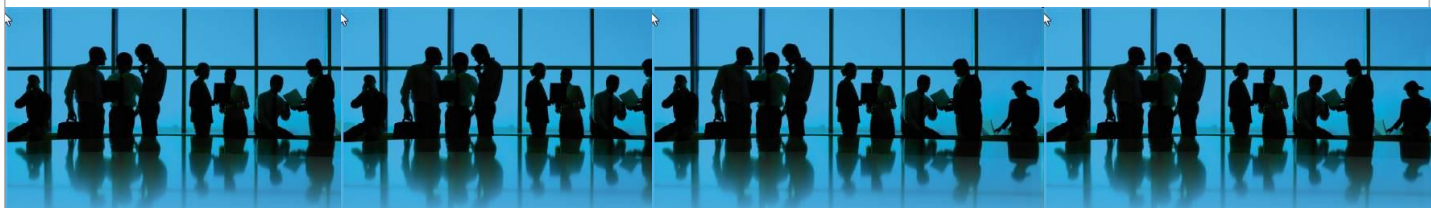




Map of Competencies
**Informal Learning through
Web 2.0 and Networking**





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1. Introduction

The objective of this document is to build a referential of competencies needed both to obtain the acquisition of informal learning through the use of Web 2.0 Technologies and to facilitate it in daily work and job posts of enterprises and organisations.

In other words the purpose of this work package is to gather the competences that, in the experience of the partners:

- the employees of SMEs (and organisations) need to be able to use the opportunities offered by “web2” to learn new knowledge and improve their work related skills;
- the high/medium directive staff of human resource/training responsible of SMEs (and organisations) need to be able to facilitate the informal learning at corporate level supported in Web 2.0, Networking and Shared Knowledge Management.

The described competences might be the basis to build the training program and didactical contents of the Basic and Advanced course previewed as part of main results of the project.

Previously to develop a common research and reflection about the competences needed by SMEs and organization to benefit of possibilities to acquire informal learning within Web 2.0 and Social Networks, the partners of NetKnowing 2.0 Project have analysed and described the key characteristics of the SMEs of each country – Spain, Portugal, Ireland, Germany Czech Republic and Lithuania - related to their learning practices, interests and uses.

In this common report (entitled “Target Description”), they have tried to describe briefly how are:

- their learning culture, habitudes and motivations
- their degree of use and availability of ICT Web 2.0,
- their national technological environments
- their challenges related to learning and skills and competences improvement.

The aim of this previous description of the learning characteristics and practices of the main targets of the NetKnowing 2.0 Project is to obtain conclusions to help the partners to understand better the competencial needs and contexts of SMEs and organizations in each country face to learning.

Taking into account the conclusions of this previous work, and after carrying out a research and a common reflection, the partners built a description of needed Competencies During the partner’s common work to determine and describe these competencies, that have been classified in 3 competence areas:

- 1) Learning
- 2) Technology
- 3) Social

The results of this work of learning characteristics and practices identification is described in the chapter 2 and 3 of this documents, just to give a framework and a better understanding of the Map of Competencies proposed in the chapter 4.

In order to homogenize the description and to avoid comparing the SMEs attitudes face to learning in the different countries, the partners have established previously a common criteria and form to be used. As result, the descriptions have considered the following topics:

Readiness learning of SMES and organizations

- Organisational Management
- Resource availability
- Motivation
- Existence of training/learning culture within the organisation

Technical and learning methods readiness

- National technological environments of SMEs
- Availability and use of Web 2.0
- Learning methods used (eLearning, informal, etc)

Human Resources

- Motivation
- Competence
- Availability of trainers/mentors for transference
- 3.4 Individual Readiness
- Motivation
- Competence

2. Description of Targets Learning Characteristics and Needs by Country



2.1. How SMEs and Organizations face Learning in Spain?

1. Country	Spain
2. Target Group for the Transference	
	Industrial SMEs SMES of Sector services: ICT, Human Resources, Training
3. Readiness of target group for transference	
3.1 Organisational/Management readiness	<p>The last 10 years the consideration of importance of learning in Spanish SMEs has been increased, but it continues to be under the European average.</p> <p>Medium and Larger size enterprises are more motivated to spend resources in training than small.</p> <p>Until 2007 the investments of enterprises on continuous training was increasing, but with the crisis, the reduction of budgets affected too to it. According a recent study of CEF (Centro de Estudios Financieros - 2010), the policy of training of enterprises the issue where the crisis have been stronger reflected. The 28% of enterprise have cancelled their external training outsourcing contracts, and the 36% have highly reduced.</p> <p>The central aim of the Spanish enterprises seems to be the maintenance of jobs posts, and the budget for training is not increasing, and in the case of SMEs is decreasing.</p> <p>In the case of medium/great enterprises, according the last report of State of art of Learning in Spain 2009 elaborated by Elogos, they are trying to have more training hours with the same costs. Then, sometimes they decide about training taking into account more saving money than the competitive advantage can be obtained by the training.</p> <p>This is one of the reason why the great enterprise have increase the implementation of e-learning, thinking it is very cheaper and can be more accessible for more number of employees without needs of displacements, and in a flexible timetable that could bee out of working hours.</p> <p>But it is not the case of SMEs. It is not a priority for them and they have in general a passive attitude. They decide their training activities depending if they can obtain public grants and aids for them, but not taking account their needs or strategic objectives.</p> <p>In general, experts consider that the training attitude of Spanish enterprise is very immature.</p> <p>According the "Estudio Deloitte 2006" about how are the spanish enterprises training their employees, in general, it is possible to establish differences between that enterprise havin short-term view and equipped with modest means, and by the opposite, companies that are committed to long-term and aimed at sustainable and</p>

