Summary of the Regional Needs Analysis

THE USE OF WEB 2.0 IN VET AND ADULT TRAINING IN EXTREMADURA (SPAIN)

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PROMOTING WEB 2.0 IN VET AND ADULT TRAINING

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Preface

This regional needs analysis illustrates the status quo, the needs, trends and barriers in the use of web 2.0 applications within VET and adult training in Extremadura Region (Spain). It will be the basis for the development of the SVEA web 2.0 training system and the collaborative platform aiming at strengthening the web 2.0 uptake within adult training institutions in Europe.

The analysis will first have a brief look at the status quo in ICT and Social Media diffusion in Spain before outlining the needs, trends and barriers of integrating web 2.0 applications in VET and adult training.

For this regional needs analysis personal telephone interviews were conducted in Extremadura with 10 private and public training institutions. Each interview explored the current use of web 2.0 applications in VET delivery, the potential for its use in the future, and the training needed by institutional staff to use web 2.0 tools effectively. Additionally, a round table workshop brought most of the interviewed institutions together to offer them a deeper platform of exchange and to get to know their real needs better.

About SVEA

SVEA addresses the collaboration and web 2.0 skills of teachers and trainers in both VET and adult training institutions, with a special focus on personnel and organizational development. Providing these institutions with the means for target oriented communication and knowledge exchange, it will stimulate active co-development of organisational processes and tools, and will at the same time enable teachers and trainers to use those tools to empower learner-centred and self paced teaching.

SVEA will develop an online platform offering custom web 2.0 tools for trainers and teachers, combined with both an online and a face to face training programme to help the target group to master these web 2.0 applications. Guidelines and training material will also be designed to guarantee successful implementation.

SVEA's goal is to cultivate new work processes and communication strategies through the use of net-based technology. Upgrading e-skills in VET and adult training institutions will foster innovation and change in personnel and organisational management.

1. Current ICT and Social Media usage in Spain

During the third quarter of 2009, the perception of new technologies by the Spanish population remains positive. The most valued aspects are still the contribution that new technologies offer both in education and in the workplace. It has been also improved the perception of security regarding shopping through the Internet.

The last year shows an increase in the importance of new technologies in social relations as well as in the freedom they can offer. 71% of the population agrees with the importance of new technologies in education and 66% consider them significant in the workplace[1].

According to data offered by the *Spanish National Institute of Statistics* (*INE*)[2]
- ✓ 51.3% of Spanish households have broadband connection to Internet
- ✓ the number of Internet users grew by 6.0% in the last year and is approaching 21 million people, which is around the 50% of the Spanish population.15.7% of the population uses e-commerce

Regarding social networks, its success has been swift. Experts find no other product that has received such rapid and massive host.
There are hundreds (or more) of social networking. In Spain are growing networks such as Facebook and Tuenti while others like Twitter, hi5, linkedin, slideshare and ning do it more slowly.

The following graph outlines the evolution of numbers of users participating in social networks (2009-2010):
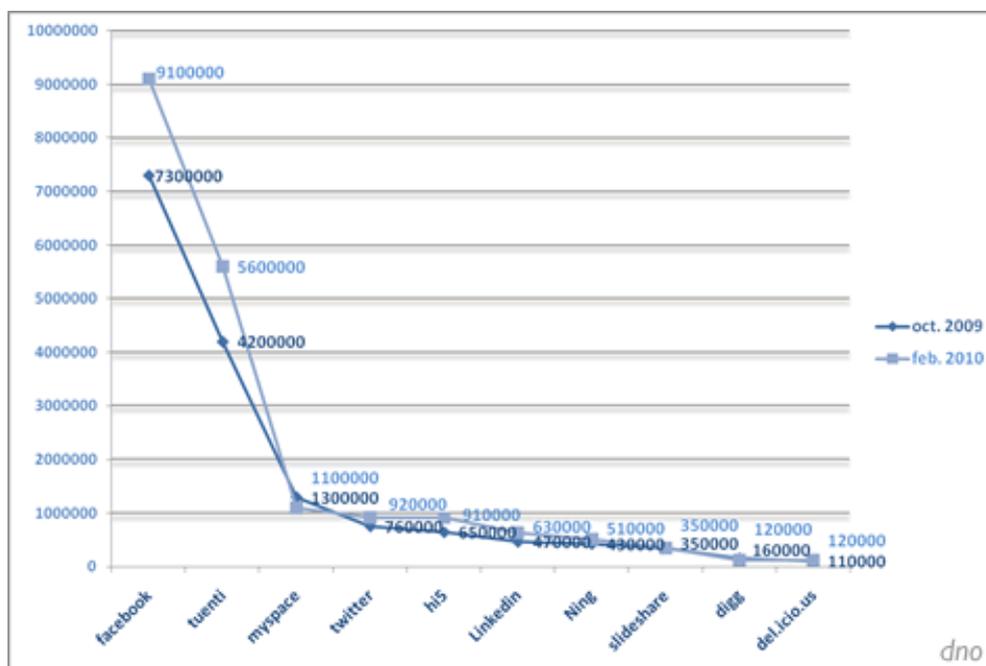
Spanish National Institute of Statistics (INE) 2009/2010

