICT knowledge due to increasing "digitalisation" of public administrations' services and procedures (notably residence permits of stay and visas), and of job offer, seeking and demand.

System for the Protection of Asylum Seekers and Refugees (SPRAR) operator

- Provides welcoming/protection/integration services: accommodation & food (**Welcoming op.**), legal assistance (**Legal op.**) and orientation for the elaboration of individual paths for socio-economic insertion (**Integration op.**)
- **Integration operators** are those engaged in the ICT enabled Inclusion of SPRAR users (addressing user's hosting language learning and job seeking needs)

IT: e-Facilitator job places

Note: none of the previously listed professional profiles is officially recognised in Italy, despite being actually employed in different kind of organisations and initiatives engaged in the reduction of the digital divide or ICT-enabled social inclusion, as the following examples show:

Regional initiatives (Tuscany)

- **Points for Assisted Access to Services (PAAS):** this network provides access and assistance to the use of local administrations' e-services. The points are for free and are duly equipped with ICT resources and qualified operators (who provide user's support, guidance and basic training), allowing citizens to effectively access the available e-government services.
- **TRIO:** born from the Gov. of Tuscany as a simple courses' 'supplier', today is privately operated and provides a complete education and training courses' offer and to satisfy the users' needs with an articulated answer: information, orientation, tutorage and certification services, improved tools to access the system by citizens and private companies in an efficient and flexible way), and more than 1.400 courses organised per thematic area

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Regional initiatives (Tuscany)

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- TRIO [91 e-F.]: born from the Gov. of Tuscany as a simple courses' 'supplier', today is privately operated and provides a complete education and training courses' offer and to satisfy the users' needs with an articulated answer: information, orientation, tutorage and certification services, improved tools to access the system by citizens and private companies in an efficient and flexible way), and more than 1.400 courses organised per thematic area

National initiatives

- Arci's Immigration Infopoint [50 e-F.]: spread out all over the country, the Immigration Infopoints provide socio-political support to migrants, asylum seekers and their second generations: information, legal assistance, job placement services, Italian language courses, after school programs, migrants' empowerment, support of migrants self-organization, lobbying activities and awareness raising campaigns.
- System for the Protection of Asylum Seekers and Refugees (SPRAR) [114 e-F., of which 32 Arci operators]: created by law in 2002, it is constituted by a network of local institutions and civil society organisations that access to the National Fund for asylum policies and services with the aim of realising projects of integrated welcoming, protection and integration, providing not only accommodation and food supply, but also information, assistance, orientation through the elaboration of individual paths for socio-economic insertion.

IT: e-Facilitator job requirements



PAAS:

- Completion of PAAS internal training course (informal training) on: Basics of network and multimedia systems. Internet network and Intranet. Videoconference, collective learning. Use of e-mail and correct navigation. E-government services and other e-services available in the regional network, ongoing projects and experimentations and their possible evolutions.; Procedures for the identification of users. Application of the law on privacy.; Census of the existing e-government services; Basic competences on local animation aimed at participation.

TRIO:

All typologies of tutors are obliged to attend TRIO internal initial training course + periodic update courses (informal).

Moreover, the following are TRIO's requirements for each typology of tutor:

- Contents, informatics and languages tutors: sector degree + previous tutoring experience + technological and educational competences.
- Tutors on-demand: tutors expert in contents of specific thematic areas (as Public administration, environment and ecology, management). Sector degree with specialisation in the area of intervention.
- Orientation tutors: degree and previous experience in education and training + competences on the regional competences' system.
- Technical tutor: Degree + competences in informatics, especially Moodle.

Immigration Infopoints:

- No former diploma/training required. Job requirements depend on the specific tasks of each operator (lawyers, legal consultants, cultural mediator, interpreter...). Anyway, a high level of knowledge of the Italian immigration laws and procedures (including national and local administration e-services) and of the integration opportunities at the local level + attitude to intercultural relations and cultural mediation competences and foreign languages fluency are needed.

SPRAR:

- No former diploma/training required. Job requirements depend on the specific tasks of each operator within the équipe. Each équipe have to count on: social assistant/psychologist; trainer; cultural and linguistic mediator; legal operator/lawyer. E-facilitation tasks are carried on by so-called 'welcoming operators'. The latter are expert of socio-economic and housing integration (access to education and training, job guidance, housing etc.).

IT: e-Facilitator learning gaps

ICT: better knowledge of Open Linux and video-conference systems; use of new software to support social integration actions.

Didactical methodologies: user's needs identification using assessment techniques.

Socio-cultural animation: improve the ability to communicate with different kind of users; ideation of social animation events aimed at promotion social inclusion through digital inclusion.

Management of user services: improve the capacity of managing on-line spaces and of administrating time and access procedures more efficiently; creation of tools for on-line access to the services provided by the immigration info-points and for the management of the relation with users.

Management of services: to learn how to cooperate with private sector; project-designing and fund-raising.

Foreign languages: to improve their school level knowledge of foreign languages, especially English.

Job Guidance: be trained on methodologies for job search via internet, creation of databases for job offer and supply matching.

IT: Vocational Training options for e-F.

University Diploma: No standardized training for e-facilitators is currently available at the national level.

Other Formal Certifications: Isolated and non standardized experiences of post-lauream courses offered by Universities.

Nonetheless, the Region Tuscany is trying to define a training curriculum aimed at obtaining the title of “Technician of e-services mediation and facilitation and of digital inclusion”. The Region is working to define some ADA (*Aree di Apprendimento* – Learning Areas) to be acquired on line and to be certified face to face by “Competencies’ Certifiers” recognized by the Region itself.

Non Formal Training (public training centres like CNFPT/AFPA):

At the regional level, learning units on e-Inclusion are included within the informal training courses supplied by the TRIO platform, for instance the course to become Tutor FaD, as well as within informal trainings on mediation and social inclusion provided by public and private bodies and NGOs. Distance and blended learning is used within all the TRIO training courses and “distance learning area” courses led by CESVOT (Centre for Voluntary Services in Tuscany).

IT: VET and Certification issues

- VET plans, including Certification issues, are a regional competence (except for training of specific groups like disabled people, illiterates, inmates)

In Tuscany, the Region where Arci decided to operate, “The integrated systems for the learning right is formed by the set of public bodies planning and implementing actions and regional interventions devoted to the promotion of educational, guidance and training activities, which contribute to make actual the right to lifelong learning. Private bodies participate to the integrated system, according to ways and conditions defined by the regional law. “

The learning system is divided into “formal training” and “non formal training”.

- FORMAL TRAINING = concerns all the initiatives carried out within a structured and organized context, where an educational project - chosen by the learner and with a final certification - is expressly planned.
- NON FORMAL TRAINING = a body of planned activities, not expressly designed as a learning process, although containing important training elements

BG: e-Facilitator profiles

ICT training instructor

- Staff of Vocational Training Centres officially recognized by NAVET (Bulgaria's National Agency for Vocational Education and Training)
- They provide theoretic training and practical guidance in basic or specific ICT skills to adult learners in different spheres: adaptation to the market or new company requirements, obtaining new or additional qualifications, access to job opportunities, starting own businesses initiatives etc.
- They often teach in face-to-face training sessions, which are preferred by adult learners.