	<p>comprehensive development of the workforce.</p> <p>The first, normally small size enterprise, are not considering training as an investment and only provide to their employees only technical courses focused on learning tasks of the job. On the contrary, companies focused a long term are designing and providing strategic training plans more aligned with business objectives.</p> <p>In small businesses the importance given to the continuous training is much lower, because they are focused on everyday management, particularly in the productive areas.</p>
<p>a. Resource availability</p>	<p>SMEs have not great resources for training. They are pending a lot of public grants and aids. When they have these funds, or they have a great need for specific and concrete training (normally technical) normally they outsource this services. But is important to take into account that in Spain, Trade Unions and Enterprise's Associations are granted by the State to offer this kind of training to SMEs. Then, Spanish enterprises don't receive a lot of money for training, but can have training offers at low prices. The problem is that rarely this offer meets the SME's needs.</p> <p>In the case of great enterprises and corporations, they have their own Training Departments and only outsource training services if it is not possible to provide with their internal trainer's teams.</p> <p>Training in Languages and soft skills, and the development of e-learning contents and hiring e-learning platforms are the most commonly subcontracted services.</p> <p>The implementation of the e-learning platforms at internal has decreased recently. They prefer to subcontract externally. But if the enterprise decide, them are used are open source platforms.</p>
<p>b. Motivation</p>	<p>Spanish companies have a good opinion about the motivation of their employees to participate in training. In most cases, the employees propose themselves their willing to receive training.</p> <p>Worker's age is one of the most influencing factor to be motivated to participated in training. thus, workers under 30 years are characterized mainly by high employee turnover. Due that, the only training these workers receive is strictly necessary for work. After 30 years old, workers seeking job stability and are more engaged with companies. by decreasing its turnover. The are more likely to access training.</p> <p>When companies find a worker with an interest in the sector, with motivation to learn and to acquire stability in the company try to offer as far as possible, quality training, tailored, with a view to improving and promoting personal and business</p> <p>In general, companies, both small, medium and large size, are open mind as to the training proposals made by the employees. It can be said that the proposals are almost always valued so highly positive, which is indicative of the person's interest in improving the human capital of the company. Normally, if the training is relevant to the company and the training does not affect the productive activity of the worker, the company agrees to do so.</p> <p>But there is no direct relationship between the employee's attitude</p>

	<p>related to training and internal promotion within the company. In smaller companies there are more difficult for this promotion, because they have little hierarchical structures. The training is taken into account as an element that is involved in the performance of the employee, but it is precisely this last aspect to be valued. Training is only considered then an additional merit, giving such advantage to the employee with better attitude to the training.</p>
<p>c. Existence of training/learning culture within the organisation</p>	<p>According the above mentioned study made by Elogos, large size enterprises in the training of each employee 34 hours a year on average. Most part investments are in training programs related to leadership and business, and to increase both the use of new technologies and the development of collaborative and informal learning methodologies.</p> <p>Training related to products, services and process (business needs), leadership and commercialisation. Foreign languages and ICT are very frequent training issues is large and medium size companies. In small, Health and Risks Prevention in Work Post.</p> <p>Coaching and tutoring are strongly used as training support. The outdoor training is clearly decreasing.</p> <p>In large size enterprise, the most part of training are internal, and only they only subcontract specific and specialised training. Medium size enterprise, are subcontracting external provides more usually. Small enterprises are subcontracting to their associations and unions, who organise training more or less based on the identified common needs of the sectors.</p> <p>But the 80% of Spanish companies do not offer training to their employees, which is twice the European average is 39%. Regarding the participants, in Spain the 32% of the employees receive training by their company, while, for example, in Germany and the Nordic countries, the percentage rise to 52% and 70% respectively.</p> <p>ICT is the main training area in which the e-learning is over 25% of the training. Follow Occupational Health and Safety (PRL), Goods, Services and Processes (PSP), Leadership and Management Skills, Languages, Quality, and, finally, Environment. However, the area of technical training, which represents 37% of all the training in Spain, is which is the biggest face to face training due to the lack of good e-learning contents, adapted to the nature of knowledge and skills to be integrated in the workplace.</p> <p>Experts agree that culture of training processes are evolving, from timing and programs to a more aligned with objectives , namely:</p> <ul style="list-style-type: none"> - The courses are shorter now and more technological components (multimedia, collaborative learning forums, etc.). - It requires more advance preparation to ensure better performance of the worker. - Emphasized in the evaluation process of transferring the learning to the jobs. In this sense, is advancing the use of management systems with new technology training (Talent Management Systems, Learning Systems Managent, etc.) that facilitate the achievement of better reporting, better control in real time, and the customized training designs, optimization of training processes and reducing costs.