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[1] *"ICT in Spanish households" ONTSI (National Observatory for Telecommunication&Information Society)*
[2] *INE,* Spanish National Institute of Statistics www.ine.es

When speaking of social networks in Spain the figures are astounding. According to *Nielsen[3]*, Spain is the second country in the world using them (after Brazil).Three of every four Internet users visit them and spend 5.3 hours per month on average.

More than half of the Spanish Internet users belong to social networks, making Internet access more frequently and for longer: the 61.5% of web users visit these networks every month.

In another study carried out by independent research firm *Forrester Research[4]*, Spanish users rank as the "commentators" more enthusiastic about social channels, including chat forums, and blogs, as well as social networks themselves.

When talking about gender, Spanish women still participate less in social networks than in other European countries, although their presence has increased compared to the first review of these results in October 2009. Currently, the presence in social networks of women has reached 39.6%, while the presence of men is 60.4%.

Social Network	Women (%)	Men (%)	User-s/month	Source
del.icio.us	28	72	120000	Google Ad Planner
digg	21	79	120000	Google Ad Planner
facebook	46	54	9100000	Google Ad Planner
flickr	41	59	1500000	Google Ad Planner
hi5	50	50	920000	Google Ad Planner
Linkedin	34	66	630000	Google Ad Planner
myspace	39	61	1100000	Google Ad Planner
Ning	46	54	510000	Google Ad Planner
slideshare	50	50	350000	Google Ad Planner
tuenti	48	52	5600000	Google Ad Planner
twitter	32	68	910000	Google Ad Planner
Youtube	-	-	Not available data	
Media	39,6	60,4		

(February 2010)

Spanish National Institute of Statistics (INE) 2009/2010

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[3] *NIELSEN, leader Company in Information Services and Market Research*
http://es.nielsen.com/site/index.shtml
[4] *Forrester Research,technology and market research company* www.forrester.com

2. The Current Use of Web 2.0 Applications within VET and Adult Training

Within the evaluation phase in Extremadura 10 training institutions participated in the telephone interviews (March – April 2010) and the round table workshop which was held on 19 May in Badajoz. The aim of this evaluation was to identify the needs, trends and barriers in the use of web 2.0 applications within VET and adult training courses.[5]

During the telephone interviews and the round table workshop in Extremadura the following status quo concerning the use of web 2.0, needs and barriers to use web 2.0 applications within VET and adult trainings was identified:

2.1 Current use and knowledge of web 2.0 tools in the participant organisations

When we talk about a personal and private use of web 2.0 tools, all agree that is expanding at a high speed. However, in terms of its use in training/educational processes, the discussion is geared more toward the convenience of online training rather than face-to-face and vice versa. It is clear that *if the objectives are clearly marked and an appropriate methodology is used, it can be obtained the same results.*

In the case of Extremadura, it appears that *there is NOT an extensive use of web 2.0 tools oriented to training/education, neither exists general guidelines of how to use such applications or guidance on new/good practices.*
Regional Policies are NOT encouraging its use and there are NO clear methodologies to help both private and public companies to their use.
However, there is a wide use and recognition of e-learning in general, which fertilize the way to the use of these web 2.0 tools.

2.2 What are the barriers to use social media tools within the organisation and their training delivery?

One of the main barriers the attendant trainers identified was the students' lack of interest in using new digital technologies. This is especially the case for elderly learners. For the trainers it is very difficult to persuade them in using those new tools.
Moreover, control over the content seems of utmost importance for trainers in this type of platform and therefore the debate of whether *learning processes can be controlled in full or not by using web 2.0 tools is very important.*
All agreed that these *tools are easy to use but they are not sure of finding the right tool* (from among all available web 2.0) for each case.

