Guidelines for Telecentres on the Professional Recognition and Development of e-Facilitators

telecentre europe
digital community networking

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1. INTRODUCTION

In a digital age where most of us cannot imagine their daily lives without a computer and Internet connection, there are 18% of Europeans (close to 90 million people), who have never used the Internet **(Eurostat, 2014).** In addition, according to the **Digital Agenda Scoreboard 2014** 47% of the EU population have insufficient digital skills, 23% has none at all. The picture is even gloomier among disadvantaged people (aged 55-74, low educated, unemployed, retired or inactive) of whom 64% have an insufficient level of digital skills and 38% have no digital skills. These numbers speak for themselves when it comes to explaining the key role of educational staff, or so called eFacilitators, working in telecenters (public ICT access and training centers) in increasing social inclusion, employability and active citizenship.

eFacilitators in Europe cover many different realities – they work in ICT training centres, NGOs, libraries, municipalities, to name a few. This is why these guidelines have been designed in order to allow users to adapt them to their local context, for instance in defining the recognition path by choosing between VET and higher education.

The idea with which Telecentre Europe developed these guidelines was to give a tool in the hands of its members and other interested organisations, which can serve them as a starting and reference point in 'fighting' for the professional recognition and development of eFacilitators. TE wished to empower its members and increase their capacities to advocate for the formal and social recognition of the eFacilitator as a new professional profile, either under the framework of another occupational field, or as a stand-alone occupation that deserves its place in professional catalogues.

1. INTRODUCTION

Since 2009 several pioneer projects focusing on the development of training materials for eFacilitators have been realized with the participation of a number of Telecentre Europe members. In Chapter 2 of this documents we tried to acknowledge all organisations that made these projects possible and laid the first (and second) stones in this new endeavour. Today, TE counts with 50 member organisation from all over Europe and as the network uniting these organisation under the same umbrella, we realised that it is our duty to collect these experiences and make them available in a structured and easy-to-navigate document so that our members can take on from here and build on what has been achieved so far, instead of having to reinvent the wheel every time. These projects have produced modular training curricula for eFacilitators that have been piloted and transferred to more countries. Curricula are constantly enriched with new modules and constitute an invaluable resource for every organization wishing to build the skills and capacities of its telecentre staff.

Chapter 3 sets the policy background and explains why professionalization is beneficial for the sector. It also provides useful tips for activist organisations on the national level on how to design an advocacy strategy according to the recognition procedures in different countries. The document does not aim to prescribe a one-size-fits-all strategy, but to equip interested organisations with the necessary background information so that by following the simple steps in the Case Study Guide, they can design the most appropriate and effective strategy.

The complete list of the training modules developed so far is found in Chapter 4, with links and references to the training resources, as well as the projects under which they were developed. This is a unique stocktaking exercise aiming at valorising the existing experience and serves as a one-stop-shop for all organisations that would otherwise duplicate these efforts. In the last section, TE outlines its intentions and vision on how these guidelines will be further developed and disseminated.

2. ACKNOWLEDGEMENTS

These Guidelines are an initiative of Telecentre Europe AISBL funded by Erasmus+ programme.

Telecentre-Europe AISBL – a not-for-profit International Association - inclusively supports the network of European Telecentre organisations by fostering knowledge sharing and learning amongst its members. It actively promotes eFacilitator.

Telecentre Europe **acknowledges in this section the contribution all** the participant organisations to the different projects that have helped us to create a collective corpus of training resources and other materials for the professionalisation and training of eFacilitators.

Website: **www.telecentre-europe.org**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

Fundación Esplai is a non-profit organization that aims to educate children and youth, strengthening the leisure organizations and the third sector, to improve the environment and promote social inclusion and citizenship. The mission of the Foundation involves the provision of comprehensive services and educational programs in schools, health education and drug prevention, facilities management and environmental education programs, training and management services for associations and digital inclusion projects.

Country: **Spain**

Website: **http://www.fundacionesplai.org**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

ICT Development Bulgaria (ICTD Bulgaria) has been created by professionals in the fields of program management, education, innovation and research as a non-for-profit institution stimulating the uptake of Information and Communication Technologies (ICTs) in Bulgaria.

The activity of ICTD Bulgaria is primarily focused on designing and implementing research and project initiatives in the area of raising social awareness about the benefits of information society through aggregation and providing access to innovative broadband solutions, applications and ICT-based content to different target groups (citizens, community networks, local administration and SMEs).

A major goal of the organization is to use the accumulated strategic expertise of its members in the elaboration, realization and distribution of digitally-enhanced training programs and methodologies for improving the professional competencies and fostering the adaptability of adult workers to the conditions of the market.

Country: : **Bulgaria**

Website: **http://www.ictdbg.eu**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

LIKTA
Latvijas Informācijas un komunikācijas tehnoloģijas asociācija

Latvian Information and Communication Technology Association (LIKTA) is a non-governmental professional organisation, founded in 1998. The principal objective of LIKTA is to promote further development of Information Society in Latvia. LIKTA works toward increasing e-awareness in society and takes an active part in preparing professional ICT and digital skills programs. LIKTA is initiator and co-ordinator of eInclusion and e-skills development initiative Latvia@World (L@W), started in 2005.

Country: **Latvia**

Website: **http://www.likta.lv**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

The goal of the Stiftung Digitale Chancen (Digital Opportunities Foundation) is to make people interested in the Internet and to support them with their steps into the digital world. We want them to become aware of the opportunities this digital medium offers and to make use of them. Stiftung Digitale Chancen was founded in January 2002 in Berlin by AOL Germany and the University of Bremen. Co-founders are Accenture and the Burda Foundation. The Federal Ministry of Economics and Technology and the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth have taken on the patronage.

Country: **Germany**

Website: **http://www.digitale-chancen.de**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

The mission of FCT ("Fundação para a Ciência e a Tecnologia") consists in continuously promoting the advancement of scientific and technological knowledge in Portugal, exploring opportunities that become available in any scientific or technological domain to attain the highest international standards in the creation of knowledge, and to stimulate their diffusion and contribution to improve education, health, environment, and the quality of life and well being of the general public. FCT is also responsible for the coordination of the public policies for the information and knowledge society and its mobilization.

Country: **Portugal**

Website: **http://www.fct.pt**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

Educating for an Open Society Romania (EOS) is a private, non-profit organization established in 1998. Over the past 12 years EOS Romania developed as one of the most active organizations supporting the development of the Information Society and new Knowledge Economy in Romania.

At present, EOS Romania develops key projects leading to the promotion of the Information and Knowledge Society across the wider community in the region. EOS work extends beyond mainframe education projects, serving and supporting communities in Western Romania to bridge the digital divide and overcome their social, geographic, economic or cultural disadvantage by exploiting the potential of new technologies.

Country: **Romania**

Website: **http://www.eos.ro**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

Since its creation in 1988, Interface3 has worked to expand the range of professional opportunities available for women, and to improve their qualifications in ICT.

The Interface3 courses are aimed at women who want to improve their professional life, reintegrate or shift towards growth sectors (women seeking employment, long-term unemployed, women 'returners'). These programs focus on ICT but also on other requirements of today's businesses: project management, knowledge of languages, etc.

Today the digital divide between men and women is gradually reducing because of better access and usage of ICT. Yet there are less than 20% of female working as ICT professionals.

Country: **Belgium**

Website: **http://www.interface3.be**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

TC TELECENTAR

Telecentar was founded in 2005 as a coordination centre of regional network of telecentres from Croatia, Serbia, Bosnia and Herzegovina and Macedonia. Now Telecentar activities are based on multimedia training and production projects.

Country: **Croatia**

Website: **www.telecentar.com**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

LANGAS Į ATEITĮ

Association Langas į ateitį – LIA – a national-wide NGO which mission is to participate in the development of Information Society, increase the accessibility of the Internet and e-services in Lithuania by providing computer literacy and Internet training to adults.

Country: **Lithuania**

Website: **http://www.langasiateiti.lt**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

Serbian International Aid Network – IAN– a local NGO acting in the field of empowerment of disadvantaged groups in Serbia (refugees, unemployed, Roma, etc). IAN Telecentar provides courses to enable people to acquire knowledge helping them to better integrate into the local community and become economically independent.

Country: **Serbia**

Website: **http://www.ian.org.rs**

2. ACKNOWLEDGEMENTS

Telecentre Europe members

National Safer Internet Centre is a non-profit non-governmental association, founded in 2006 as Online Safety Institute. In January 2011, the association was renamed the National Centre for Safer Internet (NCBI). Its aim is to contribute to a safer use of the Internet and modern information and communication technologies, the acquisition of ethical standards in online communication and assist in the prevention and reduction of potential social risks associated with their use. The Association is a member of the pan-European network of national awareness centers Safer Internet INSAFE and collaborates with an international network of hotlines INHOPE .

Country: **Czech Republic**

Website: **http://www.saferinternet.cz**

2. ACKNOWLEDGEMENTS

Other organisations

D-O-T is a network of professionals engaged in the development of an inclusive Knowledge Society through action research initiatives focused on ICT and Social Innovation, the Digital Divide, Lifelong Learning, Collaborative and Socially-Responsible Businesses, and International Cooperation for Development.

Country: **Spain**

Website: **http://www.d-o-t.eu**

2. ACKNOWLEDGEMENTS

Other organisations

ARCI is a civic and independent association that promotes active citizenship at local level through leisure, training and cultural activities, social action and international solidarity. With its 5,800 clubs and more than 1,200,000 members, it represents a broad structure for democratic participation, practising and promoting self-organization of citizens and setting up social intervention actions aimed at defending the rights of the weakest (prisoners, minors, migrants, asylum seekers and refugees, Roma, drug addicts, persons affected by physical or mental disorders). Many of ARCI's local committees and clubs, especially in Tuscany within the PAAS network (www.old.e.toscana.it/paas/index.shtml), promote digital literacy and the use of ICTs.