4. Technical and learning methods readiness

<p>a. National technological environments of SMEs</p>	<p>Las 10 years, communication infrastructures have improved a lot of in Spain, and Internet is now highly extended both in small, medium and large size companies.</p> <p>Large size companies are offering e-learning platforms to their employees and support to use them. Now, they prefer to outsource the hosting and maintenance of them. Trade Unions, sectorial associations of enterprises, chamber of commerce and similar entities are offering too their platforms (with contents), in shared modality, to small and medium enterprises</p> <p>WebCT, aLF, Dokeos, Moodle, Learning Space, Luvit and Docent are between the most used platforms.</p>
<p>b. Availability and use of Web 2.0</p>	<p>Despite of the accessibility to Internet is good and high, the major use of SME is to search information and to use e-mail. Really, only 47% of them companies have corporate websites, while only 7% have commercial website allowing online transactions. The usual way of contact with suppliers is the phone for 46.18% of respondents, followed by email, with 22.76%.</p> <p>Social networks are beginning to appear as a companion tool to the business, few of them use web-blogs and social networks (17%). But most of them use internet/intranet and 56% of them have expressed interest to have access to their management data by Internet.</p> <p>Related to large size companies, studies of Adecco (Nov. 2010) and Fundación Banesto indicated that only the 15%-20% of them are using Web 2.0 in training.</p> <p>In general Spanish companies are in the initial phase of use of social networks. But in this situation, the more used is Twitter (83%), Youtube (80%), corporate blogs (67%), Facebook (61%) and Flickr (56%).</p> <p>The principal uses of Web 2.0 are for commercial purposes (offers, outlet, publicity) and to be in contact with the clients. The ICT enterprises use too to inform about technical issues and giving technical support services.</p>
<p>c. Learning methods used (eLearning, informal, etc)</p>	<p>The use in Spain of e-Learning an on line methods are recently increasing in companies, due to the need to reduce costs, as explained before. But very often, these methods are combined with tutorisation and customized complementary supports.</p> <p>Actually Spain is among the top 15 European countries whose companies are using e-learning as a training modality. According to Eurostat, 33% of Spanish companies are using e-learning in training programs and training of employees, ranking number 11 in Europe. But really, it is an average. This is only a reality in larger size companies, specially on financial, assurance and ICT sectors. technological and cultural barriers persist in the case of small enterprises.</p> <p>Globally, blended learning is increasing up to an average near of 27% of the total training hours received by each employee. Great part of the traditional distance learning existing offer, is becoming blended or on-</p>

	<p>line training.</p> <p>In fact, blended learning combining face to face and on line learning increased a 5% only in 2009, and in total, represented the 27% of the training organised by large size enterprises in 2010.</p> <p>Face to face learning is decreasing, in favour of blended learning. Last 6 years, from 90 to 71%. But face to face learning continues to be majoritary.</p> <p>Communities of Practice and social networks are appearing actually in companie’s training activities, that is like to say that informal learning is starting.</p> <p>Based on the use of e-learning, 21% (2010) of very important companies have created their own Corporate Universities to train directive staff (Banco Santander, Telefónica, Ferrovial, Endesa, Iberdrola, Prosegur, Grupo Gas Natural – Fenosa) with good results .</p> <p>At the same time, companies are significantly increasing their investment in developing simulators and videogames, as part of e-learning, to increase the effectiveness of learning, specially in aeronautics, military technology and industrial sector.</p>
<p>5. Human Resources</p>	
<p>a. Motivation</p>	<p>The attitude of the employees in relation to training is generally positive, when better the level of company management. In small companies can be classified between positive and indifferent. In relation to four years ago, this attitude has a tendency to improve in all cases but with varying degrees of intensity: accentuated between medium and slow among small. But in general, the majority of employees (71%) accept positively the training activities offered by enterprises.</p> <p>Regarding the perception of employees in relation to training, a study made by Randstad November 2010 shows that 39% of them considered absolutely necessary priority and receive continuous training by the company.</p> <p>But a high percentage of workers recognize, through this report, that the training received by your company does not meet their expectations. This gap represents a serious problem for both professional and personal development of employees and the company's future competitiveness.</p> <p>Another motivations problem is the case of the participation in training does not suppose necessarily to have possibilities of access to a better job post or salaries. Training is not a decisive factor when promoting employees.. Other circumstances are preferred (personal characteristics, attitudes, stability in the company, worker experience), and is for that sometimes employees are very frustrated.</p>
<p>b. Competence</p>	<p>In all cases, the usual practice is that the directive staff level decide about the training program and about who will receive the training. In the case of small enterprises, this person is the Managing Director. In this kind of enterprises</p> <p>In medium and large size companies, normally is the Director of</p>

	<p>Human Resources or the Training Department who proposes the objectives and training plans, and obtain the agreement of the higher staff – as General Director - to implement.</p>
<p>c. Availability of trainers/mentors for transference</p>	<p>It depends of the size of enterprises. In the case of larger, the have trainers in the Training or Human Resources Department. But just they are centred more in e-learning plus face to face learning methods. But it seems they have a lot of difficulties to develop adapted e-content and e-training methods.</p> <p>The use of Web 2.0 in training is very incipient, and the majority of them arte not ready. In general, they know what are Web 2.0 technologies in theory, but they need to learn about the technical use, and, specially about the “culture” of use and the methods to apply to the training.</p> <p>Due to the difficulties encountered by many companies to access to required training, specially in medium and small companies, they tend to opt for informal learning. But in this case, many companies decide to design middle managers, usually qualified and with stability in the company, to be responsible for train the new or unskilled workers. But normally, these middle staff employees are nor prepared to be mentors. They now the job, but have a lack of training skills. In this case, they are not able to use e-learning, neither web 2.0</p> <p>Training on Web 2.0 use and applicability will be necessary in all kind of enterprises.</p>
<p>6. Individual Readiness</p>	
<p>a. Motivation</p>	<p>Face to face and customized training, with the presence of tutors giving support, seems to be the most accepted and motivating practices in Spanish companies, both in larger, than medium and smaller.</p> <p>e-learning is being accepted, but better if it is combined with face to face and personal tutors and post-helpdesk.</p> <p>Social learning and Web 2.0 could be motivating elements in training, but training about them will be needed.</p>
<p>.b. Competence</p>	<p>Employees start now to learn how to use e-e-learning platforms, but have not skills and attitudes to participate in social learning by Web 2.0.</p> <p>In small percentage of companies, they use Web 2.0 but only for commercial or technical support purposes, not for learning / informal learning.</p> <p>According recent studies Spanish executives - including develop their professional activity completely unrelated to the social networking phenomenon, due to ignorance, mistrust, lack of time or a simple generational issues.</p>