Community centre consultant

- Staff of Community Centres providing advice to young and adult people at different educational and local administrative institutions and bodies:
- municipal information centres (consultation on ICT-based local government services or e-government services)
 - employability offices (e-services and advice on carrier orientation and vocational education opportunities)
 - youth centres (e-services on education opportunities, career development) at universities.

Telecentre manager

- Staff of Telecentres providing support and consultation in the area of information society to citizens belonging to different social groups
- Their main role is to facilitate the process of adaptation of the population in remote or economically underdeveloped regions to the requirements of the knowledge-based economy, which mainly includes providing access to ICTs, digital literacy and education resources and content to citizens in these regions (including SMEs)

BG: e-Facilitator job places

- Vocational Training Centres [6.000 e-F]: they employ ICT training instructors, in most cases temporarily, through contracts with local Employability offices in the framework of different social projects (training to unemployed, disabled and representatives of minority groups), contracts with companies for in-house education or as subcontractors in projects under the Structural Funds.
- Community Centres [200 e-F]: they employ the so called “consultants” in a variety of Community Centres, among which: municipal information centres, employability offices and youth centres
- iCentres (Public Internet Access Points) [150 e-F]: they employ Telecentre managers

Note: Distance and e-learning are not a common job place for e-Facilitators because these learning modes are not common practices in Bulgaria, although a growing number of predominantly younger people (up to 40 years of age) working in a dynamic environment in the city areas prefer those training instruments.

BG: e-Facilitator job requirements

ICT training instructors:

- ICT skills, didactical and specific guidance knowledge in the subject areas they teach in.

Community centre consultants:

- ICT culture, ability to provide local info via the web and to communicate with different target groups, and medium level of foreign language notion (mostly English).

Telecentre managers:

- Ability to train on usage of software programs and to provide info about job opportunities via the Web

BG: e-Facilitator learning gaps

ICT: working with Open Source applications; operation systems, Office applications, and virtual interaction tools; e-Government/e-business/e-service applications; server applications for aggregation and processing of data; open source software

Didactical methodologies: *no explicit or tacit learning gaps reported*

Socio-cultural animation: interpersonal, social and civic competences; communication and animation techniques to respond to the needs and characteristics of different target groups, including groups with special needs

Management of user services: administration of users in on-line training portals, on-line resources, computer administrative space and networking tools for internal communication

Management of services: sense of initiative and entrepreneurship; lack of knowledge in program and services planning and organization, fund-raising, resources to support the telecentre, volunteering at the telecentres

Foreign languages: communication in Western Europe languages.

Job Guidance: lack of knowledge on methodologies for job search via internet, job portals providing info on job positions and hints for elaborating the necessary documents (CV and motivation letter), as well as information on specific training opportunities

BG: Vocational Training options for e-F.

Vocational careers, licensed by the National Agency for Vocational Education and Training (NAVET), partially covering the e-Facilitator training needs:

- “Assistant in business services”
- “Administrator of information support”
- “Organizer of Internet applications”
- “Computer system administrator”

Each licensed Centre for Vocational Training has the discretion to present to the NAVET its own curriculum for these careers; they usually lead to recognised certificates in a commercial, production or an industry area, not intended to prepare staff for community or info centres.

Certified ICT and Language training

In the area of ICT skills e-facilitators are able to receive ECDL training and certification and CISCO networking academy certificates, which are provided by different companies and institutions. Language education is also provided and there are courses offered at different training centres.

There are no existing national VET curriculums that cover comprehensively even the minimum modules for an e-Facilitator’ training curriculum, which means that there should be created and introduced a totally new e-Facilitator training curriculum in Bulgaria.

BG: VET and Certification issues

The national body that certifies training programs in the area of VET is the National Agency for Vocational Education and Training (NAVET).

The new curriculum could be established as an official VET career only if it is recognized by NAVET as a licensed profession and included in the list of recognized licensed careers.

Proposals for the inclusion of new careers in the list can be made by all kinds of institutions and bodies (including non-for-profit organizations)

There is a strict procedure to follow:

- 1) the proposal is submitted to NAVET, supported by a complete set of documents (aiming to prove the social necessity for this career path, the fact that it does not overlap with other professions and its compliance with national education rules and standards);
- 2) a Commission is formed by NAVET, including representatives of the proposer, which scrutinizes the proposal in detail; 3) If the decision is positive the profession is recognized and included in the list of licensed professions with an order of the Minister of Education.

SP: e-Facilitator profiles

In Spain, there is a variety of professional profiles operating in a wide range of situations and carrying out tasks related to ICT: operators, dynamizers, educators, librarians, teachers, administrators, etc. Inspired on the Telecentre model, the standard way of referring to it is as “dinamizador” (i.e. “dynamizator”, somebody who gives dynamism to an activity, develops it or attaches importance to it). Three categories are proposed to classify the variety of sub-profiles:

“One dimension” Telecentre dynamizator:

Found at places where the core service is Internet access (e.g. cybercafés), it has a passive role, similar to a caretaker or receptionist, sometimes performing maintenance tasks

The user is perceived as a consumer of the available resources; no individualized attention is provided, but the same for all users (it presupposes the user autonomy).

Two dimensions Telecentre dynamizator:

Found at places where *access* and *training* (basically, digital literacy) are provided. Most of the Spanish centres follow this model, known as “Public Internet Access Centres” (PIAPs)

The dynamizer role is active: the professional looks for the users outside the centre and usually acts as an ICT facilitator (promoting a “kind” approach to the ICT) giving a social character to his/her intervention.

The user is conceived as a customer and so the telecentre offers are adapted to the potential audience. The user usually finds an individualized answer to his/her needs (both, access and training).

“Three dimensions” Telecentre dynamizator:

Found at places where *access*, *training* and *participation* are offered. It is the communal telecentre model, which adds to the PIAP model the promotion of collective projects linked with the community.

The dynamizer role is proactive (he/she takes the initiative), looking for the social environment involvement in the telecentre project, creating ICT empowerment dynamics. He/she acts as a mediator among citizens, social organizations and the local administration, taking advantage of social networks to act in his/her environment.

The user is conceived as a participant in the telecentre dynamic, having at his/her disposal different decision levels in the project. The final aim is the ICT taking over by the user and the inclusion dynamics development through ICTs.

SP: e-Facilitator job places

“One dimension” telecentres:

- The telecentre offers Internet access/connection and sometimes basic training as well (formative pills, online courses, etc.).
- It operates in areas with Internet access shortage (rural, urban or outlying areas).
- It intentionally acts at an individual context, instead of communal. In some cases, this type of dimension frames a small business.

“Two dimension” telecentres:

- The telecentre offers diverse activities, adapted to users' typology.
- It offers ICT training and skills, but also limited to an individual scope (not communal), without setting out the critical use of ITC or the necessary development of associate values.