Country: **Italy**

Website: **http://www.arci.it**

2. ACKNOWLEDGEMENTS

Other organisations

INFREP – "National institute for training and research on continuing education" – was founded in 1982 and takes part of the "Ligue Française de l'Enseignement et de l'Education Permanente" (French League of Training and Permanent Education). INFREP employs around 250 permanent workers and 150 consultants, and is actually working in 30 regional centres all over France. Altogether these regional centres work with more than 12 000 trainees each year, they have their specific training fields and provide services in professional and social insertion, vocational training for long term unemployed young and adults (social and sanitary field, hostelry, selling, etc.) and training for firms' employees. Through its participation to European programs, INFREP has been able to develop its expertise in e-learning.

Country: **France**

Website: **http://www.infrep.org**

2. ACKNOWLEDGEMENTS

Other organisations

S L'A.P.I.S. – the Agency for the Promotion of the Solidaristic Enterprise – is a social co-operative settled in Rome in 1995, which provides services to various agencies of the Italian and European Third Sector, and to public and private bodies. The agency has got a strong expertise on European projects/partnerships, training activities, research, monitoring and evaluation, guidance initiatives, social enterprise feasibility studies, administration and accounting services.

It is accredited at Sviluppo Lazio Ltd Company (owned by the Lazio Regional Authority) as agency expert in micro-credits feasibility studies, at the Italian Presidency of the Ministries' Council, as Evaluator of National Civil Service Projects, it is a partner of the County Authority of Rome (together with the University of Rome "La Sapienza"). It has got a registered office also in the Campania Region, where it operates in projects co-funded by the regional, county and city authorities, as well as by the Area Voluntary Centres for the Development of Volunteer Organisations and by Foundations like Fondazione Sud.

Country: **Italy**

2. ACKNOWLEDGEMENTS

Other organisations

La Ligue de l'enseignement is a secular movement for popular education that gathers 102 federations involved in activities relating to education, social inclusion, sports, citizenship, culture and leisure. La Ligue de l'enseignement is actively engaged in several European platforms and networks, aiming at putting forward its inclusive, democratic and educative vision of Europe, promoting lifelong learning and ICT access to all.

Country: **France**

Website: **http://www.laligue.org**

2. ACKNOWLEDGEMENTS

Other organisations

sfs tu dortmund sozial forschungs stelle dortmund

technische universität dortmund

With its social scientific orientation, sfs Dortmund, a central research centre of Technische Universität Dortmund combines excellent research with active participation in the shaping of regional and organisational innovation processes, especially dedicated to profound modernisation processes of work and labour towards the knowledge society considering aspects like lifelong learning, education and training, knowledge management and new technologies, work with and in networks.

Country: **Germany**

Website: **http://www.sfs-dortmund.de**

2. ACKNOWLEDGEMENTS

Lasa is a leading UK charity providing high quality support services to advice and information providers. Lasa offers innovative services in ICT advice and consultancy, welfare rights advice, information and training. Lasa also influences policy on advice services and technology.

Country: **United Kingdom**

Website: **http://www.lasa.org.uk**

2. ACKNOWLEDGEMENTS

Other organisations

Foundation for the development of lifelong learning, starting on September 29.1999, FDEP is a Swiss foundation of public utility, recognized as such by the Geneva government. Its main objective is to promote quality training for adults who have no or few basic competences.

An important part of the population is becoming marginal, socially, professionally and culturally, due to the current economical trends. The training of adults is a useful approach to prevent and fight those consequences. But it is not enough, in particular because training is not or little accessible to the most disadvantaged people.

Trying to correct that, the FDEP wishes to first promote training for the adults who have the highest needs; it refers to experiences and historical elements of popular education and company training.

The FDEP is acting in three main directions: participation to projects, organization of meetings and distribution of a price stimulating innovation.

Country: **Switzerland**

Website: **http://fdep.ch**

2. ACKNOWLEDGEMENTS

Other organisations

Asociaţia Consultanţilor în Dezvoltare Comunitară

ACDC Romania – Asociaţia Consultanţilor în Dezvoltare Comunitară is a professional association, with cover at the national and international level and certified expertise in community development through the 33 founder members. The mission of the association is to promote community development through consulting activities in the field of key domains for sustainable development.

The objectives of the association aim at solving the problems that concern the community and the development of human resources through the elaboration, organization, implementation and funding of specific programs, strategies for associative structures, individuals, legal persons of public and private law.

Country: **Romania**

Website: **www.acdcromania.ro**

2. ACKNOWLEDGEMENTS

Other organisations

AID – For “Actions Intégrées de Développement” (Integrated Development Actions) is a federation regrouping initiatives of social or professional insertion which are articulated around training and/or employment.

The training centers of the network aim to respond to the situations of inequality, trough concrete projects, developed with and at the destination of people in social, economic, political or cultural exclusion. The actions are carried out through training and employment action, but also working with the persons toward their individual and collective emancipation as active citizens.

AID acts as a common tool for the 32 training centers, and developed expertise in the fields of Lifelong Learning tools, European project management and pathways and training designing, among others.

Country: **Belgium**

Website: **www.aid-com.be**

2. ACKNOWLEDGEMENTS

Other organisations

Foundation for Development of Democratic Rights – Demnet – a Hungarian NGO which since 1996 has been supporting the development of civil society and has been promoting its social embeddedness in Hungary and other countries.

Country: **Hungary**

Website: **www.telecentar.com**

2. ACKNOWLEDGEMENTS

Other organisations

Reflective Learning-UK (RL-UK) is a social enterprise which aims to support all those who care for the well-being of each other, their organization and community. RL-UK works collaboratively with those who want to be part of building and sustaining better lives and livelihoods for all, and who have the faith and energy to strive to create such places. RL-UK uses a unique strengths-based approach to enable individuals, groups, organizations and communities to move forward positively. RL-UK develops strengths, resilience, well-being and positive emotions. It builds fulfillment through individual and collective engagement in activities that promote appreciation and kindness and the actualization of human potential.

Country: **United Kingdom**

Website: **http://www.rl-international.com**

2. ACKNOWLEDGEMENTS

Other organisations

The Foundation was established in 1992 with the support from the International Youth Foundation. We are a non-profit organization and we do not carry out economic activity. Our financial resources come mainly from grants and contributions received from institutions and individuals. Our aim is to stimulate comprehensive development of children and youth aged between 5 and 20 years. We wish to help in raising a new generation of responsible and creative people, who actively build their own lives and local community, and thus, the future of our country and of the whole world. We want to be present everywhere where individuals and organizations caring for children and youth need financial, organizational and educational support or else, where they need a liaison with institutions and organizations in Poland and abroad. We award financial grants and organize training courses for representatives of local authorities and non-governmental organizations or leaders of informal youth groups, as well as conferences and seminars which discuss their problems. We carry out training programs for primary and maternal school teachers which teach them new methods or working with young people. From 1992 until the end of 2009 we have awarded 4219 grants of a total of PLN 41,645,600. Each year, we help over 200,000 children and young people.

Country: **Poland**

Website: **http://www.pcyf.org.pl**

2. ACKNOWLEDGEMENTS

Other organisations

The Nobody's Children Foundation is a non-governmental non-profit organization working toward the goals of protecting children from abuse and providing help for abused children, their families, and their caregivers. The facilities run by the Foundation offer psychological, medical, and legal help to victims of abuse and their caregivers. We act for the improvement of the situation of children participating in legal procedures as witnesses. We run preventive activities to reduce threats to children on the Internet. We organize specialized training programmes addressing the problem of child abuse for various groups of professionals and for interdisciplinary teams. We conduct research and analyses to expand the knowledge about the problem of child abuse and to provide basis for our activities.

Country: **Poland**

Website: **http://fdn.pl**

2. ACKNOWLEDGEMENTS

Other organisations

RIAP (Rural Internet Access Points) Association.

Country: **Lithuania**

Website: **http://www.vipt.lt**

2. ACKNOWLEDGEMENTS

Other organisations

UNIMPRESA ROMANIA
UNIONE DELLE IMPRESE ITALIANE IN ROMANIA

UNIMPRESA Romania is an association born in 2003 as a result of the request coming from the Italian entrepreneurs working in Romania and from various Romanian authorities looking for an unique and representative entity as a counterpart for their development projects. The number of its members is growing yearly (on medium term more than 1500 companies are expected to join the union). The main goal of Unimpresa is to represent its members in front of public and governmental institutions no matter the sector and the level, minding the local rules and laws.
Unimpresa Romania is currently providing technical assistance to the Rumanian SME Agency, through the transfer of know-how and operating experience to the national entities that are responsible for the development and competitive growth of Rumanian enterprises.

Country: **Romania**
Website: **http://www.unimpresaromania-it.ro/**

2. ACKNOWLEDGEMENTS

Other organisations

The Fundació Ciutat de Viladecans (City of Viladecans Foundation) is a private foundation set up in 1997 supported by the Ajuntament de Viladecans, the Universitat Politècnica de Catalunya, the Institut Català de Tecnologia the Club d'Empresaris de Viladecans. Its main function is the strategic planning of local communities and public and private organizations in order to achieve sustainable growth and development.
The Foundation has developed transnational experience in training and eLearning projects, mainly at European level (Equal, Delta, Socrates, Grundtvig).