2.2. How SMEs and Organizations face Learning in Portugal?

1. Country:	Portugal
2. Target Group for the Transference	SME and small/medium sized organizations
3. Readiness of target group for transference	
a.Organisational/Management readiness	<p>Small Sized: Minimum*. Need more information , “hands on” and support.</p> <p>Medium Sized: Organization must learn more of learning 2.0 to be able to transfer in the better conditions. Also organization should have more tools and other supports to help the transfer.</p> <p>According to our study “Informal Learning and Utilisation of the ICT on the Portuguese Small and Medium Sized Enterprises” only 6% have “informal learning” and Learning 2.0 within their companies.</p>
a. Resource availability	Network with SME.
b. Motivation	Willingness to develop new types of learning in our organization and in the SMEcontext that can complement traditional learning
c. Existence of training/learning culture within the organisation	Yes. AIP is a training operator for over 40 years. The main target group are SME.
4. Technical and learning methods readiness	
a. National technological environments of SMEs	Good. Almost all SMEs have internet and broadband connection.
b. Availability and use of Web 2.0	According to our study less than 6% use web 2.0 tools
c. Learning methods used (eLearning, informal, etc)	Some of them use traditional e-learning methods.
5. Human Resources	
a. Motivation	According to informal learning study human resources in the SME are motivated to use the new tools as they use in daily basis.
b. Competence	After training and the facility of access they should be more competent
c. Availability of trainers/mentors for transference	There isn´t, but can be recruited and trained easily.
6. Individual Readiness	
a. Motivation	High motivation
b. Competence	Need more training and resources

2.3. How SMEs and Organizations face Learning in Germany?

1. Country	Germany Sources of information: Interviews with SMEs and results of European projects aimed at SMEs like ARIEL, SIMPEL, ReadISME and German project Learnet 2 – Web 2.0.
2. Target Group for the Transference	SMEs Most of them from ICT sector. We have interviewed 3 companies of ICT sector, one from chemical industry and two from service sector.
3. Readiness of target group for transference	
3.1 Organisational/Management readiness	Strategically objectives and reasons for innovation transfer in training are growth, moving into new sector, increasing competitiveness, increasing productivity, fast development of the www in concern of technical and social level.
a. Resource availability	Only few SMEs have financial resources available for training of the staff and for transfer of innovation. If the innovative learning methods bring fast improvements in the companies, then the managers try to find resources.
b. Motivation	The most companies think their staffs are motivated and ready to learn. The motivation of staff is increased by using bonus, time of company events, training, pay rise increasing, and promotion.
c. Existence of training/learning culture within the organisation	Most of the companies have no special culture of innovation. The existing learning culture in the companies is described as “Learning is integrated into an individual work and it is a combination of informal and formal methods.”
4. Technical and learning methods readiness	
a. National technological environments of SMEs	The staff use informal methods regularly email and some of them use Skype, MSN-chat programmes and Wiki’s. Most of the use mobile phones. Very few use Document management. There are SMES which have not a suitable Internet connection for learning by using learning platforms
b. Availability and use of Web 2.0	Few of them use web-blogs and social networks. Most of them use internet/intranet.
c. Learning methods used (eLearning, informal, etc)	Most of companies use the learning platform existing in the companies. Two companies pointed out Moodle, one company WebCT, two companies use X7base Xiona. Some companies use E-Learning and Blended learning. Most of them use in company courses by an external provider or by an internal trainer. Staff uses external courses. Some companies use coaching and mentoring, communities of practise and camps.
5. Human Resources	
a. Motivation	The most trainers are motivated for the work they do.
b. Competence	Some managers or the persons responsible with training (unfortunately often only one person in a SME take decision about innovative learning methods) have no competence to decide about the use of new innovative media and methods in the companies. Some managers are not interested in transfer from innovation due to the daily pressure to survive or thinking third transfer of innovation is not necessary for the company.

c. Availability of trainers/mentors for transference	In many companies' trainers who are competent in using new media, i.e. social media, corporate we-blogs, particularly for special needs of the SMS are missing.
6. Individual Readiness	
a. Motivation	In some companies the mixture of internal online learning, internal and external training in combination with personal guidance and the control through discussions between employers and employees capacities creates a unique learning atmosphere which motivates the staff for innovation.
b. Competence	In many companies there is not enough competence of the staff to use the web for learning. The staff uses ICT for some daily tasks but not for learning.

2.4. How SMEs and Organizations face Learning in Ireland?

1. Country	Ireland Sources of information: Interviews with SMEs and results of European projects aimed at SMEs like ARIEL, SIMPEL, and PhD research
2. Target Group for the Transference	SMEs
3. Readiness of target group for transference	
3.1 Organisational/Management readiness	Strategically objectives and reasons for innovation transfer in training are growth, moving into new sector, increasing competitiveness, increasing productivity, fast development of the www in concern of technical and social level.
a. Resource availability	Resources are generally limited
b. Motivation	Staff are motivated to learn but they need assistance with funding courses and setting time side during work hours to carry out the training. Many SMEs are unable to provide
c. Existence of training/learning culture within the organisation	Most of the companies have no special culture of innovation. Most training is carried out informally. Learning in SMEs includes social learning, networking and prior learning,
4. Technical and learning methods readiness	
a. National technological environments of SMEs	Most companies have broadband and nearly all staff are IT literate. There are SMES which have not a suitable Internet connection for learning by using learning platforms
b. Availability and use of Web 2.0	Social networks are used as a reduced method of reaching customers. Nearly all SMEs use internet/intranet.
c. Learning methods used (eLearning, informal, etc)	Most companies carry out informal learning. Outside trainers are used for compulsory courses i.e. legislative requirements. eLearning, blended learning are also becoming more popular.

