



EUCIS-LLL Conference /12th December 2001 - Case VET4e-I
**European Vocational Education & Training (VET) Solution
for e-Inclusion Facilitators**

Leonardo Innovation Project / 2009-2011



... the Overall Framework...



The European Knowledge Society and Economy

The Information Society

The eInclusion policies for better and larger access and use of ICT/Information society opportunities and resources by all the European Citizens

The Digital Agenda - ICT for Societal Challenge

New skills for New jobs - Europe 20:20

... the Overall Framework...



In particular, in 2005 the policy framework "i2010: A European Information Society for Growth and Employment" clearly established *digital inclusion as an EU strategic policy goal*.

Everybody living in Europe, and especially disadvantaged people, should have the opportunity to use information and communication technologies (ICT) if they wish and to benefit from ICT use by service providers, intermediaries and other agents addressing their needs.

... the Overall Framework...



... and the Digital Agenda for Europe (2010) in Chapter 6 on *Enhancing digital literacy, skills and inclusion*, calls for multi-stakeholder partnerships, increased learning, recognition of digital competences in formal education ...as well as ...

effective ICT training and certification outside formal education ... including the use of online tools and digital media for re-skilling and continuing professional development.

... the ratio of the project...



To cope with the EU challenge of social inclusion through the ICT, the project has:

1. given a pilot contribution to identify, enquiry, train and support in social and formal recognition steps in 4 EU MS the emerging (Europe-wide) intermediary profile of the “eFacilitator for social inclusion”
2. designed, tested and implemented a selection of 12 eLearning modules, as part of a larger certifiable eLearning curriculum, web 2.0 based, tailored to train and re-skill them

... the emerging profile...



- Across Europe, as a consequence of the EU eInclusion policies, ***networks of Public Internet Access Points*** bringing digital opportunity and equity to all European citizens and thereby improve their quality of life, employability and social and civic participation ***have been settled and this class of professionals has started to populate them***

... the emerging profile...



A rough estimate has calculated that some 100,000 professionals work inside of telecentres (PICs), and others operate inside of libraries, info points, etc. and other social organisations, national and regional NGOs, etc.)

3M European citizens have no access to Internet

... social recognition of this emerging profile...



- thus, this profile is widely extended and its value, in terms of role, functions and skills and competences is increasingly acknowledged by groups of social and economic stakeholders, both at a EU level and at a National/regional ones

... social recognition of this emerging profile...



- this is why this project is being supported by a multi-stakeholder consortium of partners with:
- referential networks of telecentres (Fundación Esplai/ES and ICTD Bulgaria), large national NGOs (for social promotion, ARCI/IT, for the popular education, La Ligue de l'Enseignement/FR), training centres (INFREP), as well as

An innovative Large NGOs/Telecentres-based partnership



- 8 partners from 5 European MS: Bulgaria, France, Germany, Italy and Spain.

Apart from the 3 consulting bodies, there are:

- **ICT Development (Bulgaria):** 150 e-Facilitators working in 120 telecentres across the country (they offer 10 types of courses in the area of ICT to around 200.000 end users).
- **La Ligue (France):** an 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; 5.600 local centres/1.1 M members):** 750 e-Facilitators working (after an initial training course) in 272 PAAS centres in Tuscany (35.000 registered users), approx. 114 SPRAR integration operators and about 50 immigration info-points operators with some e-facilitation tasks and skills.
- **Fundación Esplai (Spain):** 3.413 e-Facilitators trained by its Spanish Telecentre Academy from 2005 (31 online modules covering their different needs). More than 1M end users served by the trained e-Facilitators. <100 of them employed in Esplai.

... social recognition of this emerging profile...