Country: **Spain**
Website: **http://www.fundacionviladecans.org/**

2. ACKNOWLEDGEMENTS

Other organisations

The “Bekescsabai Vallalkozoi Centrum” (BIC) established by the local government of Bekescsaba town and the ECONOMIX Co. of the University of Economics in 1993. The mission of BVC is to support the local economic development with the establishment of the most appropriate means and services focusing mainly on SMEs. For 10 years with the same management they founded a Business Incubator Centre (BIC) that became the biggest in size in the country, started an Industrial Park in 2001 through a green-field investment and opened an Agricultural and Food-industrial Innovation Centre in October 2004.

Country: **Hungary**

Website: **http://bvc.hu/**

2. ACKNOWLEDGEMENTS

Other organisations

Istituto Guglielmo Tagliacarne (IGT) has been set up by the Union of the Italian Chambers of Commerce in 1986. It is a foundation formally recognised by the Italian Ministry of Industry. The Institute operates in all the Italian regions to promote economic culture, with a special focus on local economies, by undertaking activities of research and training.

The transnational experience of the Institute has been developed both in socio-economic research (with a focus on local development systems and on learning dynamics) and in training (with a special focus on pilot projects for SMEs, training for trainers, analysis of competencies, especially within Leonardo da Vinci and Equal programmes). Among the most relevant transnational projects it must be mentioned the four-years project (2001-2005) “WEST EAST ID” - Industrial Districts’ Re-location Processes Identifying Policies in the Perspective of EU Enlargement”.

The Institute has developed a large know how in non formal learning developed by action- learning methodologies mainly involving local authorities and SMEs’ groups.

Country: **Italy**
Website: **http://www.tagliacarne.it/**

2. ACKNOWLEDGEMENTS

Other organisations

FORIM – Formazione e Promozione per le Imprese is a training agency of the Chamber of Commerce of Potenza, which is devoted, since 1993, to the local economic development in the area of Potenza (Basilicata region). Its main activities are focused on training to different targets (vocational, managerial and entrepreneurial ones), services in business creation (vocational guidance, abroad marketings prospects for local enterprises).
It performs its services in an economic context where the presence of small and very small local entreprises is highly rooted.

Country: **Italy**
Website: **http://www.forimpz.it/**

2. ACKNOWLEDGEMENTS

Other organisations

Team srl is a service company established in Genoa in 1981 with the purpose of providing consulting and professional services to businesses, trade associations and public administrations in the fields of human resources, local development and innovation. It is organised in three areas, all correlated to its strategic and operational know-how as well as to specific action fields: project management, monitoring and evaluation of projects and programmes, business development.
For over fifteen years, Team has been conducting direct consulting activities on behalf of the EU Commission either as the project leader or as a partner in several research, training, monitoring, and assessment projects.

Country: **Italy**
Website: **http://www.team.it/**

2. ACKNOWLEDGEMENTS

Other organisations

The Karol Adamiecki University of Economics in Katowice (UNIKATOWICE) is the oldest public higher education institution teaching economics and conducting research in Upper Silesia (PL). The University successfully combines rich tradition with innovative approach to academic challenges in order to strengthen its position of modern research, expertise and education centre. It organizes Bachelor, Master and Post-Graduate degree programs. It has an extensive experience in inter-organisational co-operation aimed at regional policies development in several projects co-financed by the EU, by the government and foreign sources.

Country: **Poland**

Website: **http://www.ae.katowice.pl/**

2. ACKNOWLEDGEMENTS

Other organisations

The Universitatea “Aurel Vlaicu” (AVU ARAD) is located in the Western part of Romania, in the city of Arad. The organizational structure comprises a spectrum of faculties including a center of Open Distance Learning, a department for Continuous learning, a department for the trainers’ training. The University, which has been cooperating since long time with local authorities, has developed several initiatives in transnational cooperation, participating in many European programmes like a Phare 2005; “Industrial Districts’ Re-location Processes: Identifying Policies in the Perspective of EU Enlargement” or a Phare 2003, “European Construction Process”- Jean Monnet 2002.

Country: **Romania**

Website: **http://www.uav.ro/**

3. FORMAL & SOCIAL RECOGNITION

3.1. eFacilitator as a profession

Why eFacilitators?

Recent years have seen a constant rise in requirements towards educational staff working in telecentres. Telecentre staff meets challenges like reduced public funding, new labour market demands for employability concerning ICT qualifications and changing technological systems (tablets, cloud applications, apps). On the other side, end users are requesting new services (mobile devices, certification of competences) and new target groups (higher participation rates of people with disabilities or unemployed youth) are entering the digital world and face competence gaps. These developments lead to a demand for professional occupational training for educational staff of telecentres.

The authors have been involved in a strand of four EU financed development projects (Lifelong learning programme, 2011-2014) aiming at supporting the professionalization of telecentres, their services and staff. One of the outcomes was the branding of the profile of the "eFacilitator" as an occupational profile of educational staff for ICT competences in telecentres. Our research in 2012[1] indicated that eFacilitators show a high formal education, predominantly in the educational or social field. Nevertheless, one of the highest demands of eFacilitators articulated in our survey in 2012 was the request for occupational training. As many eFacilitators have an educational or social professional background, requested training topics aim at ICT knowledge ("network administrator", "ICT security") or managing skills ("running a learning place", "fund raising"). Job guidance for unemployed is a rising field of activities for eFacilitators, too.

As a result of these challenges, the projects "Vocational training and education solutions for e-Facilitators for social inclusion (vet4e-I)" and "Training for e-facilitators (TeF)" were funded by the EU Commission in order to support activists and researchers in touch with Telecentre Europe to develop training materials for eFacilitators.

1 http://www.efacilitator.eu/wordpress/wp-content/uploads/2010/12/VET4e-i_Multi-Country_Context_AnalysisDEF.pdf

3. FORMAL & SOCIAL RECOGNITION

3.1. eFacilitator as a profession

Project name	Vocational training and education solutions for e-Facilitatorsfor social inclusion (vet4e-I")
Funding provided	EU, Lifelong learning programme, 2009-2011.
URL	http://www.efacilitator.eu
Research question	Which competences should people working in a telecentre have in order to empower their target groups for eInclusion?
Main outcomes	Learning material for eFacilitators.

Project name	Training for e-facilitators ("TeF")
Funding provided	EU, Lifelong learning programme, 2012-2014.
URL	http://www.trans-efacilitator.eu
Research question	Which competences should people working in a telecentre have in order to empower their traget groups for eInclusion?
Main outcomes	12 modules of e-learning course for eFacilitators.

3. FORMAL & SOCIAL RECOGNITION

3.1.- eFacilitator as a profession

Two other projects were issuing another challenge: The development of professional learning material and an adequate learning methodology for telecentres.

Project name	Intergenerational learning circle for community management ("eScouts")
Funding provided	EU, Lifelong learning programme, 2011-2012.
URL	http://escouts.eu/
Research question	Which pedagogical approaches are useful for mediating digital skills to marginalised target groups?
Main outcomes	Learning approach for intergenerational peer support for digital inclusion.

Project name	Key Competences for all (KC4all)
Funding provided	EU, Lifelong learning programme, 2009-2011.
URL	http://www.keycompetences.eu
Research question	Which learning content should telecentres offer their target groups?
Main outcomes	Learning material for disadvantages persons, facilitators' handbook, guidelines for stakeholders and policy makers.

3. FORMAL & SOCIAL RECOGNITION

3.1. eFacilitator as a profession

Taking these developments into account, the occupational field of the eFacilitator and the professional environment of the telecentre can clearly be described as a working place in ongoing professionalization. Telecentres and eFacilitators are aiming at more and better occupational training, improved routines, increased sustainability of the delivered services and a clear definition of the telecentre as an inclusion instrument and working place.

3. FORMAL & SOCIAL RECOGNITION

Why recognition?

In order to support and sustain this process of professionalization, the recognition of the occupational profile of the eFacilitator is one important building block. Recognition has several meanings which all are aiming at higher professionalization of the profile and sustainability of learning processes:

1 Recognition of the occupational profile will raise the attractiveness of this occupation and attract highly skilled persons for this job.

2 A better recognition of this profile will assure better job options for eFacilitators, supporting their employability and the attractiveness of the whole occupational field of ICT based learning and digital inclusion. Working experience as an eFacilitator may be recognised for higher education or other jobs.

3 The recognition of eFacilitators will also improve the recognition of clients who received training in telecentres.

4 A better recognition of eFacilitators will raise attention for telecentres as a welfare system instrument, high lightening the function of this instrument as a learning and inclusion space in modern (digital) societies.

5 Recognition of the profile and professionalization of telecentres could also support the internationalisation of this movement: With many telecentres operating locally and many networks aiming at a regional or national context, the European exchange of ideas, approaches and instruments could support the professionalization and contribute to impact, sustainability and attractiveness of this sector.

3. FORMAL & SOCIAL RECOGNITION

Why recognition?

Following these aims, two pathways of recognition are viable:

1 Formal recognition refers to competent bodies issuing a certificate (like a university degree or a vocational training certificate). One has to differ between official certificates issued by competent bodies (like a university, a governmental body or and educational agency acknowledged by the education authorities) and certificates issued by non official bodies (like a private training institute or IT companies[2]). Formal recognition refers to certificates issued by public bodies or their agencies, as these have the higher relevance in this sector. The path for formal recognition is through administrative procedures; instruments are supporting documents and negotiations.

2 Social recognition means the awareness of the public or special interest groups (like employer organisations or enterprises) for an occupational profile. This awareness is an important building block of formal recognition, as formal recognition normally follows educational needs, expressed in target groups' awareness towards a need. The path for social recognition is through public awareness; instruments are campaigns and promotion.

2 In the ICT sector certificates issued by private companies – like those issued by Microsoft or Oracle – have and important meaning for employability. Nevertheless this document only focusses on formal recognition issued by governmental bodies or their agencies.