5. Human Resources	
a. Motivation	Most trainers are motivated.
b. Competence	In medium sized companies a dedicated training person carries out training needs analysis and identifies competencies needed
c. Availability of trainers/mentors for transference	Many trainers are not familiar with new media methods of training.
6. Individual Readiness	
a. Motivation	Individuals are very motivated to learn and upskill. Many incentives exist at government level to encourage training and individuals are keen to keep their skills updated.
b. Competence	Most individuals are ICT literate and use web tools for informal learning.

2.5. How SMEs and Organizations face Learning in Czech Republic?

1. Country	Czech Republic
2. Target Group for the Transference	SMEs – technical, health technologies
3. Readiness of target group for transference	
3.1 Organisational/Management readiness	This depends very much on the type of the company. Especially in companies dealing with technical issues are more familiar with such technologies and need continual training activities. The measure is smaller at smaller enterprises and it increases with the size of the company. The measure of data sharing is also higher if there is a foreign capital invested in the company.
a. Resource availability	Especially in small enterprises there is lack of financial support but more and more the support from EU is exploited.
b. Motivation	Using e-learning systems for education within companies is not very often. Many companies educate their employees in classrooms and through seminars and workshops. Arguments used for not-using e-learning systems are: lack of supervisory mechanism low motivation of staff low effectiveness
c. Existence of training/learning culture within the organisation	Most companies have not established own learning culture and systematic training. Usually external training companies are hired.
4. Technical and learning methods readiness	
a. National technological environments of SMEs	In most companies employees are provided with PC including internet. However in many companies the internet is blocked or forbidden to use because of lower efficiency of work. In such cases at least intranet is allowed in order to ensure the fluent flow of communication.

b. Availability and use of Web 2.0	Practical uses of Wiki servers, other web 2.0 technologies are not often used.
c. Learning methods used (eLearning, informal, etc)	Mostly formal education organized through educational courses. E-learning is used but not much often because of too high input costs for technology needed.
5. Human Resources	
a. Motivation	Staff is usually not very motivated if the learning activities is taken out of their working time. On the contrary, if training would be provided during working time the interest of employees would be quite higher. Usually younger people and people with higher education are more motivated in education.
b. Competence	
c. Availability of trainers/mentors for transference	Internal trainers are usually not available. Therefore more money would have to be invested – either to external lector or to internal staff.
6. Individual Readiness	
a. Motivation	In many companies people would have to spend more time on these activities. Therefore they should be motivated in some way or a purpose of these activities should be explained to them.
b. Competence	There are usually no people trained for training or creating training culture or contents.

7. Web 2.0 in the Czech Republic as an e learning tool in SMEs

E-learning in the Czech Republic

At present there are many e-learning systems used for further education. Nevertheless such systems are mostly used at schools especially at universities.

Using e-learning systems for education within companies is not very often. Many companies educate their employees in classrooms and through seminars and workshops. Arguments used for not-using e-learning systems are:

- lack of supervisory mechanism
- low motivation of staff
- low effectiveness.

Czech pioneers of e-learning for companies were computer school such as Gopas, Computer Help, GCOMP or Eliška On-line. Today there are plenty of e-learning distributors, including schools as well as local affiliates of companies like IBM, Microsoft, Oracle, SAP, Hewlett-Packard, and national suppliers like Trask solutions. Companies who want to set up an e-learning today have unquestionable advantage since they do not have to generate new learning technologies and resources on their own.

The attention which companies pay to systematic development of human resources and to their employees depends on many factors. At first it is the size of the company, belonging to particular sector or existence of foreign capital. Areas that are most frequently educated through e-learning are labour safety, organizational structures, by-laws etc.

In company learning, LMS (Learning Management System) is often used as a learning application. Internet-based learning is supported by employers especially for high skilled employees in the Czech Republic.

Data sharing between companies

According to data from Czech Statistical Institution the measure of automatic sharing of information depends on the size of the company: it is less at smaller enterprises and it

increases with the size of the company. The measure of data sharing also increases if there is a foreign capital invested in the company.

Between Czech companies it is quite often to share information within the supply network and again there is a rule - the bigger company the larger scale of sharing.

But as for other kind of information such as individual knowledge, the process of sharing information between enterprises is not very developed in the Czech Republic.

On the other hand it is quite often to share internal information within the company through systems such as CRM.

Projects focused on the e-learning or sharing of information

In the Czech Republic many enterprises started to organise e-learning programs when there appeared an opportunity to draw the support from the EU – particularly from ESF. Following projects were developed by individual companies but almost all of them were focused just on internal learning of the staff.

- Specific e-learning based training as a new way of effective staff training and development in Farmtec, Inc.
 - realized in 2010 in a company providing integrated services in investments
 - the installation and implementation of Windows Sharepoint Services 3.0, my SQL 2008 server were undertaken within the course
 - own educational content was inserted into this software
- Training of employees of the company Fresenius Medical Care - DS, Ltd.
 - through e-learning the project aims at developing skills of own staff of the company
 - the training covers many high skilled staff working all over the Czech Republic in affiliates out of Prague as well as women that are at their maternity leave
 - by means of this kind of training the company gains a high compatibility through high educated and motivated staff
- Project ZIP-interactive portal for managing and sharing of knowledge
 - project was realized in 2006-2008 by a partnership within NUTS 2 - the capital Prague; within The Single Programming Document for Objective 3 of the NUTS 2 Prague Region (Operational Programmes 2004-2006)
 - project aimed to build a specialized web portal that provides better educated and informed managers of profit and nonprofit organizations, especially of small and medium-sized enterprises
 - the portal included on-line consulting services and e-learning books with a database of practical case studies
 - coordinator: Czech University of Life Sciences Prague, one the partners was Association of Small and Medium-Sized Enterprises and Crafts CZ
- International project NU-ROOF
 - the NU-ROOF project has two main objectives - the first objective is to develop a new range of waterproof membranes based on non woven textile technologies with self healing, self diagnosis and reflective properties; second objective will be to provide the Roofing Associations with a knowledge-based platform that will help their associates in the introduction of the next generations of roofing products
 - this platform will be free of charge and it will be maintained by Association of Small and Medium-Sized Enterprises and Crafts CZ
- Project MediGrid - methods and tools for GRID application in biomedicine (2005-2009)
 - the project resulted in a pilot implementation of so called MediGrid - an environment for sharing biomedical data and knowledge that are compatible with principles of Evidence Based Medicine
 - ontology of biomedical information as well as a number of modules were created
 - coordinator: Fakultní nemocnice v Motole (Teaching Hospital in Motol)
- Physiotherapists to themselves