.... 3 consulting bodies, expert in these issues:

- a private consulting firm, D-O-T/ES [Dynamic Thinking Organisation]
- a University [sfs/TU-DO – Sozialforschungsstelle Technische Universität Dortmund]
- a social enterprise, L'A.P.I.S. Scarl. [L'Agenzia per la Promozione dell'Impresa Solidale]

... A provisional concise



definition of the e-Facilitator for SI

... developer of key competences of users at risk (digital competences, civic and interpersonal skills, learning-to-learn abilities) for their empowerment in a Knowledge Society.

eFacilitator for Social Inclusion's Roles



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

Level 1 - On demand assistance: he/she reacts to users' demands of help in ICT access/use

Level 2 - Training: Provider of Digital Literacy Training with a social orientation

Level 3 - User's individual empowerment: Provider of Social Inclusion Services to guide the digital autonomy of the users within the Information Society

Level 4: Active civic participation in community and in social projects: Provider of Community Service-Learning –Development through social projects

(*) adapted from the classification by the Fundación Esplai and checked with the field research to 252 efacilitators.

e-Facilitator Professional Profile in countries

(from the initial survey data; N= 252)



<p>BULGARIA</p> <ul style="list-style-type: none">- ICT training instructor- Community centre consultant- Telecentre manager	<p>FRANCE</p> <ul style="list-style-type: none">- Cyber base e-facilitator- ICT Trainer- Job and Justice Cyber base e-facilitators- Espace Culture Multimédia e-facilitator
<p>ITALY</p> <ul style="list-style-type: none">- PAAS eInclusion technician- PAAS/TRIO online training tutor- PAAS Cultural mediator- ARCI's Immigration Infopoints operators- SPRAR integration operators	<p>SPAIN</p> <ul style="list-style-type: none">- Cybercafe staff- Rural telecentres' staff- PIAPs facilitators- Communal telecentre facilitator- One-to-three dimensions telecentres dynamizer

e-Facilitator Professional Profile in countries

(from the initial survey data; N= 252)



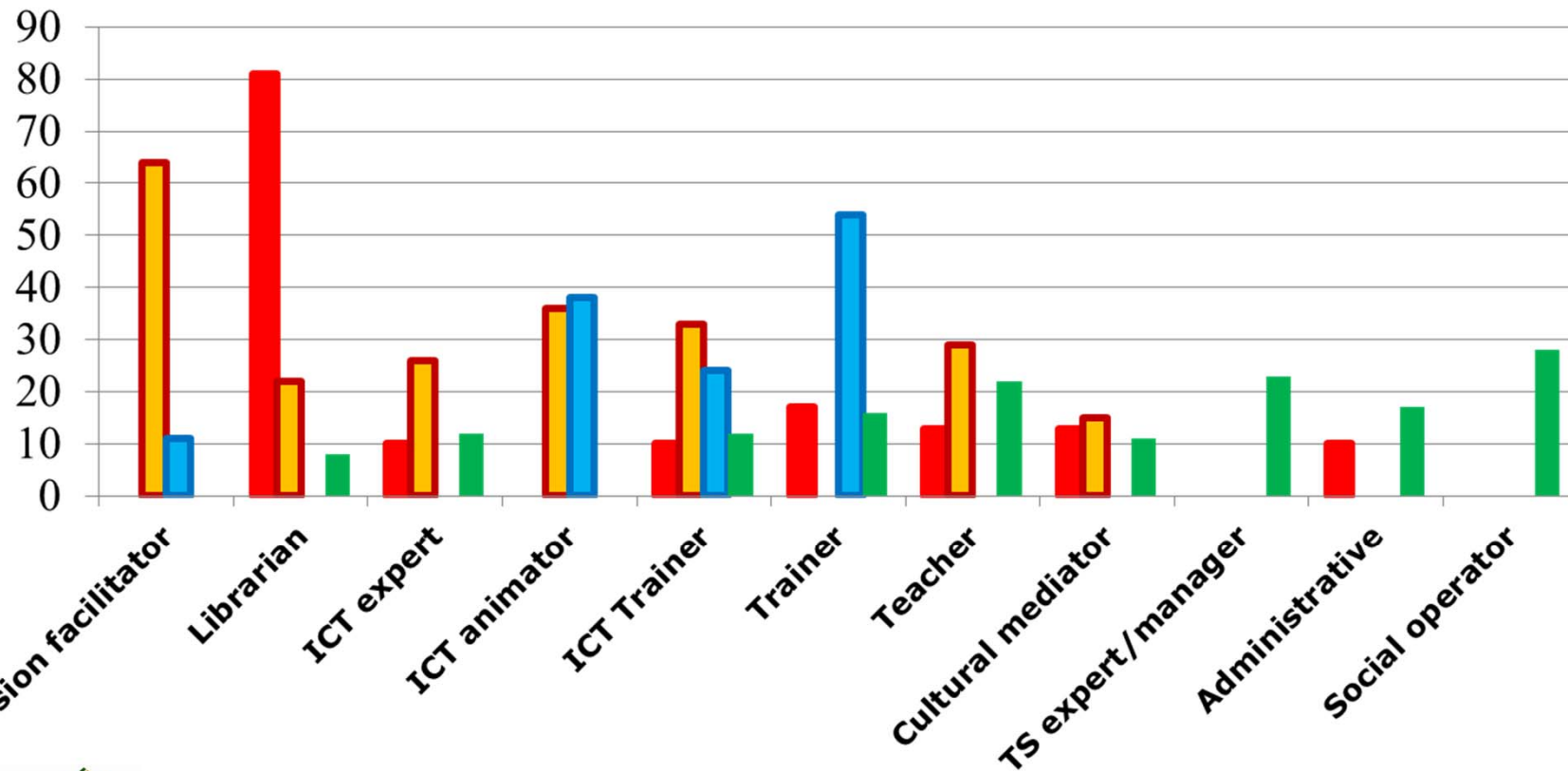
<p>Level 2</p> <p>✓ France:</p> <ul style="list-style-type: none">- Cyber base e-facilitator- ICT Trainer <p>✓ Italy:</p> <ul style="list-style-type: none">- PAAS eInclusion technician- PAAS/TRIO online training tutor <p>✓ Bulgaria:</p> <ul style="list-style-type: none">- ICT training instructor <p>✓ 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 Info points 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 telecentres staff	<p>Level 4</p> <p>✓ Spain:</p> <ul style="list-style-type: none">- Communal telecentre facilitator