3. FORMAL & SOCIAL RECOGNITION

Term	Explanation
Recognition of learning outcomes	(a) Formal recognition: the process of granting official status to skills and competences either through the: ▪ award of qualifications (certificates, diploma or titles); or ▪ grant of equivalence, credit units or waivers, validation of gained skills and/or competences; and/or (b) Social recognition: the acknowledgement of the value of skills and/or competences by economic and social stakeholders.
Source:	Cedefop (2008): Terminology of European education and training policy. A selection of 100 key terms.

3. FORMAL & SOCIAL RECOGNITION

How to reach formal recognition?

As there is no such thing as a “European recognition model” guiding a central profile compulsory through all member countries (like EU law transformed in national laws), each national activist has to foster the recognition in their national or even regional context on their own.

The authors have accompanied several recognition processes in various countries[3] and sectors and have developed an approach that is valid as a guiding structure for most countries: The case study guide on recognition (see chapter 4). It is not elaborating on national specifications or administrative details, but assists the activist by guiding him through questions that the activist has to answer in order to achieve formal recognition of the eFacilitator profile. It is important to understand acquiring formal recognition is a complex and time consuming process that could last several years and that needs strong support from several stake holders. In all countries we have been working so far formal recognition is following some align procedures:

1 Most countries are differing between higher education (unsing the ECTS system) and vocational training systems (using the ECVET system). Both are following other approaches and can not be mixed. The first decision to take is: Do you imagine eFacilitators being trained at a university or in the vocational training system - eventually as initial or further training?

2 It is important to understand the procedure that leads towards a formal recognition. First thing to do on a pathway for formal recognition is to read documentation about this procedure (either in the higher or vocational training system). It should be available via the national or regional education ministry.

3 As per e-Facilitator recognition: Portugal, Spain, Italy, France, Germany, Bulgaria, Latvia

3. FORMAL & SOCIAL RECOGNITION

3 Another important fact is to understand that formal recognition is built on several actors – like ministry of education, ministry of labour, research institutes, labour unions and employer organisations or university faculties. In most countries all these actors have to be "on board" and actively support the formal recognition. Active moderation of those actors' intentions is key for a fast formal recognition.

4 Social recognition (by the fore named actors or a broad public) is a great stepping stone for formal recognition. One can argue "many organisations want to support this process".

5 A labour market analysis is another initial stepping stone. A study should quantify the number of persons and organisations who have interest in the new occupational profile. This study should also describe the state of the art of education in this occupational field: Which profiles are already available? By whom? Where is the need for an eFacilitator profile?

The case study guide on recognition (see chapter 4) asks all these questions. It is a simple tool to make sure the activist is aware of the "big picture" of recognition and asks himself the right questions. There is no "right or false" to these questions, but it is important to reflect on all of them and sketch a pathway to recognition before taking any concrete steps.

3. FORMAL & SOCIAL RECOGNITION

3.3. Understanding the "European Education Area"

The European Union wants to create a "European Education Area" to facilitate the transparency/ comparability and standardised documentation of qualifications in order to increase professional mobility of European citizens. A comprehensive system is set up to facilitate the comparability and mutual recognition of qualifications between EU member states and to foster lifelong learning. Its core element is the EQF, the European Qualifications Framework with eight levels of achievement, acting as a common reference framework for all national education systems in Europe. There are basically two approaches to measuring and certifying educational performance,

- learning input (usually the time invested in learning plus proven performance) and
- learning outcomes (what a learner knows, understands and is able to do).

For the Higher Education area (EQF levels 5-8), the accreditation of learning investments has been developed with ECTS (European Credit Accumulation and Transfer System) leading to the introduction of Bachelor and Master programmes ("Bologna process"). According to ECTS one credit point corresponds to a workload of 25-30 working hours. ECTS is an input and outcomes based system.

3. FORMAL & SOCIAL RECOGNITION

3.3. Understanding the "European Education Area"

In the area of vocational education and training (EQF levels 1-4), the ECVET system (European Credit System for Vocational Education and Training) aims to establish the recognition of learning outcomes on a European level. Learning outcomes are statements of what a learner is supposed to know, understand and be able to do at the end of a period of learning. The certificate requested does not state "what a student should be able to do, but what he/she can do according to exams passed."

Term	Explanation
European credit system for vocational education and training (ECVET)	A device in which qualifications are expressed in units of learning outcomes to which credit points are attached, and which is combined with a procedure for validating learning outcomes. The aim of this system is to promote: ▪ mobility of people undertaking training; ▪ accumulation, transfer and validation and recognition of learning outcomes (either formal, non-formal or informal) acquired in different countries ▪ implementation of lifelong learning; ▪ transparency of qualifications; ▪ mutual trust and cooperation between vocational training and education providers in Europe. **Comment:** ECVET is based on the description of qualifications in terms of learning outcomes (knowledge, skills and/or competences), organised into transferable and accumulable learning units to which credit points are attached and registered in a personal transcript of learning outcomes.
Source:	Cedefop (2008): Terminology of European education and training policy. A selection of 100 key terms

3. FORMAL & SOCIAL RECOGNITION

3.3. Understanding the "European Education Area"

As both systems refer to a different understand of what to recognise, an early decision is necessary: Which pathway does the eFacilitator profile have to go? Is it a higher education profile (addressing universities) or a vocational education profile?

This decision does not only depend on the level of the training addressed; the existing national education system where the eFacilitator profile should be installed should also be considered. Some countries build on a strong vocational system for initial occupational training (like Germany, Austria or Denmark) in other countries higher education bodies play the dominant role in initial occupational training (like Poland, Romania or the UK). Sometimes the decision for the pathway is sector dependant, as in some countries service training or technical training are addressed by one or the other system. There is no decision valid for all European countries – as a result the first step for a national recognition of a national eFacilitator profile should be to identify the appropriate education system.

3. FORMAL & SOCIAL RECOGNITION

	technische universität dortmund		
Nr	**Issue**	**Information**	**Comment**
Formal recognition			
1	Do you want to place the eFacilitator profile within the higher education (ECTS) or vocational training (ECVET) pathway? Which is more relevant to the labour and education market? Which will employees and employers favour? Please elaborate on this topic. Please indicate the pathway (or pathways) (higher education or vet) you favour. Please answer the following questions in accordance to the pathway (or pathways) (higher education or vet) you favour.		
2	Which Ministry or other state authority is competent for formally recognising a certificate?		
3	If existing, please describe the formal procedures of recognition (accreditation, registration) of courses or any sort of certificate granted by a course in your country. If given, please describe also the different stages of the pathway of recognition.		

3. FORMAL & SOCIAL RECOGNITION

	technische universität dortmund		
Nr	**Issue**	**Information**	**Comment**
Formal recognition			
4	Which expertise (state, social partners, civil society) is represented in such recognition bodies in your country?		
5	Provide indications for the duration of such processes.		
6	Is there an already recognised vocational profile or standard the eFacilitator profile would be able to refer to? Or to complement to? Which prerequisites must be given to be accepted for any such sort of recognition? Is there a minimum workload defined for recognising a module (e.g. minimum of 20 hours per credit point)?		
7	If there are any procedures for validating and recognising prior learning and experience in place, please describe them also.		

3. FORMAL & SOCIAL RECOGNITION

	technische universität dortmund		
Nr	**Issue**	**Information**	**Comment**
Formal recognition			
8	If there are relevant examples for any of these procedures, please provide evidence (case example).		
9	Further aspects not considered above		
Social recognition			
10	Who are stakeholders you want to address in order to raise attention for the curriculum? Why did you identify these stakeholders?		
11	Who are “end users” for you?		
12	How do you want to raise the attention of these two target groups towards the eFacilitator curriculum?		

3. FORMAL & SOCIAL RECOGNITION

	technische universität dortmund		
Nr	**Issue**	**Information**	**Comment**
Social recognition			
13	Which means (e.g. leaflets, presentations of conferences, journal articles etc. do you think are appropriate to reach these target groups?		
14	What could be “buying arguments”? for them?		

4. TRAINING CURRICULUM

4.1. Why an European training curriculum

The job "ICT facilitator" has been widely spread throughout the world since the first telecentre networks were established when expiring the past century, as a strategy to overcome the digital divide.

These telecentres or ICT spaces are not just premises kitted out with machines, which are automatically operated. They are also places for enabling processes of empowerment in the use of technologies for citizens who are approaching them with very different needs and who use ICT as a means to acquire new competences either to solve problems or to ease their access to the job market.

This empowerment processes unavoidably requires the intervention of a professional: the telecentre's facilitator (eFacilitator) who takes on a bridge role between technology and people, highlighting the positive and beneficial use of technologies. It is therefore an essential role without which the ICT space would not make sense.

This specific professional profile does not fall under the existing professional profiles within national catalogues. On the one hand, the technological aspect would suggest a need for a professional with a computer science degree. On the other hand, the educational and facilitation aspect requires a profile that would be closer to teaching, or even better, social education. Consequently, one should think of a multidisciplinary profile with a great capacity to adapt to changes and to the wide variety of situations and needs that the general public request from an ICT space.

4. TRAINING CURRICULUM

4.1. Why an European training curriculum

It is also obvious that this job and professional role has been around for at least fifteen years and it is not sufficiently regulated, which generates great differences in the social and professional recognition of the people who carry it out.

