



Comparative Report

WP3 – Context Analysis

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Lena Lohrmann

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Inhalt

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1. The comparative analysis – Project aims

Using Information and communication technologies (ICT) is an essential part for the digital society concerning economic and social participation and leading a good private life. In this context the term of e-inclusion has become an essential approach the European context for given reasons:

“Considering ICT as a vehicle for personal development, active citizenship, social inclusion and employability, regions and countries still face the challenge of a broadening gap between people that have access and – more important – the skills to use ICT and those who are excluded from the ‘digital world’ – either by lack of ICT means, skills or motivation” (Kaletka/Pelka 2012: 2).

This gap is not only crucial for social cohesion and economic development on a regional but also on European level because a lack of digital participation “will affect social cohesion, individual chances and the development of local labour markets, communities (e.g. regional/local communities, migrant communities) or target groups (e.g. elderly people, women in family phase)” (Kaletka/Pelka 2012: 3). In the end, the risk of exclusion from employment, education and participation exists for different people and target groups.

The problem described led to the initiative of e-Inclusion which is understood ‘as the challenge to guide people to the digital world and the promotion of digital literacy as one key to ‘innovation and the sustainability of the socio-economic ecosystem of our society’ (see Gdansk Roadmap for Digital Inclusion 2011). But e-Inclusion can also be considered as the approach to integrate especially disadvantaged people and vulnerable target groups into society by using digital media. So e-Inclusion and its policies aiming at reducing gaps in ICT usage and promoting the use of ICT to overcome exclusion by improving economic performance, employment opportunities, quality of life, social participation and cohesion. It focuses on participation of all individuals and communities in all aspects of this information society. Therefore not only the target groups are in focus but also the competences of e-facilitator are of great importance. The latter provides all necessary ICT skills to their audience and consequently has a key role when it comes to social inclusion of affected people as well as the reduction of the mentioned gap.

Accordingly, this particular group was placed in the center of the **innovation transfer** project ‘**Trans e-Facilitator**’. Core idea for this project is an transfer of a **curriculum for “e-facilitators” working at telecentres (TC)** which has been developed in the Leonardo da Vinci project “European Vocational Education and Training Solution for e-Inclusion facilitators” (VET4e-I), combined with its insertion into the European and national qualification frameworks. This curriculum “**Vet4e-I” with its**

10 modules is addressing technical and ICT competences of e-facilitators **plus aspects of community management and other social skills** that are necessary to run a telecenter and effectively approach target groups.

Aim of 'Trans e-Facilitator' is to **provide training material** to raise the quality of training for e-facilitators in order to improve their skills and work. The project will **enlarge the curriculum** by module(s) which qualify e-facilitators to use and implement learning opportunities with regard to key and transversal competences. So the project evaluates target groups with special needs by taking into account the prospective national conditions in order to develop the curricula concerning ICT and social competences quite further. Moreover, the focus lies also on testing and training needs of coaches / learning moderators / facilitators which should be promoted in order to drive forward also certification requirements.

Therefore, the exploration of the national framework conditions of transfer and adaption have been carried out in WP3. A central objective was to find out how a curriculum in the three countries should look like, taking into account competence fields of e-facilitator and further qualification demands. The selection process has been conducted as foreseen in the proposal. It asks for

- A selection of modules from the existing VET4e-I curriculum to be translate and localized, and
- an enlargement of the original curriculum.

After all, the project's intention is to help e-facilitators to do their job better. This approach differs from the objective of the former Grundtvig project 'Key Competences for All' (KC4all)¹. The Latter analyzed how the employability of low qualified adults could be improved 'by means of an alternative learning approach which is ICT-based, user-centered and interest-oriented' (KC4all, Employment ToolKit 2011: 3). Now the perspective is provider-oriented. Hence the capacities of e-facilitator are in focus as well as the question how they might improve their skills to be able to meet their target groups or users.