- the cooperative professional-community project
- this web is intended for physiotherapists to share their knowledge and experiences
- this web uses the basic Web 2.0 technology – Documents Google

Conclusion

As it can be seen from the analysis above, in the Czech Republic it is not very common to share data between enterprises. Many companies develop their human resources especially now during the financial crisis but it is more frequent to hire professional educational companies than to organise own courses. Concept of e-learning is a newly coming trend in company learning but most of educational contents are intended just for in-house training courses.

The concept of sharing of knowledge between companies and enterprises is used just for highly skilled and specialized occupations, such as medicine staff or technical field of work. Therefore enterprises with a need of high skilled workers will be a key target group of this kind of project.

2.6. How SMEs and Organizations face Learning in Lithuania?

1. Country	Lithuania
2. Target Group for the Transference	SME
3. Readiness of target group for transference	
3.1 Organisational/Management readiness and a. Resource availability	In Lithuania there are various courses offered to organizations for development of special professional skills in business and service management and general skills. There are also formal, non-formal and informal learning possibilities. It was stated in the Strategy of Securing Lifelong Learning of Lithuanian Republic (2008) that there are about 60 thousand business enterprises, which appear to be potential users or providers of education services. Under the 2008 data of the Statistics department about 700 public and private institutions are occupied in non-formal adults education. <i>However in various strategic documents there is recognized that the availability of education services remains insufficient, especially in virtual space.</i> Carried out investigations, surveys testify the leak of knowledge of Web 2.0 technologies and insufficient using skills of modern technologies. Even andragogues and other training organisers are lacking in Web 2.0 using skills.
b. Motivation	The significance of personnel qualification impact to the successful activity of the organisation is acknowledged in Lithuanian organisations. The need of development of employees' competences and qualification is conditioned by expansion of production capacities, new products creation and introduction, implementation of new technologies that assure the quality of the production. Up to 70 % of employers in private sector in one or another way organize training of their employees. The more intensive financing from EU funds also stipulates the motivation to care about employees training.
c. Existence of training/learning culture within the organisation	Fairly different Learning/education culture depends on size of a company (the extent of education organising in big enterprises is 1/3 bigger than that in micro enterprises, sector type and etc. The exceptionally topical question is formation of knowledge sharing culture. There is a lack of strategic attitude to the management of

	knowledge sharing. Web 2.0 technologies are rarely used for the knowledge transfer, dissemination, exchange and distribution.
4. Technical and learning methods readiness	
a. National technological environments of SMEs	<p>In recent years the use of computers in enterprises has increased in almost all sectors and in the major part of them is varying from 80 to 100 per cent.</p> <p>According to the data of the Department of Statistics, in the 1st quarter of 2010, broadband internet is used by 81,1 per cent of producing and services rendering enterprises with employees number 10 and more. At the beginning of 2010 - 96,9 per cent of employees used computers at their work, and 96,2 per cent used internet. 62,3 per cent of enterprises had local computer nets (LAN), 38,5 per cent of enterprises – intranet. In everyday work computers were used at least once per week by 32,8 per cent of employees of producing and services rendering enterprises, 29,7 per cent used internet. 65,2 per cent of producing and services rendering enterprises had web pages. More than a half of enterprises (50,6%) have used internet for training and education of their employee.</p>
b. Availability and use of Web 2.0	<p>Under the SIC Gallup Media/TNS data about 60% of internet users use social networks.</p> <p>Recently have appeared quite many researches about the role of Web 2.0 in education, but there is no analysis or data which could state how wide Web 2.0 is used in enterprises.</p> <p>In public space there is found more and more information that enterprises apply Web 2.0 principles in their activities i.e. social platform is used in the work of enterprise. The employees of these companies all the requested for their job information find not in files but in social networks of the companies. The employees collectively create the content, share the information and experience, discuss in virtual space, and work out new ideas.</p>
c. Learning methods used (eLearning, informal, etc)	Seminars, learning at job places.
5. Human Resources	
a. Motivation	<p>In the Development of Human Resources Program approved by the European Commission on the 24th September, 2007 by decision K(2007)4475 there is stated that the participation in continuous training of adult population of Lithuania is one of the least in the European Union. Basing on Eurostat data in 2007 the share of persons of age 25-64, who have participated in training activities in period of 4 last weeks, comprised 5,3 percent and was significantly less that of EU average – 9,7 per cent.</p> <p>However the internal surveys of the companies indicate that almost all the interviewees (96 %) would like to improve their professional qualification and big part of the employees (in some enterprises up to 78%) may be unsatisfied with their level of knowledge and skills.</p>
b. Competence	<p>The employees' professional competence and receptivity to novelties became the essential parameter conditioning success in company's activity and its ability to fit the market request.</p> <p>The companies acknowledge that it is important for the managers and workers to have not only special professional skills in business or service management. There is lack of knowledge in IT applying to business optimisation purposes, abilities to build up habit of meeting in internet for learning and for collaborative building up of the knowledge in the company and etc.</p>

c. Availability of trainers/mentors for transference	In Lithuania e-learning is popular in academic training, but in business it's used more seldom. There are no trainers/mentors who could teach/help the employees to use Web 2.0 technologies.
6. Individual Readiness	
a. Motivation	Under research data the trainees are frequently unsatisfied with the provided services of distance training (learning), but essentially they are motivated to learn at e-mode.
b. Competence	Accomplished researches and inquires indicate the lack of knowledge in Web2.0 technologies and lack of skills to use modern technologies. Andragogues and other training organizers also lack skills of Web 2.0 using.