e-Facilitator Professional Profile in countries

(from the entry questionnaires to learners; N = 837 / in %)



BG **ES** **FR** **IT**

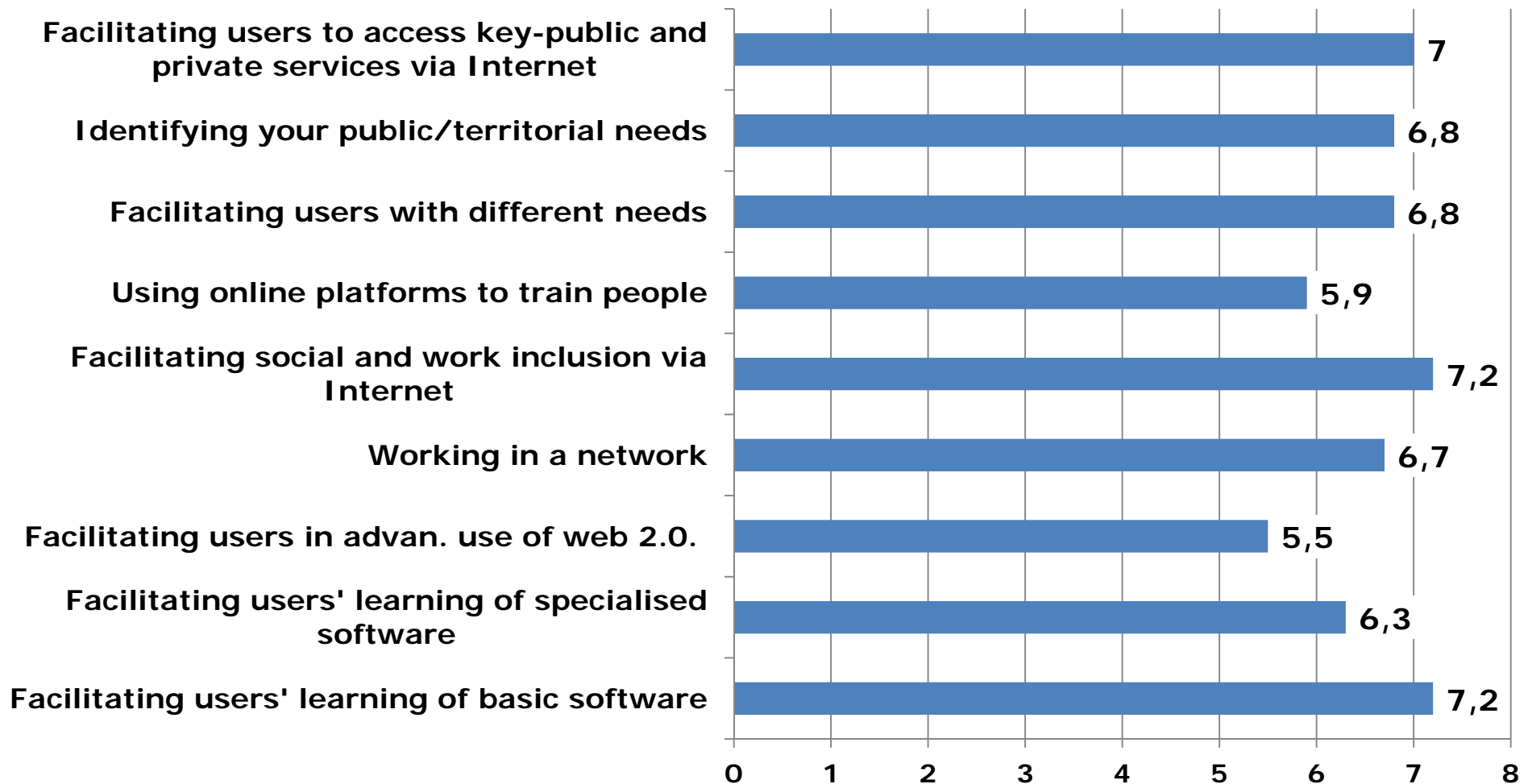