“Three dimensions” telecentres:

- ICT for everyday use is promoted from the telecentre, emphasizing the value ICT has to people, proposing ICT as a self-development tool, as well as a professional and social tool.
- It gives a communal sense to the action and also considers the critical use of ICT.
- Often the telecentre is an ICT reference point in the geographical context where it is located.
- The telecentre is auto defined as a resource from and for the community.

SP: e-Facilitator job requirements

Accordingly to the Spanish Telecentre Academy founded by Esplai Foundation (promoter of this project), the following classification covers the whole spectrum of demanded competences for the e-Facilitator work in Spain.

Strengthening level: Knowledge and operational use of: Telecentre's mission; Setting phases; Technological maintenance; Dynamization resources; Key concepts (digital inclusion, literacy, etc.); Key applications for digital literacy. Planning and organizational skills for developing a basic digital literacy workshop

Consolidated level: Development and organization skills for: Telecentre's annual project (planning, social and economical sustainability, etc.); Methodological strategies adapted to potential target groups; Training of Adults and Trainers. Contents structuring, organization and development skills for adults training and basic digital literacy. Minimal command of multimedia environments (sound, image, video).

Mature level: Telecentre community dimension development skills (volunteering management, network dynamics organization, territory dynamization, etc.). Projects methodological and transversal lines development skills in the telecentre (employment, gender equality, small business). Skills for developing ICT dynamization in different environments (libraries, telecentres, prisons, rural areas, etc.). Collaborative work and 2.0 environments dynamization skills command.

SP: e-Facilitator learning gaps

ICT: limited command of computing applications; efficient use of 2.0 tools and networking

Didactical methodologies: insufficient skills for the educational planning of basic digital literacy activities and the development/organization of training contents

Socio-cultural animation: unsteady approach of the work with disabled people in the telecentre

Management of user services: *no explicit or tacit learning gaps reported*

Management of services: poor capacity for boosting/organizing activities that consolidate the telecentre's economical sustainability; insufficient skills for developing Telecentre's business plan (sustainability) and managing its public renown

Foreign languages: *no explicit or tacit learning gaps reported*

Job Guidance: *no explicit or tacit learning gaps reported*

SP: Vocational Training options for e-F.

Formal Certifications:

- Some university diplomas partially covers the training needs of this profile (e.g. Master in ICT dynamization, UOC).
- Despite this profile can be related to two VET families (Computers and Communications, and Socio-Cultural and Community Services), there is not a formal VET career in Spain for the e-Facilitator profession (which is not included in the official “jobs list”).

Non Formal Training:

- Even though all the Telecentres networks in Spain have developed training courses for e-facilitators, there are a big gap among the networks
- Catalonia’s government has developed a global training itinerary for e-facilitators: Master on Dynamization of the Information and Communication Society.

The Spanish Telecentre Academy has developed a training curriculum that covers the training needs of all the e-Facilitator profiles spectrum. It bears in mind the professional maturing degree (defined by the strengthening, consolidation and maturing stage) and the different action lines that can be carried out in the telecentre (planning and management, methodological organization and technological training). It has already trained more than 3.400 e-Facilitators (2005-2010). However, it failed up to date to develop an official certificate, which is one of the motivations of this project.

SP: VET and Certification issues

Permanent, non-formal adult education is integrated into the Professional Training for Employment, CVET. The competencies acquired through non formal training and informal learning can be both formally recognized (totally or partially) following an evaluation and accreditation process regulated by a recent Real Decree (dated in August 2009). There is not an automatic certification of competences delivered immediately after finishing with success a non formal training course.

The training curriculum developed by the Spanish Academy of Telecentres matches two main VET concepts promoted by the Professional Qualifications system in Spain: specific packages of competences can be learned or acquired by modular training and /or professional experience, and the professional competences are structured in a group of knowledge and capacities necessary for candidates to work as a professional e-facilitators.

Steps: 1) Push up the Public Administration, concretely the Ministry of Labour and Immigration, to recognize the “e-facilitator figure” in the National Catalogue of Jobs and Occupations (it already exists a related figure in the catalogue called “Technician on ICT user assistance” but is focused on networks and systems instead of provision of digital skill to final users. 2) Once it is recognized, a group formed by members of the Ministry, experts, members from worker unions and from the private sector decides which training should be implemented to provide certification either for a VET full itinerary (2000h), that allows University access, or for a Professional Certificate, which curriculum doesn’t have previous requirements in terms of hours. It doesn’t allow University access. Both of them are official.

Cross-country analysis and conclusions

Next section 3 gives voice to the e-Facilitators themselves, presenting the results of [the e-Facilitators survey](#) conducted among 252 of them in 4 countries.

After this, integrated cross-country analysis and conclusions on habitual e-Facilitator professional profiles, job places and job requirements are offered at [4. The Conclusions: e-Facilitator for Social Inclusion Professional Profile \[d4.5\]](#)

And integrated cross-country analysis and conclusions on e-Facilitator's most common learning gaps, Vocational Training options and relative VET and Certification issues are offered at

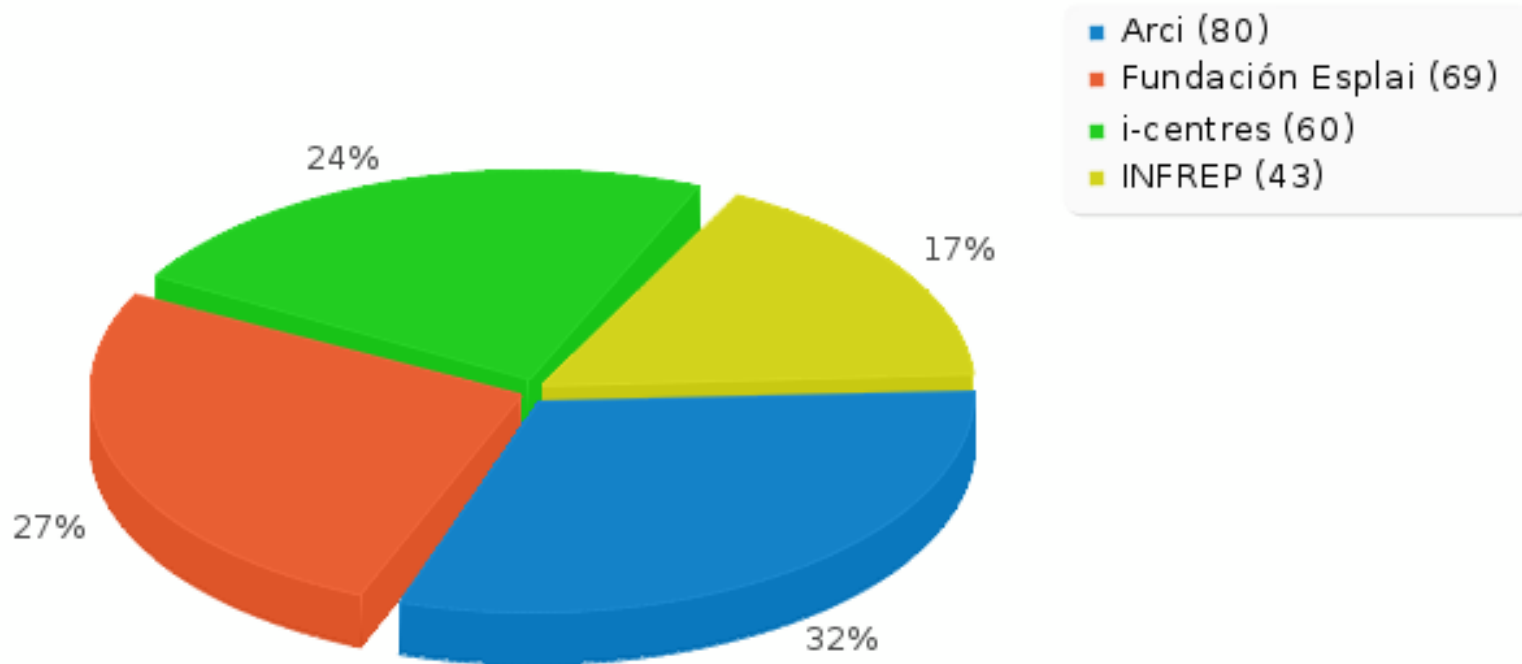
[4. The Conclusions: eInclusion Facilitator Competences Gap \[d4.6\]](#)