In Spain, Fundación Esplai has been developing specific training projects to cover the prevailing educational and professional gap for this profile. Through various programs and with the collaboration of the Professional Qualifications Institute of the Catalan Government, a good number of initiatives have been carried out to define this profile in terms of job description, competences, and the training needed to acquire these competences. Through this program, six professional competence units have been established:

- **CU 1:** To manage financial resources and infrastructure and manage the team of the ICT space.
- **CU 2:** To manage and maintain the technological resources of the ICT space.
- **CU 3:** To define and carry out policies and programs of public relations in the ICT area.
- **CU 4:** To manage communication in the ICT area, with and between users and the daily operations of the space.
- **CU 5:** To carry out the activity of the ICT area independently or in teams.
- **CU 6:** To train the internal and external users of the ICT space.

These six competence units provide a comprehensive description of the job and the tasks it involves.

There is also a description of the productive sectors in which this job can be performed, a professional area not limited to the telecentre itself:

4. TRAINING CURRICULUM

4.1. Why an European training curriculum

“Its cross-sectorial feature, resulting from the need of every type of company and organization to treat and manage its information and to count on qualified staff to do so, is placed in all the sectors of the entrepreneurial factory. They are particularly present in spaces managed by entities and administrations to favor the use, learning, and appropriation of ICT.”

4. TRAINING CURRICULUM

4.1. Why an European training curriculum

Finally, a description of the necessary learning units (Learning Modules) to acquire these competences as well as the number of hours required for each of them has been developed.

- **LM 1:** Resources and professional team of the ICT space. (90 hours)
- **LM 2:** Technological resources of the ICT space. (60 hours)
- **LM 3:** Programming outreach and promotion of ICT and space communication environment. (90 hours)
- **LM 4:** Communication and action in the ICT area. (120 hours)
- **LM 5:** Planning, scheduling and execution of the activity of the ICT area. (120 hours)
- **LM 6:** Training in the ICT area. (120 hours)

Taking into consideration the work carried out in Spain, the level of qualification for this professional profile according to the European Qualifications Framework (EQF), would correspond to level 5, which is a Higher-level vocational training. This matches the reality, which indicates that around 70% of professional facilitators in Spain have that level or higher (university graduates).

In addition, and within the European context, the difficulties in getting an officially approved common profile prevent the execution of joint educational actions as well as the free circulation of professionals between countries, and as a consequence, it is impossible to create a genuine exchange of knowledge and experiences, which would result in an increased effectiveness of the tasks carried out by ICT spaces in Europe.

Reality also shows us that there is very little permeability between the national networks and organizations. While there is contact between networks' leaders through organizations like Telecentre Europe, such contact does not exist on an operational level, with the people that drive the telecentres in each country.

The existence of a recognized professional qualification for European facilitators across Member States, supported by a consolidated European training curriculum to develop the role would enable the creation of common training spaces; it would strengthen the networks and allow the free circulation of professionals. This is a first stone towards the consolidation of a training curriculum of reference for eFacilitators in Europe.