On the other hand, the consulted **managers** are particularly concerned about the *lack of references and use cases* that could show whether there is clearly consensus on the benefits or disadvantages of their use.
In addition, the users/students recognized the heavy *burden of work involved in this type of training*, as well as the *high degree of learning generated*, gaining prestige and *cost savings* as this is a training which addresses a large number of participants.

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[5] A detailed overview on the involved public and private training institutions can be found at the end of this report (Annex 1)

Finally, the managers highlighted the *lack of resources at organizational/enterprise level* necessary to orient and gear them towards the web 2.0 model.

BARRIERS
Lack of students motivation
Lack of knowledge of teachers
Lack of resources at the organizational level
Lack of methodology
Lack of references and good practices
Certification: How? When? What kind?

2.3 What are the benefits for teachers and learners to use web 2.0 applications?

MAIN BENEFITS
Easy to use
High assessment of on-line training
High level of learning
High level of collaboration
Saving money in training material
Increased access
Convenience and flexibility to learners
Permanent and rapid access to training material

2.4. What are the success factors that will encourage web 2.0 uptake?
From the results obtained by analyzing the questionnaires distributed to the different stakeholders collaborating in the realization of this regional report, the following potential success factors can be recognized:

- **Marketing:** From the point of view of administrative management of the institutions that have participated in the study, the current use of these applications is still limited, mainly reserved for actions to disseminate the training plans they offer (in 90% of the cases web 2.0 application are only used for this purpose). However, most of these institutions are very open to the introduction of new internal management tools (in order to implement both the processes of communication and proper management).

- **Flexibility:** Private training institutions have a high capacity of adaptation to new situations; web 2.0 applications can help them with this task.

- **Knowledge management:** Sharing of knowledge management is a key factor in our contemporary society, the development of tools that simplify this process will be well received by managers and by training teachers.

- **Social interaction:** When talking about young students, we can say they are aware of how to use these applications being highly motivated towards them; all of this despite the fact that, until now, they have been using these tools mainly for social purposes. This is very positive for the introduction of these applications by teachers.

3. Use of Web 2.0 Tools within Training Courses

According to the survey carried out by FUNDECYT in the region of Extremadura as well as to the responses from the trainers (7 of the 14 participants were trainers or teachers) there are large differences in the use of web 2.0 tools, especially concerning the different implementation of web 2.0 tools within the different training phases. This mainly depends on the objective, on the finality of use that every one is looking for when using this kind of tools.

For instance, in the preparation phase of the learning process, when teachers are preparing the content for their lessons and are choosing a learning methodology, the use of social networks and postcards and so on is based of the collection of digital materials that has been created by other teachers, using for that mainly blogs or official online platform (one example is the platform Educarex[6] which has been developed by the Regional Ministry of Education in Extremadura, as a space for the relationship between teachers and students). Anyway, the vast majority of the people that has participated in the survey, think that the Web 2.0 tools can help to extend the quantity of digital contents for the development of their lessons.

Continuing with the implementation phase of the courses, all the teachers agreed that web 2.0 tools can improve the communication process within the relationship trainer-learner (chats, online documents, etcetera) but anyway, the most usual instrument in this case is the email. In fact, they still think on the web 2.0 tools as a threat instead of a facilitating tool.

In addition, it should be outlined that, currently, only one of the participants in the survey, use web 2.0 tools during the implementation phase of their lessons. For the rest it seems very difficult to find a utility to these instruments in this concrete moment of the learning process.