3. The e-Facilitators survey

Knowing better the target group and
their training needs

[d4.4 – part 2]

Sample distribution by partner



Sample (complete surveys) = 252

Participating centres

BG: mainly distributed across the country | in rural areas and small towns | 1-5 & 6-15 access points

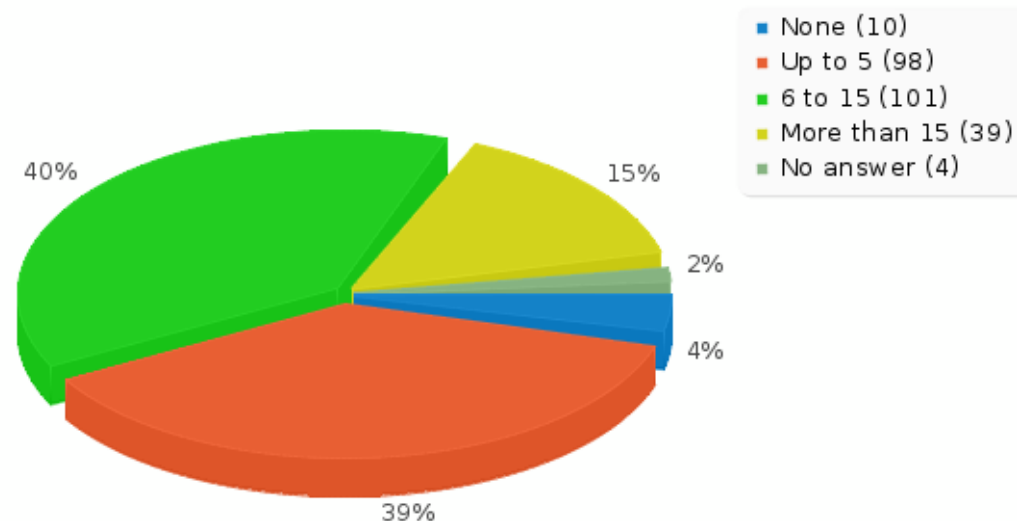
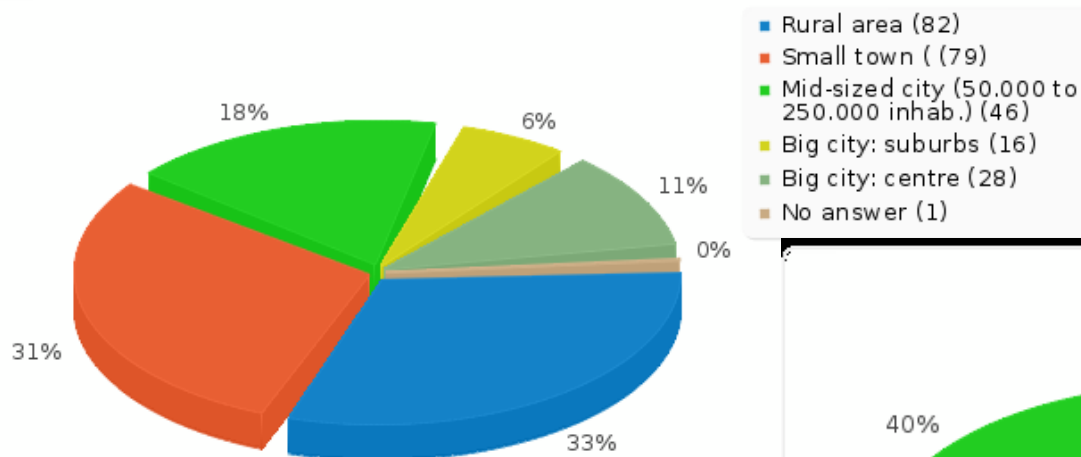
FR: mainly concentrated in 2 regions | small town | 6-15 access points (equally)

IT: 70% in Toscana, rest in 4 Southern regions | mainly in small town, rural areas and middle cities | 1-5 a.p.

SP: distributed across the country | mainly rural areas and small town | 6-15

Participating centres (globally)

Mostly operating in rural areas and small cities



Equally small/medium size (1-5 or 6-15 access points)

Participating eFacilitators

Predominance of women (56%)

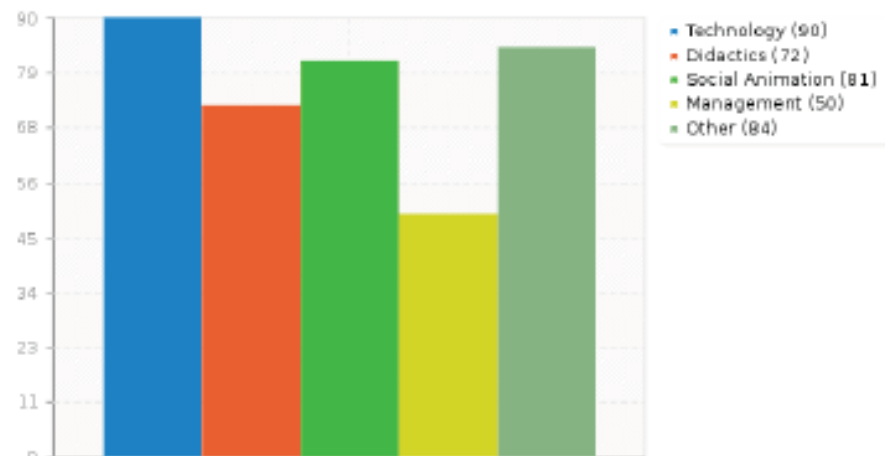
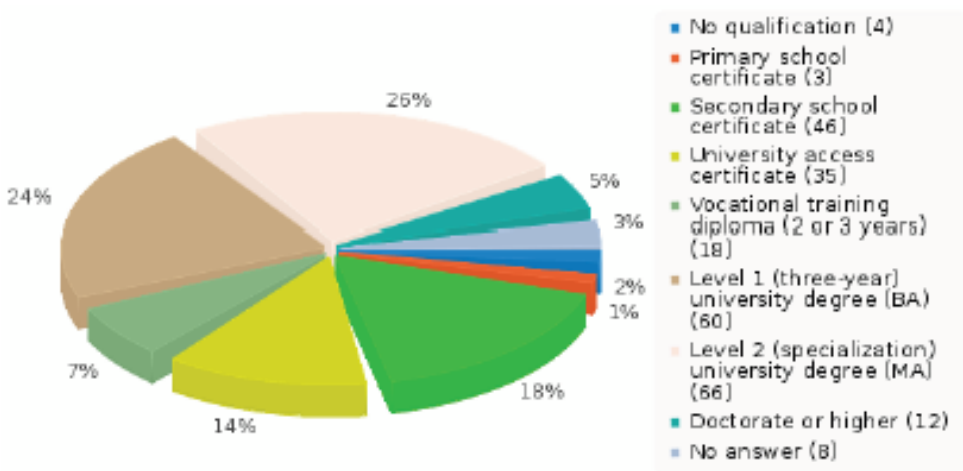
Age (median) = 34 years old (min. 18, max 79!!)