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Vocational Education and Training Solution for e-Facilitators for Social Inclusion (VET 4e-I)	BG, IT, FR, ES	Fundación ESPLAI; ICT Development Bulgaria	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
M1 Building a Network Culture	training skeleton	Knowledge of the key concepts in the way of building a network in Bulgary	http://docs.telecentre-europe.org/Vet4ei_M1_skeleton.pdf	EN	Angel Panov <angel.panov@ictdbg.eu>
M2 Auxiliary resources to optimize activities Telecenter / ICT Center / Library	training skeleton	Knowledge about the resources needed for daily work in Telecentre/ICT center/ Library	http://docs.telecentre-europe.org/Vet4ei_M2_skeleton.pdf	EN	Angel Panov <angel.panov@ictdbg.eu>
M3 Telecenter sustainability	training skeleton	Develop a culture of sustainability and the key concepts for developing a telecenter taking into account the future of the project and the funding necessary for its operations (Bulgary)	http://docs.telecentre-europe.org/Vet4ei_M3_skeleton.pdf	EN	Angel Panov <angel.panov@ictdbg.eu>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Vocational Education and Training Solution for e-Facilitators for Social Inclusion (VET 4e-I)	BG, IT, FR, ES	Fundación ESPLAI; ICT Development Bulgaria	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
Testing modules in Bulgary	localised training material	M001 Създаване на умения за работа в мрежа (BG) & M002 Спомагателни ресурси за оптимизиране на дейностите на Телецентър/ИКТ център/ Библиотека (BG) & M003 Устойчивост на Телецентъра/ИКТ центъра (BG)	This is an online course. To have access, please contact contact@ telecentre-europe.org	BG	Angel Panov <angel.panov@ictdbg.eu>
M4 Promoting ICT for the elderly at the telecentre	training skeleton	Knowledge of elderly situation and needs; role of ICT center in promoting elderly integration and personal development; ICT tools devoted to elderly people (Italy)	http://docs.telecentre-europe.org/Vet4ei_M4_skeleton.pdf	EN	Telecentre Europe <contact@telecentre-europe.org>
M5 Promoting ICT with migrants in the ICT centre	training skeleton	Knowledge of the role of ICT center in promoting migrants' integration and intercultural dialogue (Italy)	http://docs.telecentre-europe.org/Vet4ei_M5_skeleton.pdf	EN	Telecentre Europe <contact@telecentre-europe.org>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Vocational Education and Training Solution for e-Facilitators for Social Inclusion (VET 4e-I)	BG, IT, FR, ES	Fundación ESPLAI; ICT Development Bulgaria	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
M6 Getting familiar with Office tools (Open/MS) for developing digital literacy workshops	training skeleton	Knowledge on how to teach Open Office to different target groups (Italy)	http://docs.telecentre-europe.org/Vet4ei_M6_skeleton.pdf	EN	Telecentre Europe <contact@telecentre-europe.org>
Testing modules in Italy	localised training material	M004 Promuovere l'apprendimento delle TIC da parte degli anziani al telecentro / centro PAAS & M005 - Promuovere le nuove tecnologie nei centri TIC/nei PAAS con i migranti & M006 Conoscere gli strumenti di office (Open/MS) per sviluppare laboratori di alfabetizzazione digitale	This is an online course. To have access, please contact contact@telecentre-europe.org	IT	Telecentre Europe <contact@telecentre-europe.org>
M7 Developing a digital photography workshop in the telecentre	training skeleton	Knowledge of digital photography materials and techniques: how to take pictures, online sharing & photoblogging, editing software	http://docs.telecentre-europe.org/Vet4ei_M7_skeleton.pdf	EN	Natacha Moquet <nmoquet@infrep.org>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Vocational Education and Training Solution for e-Facilitators for Social Inclusion (VET 4e-I)	BG, IT, FR, ES	Fundación ESPLAI; ICT Development Bulgaria	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
M8 Facilitating job seeking in the telecentre	training skeleton	Knowledge of basic and advanced job seeking and / or job guidance tools and processes (France)	http://docs.telecentre-europe.org/Vet4ei_M8_skeleton.pdf	EN	Natacha Moquet <nmoquet@infrep.org>
Testing modules in France	localised training material	M007 - Atelier de photographie numérique dans le centre multimédia & M008 - Faciliter la recherche d'emploi sur Internet dans les centres multimédia	This is an online course. To have access, please contact contact@telecentre-europe.org	FR	Natacha Moquet <nmoquet@infrep.org>
M9 Planning a digital literacy workshop	training skeleton	Workshop tools for digital literacy and assessment (Spain)	http://docs.telecentre-europe.org/Vet4ei_M9_skeleton.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>
M10 Telematic Procedures – facilitating access to e-services	training skeleton	Personal and practical use of ICT enabling tools by the users (Spain)	http://docs.telecentre-europe.org/Vet4ei_M11_skeleton.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Vocational Education and Training Solution for e-Facilitators for Social Inclusion (VET 4e-I)	BG, IT, FR, ES	Fundación ESPLAI; ICT Development Bulgaria	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
M11 Telecenter sustainability	training skeleton	Knowledge of the key concepts in the way of building a network (Spain)	http://docs.telecentre-europe.org/Vet4ei_M11_skeleton.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>
M12 Building a Network Culture	training skeleton	tttt/Vet4ei_M12_skeleton.pdf	http://docs.telecentre-europe.org/Vet4ei_M12_skeleton.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>
Testing modules in Spain	localised training material	M009 Planificar el taller de alfabetización digital & M010 Gestiones telemáticas & M011 Hacia la sostenibilidad del telecentro & M012 Construcción de redes asociativas y cultura de red	This is an online course. To have access, please contact contact@telecentre-europe.org	ES	Alba Agulló <aagullo@fundacionesplai.org>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Training for e-facilitators: Transfer of a curriculum for e-facilitators working in telecentres in Germany, Latvia and Portugal (Trans e-Facilitator)	DE, LV, PT, ES	Fundación ESPLAI; LIKTA; Stiftung Digitale Chancen; Foundation for Science and Technology (FCT)	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Core Curriculum: Training curriculum for trainers of e-facilitators	core curriculum skeleton (all 11 modules)	Eleven modules specialised in topics that concern the daily work of promoters of digital competences (e-facilitators). Ten modules are based on the modules from VET4e-I + 11th module on e-security and e-safety	http://docs.telecentre-europe.org/TeF_Core_Curriculum_All_Modules.pdf	EN	Nenja Wolbers <nwolbers@digitale-chancen.de>
Training modules in Germany	localised training material - e-learning	M005 Vermittlung von Medienkompetenz an Migrantinnen und Migranten & M008 Hilfestellung bei der Arbeitssuche im Internet & M004 Vermittlung von Medienkompetenz an Seniorinnen und Senioren & M009 Entwicklung einer Medienkompetenzschulung & M011 Sicherheit und Schutz im Internet & M011 Sicherheit und Schutz im Internet	This is an online course. To have access, please contact contact@telecentre-europe.org	DE	Nenja Wolbers <nwolbers@digitale-chancen.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Vocational Education and Training Solution for e-Facilitators for Social Inclusion (VET 4e-I)	BG, IT, FR, ES	Fundación ESPLAI; ICT Development Bulgaria	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
Training modules in Latvia	localised training material - e-learning	M002 Mācību materiālu veidošana ar IKT rīkiem telecentru/IKT centru/ bibliotēku darba optimizēšanai & M006 Iepazīšanās ar Microsoft Office rīkiem (LV) & M008 Nodarbinātības veicināšana & M010 E-pakalpojumi & M11 E-drošība un e-aizsardzība	This is an online course. To have access, please contact contact@telecentre-europe.org	LV	Zane Pizele <zane.p@dtmedia.lv>
Training modules in Portugese	localised training material - e-learning	M001 Construindo uma cultura de rede & M002 Recursos para otimização de atividades em centros TIC & M007 Dinamizar uma workshop de fotografia digital no centro TIC & M009 Programando uma oficina de literacia digital no centro TIC & M011 Fundamentos da segurança na era digital	This is an online course. To have access, please contact contact@telecentre-europe.org	PT	Fabio Mortari <fabio.mortari@fct.pt>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Vocational Education and Training Solution for e-Facilitators for Social Inclusion (VET 4e-I)	BG, IT, FR, ES	Fundación ESPLAI; ICT Development Bulgaria	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
Training for tutors	eTutors training material - e-learning	Training materials for being a good facilitator	This is an online course. To have access, please contact contact@telecentre-europe.org	EN	Alba Agulló <aagullo@fundacionesplai.org>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Key Competences for All (KC4ALL)	EN, BE, LV, RO, ES	Fundación ESPLAI; EOS; LIKTA; Interface3	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
Facilitator's handbook on "Online Employment Toolkit" in English	e-facilitators learning material	Information and guidance to act as a tutor/facilitator for the online employability toolkit "Key Competencies for All."	http://docs.telecentre-europe.org/KC4all_Handbook-Facilitators.pdf	EN	Isidre Bermudez <ibermudez@fundacionesplai.org>
Facilitator's handbook on "Online Employment Toolkit" in Belgian	e-facilitators learning material	Information and guidance to act as a tutor/facilitator for the online employability toolkit "Key Competencies for All.", available in BE	Please contact contact@telecentre-europe.org	FR	Telecentre Europe <contact@telecentre-europe.org>
Facilitator's handbook on "Online Employment Toolkit" in Latvian	e-facilitators learning material	Information and guidance to act as a tutor/facilitator for the online employability toolkit "Key Competencies for All.", available in LV	http://docs.telecentre-europe.org/KC4all_Handbook-Facilitators_LV.pdf	LV	LIKTA Association <office@likta.lv>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Key Competences for All (KC4ALL)	EN, BE, LV, RO, ES	Fundación ESPLAI; EOS; LIKTA; Interface3	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
Facilitator's handbook on "Online Employment Toolkit" in Romanian	e-facilitators learning material	Information and guidance to act as a tutor/facilitator for the online employability toolkit "Key Competencies for All.", available in RO	http://docs.telecentre-europe.org/KC4all_Handbook-Facilitators_RO.pdf	RO	EOS Foundation <office@eos.ro>
Facilitator's handbook on "Online Employment Toolkit" in Spanish	e-facilitators learning material	Information and guidance to act as a tutor/facilitator for the online employability toolkit "Key Competencies for All.", available in ES	http://docs.telecentre-europe.org/KC4all_Handbook-Facilitators_SP.pdf	ES	Isidre Bermudez <ibermudez@fundacionesplai.org>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Reinforcing the Attractiveness, Impact and Skills of e-facilitators for e-Inclusion (RAISE4eInclusion)	FR, BE, ES, CH, IT	Fundación ESPLAI;	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Training modules in France	localised training material - e-learning	e-Learning platform and modules FR1 - Planifier un atelier d'acquisition des compétences numériques; FR2 - Faciliter l'accès aux TIC aux migrants	This is an online course. To have access, please contact efacilitator@telecentre-europe.org	FR	Natacha Moquet <nmoquet@infrep.org>
Training modules in Switzerland	localised training material - e-learning	e-Learning platform and modules CH01 - Faciliter la recherche d'emploi dans les centres multimédia. CH02 - Organiser un atelier d'acquisition de compétences numériques	This is an online course. To have access, please contact efacilitator@telecentre-europe.org	FR	Pier Angelo Neri <pan@fdep.ch>
Training modules in Romania	localised training material - e-learning	e-Learning platform and module RO01 - Proceduri online - facilitarea accesului la servicii electronice	This is an online course. To have access, please contact efacilitator@telecentre-europe.org	RO	Carmen Podani <carmen.podani@wyg.ro>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Reinforcing the Attractiveness, Impact and Skills of e-facilitators for e-Inclusion (RAISE4eInclusion)	FR, BE, ES, CH, IT	Fundación ESPLAI;	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Training modules in Italy	localised training material - e-learning	e-Learning platform and modules	This is an online course. To have access, please contact efacilitator@telecentre-europe.org	IT	Martin Rance <martin.rance@arci.it>
Training module for eTutors	eTutors training material - e-learning	Training materials for being a good facilitator	This is an online course. To have access, please contact efacilitator@telecentre-europe.org	EN	Alba Agulló <aagullo@fundacionesplai.org>
Training module for National Referents of eTutors	National Referents of e-facilitators learning material	This module aims to provide pedagogical knowledge and technical tools to participants for managing Moodle platform as a Site administrator. A second objective of this training module is that students acquire sufficient capability to know how to installing a Moodle platform.	This is an online course. To have access, please contact efacilitator@telecentre-europe.org	EN	Alba Agulló <aagullo@fundacionesplai.org>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Telecentre Multimedia Academy (TMA)	HR, RO, ES, HU, LV, RS, LT	Telecentre-Europe; Emnet; Telecentar; IAN; Fundación Esplai; Likta; Eos; LIA	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Teacher's Handbook		Information about media literacy, the Telecentre Multimedia Academy and teaching multimedia skills to adult learners	http://docs.telecentre-europe.org/TMA_Teachers_Handbook.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>
Training modules in Croatia	eFacilitators and end-users training material	Basic course of media literacy & Advanced of media literacy in Croatian	http://tma.telecentre-europe.org/index.php/downloads/croatian-tma	HR	Zarko (Telecentar) <zarko@telecentar.com>
Training modules in Romania	eFacilitators and end-users training material	Basic course of media literacy & Advanced of media literacy in Romanian	http://tma.telecentre-europe.org/index.php/downloads/romanian-tma	RO	EOS Foundation <office@eos.ro>
Training modules in Latvia	eFacilitators and end-users training material	Basic course of media literacy & Advanced of media literacy in Latvian	http://tma.telecentre-europe.org/index.php/downloads/latvian-tma	LV	Zane Pizele (LIKTA) <zane.p@dtmedia.lv>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Telecentre Multimedia Academy (TMA)	HR, RO, ES, HU, LV, RS, LT	Telecentre-Europe; Emnet; Telecentar; IAN; Fundación Esplai; Likta; Eos; LIA	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Training modules in Spain	eFacilitators and end-users training material	Basic course of media literacy & Advanced of media literacy in Spanish	http://tma.telecentre-europe.org/index.php/downloads/spanish-tma	ES	Alba Agulló <aagullo@fundacionesplai.org>
Training modules in Serbian	eFacilitators and end-users training material	Basic course of media literacy & Advanced of media literacy in Serbian	http://tma.telecentre-europe.org/index.php/downloads/serbian-tma	RS	IAN Information <office@ian.org.rs>
Training modules in Lithuania	eFacilitators and end-users training material	Basic course of media literacy & Advanced of media literacy in Lithuianian	http://tma.telecentre-europe.org/index.php/downloads/lithuanian-	LT	LIA Information <info@langasiateiti.lt>
Training modules in Hungary	eFacilitators and end-users training material	Basic course of media literacy & Advanced of media literacy in Hungarian	http://tma.telecentre-europe.org/index.php/downloads/hungarian-tma	HU	Demnet Information <info@demnet.org.hu>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Telecentre Multimedia Academy (TMA)	HR, RO, ES, HU, LV, RS, LT	Telecentre-Europe; Emnet; Telecentar; IAN; Fundación Esplai; Likta; Eos; LIA	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Training modules in English	eFacilitators and end-users training material	Basic course of media literacy & Advanced of media literacy in English	http://tma.telecentre-europe.org/index.php/downloads/english-tma	EN	Alba Agulló <aagullo@fundacionesplai.org>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
Intergenerational Learning Circle for Community Service (eScouts)	EN, ES, PL, BU, IT, DE	Fundacion Esplai	2011-2012