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[6] www.educarex.es

4. Future Trends in VET and Adult Training

Training, and in particular, vocational education and training has gained an important status within the European social and political agenda in the last recent years. Today's and tomorrow's demands, for a highly skilled workforce in the European economy, are new and demanding challenges for teachers and the training community.
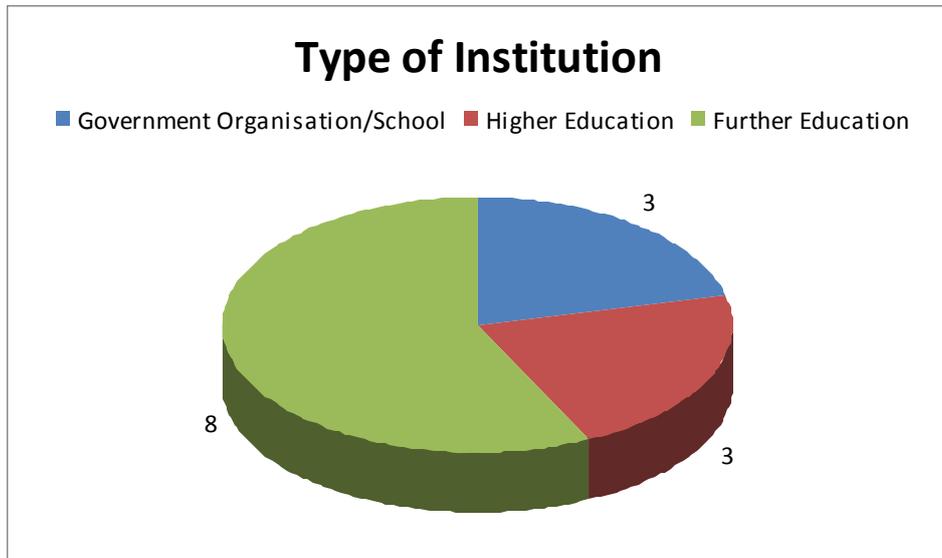
The future trends on VET systems will lead to major changes in the way VET teaching will be organised. Teachers' roles will be more diversified and expanded. They will be forced to adopt new teaching practices and have to constantly enlarge their professional skills to meet the new requirements. These changes will put teachers under great pressure.

Moreover, adult training has created a need for new student-orientated teaching methods in which the teacher becomes a facilitator and a coach.

Finally, as a conclusion, the following aspects can be determined:

1. Training programmes are better when management adopts a participatory approach allowing teachers and trainers to cooperate in identifying training needs and designing training courses/skills required to satisfy those needs.

2. The process of creating new applications, based on the New Digital Technologies that allows users to freely create new training contents and doing it in a collaborative way, can obviously serve as a support for the training community in their current and future challenges.

Annex I: BRIEF DESCRIPTION OF THE STAKEHOLDERS IN EXTREMADURA

Type of Institution

■ Government Organisation/School ■ Higher Education ■ Further Education

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The following **public and private training institutions** were involved in the regional needs analysis phase in Extremadura:

A. Public Training Institutions

- **@vanza Project**

@vanza Project is an initiative of The General Directorate of Vocational Training and Lifelong Learning of the Ministry of Education of the Junta de Extremadura-financed by the European Social Fund, whose purpose is the development of distance learning courses via the Internet.

The justification of that is due to the continuous technological and social changes of recent decades that make every day more evident the need to learn throughout life and to establish lifelong learning as a guiding principle of education policy.

In this context, the @vanza project becomes the model of distance education in the region of Extremadura.

Regarding the situation of Extremadura when talking about web 2.0 tools and their use within trainings, the responsible of this project highlight *http://aula21.net/aulablog21/escuela-20* as example of good practice.

This is a blog made by a high school teacher heavily involved in the use of new technologies and especially in integrating the Web in education. His work has focused on providing students with access to content across the web and publication of thematic blogs by students in the same web. The blog gives access to the building of webquest and there are many links to educational sites. It is, therefore, a tool for free exchange of knowledge on the network.
http://avanza.educarex.es/portal/principal/index.jsp

- **Gabinet of Youth Initiative**

Youth Initiative is the means established by the Extremadura Government, through the Regional Ministry of Youth and Sports, for promoting a new development model in Extremadura based on the ability to imagine, create and innovate in the young entrepreneurs.

The Gabinet Youth Initiative introduced an activity focused on youth education through social networks and Web 2.0 in coordination with the Ministry of Education.

This is an innovative and pioneering experience whose conclusion is that *web 2.0 tools are much more prevalent among students than among teachers and educators. While students are self-sufficient and content generators, teachers are not used to use these tools and can not find their usefulness.*

www.**iniciativajoven**.org

- **INTAEX – Agrifood Technology Institute of Extremadura:**

The assignment of INTAEX is the provision of technology services with high added value, by conducting research and technological development, technical assistance and technology transfer projects, whether public or under contract, in order to improve the competitiveness of the agri-food sector in Extremadura through the promotion of innovation and technological development in SMEs, improving and increasing the quality of their products.

http://intaex.juntaextremadura.net

- **BADAJOZ COUNTY COUNCIL- Area de Igualdad y Desarrollo Local**

Formative Activities.- The primary objective of this section is to facilitate the ongoing process of modernization of local authorities in the province of Badajoz by

- Improving the quality of services provided to citizens
- Promoting professional and personal improvement of human resource serving to municipalities in the province, helping them in the process of needs detection.