Mostly nationals from the country (migrants vary from 0% in BG to 9% in SP)

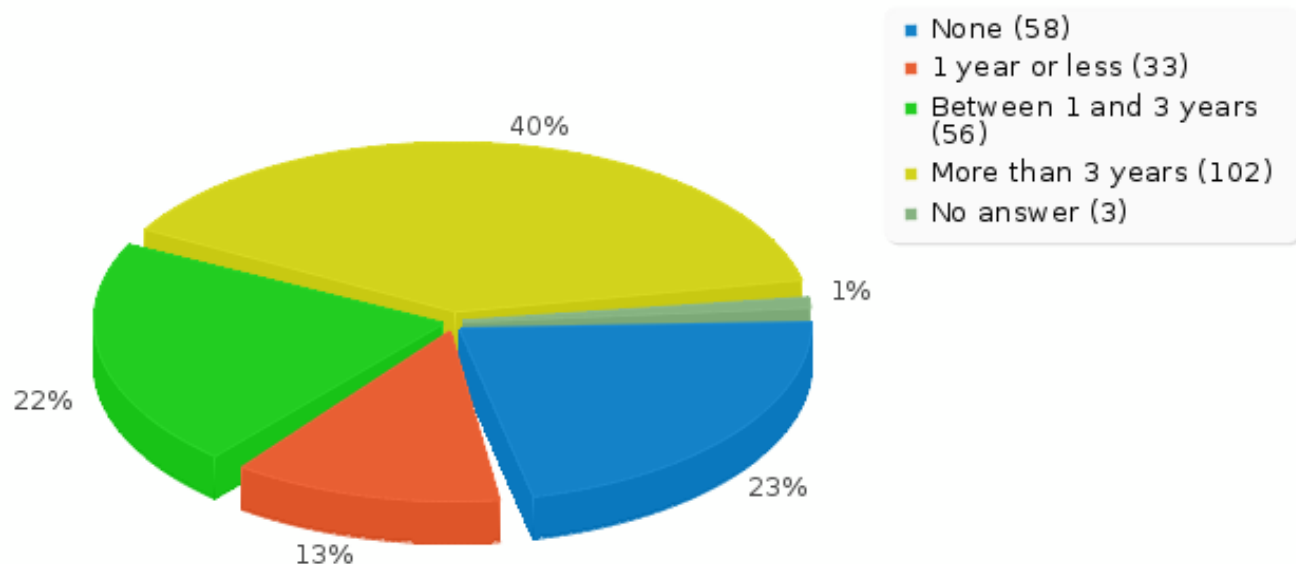
High educational level (university = 55%; VET = 7%; secondary 32%)

Diversity of educational profiles (*Management* being the less frequent subject)

English knowledge = 65%



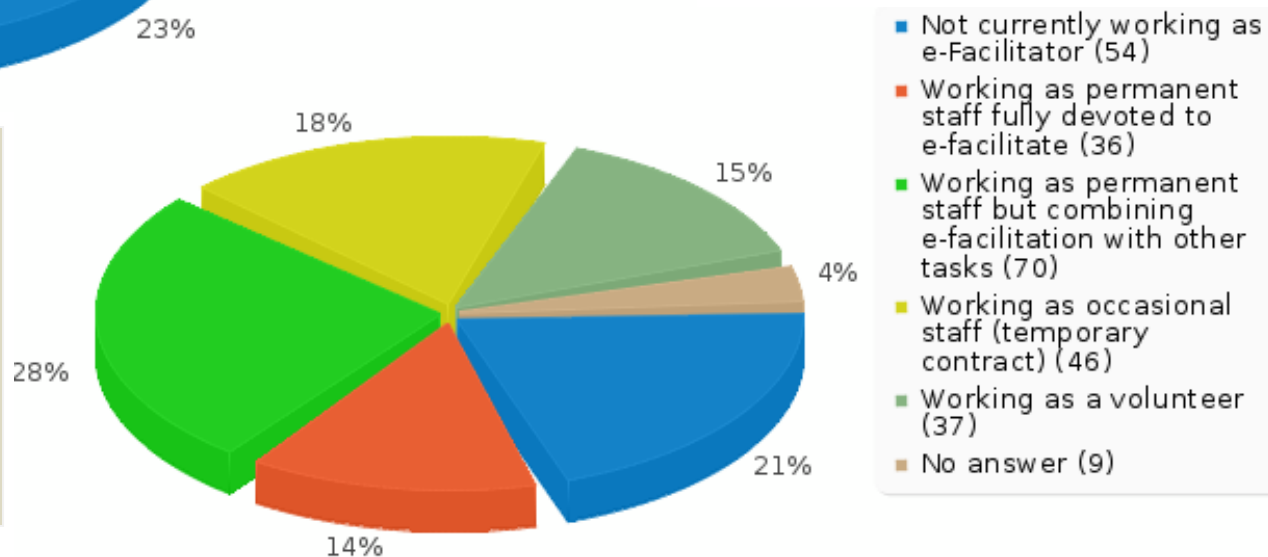
eFacilitators experience



Well experienced facilitators (62% with +1 year)
BUT few are fully devoted (15%)

Where:

1. Telecentres 30%
2. Training Centre 15%
3. Public Centre 11%



eFacilitation E&T

Formal Education (23%)

Certificate (19%): 7% university, 6% vocational, 6% other

BG (9%): ICT training

FR (23%): ICT/multimedia teacher/technician

IT (15%): ICT/multimedia teacher/technician

SP (50%): [missed]

Lifelong Learning (52%)

BG (22%): TC courses (management/vocational)

FR (56%): ICT, Cyberbase's TC course

IT (15%): ICT, PAAS's TC course

SP (67%): ESPLAI's TC course, ICT



Satisfaction with their E&T

Access: good design, organisation and evaluation; available, good material conditions, duration, frequency; matched job requirements

Contents: specifically oriented to the tutors, variety of topics treated (advanced informatics – legislation – offered services' procedures - individualized teaching and animation, fund-raising, project management)

Approach: practical, applicable, stimulated interest, inspiring; useful to get organized; got resources and tools; answered concrete questions (practical cases, organizations visits, projects steps, good practices exchanges, etc.);

Trainers: good coordination, various and adapted pedagogical methods, learning facilitation, group's dynamic, open collaboration environment

Mates: team working, good complementarities, experienced mates helped a lot; good practices exchange, interest of the exchanges; contacts & networking

Online C&C: facilitates course/post-course communication, participation, mutual confidence, network spirit, engagement of younger facilitators



Unsatisfaction with their E&T

Organization: insufficient training duration

Contents: Too general; not appropriate ICT training, too basic skills, not enough about multimedia, too animation-oriented; didn't help them for specific target groups (children, ...)