e-Facilitator Professional Profile in countries

(from the initial survey data; N= 252)



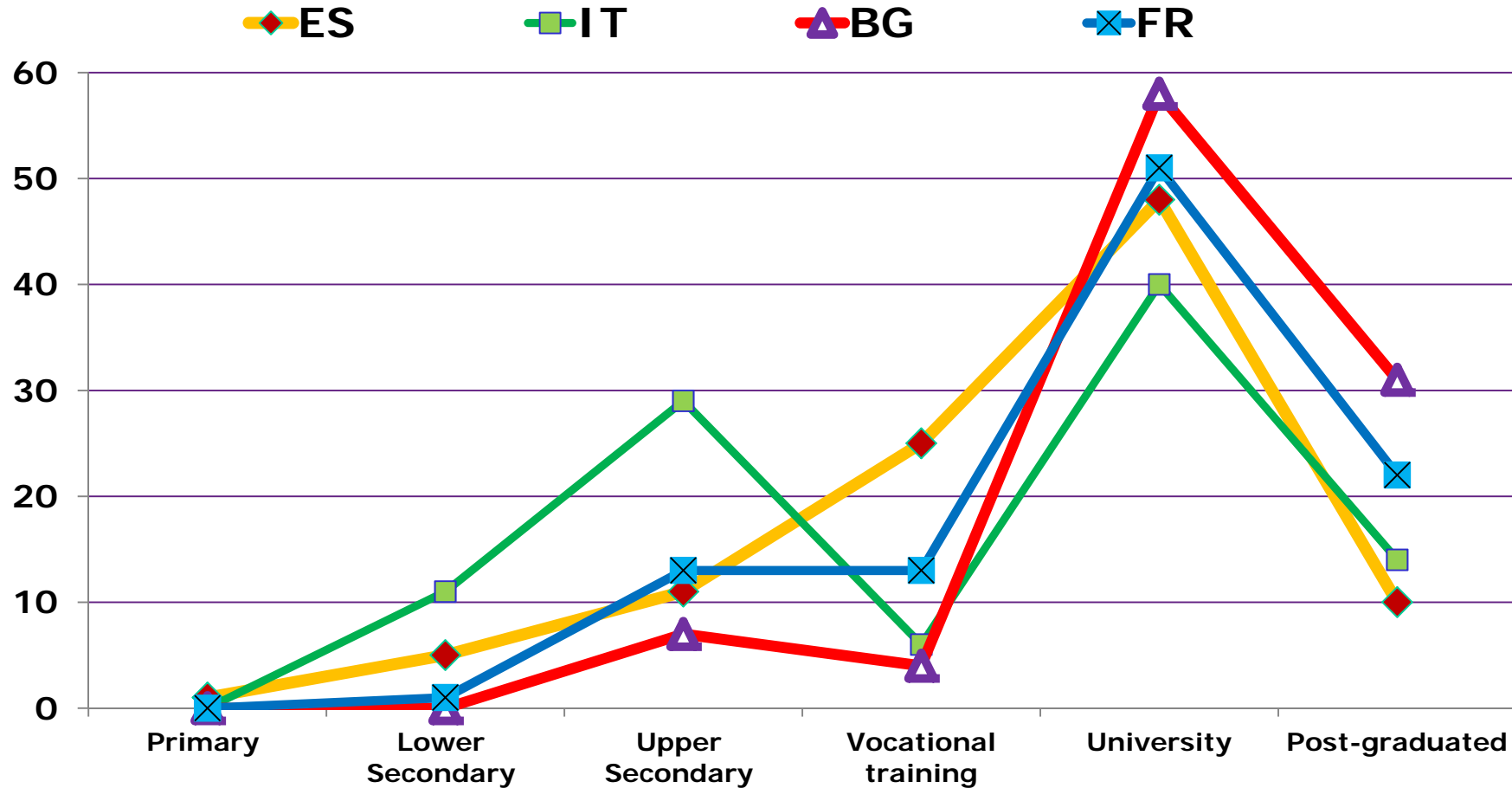
average self-evaluations of competences on the scale "0-10"