With these activities the Badajoz County Council looks for the participation and involvement of local authorities in training and lifelong learning. The training proposal, for local authority staff in the province, focuses, among other things, in new technologies and their implementation within the framework of the public administration.

www.dip-badajoz.es/diputacion/delegaciones/dlocal/index.php

- **REDEX – Rural Development Network of Extremadura**

The Rural Development Network of Extremadura (REDEX) brings together 24 Local Action Groups (LAGs).

Local Action Groups and Rural Development Groups are partnerships that integrate public (Municipalities, Associations) and private institutions (business), as well as social service associations: youth, women, cultural or unions. They act on a specific territory which is the scope of this entity and fight for social and economic development of the area of reference. Their functions range from the management of aid and grant and payment to beneficiaries, to the monitoring implementation of projects, and other key tasks such as information, entertainment, advice and training of the population.
www.redex.org

- **FINCA LA ORDEN**

Agricultural Research Centre. The activities of this centre are related to agricultural and livestock sectors as well as forest and pasture resources with the following functions:
- Experimentation
- Research
- Plant Genetic Resources
- Development of novel technologies for the agricultural sector in relation to companies.
- Technology Transfer
- Training: Training of researchers and technologists, as well as practical training of university students from faculties or schools related to the agricultural sector.

www.centrodeinvestigacionlaorden.es

B. Private Training Institutions

- **FOREM – Foundation Training and Employment EXTREMADURA**

It is a Private Institution, non-profit, with representation in all Regions in the Spanish State.

The main activity since its creation in 1991 is the management and development of training and career guidance. Its activities are aimed at:
- Unemployed persons: those seeking for a first job, those that have just lost their job and / or those belonging to the group of long-term unemployed.
- Men and women who need to acquire new skills to adapt to the changing labour market and / or need professional qualifications.

www.foremextremadura.com

- **CETIEX – Extremadura Industrial Technology Center**

Private Foundation/ non profit, CETIEX Technology Centre develops research activities and technician training (among others activities) based on:
- The momentum of the development of scientific, technical, economic, social and cultural activities in the field of engineering.
- Effective contribution to the technological process from a technological and industrial promotion based on the promotion of the business network in Extremadura.

www.cetiex.es

- **FMI – Training Institute for Business Techniques**

The Institute of Technology, Electronics, Computer & Communications, develops, innovates and produces educational materials as well as authoring tools under an Interactive multi-media Training Courses concept.

Its aim is to respond to technological and training needs within the Training Sector as well as adapt the different contents to major changes in the world of training.

Its educational offer is based on:

- Flexibility, both in terms of accessibility as content.
- Adaptability to all needs, with particular commitment to the Vocational Education for Employment and Training, both active workers as unemployed.

www.multimediafmi.com

- **ADALID**

Adalid Extremadura is the most extensive training centres network in the region. It has Training Centres in 90% of the cities with more than 10,000 inhabitants as well as in rural and remote areas.

Among its objectives we can found:

- Quality Training
- Wide range of Training Courses with an increased interest in new fields of training.
- Greater flexibility in providing training solutions anywhere in our region by using methodologies that guarantee the quality and effectiveness of results.
- Customization / specialization. Training programs designed to meet the needs demanded by the different productive and service sectors.

www.adalidextremadura.com

Annex II: STATISTICAL DIAGRAMS

Following, we present the Web tool usage within Extremadura's adult training institutions according to the telephone interviews with 10 adult training institutions (14 people)

Blogs

Legend: Blogger, Wordpress, Twitter

- 0
- 4
- 5
- 5

Video sharing

Legend: YouTube, Google Video, Teachertube

- 0
- 0
- 0
- 2
- 9

Wikis

Legend: Ning, pbworks, Wetpaint, Wiki in Moodle, Wiki in Blackboard

- 2
- 5
- 4
- 0
- 5

Web meetings

■ Skype ■ DimDim ■ Eluminate ■ Flashmeeting ■ Welsh Video Network

3

3

0

0

12

Social Networks

■ Facebook ■ Linkedin ■ Myspace ■

0

2

3

7

Document sharing

■ Slideshare ■ Google Docs ■ Skydrive

0

4

10