training material					
Title	Type	Description	Link	Languages	Contact for more info
Learning programme design: Module 1 Facilitators training; Module 2 Facilitators to youth training; Module 3 Youth to senior adults training;	Training skeleton and training materials	Learning programme design of M1 - Training Facilitators; M2 Training Facilitators-to-Youth and M3 Training Youth-to-Seniors. It also includes detailed activity planning for each module 2 - 3 and templates for local contextualisation.	http://docs.telecentre-europe.org/eS_Learning-programme-design_Activity plan.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SocialWeb - SocialWork	GE, PL, ES, LT, CZ	Stiftung Digitale Chancen, Fundacion Esplai, CZ National safer internet centre	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Module 1 Basic knowledge on the social web and its appliances	training materials	Basic knowledge on the social web and its appliances	http://www.socialweb-socialwork.eu/content/modules/index.cfm/secid.22/secid2.38/lang.2	CZ, EN, DE, LT, PL, ES	Carolin Bretl <cbretl@socialweb-socialwork.eu>
Module 2 Understanding the Internet usage of children and youths	training materials	Understanding the Internet usage of children and youths	http://www.socialweb-socialwork.eu/content/modules/index.cfm/secid.22/secid2.39/lang.2	CZ, EN, DE, LT, PL, ES	Carolin Bretl <cbretl@socialweb-socialwork.eu>
Module 3 Understanding how to address children and youths appropriately with regard to their online behaviour	training materials	Understanding how to address children and youths appropriately with regard to their online behaviour	http://www.socialweb-socialwork.eu/content/modules/index.cfm/secid.22/secid2.40/lang.2	CZ, EN, DE, LT, PL, ES	Carolin Bretl <cbretl@socialweb-socialwork.eu>
Module 4 The Matrix of Risks and Threats	training materials	The Matrix of Risks and Threats	http://www.socialweb-socialwork.eu/content/modules/index.cfm/secid.22/secid2.41/lang.2	CZ, EN, DE, LT, PL, ES	Carolin Bretl <cbretl@socialweb-socialwork.eu>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SocialWeb - SocialWork	GE, PL, ES, LT, CZ	Stiftung Digitale Chancen, Fundacion Esplai, CZ National safer internet centre	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Module 5 Intervention - how to react in case children and youths are facing risks and where to find the right information and support	training materials	Intervention - how to react in case children and youths are facing risks and where to find the right information and support	http://www.socialweb-socialwork.eu/content/modules/index.cfm/secid.22/secid2.42/lang.2	CZ, EN, DE, LT, PL, ES	Carolin Bretl <cbretl@socialweb-socialwork.eu>
Module 6 Prevention - how to prevent children from potentially harmful contacts and risky online behaviour	training materials	Prevention - how to prevent children from potentially harmful contacts and risky online behaviour	http://www.socialweb-socialwork.eu/content/modules/index.cfm/secid.22/secid2.43/lang.2	CZ, EN, DE, LT, PL, ES	Carolin Bretl <cbretl@socialweb-socialwork.eu>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
SME_Conceptual Map of the Curriculum	map	Conceptual Map of the facilitator's Curriculum	http://docs.telecentre-europe.org/SME_Conceptual Map of the Curriculum.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Module 1: Facilitators - why and what for?	Learning program design	The role of Facilitators - why and what for?	http://docs.telecentre-europe.org/SME_M1.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Module 2: Communication for co-operation	Learning program design	Communication for co-operation	http://docs.telecentre-europe.org/SME_M2.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Module 3: Moderating, visualising, problem-solving	Learning program design	Competences on Moderating, visualising, problem-solving	http://docs.telecentre-europe.org/SME_M3.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
Module 4: Project and quality management	Learning program design	Project and quality management	http://docs.telecentre-europe.org/SME_M4.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Module 5: Other creative techniques	Learning program design	Creative techniques for efacilitators	http://docs.telecentre-europe.org/SME_M5.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Didactics	training materials	Making learning easy – facilitation and the didactics of action learning	http://docs.telecentre-europe.org/SME_Didactics.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
Message_01_Network_facilitator	training materials	The functions and roles of network facilitators	http://www.socialweb-socialwork.eu/content/modules/index.cfm/secid.22/secid2.43/lang.2	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_02_Moderator	training materials	Moderation as a role	http://docs.telecentre-europe.org/SME_Message_02_Moderator.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_03_Visualisation	training materials	Visualisation – why and how it helps to understand and remember	http://docs.telecentre-europe.org/SME_Message_03_Visualisation.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_04_Perception_communication	training materials	Basic concepts of perception and communication	http://docs.telecentre-europe.org/SME_Message_04_Perception_communication.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
Message_05_Learning_ competence	training materials	Basic concepts of perception and communication	http://docs.telecentre-europe.org/SME_Message_05_Learning_competence.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_06_Responsibility	training materials	The concept of responsibility	http://docs.telecentre-europe.org/SME_Message_06_Responsibility.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_07_Organisation_co-operation	training materials	Basic concepts of organization and co-operation	http://docs.telecentre-europe.org/SME_Message_07_Organisation_co-operation.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_08_Management_ leadership	training materials	Basic concepts of management and leadership	http://docs.telecentre-europe.org/SME_Message_08_Management_leadership.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
Message_09_CoP_self-organisation	training materials	Communities of practice and self-organisation	http://docs.telecentre-europe.org/SME_Message_09_CoP_self-organisation.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_10_Knowledge_management	training materials	Basic concepts of knowledge and knowledge management	http://docs.telecentre-europe.org/SME_Message_10_Knowledge_management.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_11_Project_work	training materials	Basic concepts of project work	http://docs.telecentre-europe.org/SME_Message_11_Project_work.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_12_Quality	training materials	The nature of quality: continuous improvement, continuous learning	http://docs.telecentre-europe.org/SME_Message_12_Quality.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
Message_13_SMEs	training materials	Basic concepts of small and medium sized enter-prises (SMEs)	http://docs.telecentre-europe.org/SME_Message_13_SMEs.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_14_Networks	training materials	Basic concepts of networks and clusters	http://docs.telecentre-europe.org/SME_Message_14_Networks.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_15_Social_capital	training materials	Learning networks – constructing social capital	http://docs.telecentre-europe.org/SME_Message_15_Social_capital.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
Message_16_Lorenz	training materials	Reminder – Konrad Lorenz dixit	http://docs.telecentre-europe.org/SME_Message_16_Lorenz.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
A01_To_do_form	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A01_To_do_form.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A02_Contract with myself	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A02_Contract.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A03_Chairing	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A03_Chairing.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A04_Setting_workshops	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A04_Setting_workshops.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
A05_Planning_workshops	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A05_Planning_workshops.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A06_Learnshops	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A06_Learnshops.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A07_Start_up_tool	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A07_Start_up_tool.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A08_Warming_up	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A08_Warming_up.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
A09_Angles_and_corners	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A09_Angles_and_corners.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A10_Brainstorming	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A10_Brainstorming.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A11_Brainwriting	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A11_Brainwriting.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A12_World_Cafe	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A12_World_Cafe.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
A13_Open_Space	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A13_Open_Space.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A14_Learner_satisfaction	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A14_Learner_satisfaction.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A15_Learnshop_evaluation	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A15_Learnshop_evaluation.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
A16_Meeting	Tool	Improving communication	http://docs.telecentre-europe.org/SME_A16_Meeting.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
B01_Questionnaire	Tool	Collecting information	http://docs.telecentre-europe.org/SME_B01_Questionnaire.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
B02_Interviews	Tool	Collecting information	http://docs.telecentre-europe.org/SME_B02_Interviews.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
B03_Case_studies	Tool	Collecting information	http://docs.telecentre-europe.org/SME_B03_Case_studies.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
B04_Focus_groups	Tool	Collecting information	http://docs.telecentre-europe.org/SME_B04_Focus_groups.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
B05_Yellow_pages	Tool	Collecting information	http://docs.telecentre-europe.org/SME_B05_Yellow_pages.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
C01_SMART	Tool	Collecting information	http://docs.telecentre-europe.org/SME_C01_SMART.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
C02_Countdown_planning	Tool	Planning and managing projects	http://docs.telecentre-europe.org/SME_C02_Countdown_planning.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
C03_STEPP	Tool	Planning and managing projects	http://docs.telecentre-europe.org/SME_C02_Countdown_planning.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
C04_Annex_GOPP_DE	Tool	Planning and managing projects	http://docs.telecentre-europe.org/SME_C04_Annex_GOPP_DE.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
C04_Annex_GOPP_EN	Tool	Planning and managing projects	http://docs.telecentre-europe.org/SME_C04_Annex_GOPP_EN.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
C04_Annex_GOPP_FR	Tool	Planning and managing projects	http://docs.telecentre-europe.org/SME_C04_Annex_GOPP_FR.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
C04_GOPP	Tool	Planning and managing projects	http://docs.telecentre-europe.org/SME_C04_GOPP.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
C05_Flowchart	Tool	Planning and managing projects	http://docs.telecentre-europe.org/SME_C05_Flowchart.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
C06_Gantt	Tool	Planning and managing projects	http://docs.telecentre-europe.org/SME_C06_Gantt.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D01_Mindmapping	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D01_Mindmapping.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D02_Stakeholder	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D02_Stakeholder.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
D03_Customer_and_Supplier	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D03_Customer_and_Supplier.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D04_Flow_analysis	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D04_Flow_analysis.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D05_Skill_needs	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D05_Skill_needs.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D06_SWOT	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D06_SWOT.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
D07_PEST	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D07_PEST.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D08_Cause_and_effect	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D08_Cause_and_effect.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D09_Force_field_analysis	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D09_Force_field_analysis.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D10_Five_whys	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D10_Five_whys.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.2. List of available training modules

project title	project languages	Telecentre-Europe members involved	years
SMEs Action learning facilitator	GE, HO, ES, IT, PO, RO	None	2006 - 2008

training material					
Title	Type	Description	Link	Languages	Contact for more info
D11_Case_consultation	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D11_Case_consultation.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D12_Six_thinking_hats	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D12_Six_thinking_hats.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>
D13_Pen_Portrait	Tool	Analysing problems and preparing decision making	http://docs.telecentre-europe.org/SME_D13_Pen_Portrait.pdf	EN	Christoph Kaletka <kaletka@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.3. List of evaluation reports to consider in further training editions

project title	project languages	Telecentre-Europe members involved	years
Vocational Education and Training Solution for e-Facilitators for Social Inclusion (VET 4e-I)	BG, IT, FR, ES	Fundación ESPLAI; ICT Development Bulgaria	2009-2011

training material					
Title	Type	Description	Link	Languages	Contact for more info
Context Analysis, initial Research	Context analysis	A step to better know the state of the art on e-facilitators' situation in each of the 4 countries (Spain, Italy, Bulgaria and France)	http://docs.telecentre-europe.org/Vet4ei_Summary_Context analysis.pdf	EN	Gabriel Rissola <grissola@d-o-t.eu>
Context Analysis, initial Research	Context analysis	A step to better know the state of the art on e-facilitators' situation in each of the 4 countries	http://docs.telecentre-europe.org/Vet4ei_Context analysis.pdf	EN	Gabriel Rissola <grissola@d-o-t.eu>
Profiles of the learners and of their organisations	Context analysis	A comprehensive study of the e-facilitator' profiles, working conditions and training needs on a sample of 837 e-facilitators coming from the four countries (Bulgaria, Spain, Italy and France).	http://docs.telecentre-europe.org/Vet4ei_Profiles.pdf	EN	Milvia Rastrelli <m_rastrelli@yahoo.com>, Alessandra Capodanno <capodanno@arci.it>