Approach: too condensed, little interaction with PCs; lack of practical examples, lack of local language materials

Trainers: lack sufficient qualification and competencies

Mates: Too heterogeneous a group - lack of collaboration and group activities - discontinuous attendance of groupal sessions

Online: unavailability of teachers, lack of specific online spaces/sessions

Competences needed to improve their task

67% - ICT (learn to use software programmes)

57% - Management of services (project-design, planning of services/activities, fund-raising)

56% - Didactical methodologies (learn to address different training needs)

54% - Socio-cultural animation (learn to work with different target groups)

50% - Foreign languages (English)

50% - Job Guidance (providing info via the web; on-line job-search)

44% - Management of user services (learn to manage my online space)

Ranking of training modules

Category	Ranked	Training module	Usefulness (*)
Transversal	1	Working in a network	75%
Transversal	2	Facilitating job seeking in the online center	74%
Transversal	14	Exploiting Web 2.0	59%
Transversal	17	Learning foreign languages	58%
Transversal	18	Blog as a online centre development tool	57%
Transversal	22	Ethic education in the online centre	53%
Transversal	28	Gender issues	45%
Target group	5	Facilitating ICT learning for older people in your online center	67%
Target group	11	Facilitating ICT learning for people with disability in your online centre	60%
Target group	11	Facilitating ICT learning for young people (12-18) in your online center	60%
Target group	14	Facilitating ICT learning for migrants in your online centre	59%
Target group	20	Online centres in rural environments	55%
Target group	22	Scrath for young people in your online centre	53%
Target group	26	Facilitating ICT learning for children (aged 3 to 12) in your online centre	50%
Methodology	3	Planning a digital literacy workshop	68%
Methodology	4	Resources to support facilitation task in online centre	68%
Methodology	11	Starting up an online centre	60%
Management	6	Online procedures for bureaucratic issues	66%
Management	7	Exchanging good practices with other countries	65%
Management	8	Managing projects and funds	64%
Management	22	Volunteering in online centres	53%
ICT	9	Getting familiar with OpenOffice to develop digital literacy workshops	63%
ICT	10	Digital Video workshop in your online centre	61%
ICT	14	Digital Photography workshop in your online centre	59%
ICT	18	Introduction to GNU/Linux Ubuntu	57%
ICT	20	Editing pictures with Gimp	55%
ICT	22	Developing websites with Dreamweaver	53%
ICT	27	Introduction to Windows	46%

(*) Pondered percentages [very useful = 1; useful = 0,75])

| Prioritised modules by category: ■ Top line modules ■ Second line modules

Sustainability

- 84-85% Interested in participate of test / final curriculum
 - Payment: large disparity of answers (also by country)
 - 39% 3-4 modules by year
 - 45% 3-5 hours by week
 - 45% 3-5 weeks long
 - Either from home or work (33%, 29%, 31% any)
 - With employer's permission (41% yes, 30% sometimes)
 - 76% participates on social networks
- 80 – 100 hours by year
- Collaborative eLearning can facilitate attendance, participation and sustainability (it's cheaper than f2f)

4. The conclusions

[d4.5] eInclusion Facilitator Professional Profile

[d4.6] eInclusion Facilitator Competences Gap

eInclusion Facilitator Professional Profile

*Proposed classification *, by level of complexity of services provided:*

Level 1: On demand assistance

Passive role; the e-Facilitator only reacts to user's demand of help

Level 2: Level 1 + Training

Provider of *digital literacy training*, the e-Facilitator can also look for/attract the users and give a social orientation to his/her intervention

Level 3: Level 2+ User empowerment

Provider of *social inclusion services*, the e-Facilitator promotes the digital autonomy of the users and their achievement of personal goals taking advantage of the many resources available at the Information Society

Level 4: Level 3 + Active participation in community

Provider of *community service-learning*, the e-Facilitator promotes the critical use of ICT and the engagement of the users with their local communities/social belonging groups through their active participation of community/social projects.

The proposed classification aims at emphasizing the variety of social scopes an e-Facilitator may have, the diversity of competences he/she needs depending on the complexity of the services provided, and the specificity of his role as compared with an *ICT trainer* or a *Socio-Cultural Animator*

(*) adapted from classification elaborated by Esplai

e-Facilitator Professional Profile in countries

<p>Level 2</p> <p>✓ France:</p> <ul style="list-style-type: none"> - Cyber base e-facilitator - ICT Trainer <p>✓ Italy:</p> <ul style="list-style-type: none"> - PAAS eInclusion technician - PAAS/TRIO online training tutor <p>✓ Bulgaria:</p> <ul style="list-style-type: none"> - ICT training instructor <p>✓ Spain:</p> <ul style="list-style-type: none"> - PIAPs facilitators 	<p>Level 3</p> <p>✓ France:</p> <ul style="list-style-type: none"> - Job and Justice Cyber base e-facilitators - « Espace Culture Multimédia » (ECM) e-facilitator <p>✓ Italy:</p> <ul style="list-style-type: none"> - PAAS Cultural mediator - ARCI's Immigration Infopoints operators - SPRAR integration operators <p>✓ Bulgaria:</p> <ul style="list-style-type: none"> - Community centre consultant - Telecentre manager
<p>Level 1:</p> <p>✓ Spain:</p> <ul style="list-style-type: none"> - Cybercafe staff - Rural telecentre's staff 	<p>Level 4</p> <p>✓ Spain:</p> <ul style="list-style-type: none"> - Communal telecentre facilitator

e-Facilitator job requirements

The job requirements vary from one level to other but can also vary from one territorial context to another, due to the diversity of local needs and the bottom-up process that made this professional profile emerge. It follows a synthesis of the minimum common requirements any e-Facilitator should accomplish, thus should be the training offered to prepare them for their profession:

- ICT: ISCED* level 5 (and ISCED6 for specialisations requiring higher ICT knowledge) plus familiarity with the Information Society last tendencies and resources (e-Learning, e-services, social networks, open source tools, cyber-activism)
- Diploma/experience in communication and socio-cultural animation for specific target groups at risk of social exclusion
- Ability to plan and manage training activities and projects (and sometimes the telecentre itself), and to train in a digital environment (*user centric, learning-by-doing, mutual learning, etc*)
- Medium/high level of English and/or a non-local language appropriate to work with the target groups
- Specific knowledge/experience for specialised inclusion paths:
 - *Social inclusion path*: experience in social work, knowledge of social services and protection system, relevant laws, local actors, etc.
 - *Labour inclusion path*: knowledge of labour market, potential employers, job seeking techniques, etc
 - *Lifelong learning path*: knowledge of formal and informal training systems, online learning offer, etc