3. Comparative conclusions



3.1. Learning and Training Strategies

1. Preparation of SMEs for implementing a training strategy based on Web 2.0 should take into consideration their business goals, organizational, technical and didactical requirements.
2. Important aspects for the success of courses are analysis of the learning situation, of the previous experience of trainers and trainees, preparation of the trainees, choice of the suitable methods and technologies. We have to propose a list of methods and technologies which should be adapted to the scope of learning and criteria for the target group. Crisis context implies the need to save money inside companies, mainly in Training Costs, Human Resources, etc .
3. Training needs analysis are very important to ensure the employee have all the pre-requirements prior to carrying out a Web 2.0 course.
4. It is necessary to ensure the trainees are suitable i.e. self motivated, good time management skills.
5. In all the cases, the lack of SMEs long term strategic attitude to the training and to the shared management of knowledge could be an important handicap to interest our targets in the project.
6. In the majority of countries, seems to be a lack of people able to create a training cultures and contents in SMEs, or off SMES.
7. Motivational environment is sufficiently good for learning/ e-learning in SMEs. But it's still necessary to promote active attitude of SMEs to the training.
8. Majority SMEs fail a strategic attitude to the knowledge management. The knowledge management in modern organization is necessary and inevitable.

3.2. Working/learning environment

1. In general, in all the SMEs learning is integrated into an individual work as a combination of informal and formal methods, but they are different degrees, depending the countries, and the sizes of enterprises, related to recognise that the share of knowledge could be another way to learn. It is a difficult concept to understand, because is a daily practice that occurs as a part of the development of work. Normally, only formal and organised training is mainly considered as recognised way to learn. This lack of strategic attitude to the management of knowledge sharing can be learning resources, could be a serious handicap to interest SMEs to be involved and interested in NetKnowing 2.0 Project?
2. Workers learn more and more in an informal environment.
3. According to the Labour Law each company has to carry on 35hours/year (average). This figure is minimum considering the professional needs. That's one more reason to use and deal with the informal learning if active people want to be updated.
4. The real professionals and experts have to use informal ways, in a daily basis, in order to be updated (intangible value).
5. The learning process should be integrated and complementary to the working process (during the task execution). We should find the common competences between learning and working process.

6. Employees in general are very motivated to improve knowledge and skills, and training / learning activities are well valorated and received, and this is common in the majority of the countries. It could be a good argument to encourage SMEs to make in place training / learning strategies. And a great part of them usually use internet to obtain informal learning (information, consultations, manuals, books, contact). In fact, Internet seems to be a usual tool to solve problems, lack of knowledge, to know improvements, etc.
7. The competence benefit is hard to grope practically if individual has no possibility to use and apply it.

3.3. Technological environment

1. Technology is not a real problem nowadays. The problem is related with the changing of learning paradigms, those which that we have been using since ever.
2. The strategic priority now consist in be aware about the power of the Social Networking, of the Web as a work tool, of the Communities of Practice, and use all of that in: Learning context, work internal processes, and web marketing, among other aspects.
3. It is necessary to ensure the organisation has all the technical requirements for a Web 2.0 broadband access and any other software requirements.
4. They are problems with blocked internet services (for example social networks, news portals, etc) at work place.
5. The level of general knowledge of Web 2.0 depends on sector or type of a company.
6. IT technologies for communication are known and very used mostly in private but not professional life, and e-collaborating and e-sharing technologies (Web 2.0) are very few used in professional context inside SMEs. There is a ring. Web 2.0 technologies are rarely used for the knowledge transfer, dissemination, exchange and distribution.
7. But, we can consider that the pre-requirement related to having ICT and Internet competences exists in the majority of our targets. If our targets usually use Internet, they can have easy access to understand how to use Web 2.0 and how to apply them. Then, will be more a question of to focus our courses not in the technological use, but in the organisational use of Web 2.0.
8. Even if the e-learning platforms are used in companies, that is is not guarantee that Web 2.0 technologies are used. In fact, the majority of offers of e-learning for SMEs have not "social learning approach". They are only distance learning trying to substitute face to face learning, or self-learning oriented, and they are not many mentors/trainers prepared for e-learning, and less, to animate, encourage and support "social 2.0 learning".
9. In all the countries, is clear the lack of trainers on the familiarity of use ob Web 2.0 and to develop "social learning" approach.
10. Web 2.0 in learning could promote changing structures and processes in an organization.

4. Description of Informal Learning Competencies



4.1. Level of Competencies

In NetKnowing 2.0 Project, two kind of targets have identified in the first steps, according their degree of responsibility in the human resources development of SMEs and organizations:

- The employees
- The responsables of human resource, training coordinators, team’s supervisors or managers who intend to be able to recognise and support informal learning in their business and workplaces.

It is the reason for what the following competences are specified as “Basic” and “Advanced”, considering the different levels of responsibility and involvement in learning and training processes.

. Basic is aimed at all employees, whilst Advanced are for training coordinators

A pre-requisite level of digital literacy (web browsing, e-mail, simple use of Office tools) will be assumed. Intended participants who do not have this pre-requisite should acquire it first.