e-Facilitator Professional Profile in countries

(from the entry questionnaires to learners; N = 837)

2/3 university degree and/or post-graduate

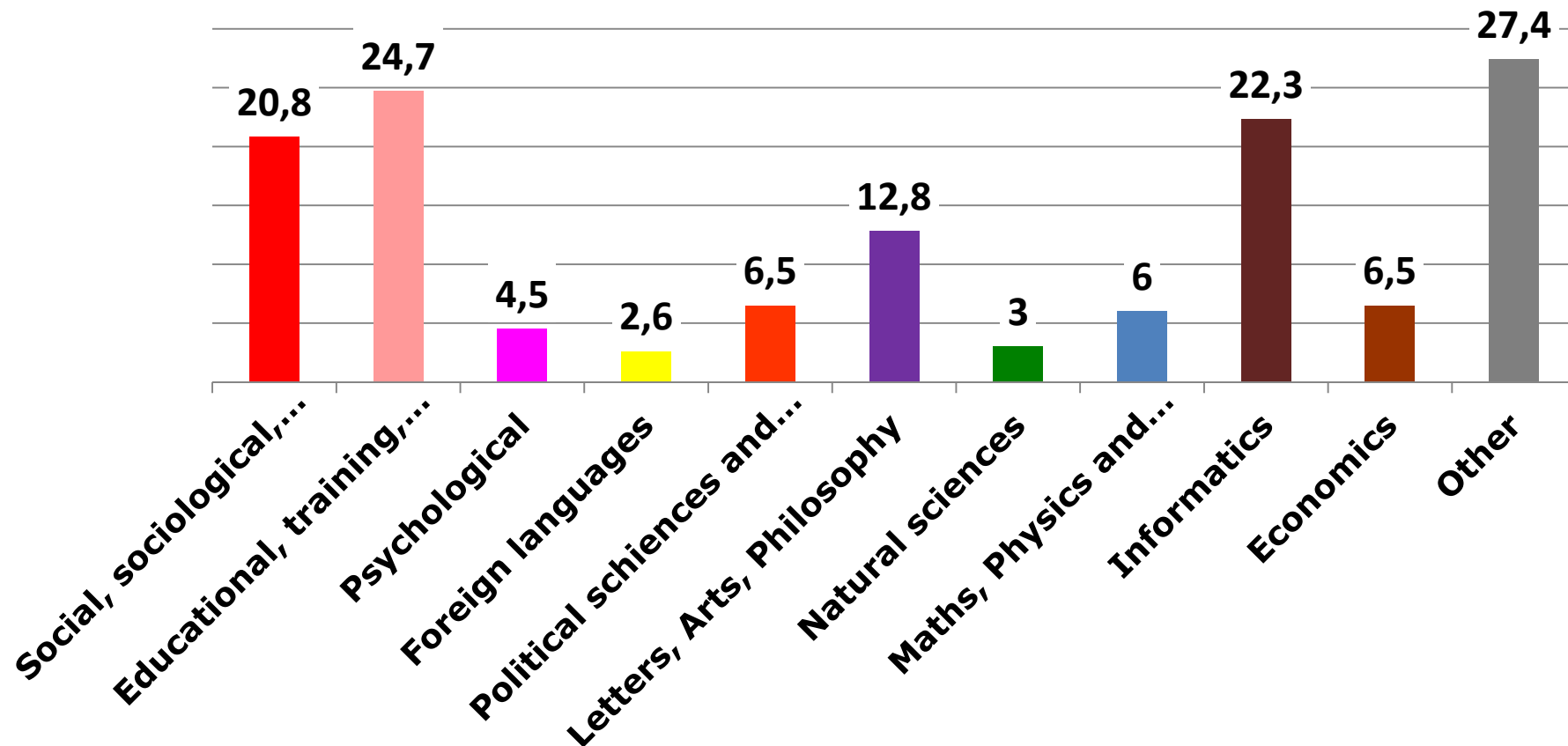


e-Facilitator Professional Profile in countries

(from the entry questionnaires to learners; N = 837)



Multiple answers (in %)



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

Socio-cultural 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



In Bulgaria:

- the system of recognition is national (NAVET)
- no similar profession seems to be registered in the National Catalogue of Professions
- a strong alliance (with libraries as telecentre strongholds) is forged to organise social recognition and to go for thorough recognition of a new profession

In France:



- Formal recognition is on the national level
- There are different certifications (formal/non formal) and university diplomas for „animator“, „tutor“, digital space animator“, „multimedia mediation and Internet tutorship“
- it will become/is a ‚third-type certificate‘ “delivered by chambers, public or private institutions in their own name”
- a strong alliance (La Ligue, Caisse de Dépôts, etc.) is forged to organise social recognition and to go for a more formal recognition (social currency)
- i.e. entry into the Répertoire National des Certifications Professionnelles (inventory of qualifications)
- no European reference level identified (NQF = CNC Cadre National de Certifications)

In Italy:



- Non formal learning units offered by the University of Pisa's Trio platform and by the CESVOT
- formal recognition in VET is on the regional level
- in Tuscany, a professional profile
“Responsible for communication, promotion of services and products of public/private bodies, facilitation of online services”
has been entered into the „Repertorio regionale delle figure professionali”
- a strong alliance is forged to organise social recognition and to go for thorough recognition