(*) International Standard Classification of Education

VET4e-i project funded by LLP/Grundtvig

28/04/2010

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eInclusion Facilitator Competence gaps

In accordance to the survey to e-Facilitators (252 in 4 countries), these are the thematic areas where there is a declared Competence gap (the % referring to the quantity of e-Facilitators over the total pointing out this thematic area):

67% - ICT (learn to use software programmes)

57% - Management of services (project-design, planning of services/activities, fund-raising)

56% - Didactical methodologies (learn to address different training needs)

54% - Socio-cultural animation (learn to work with different target groups)

50% - Foreign languages (English)

50% - Job Guidance (providing info via the web; on-line job-search)

44% - Management of user services (learn to manage my online space)

Declared competence gaps

Management of services

- Fundraising
- Volunteering
- Project design, planning and management
- Management of eLearning projects
- Activities planning
- Business plan, Sustainability activities
- External visibility

Management of user services

- Networking tools for end users
- How to manage and plan projects
- Web 2.0
- To set up a server
- internal forum of discussion
- capacity of managing online spaces and resources

Didactical methodologies

- Capability to recognise training needs
- Mapping of existing resources
- Planning of activities for digital workshops
- Didactical tips to develop contents

Sociocultural animation

- Interpersonal, social and civic competences
- How to adapt animation and communication to various type of publics
- Work with disabled people

Job guidance

- Job searching methodologies
- Knowledge of job market
- Job measures
- Formal procedures, necessary documents
- Entrepreneurship
- Job seeking via internet (portals, etc)

ICT

- Open Source OR LINUX and freeware
- Operative systems
- Office applications
- Virtual interaction tools
- e-government applications
- Server applications, data processing
- Website creation
- DTP
- Computer network management
- Videoconference systems
- Web 2.0
- Digital audio, video, photo

Foreign languages

- All identified languages
- Technical English
- Glossary of online platforms in English

Training needs as ranked by e-Facilitators

Training need	Relevance
Working in a network	75%
Facilitating job seeking in the online center	74%
Planning a digital literacy workshop	68%
Resources to support facilitation task in online centre	68%
Facilitating ICT learning for older people in your online center	67%
Online procedures for bureaucratic issues	66%
Exchanging good practices with other countries	65%
Managing projects and funds	64%
Getting familiar with OpenOffice to develop digital literacy workshops	63%
Digital Video workshop in your online centre	61%
Facilitating ICT learning for people with disability in your online centre	60%
Facilitating ICT learning for young people (12-18) in your online center	60%
Starting up an online centre	60%
Exploiting Web 2.0	59%
Facilitating ICT learning for migrants in your online centre	59%
Digital Photography workshop in your online centre	59%
Learning foreign languages	58%
Blog as a online centre development tool	57%
Introduction to GNU/Linux Ubuntu	57%
Online centres in rural environments	55%
Editing pictures with Gimp	55%
Ethic education in the online centre	53%
Scrath for young people in your online centre	53%
Volunteering in online centres	53%
Developing websites with Dreamweaver	53%
Facilitating ICT learning for children (aged 3 to 12) in your online centre	50%
Introduction to Windows	46%
Gender issues	45%

Towards a structured training curriculum

Theoretical and practical training

Telecentre management
and organisation

Management
of services

Management
of user services

Methodological training

Methodologies to work
with special target groups
and transversal topics

Didactical
methodologies

Sociocultural
animation

Job guidance

Technology and technical training

Technical tools and support
for methodological actions

ICT

Languages

gaps



training



competences



recognition (EQF)

5. The next steps

Heading towards a comprehensive and certifiable
Training Curriculum

Partner's agreements taken in Paris

- The partnership celebrated a project coordination meeting in Paris on April 28-29, 2010. During the meeting, the preliminary findings of the research phase were presented by ICT Development Bulgaria (for Bulgaria), INFREP and La Ligue (for France), ARCI Immigrazione (for Italy), Fundación ESPLAI (for Spain) and D-O-T (multicountry analysis).
- After that, plenary and group discussions on the preliminary finding of the research phase were organised. As a result, basic agreements for the following steps were taken by the partners.
- The following slides summarises the main agreements taken, which will guide the design of the Training Curriculum structure of at least 15 of its learning modules, as well as the testing and implementation of at least 10 of those modules.

Professional profile

- **General title: “E-facilitator for Social Inclusion”**
 - “e-facilitator” refers to a social function, through teaching media ⇔ to teach electronics / media with a social purpose ⇔ electronics to fight social exclusion.
 - “for social inclusion” is optional (depending on the local context).
 - National denominations:
 - Bulgaria: “e- / ICT- Mediator”
 - France: “animateur multimedia”
 - Italy: “facilitatore di e-Inclusion”
 - Spain: “dinamizador [...]”
- **Main functions:**
 - Mediation and facilitation to reduce the digital divide as a result of other social exclusion processes
 - Digital literacy and guidance to facilitate the access of users to e-services
 - “Animation” or “Monitoring” and Social networking
 - Give satisfaction of the “e-need” of people
 - Management (of the Internet access centre or point)

Professional profile

- **Potential employers:** public and third sector
- **Prior education or experience required:**
 - A person who has “animation” experience and social-pedagogical abilities ⇔ has a proven propensity to issues of social inclusion and an interpersonal background.
 - ICT knowledge or familiarity.
 - Of all ages (from 16 years old on).
- **Recognition/Certification issues:**
 - Common agreement in the need to register the professional profile in the official list of jobs in each country, giving it due professional recognition
 - Some concern about a potential conflict: if the profile of the e-facilitator is ranked among highly qualified jobs, potential employers could reject them because of being more expensive than currently (it is a non-regulated sector with many volunteers and low pay). Need to find a balanced solution.
 - *L’Apis will check the profile with the International Standard Classification of Occupation (ISCO) managed by the International Labor Organization (ILO).*

Professional profile discussions

TITLE: e-INCLUSION FOR e-FACILITATOR FOR SOCIAL INCLUSION

BG: "ICT-MEDIATOR" ^{2ND LEVEL CERTIFICATION}

FR: ~~ANIMATEUR MULTIMEDIA~~ ANIMATEUR MULTIMEDIA

IT: FACILITATORE DI E-INCLUSION

ES: DINAMIZADOR EDUCADOR TIC

MAIN FUNCTIONS: ADDRESS THE E-NEEDS OF GENERAL PUBLIC + DISADV. PEOPLE

"MEDIATION"/FACILITATION TO REDUCE THE DIGITAL Divide AS A TRIGGER EFFECT OF OTHER SOCIAL EXCLUSION PROCESSES | ADAPTIC MANAGEMENT

DIGITAL LITERACY | SOCIAL NETWORKING

FINAL PROFILE: FOR THIRD SECTOR / PUBLIC TCs.