According that, our courses, both Basic and Advanced, will be oriented to contribute to acquire the identified competences.

4.2. Basic Competences

Area of Competence: Learning

Competence	Performance criteria
To understand the Life Long Learning concept and the different ways to obtain it.	<ul style="list-style-type: none"> • Being able to understand the learning opportunities
To understand the need to be responsible for their own learning.	<ul style="list-style-type: none"> • Positive attitude towards learning. • Awareness, independency, and initiative in the own learning activities.
To be able to carry out the own learning activities.	<ul style="list-style-type: none"> • Being self-motivated and self-organised for learning activities.
To be able to recognise a learning need and how to fill it	<p>Adequate level of information literacy:</p> <ul style="list-style-type: none"> • Efficient localisation, identification and analysis of reliable sources of information and learning according the learning needs or interests. • Effective sharing information through appropriate means, especially in digital environments.

Area of Competence: Technology

Competence	Performance criteria
Digital Literacy	<ul style="list-style-type: none"> Efficient knowledge and use of basic utilities of ICT.
To be able to understand the purpose of Web 2.0 tools for learning acquiring and to use them appropriately.	<ul style="list-style-type: none"> Efficient recognition and understanding of available Web 2.0. technologies and social media. Adequate operation in shared working environments.

Area of Competence: Social & Networking

Competence	Performance criteria
To be able to communicate effectively with one another both internally (corporate level) and externally (with thirds).	<ul style="list-style-type: none"> Appropriate written and verbal communication skills. Adequate choice of the best communications channel and media. Adequate presentation of information in an appropriate manner for the target audience. Correct understanding of receive messages- Successfull establishment of mutual understanding relationships. Adequate understanding of the ethical and legal issues about the use of information: transparency, responsibility, respect, and protection...
To be competent at networking and group activities.	<ul style="list-style-type: none"> Adequate understanding of the challenges of working and collaborating at a distance. Adequate understanding of the role of formal and informal communities. Adequate knowledge how to work collaboratively and effectively with different groups of people, including from many different nationalities and cultures. Adequate use of Netettiquette.

4.3. Advanced Competences

Area of Competence: Learning

Competence	Performance criteria
To understand the Life Long Learning concept, tendencies and challenges and the strategic importance of informal learning to the company-	<ul style="list-style-type: none"> Adequate appreciation of the value of training and to be aware of its correlation with improvements in the company/organisation.
Being able to manage own resources and professional development by utilising informal learning opportunities	<ul style="list-style-type: none"> Adequate self orientation and planning of the own learning.
To be able to develop appropriate strategies	<ul style="list-style-type: none"> Adequate formulation of the informal learning

within the company to support informal learning-	strategies related to the mission, aims and objectives of the company.
To be able to develop and maintain a culture within the company which encourages and values informal learning	<ul style="list-style-type: none"> • Adequate formulation and transmission of informal learning values at corporate level.
To be able to ensure that skills and knowledge acquired informally are valued as part of the company's recruitment, induction and appraisal processes /staff performance	<ul style="list-style-type: none"> • Adequate establishment of criteria and methods to put in value informal learning within the company.

Area of Competence: Technology

Competence	Performance criteria
To have a good knowledge about Web 2.0 existing tools and available services and how to use them effectively in the organizational context to increase and support informal learning by sharing knowledge and networking.	<ul style="list-style-type: none"> • Good understanding of the basic principles of Web 2.0 generic tools and media and their use for informal learning (microblogging, wiki, forum, blogging, file-sharing, podcasting, video/photos sharing spaces, social networks, conference rooms, multi-authoring editors, shared whiteboards, online databases, newsgroup, shared schedules or agendas, virtual libraries, Blackboard Community System etc.) • Good level of use of the advanced features of these technologies.
To be able to evaluate and decide the most appropriated Web 2.0 technology or service to support the informal learning at corporate level.	<ul style="list-style-type: none"> • Making appropriate choice, according to the characteristics of the company and the objectives of implementing informal learning resources in the company.
To be able to plan and manage the implementation of Web 2.0 technologies/services and collaborative work environments to support informal learning in the company.	<ul style="list-style-type: none"> • Successful planning and implementation of Web 2.0 ICT. • Successful planning and implementation of shared knowledge management methods.
To be able to evaluate the pertinence and effectiveness of the implemented ICT to acquiring informal learning in the company.	<ul style="list-style-type: none"> • Adequate application of evaluating and revising methods.
To be able to guarantee training and support of the users (employees, colleagues, directive staff..) of implemented Web 2.0 technologies.	<ul style="list-style-type: none"> • Adequate planning and implementing of ICT training and support facilities.

Area of Competence: Social

Competence	Performance criteria
To be able to develop and maintain provision of informal learning opportunities for colleagues	<ul style="list-style-type: none"> • Adequate planning and implementing activities and resources to increase and facilitate informal learning opportunities in the workplace.
To be able to support individuals to develop and maintain their performance and learning in the workplace.	<ul style="list-style-type: none"> • Successful influencing and empowerment of individuals to take responsibility for developing and maintaining their own self-awareness, performance and impact, with the help of informal learning. • Successful promoting of the benefits of learning to employees and actively encourage individuals to reflect on their progress and articulate their thoughts and feelings about it.

To be able to establish valid and appropriate measures for evaluating the performance of the organization and the contribution of informal learning to improved business processes and staff performance	<ul style="list-style-type: none">• Capacity to develop and implement useful methods to evaluate and demonstrate the contribution and impact of informal learning, both a individual and a corporate level.
To be able to facilitate and support networking and sharing knowledge.	<ul style="list-style-type: none">• Adequate guiding of employees and colleagues in the right and fair use of Web 2.0 and Networking practices.• Successful creation and maintenance of collective trust, respect behaviour and win win spirit.

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