- similar processes in some other regions underway
- no European reference level identified (no NQF)

In Spain:



- Some university diplomas partially cover the training need of this profile (i.e. Master in ICT dynamization by the UOC) and training courses developed by the Telecentres networks
- the national system of recognition in VET is being regionalised (two level approach)
- in Catalonia, a professional profile called *“Dinamización del espacio TIC”* (ITC space dynamizer) is about to be entered into the Catálogo Nacional de Cualificaciones Profesionales (CNCP)
- a strong alliance is forged to organise social recognition and to go for thorough recognition
- similar processes in some other regions underway
- European reference level 5 of 8 (intermediate, can be VET or academic), CNCP level 3 (of 5)



Conclusions

- The project has been an effective collective learning effort for paving a road towards national recognition
- Important formal steps have been made in 2 of the 4 MS
- The project has greatly contributed to fuelling the social recognition of the e-facilitator occupation in the field of social inclusion

The Digital Agenda - Key ACT 11:



- Develop tools to identify and recognise the competences of ICT practitioners and users, linked to the EQF and to EUROPASS and develop a European Framework for ICT Professionalism to increase the competences and the mobility across Europe
- In the Gdansk Roadmap specific mention has been made to the e-facilitators

Conclusions : the future...



Building European competence for further professionalising e-Facilitators (in partnership with European umbrella organisations), for example through

- **an (online) Competence Centre**
- **a Training Network**
- **a branded vocational training solution, based on a unified European curriculum and certificate of eFacilitator for Social Inclusion**

→ VET4e-Inclusion: project in itself and origin of a new agenda