- GUIDANCE TO E-SERVICES
- "ANIMATION"/MOTIVATION

OPPORTUNITY: Demonstrate that it exists in an ADMINISTRATIVE List (FR)

e-FACILITATOR (→ SOME MANAGEMENT TASKS)

IC MANAGER / PROJECT MANAGER

REGIONAL MANAGER

TC NETWORK COORDINATOR

PRIOR EDUC./EXP. REQUIRED

- "ANIMATION" EXP.
- BASIC ICT SKILLS ICT COMPETENCE
- SOCIAL & PEDAGOGICAL ABILITIES
- INTERPERSONAL SKILLS

"PROVEN" ICT SKILLS

- PREPARED TO ISSUES OF SOCIAL INCLUSION
- INTERPERSONAL BACKGROUND
- AGE ≥ 18

Social WORKERS
EDUCATORS
JOB GUIDANCE

ICT training →

"Social" training →

Training curriculum design

Will take into account:

- Modules :
 - Check the quantity, duration and frequency
- List of Modules by Categories
 - Check with competences to develop – all them covered?
- Learning arrangements
 - Check the access, didactical approach, teachers, mates, online communication and collaboration, eLearning vs. f2f learning
- QA and Certification
 - Build up a Quality Assurance framework (internal/external)
 - Elaborate a Recognition & Certification of competences checklist that each partner can follow-up in his country

Pilot phase: modules selection

Following a live negotiation, 11 training modules were selected* to be tested in the 4 countries where social organisation partners are based.

•France:

1. Digital Video/Photo workshop in your online centre
2. Facilitating job seeking in the online center

•Italy:

1. Facilitating ICT learning for older people in your online center
2. Facilitating ICT learning for migrants in your online centre - Includes job seeking guidance
3. Getting familiar with Office tools [open/MS] to develop digital literacy workshops

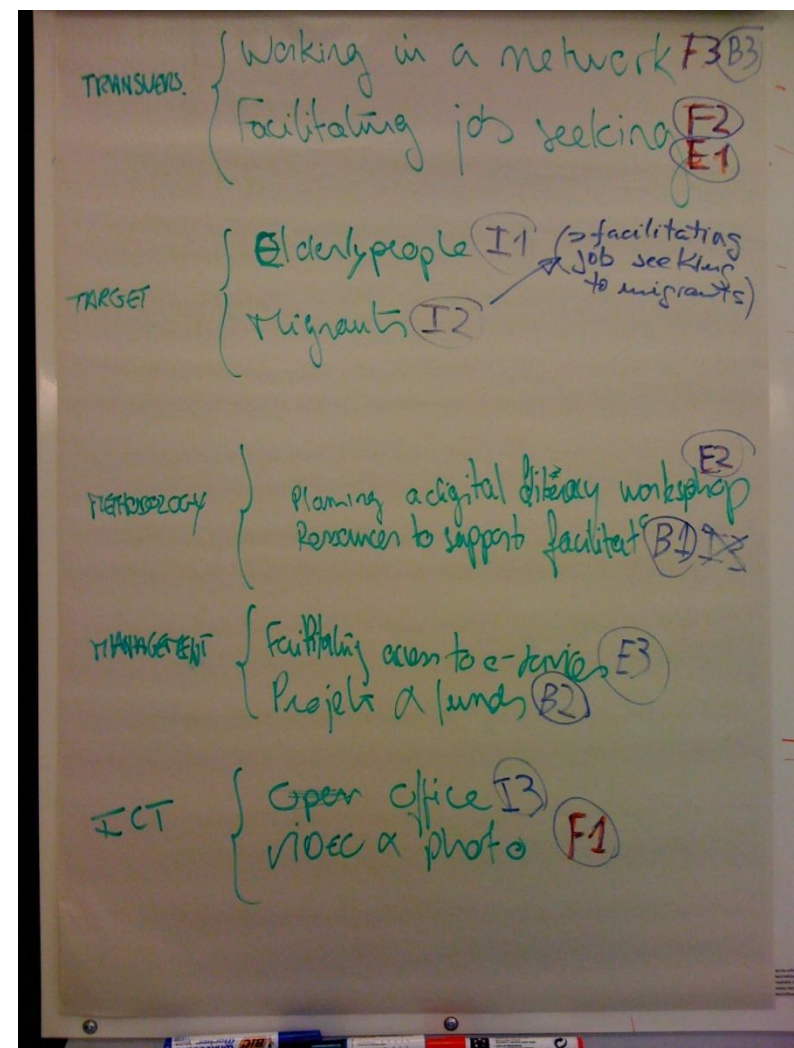
•Bulgaria:

1. Resources to support facilitation task in online centre
2. Managing projects and funds
3. Working in a network

•Spain:

1. Facilitating job seeking in the online center
2. Planning a digital literacy workshop
3. Online procedures for bureaucratic issues - *Facilitating access to eServices*

(*) Criteria: at least 2 by category and 2 by country



Learning arrangements (eLearning vs. blended l.)

The future delivery mode was discussed in Paris. TU DO make present the importance of testing the training in similar conditions to the final delivery mode. Even though there is no dichotomy between face-to-face and e-learning (the convenience of using one or other, or blending them, can change depending on the training content and context), it was decided to use “online training” because it is more affordable to produce (and reproduce in new contexts), cheaper to deliver and can reach larger groups, thus making easier the future sustainability, scalability and transferability of the solution to other NGOs, networks and VET institutions. To take such a decision it was essential to consider the success of the current online offer of Spanish partner and project leader, Fundación Esplai:

- After years of providing face-to-face training, Esplai moved to an eLearning system in 2005 when raised out of Catalonia the whole Spanish country, facing to:
 - The large extension of the country, with some areas very poorly communicated
 - The difficulties of training attendance due to geographical dispersion of telecentres (about 60% of the telecentres in Spain are located in towns with fewer than 5,000 inhabitants)
- The reasons to move to at distance online training five years ago remain even more valid today:
 - The e-Facilitators target group is daily connected to the Internet and has access to adequate equipment to attend an online course. Accordingly to a Esplai study conducted in October 2009, 67% of them had attended the course at the same telecentre where they were working as facilitators.
 - Facilitators are busy professionals. They generally have difficulty to leave the telecentre during the opening hours (they usually work alone, if they are not there the telecentre is not opened).
 - The e-learning is economically much more affordable, even considering amortization costs of course development and maintenance of technological platform, and easier to finance. The same course done in a classroom with students coming from all over Spain more (considering travel and lodging, materials) would cost the triple. To be noted that it is impracticable for these professionals to afford the cost by themselves, so they are normally covered by public or private funding.
 - The productivity of e-learning is much greater, being the most affordable; more seats for new student can be easily added, maximizing the cost/benefit relation.
 - In the last three years, Esplai got a reasonably high success rate of around 70% certified students, also making remarkable e-learning actions for low e-skilled students (librarians)

**** End of the report ****