4. TRAINING CURRICULUM

4.3. List of evaluation reports to consider in further training editions

project title	project languages	Telecentre-Europe members involved	years
Training for e-facilitators: Transfer of a curriculum for e-facilitators working in telecentres in Germany, Latvia and Portugal (Trans e-Facilitator)	DE, LV, PT, ES	Fundación ESPLAI; LIKTA; Stiftung Digitale Chancen; Foundation for Science and Technology (FCT)	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Context Analysis - comparative report	Context analysis	A comprehensive study of the e-facilitator' profiles, working conditions and training needs in Germany, Portugal, Latvia and Spain.	http://docs.telecentre-europe.org/TeF_Context Analysis.pdf	EN	Lena Lohrmann <Lohrmann@sfs-dortmund.de>

4. TRAINING CURRICULUM

4.3. List of evaluation reports to consider in further training editions

project title	project languages	Telecentre-Europe members involved	years
Reinforcing the Attractiveness, Impact and Skills of e-facilitators for e-Inclusion (RAISE4eInclusion)	FR, BE, ES, CH, IT	Fundación ESPLAI;	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
The role of the tutor	methodo-logical guide	Description of the skills and competences, role and tasks of tutors and efacilitators during the project	http://docs.telecentre-europe.org/R4ei_The role of Tutor.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>
The role of the National referents	methodo-logical guide	Description of the skills and competences, role and tasks of national referents during the project	http://docs.telecentre-europe.org/R4ei_The role of National Referents.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>
Protocole of fine tuning of e-learning modules	methodo-logical guide	Description of the protocole for fine tuning of e-learning modules	http://docs.telecentre-europe.org/R4ei_Protocole for fine-tuning of modules.pdf	EN	Natacha Moquet <nmoquet@infrep.org>
Practical guideline for the transculturation of modules	methodo-logical guide	Il s'agit du guide méthodologique et pratique sur l'activité d'adaptation des matériels pédagogiques	http://docs.telecentre-europe.org/R4ei_Practical guideline transculturation.pdf	EN	Natacha Moquet <nmoquet@infrep.org>

4. TRAINING CURRICULUM

4.3. List of evaluation reports to consider in further training editions

project title	project languages	Telecentre-Europe members involved	years
Telecentre Multimedia Academy (TMA)	HR, RO, ES, HU, LV, RS, LT	Telecentre-Europe; Emnet; Telecentar; IAN; Fundación Esplai; Likta; Eos; LIA	2012-2014

training material					
Title	Type	Description	Link	Languages	Contact for more info
Learning pathway	skeletons and learning pathway	Learning pathway on media literacy for adult learners	http://tma.telecentre-europe.org/images/D03_TMA_WP2_Learning%20Pathway.pdf	EN	Zarko Cizmar <zarko@telecentar.com>
Summary of Research	Report	Multi-country analysis of existing learning programs and needs in media literacy field (summary)	http://tma.telecentre-europe.org/images/D02_2_TMA_WP1_Summary%20of%20Research.pdf	EN	Zane Pizele (LIKTA) <zane.p@dtmedia.lv>
Background analysis Media Literacy in Europe	Report	Comparative report on media literacy learning offers for adult learners in Europe	http://tma.telecentre-europe.org/images/A4%20background%20analysis_web_final.pdf	EN	Telecentre Europe <contact@telecentre-europe.org>

4. TRAINING CURRICULUM

4.3. List of evaluation reports to consider in further training editions

project title	project languages	Telecentre-Europe members involved	years
Intergenerational Learning Circle for Community Service (eScouts)	EN, ES, PL, BU, IT, DE	Fundacion Esplai	2011-2012

training material					
Title	Type	Description	Link	Languages	Contact for more info
Methodological frameworks harmonisation	Report	Summarising report about 2 methodologies: Comunity service learning and PARA	http://docs.telecentre-europe.org/eS_Methodological-frameworks-harmonisation.pdf	EN	Andrea Diaz (d-o-t) <andrudiaz@d-o-t.eu>
Context Analysis Facilitators	Report	A step to better know the state of the art on e-facilitators' situation in each of the 5 countries (EN, ES, PL, BU and IT)	http://docs.telecentre-europe.org/eS_Context-analysis-facilitators.pdf	EN	Andrea Diaz (d-o-t) <andrudiaz@d-o-t.eu>
Training eFacilitators	Report	Report explaining the facilitators training with all info and access	http://docs.telecentre-europe.org/eS_Training-of-facilitators.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>
Pilot training Youth	Report	Report explaining the youth training with all info and access	http://docs.telecentre-europe.org/eS_Pilot_youth-training.pdf	EN	Alba Agulló <aagullo@fundacionesplai.org>

4. FORMAL & SOCIAL RECOGNITION

4.4. List of modules recommended to develop in the future

The majority of actions developed through European funded projects for vocational education and training have in their foundation the contribution of the Spanish reality, well connected with the realities of other places around the world and with strong regional telecentre networks.

Currently, the Spanish Telecentre Academy is very active and has been training Spanish facilitators for 10 years. The academy´s training action has contributed to regulating the professional action, defining boundaries and opening new paths to adapt to the ever-changing realities of ICT. In all these years there has been a shift from training in digital literacy to training for social innovation and mobile technology, but trainings for the management of telecentres and in relation to methodological work with specific groups, have always been present.

Here is a link to the current catalogue of training modules (in Spanish), approximately 600 taught hours:

http://academy.fundacionesplai.org/sites/FE%20infogeneral/index.html

Based on Spanish Academy experience, we indicate a tentative list of topics that would be worth incorporating to the catalogue:

- Developing training in all aspects of social innovation, mentoring, knowledge hybridization, design-thinking, and the new ways of participation and social expression such as e-democracy, e-management, e-health, etcetera.
- Developing educational content around mobile technology by designing methodologies to empower use amongst the population by segments (minors, elderly, especially in terms of functional diversity).
- Educational content of a more technological nature that telecentres can avail of, and generally directed at children and young people: apps development, Scratch or Arduino coding, preferably for boys and girls (Code Clubs). All of this because of its high educational potential as well at its potential for structuring organized thought.
- Developing educational content around the responsible and safe use of technologies, applications and social networks. In two directions: for the final user, and for the educator or person who is in contact with minors due to their profession (teachers, social workers, librarians).
- Training to favor the evolution of telecentres into integrators of spaces for co-working and teleworking linked with self-employment.

4.-FORMAL & SOCIAL RECOGNITION

4.4. List of modules recommended to develop in the future

Previous conclusions from Spanish Academy are almost identical to the ones from trainees and super-trainers that participated to the Trans-eFacilitator project concluded in 2014 that agreed on the following:

- M09 Planning a digital literacy workshop and M11 e-Safety & e-Security are the most demanded modules of the training curriculum piloted by this project.
- The most needed modules to add to the training curriculum are Managing projects and funds and Facilitating organized groups through collaborative learning methods & internet. While the first one is a good space to develop international and national networking as well as economic planning and management (skills that were poorly available in the sample), the second one might be the right container to introduce facilitation tools and techniques combined with a design thinking methodology for educators and the use of online platforms /tools to train people.
- A module on Coding/computational thinking might be worth to tackle this emerging need ad hoc, perhaps as part of a course on Facilitating Web 2.0 (third in the choice of super-trainers & national coordinators but sixth in trainees' selection). Developing educational content around the responsible and safe use of technologies, applications and social networks. In two directions: for the final user, and for the educator or person who is in contact with minors due to their profession (teachers, social workers, librarians).

It would also be interesting to consider a large field of study at European level on the real and perceived needs by professional facilitators. Partial studies have been carried out several times in the cited projects and in the context of the Spanish Academy (one is expected to be carried out this year). Having this information makes it easier to fine-tune the approach given to the professional articulation of the ICT space facilitation.

5.-GUIDELINES EVOLUTION

It is through the human capital that we ensure continuity of our organisational activities. eFacilitators are the natural multipliers of digital skills and the ones that know best the end-user's needs.

Formal and social recognition of the eFacilitator as a specific 21st century educator profile is and will remain high in the priorities of TE and its members in the next years.

More efforts are needed for building competences of national and European actors for further professionalising the eFacilitator profile and constantly increasing the capacities of eFacilitators to meet the challenges of fast technological developments, new users' requests, changing economic and political situations.

New competences related to coding, mobile devices, validation of digital competences and online safety need to be added to the training curriculum. New projects are underway or in our pipeline and will be added to these guidelines. A dynamic online version has been created, which would be continuously updated. Therefore, these guidelines are very much a "living document".

We also realise that they will be used in different circumstances and we would really appreciate your feedback re. what you want to find inside, or how they help you in your advocacy efforts! Please be welcome to send your comments to us at: **contact@telecentre-europe.org.**