Generally, WP3 provides the overall framework and guidelines for a coherent operationalization in each specific territorial context. To fulfill these aims, data was collected and analyzed to gain the required information. This was achieved through a context analysis consisting of an online survey tool answered by the national facilitators and a survey questionnaire carried out by the partners. Following the competence classification of the former project comparable qualification profiles for

¹ Project website: www.keycompetences.eu/wordpress

the countries will also be applied in this context. The present report provides the comparative context analysis of these two instruments in order to build the basis for further development and piloting in WP4.

2. Networks and job places – Characterization of training centers

In general, the workplaces of e-Facilitator slightly differ in the three analyzed countries. In Latvia there is a huge network of different projects mostly EU or public funded which offer different kind of trainings and learning possibilities as well as job places for e-Facilitator, e.g. Latvia@world or Connect Latvia. Also the municipalities get an annual budget for offering adult education including digital education so that there is also a variety of a public provider but also PPP like LIKTA centre which serve as workplaces for e-Facilitator. All offered programs are free of charge. In addition Lifelong learning (LLL) centre run by municipalities and somehow regional coordinators of e-Inclusion activities provide work opportunities for this occupational group.

Furthermore, in Latvia and also Portugal libraries are important workplaces for e-Facilitators. In Latvia the State Agency implemented the 'Library project 3TD' in 2006 to transform the local institutions into e-centres and information contact points by providing 874 of them with computer and internet. Also in Portugal public libraries led by municipalities are essential contact points for all kinds of target groups to gain digital training. Unfortunately, since 2010 the public investments are under constrain what also has an impact on the possibilities of libraries. On the contrary, in Germany libraries are not used as telecenters yet as well as organizations in forms of PPP which are hardly spread in Germany as in Latvia and Portugal (e.g. LIKTA, 'Programa Escolhas'). In Germany it can be distinguished between a non-profit or public sector as well as commercial offerings while the latter (e.g. firms, educational organizations) is mainly focused on young clients and offers different levels while municipalities or welfare organizations are orientated to adults and young people resulting in a certain level (e.g. senior and youth centers,). Apparently Portugal and Latvia working on a large network mainly public and non-profit while in Germany also commercial offers are an important market for e-facilitation.

3. National VET and vocational Training for e-Facilitator

3.1 General vocational education and training

In this part the focus is on general vocational education as well as for e-facilitators. This is important to get an idea of the different educational pathways in the countries.

In Germany learning on the job is organized within a dual system in cooperation of enterprises and vocational schools. This has a strong tradition, where the Lands are responsible for the curricula and the training plan in association with the Federal Institute of Vocational Education and Training (BiBB). On the contrary vocational training in Portugal and Latvia is highly regimented. In Portugal the system is organized centrally and apprenticeships are taught in schools and only at the end of each school year, two to three-month internships take place in companies. But in recent years the dual approach became more important also for Portugal to convey more practical work experience.² Currently different education and training courses for young and adults exist to gain different formal qualifications. Also in Latvia practical training units are organized at the vocational schools and not in cooperation with enterprises. Vocational education can be completed in three different levels (vocational initial, secondary and higher education). Moreover in all countries people who graduated from vocational education are allowed to participate in post-secondary education programs.

3.2 Vocational options for e-Facilitator

On the **formal level** e-Facilitators in Germany have the possibility to study computer or media science at the university because no formal vocational or university training adapted to e-Facilitators. In Latvia all teaching staff is responsible for the development of their professional competencies by acquiring professional development programs according to the Cabinet of Ministers Regulations No. 431 “The Order of Teachers” (2011). This is also valid for e-Facilitators. Concerning formal education in Portugal the development of the profession e-Facilitator has progressed during the last 15 years. Therefore a wide range of different formal courses are offered and subdivided for young and adult people. So Portugal has maybe the most elaborated possibilities for facilitators to gain formal education.

On the **non-formal level**, however, people in Portugal can only gain competences in telecenter courses or in autodidactic ways. Since 2001 the recognition of informal

² There are also bilateral agreements with Germany to cooperate in the field of vocational training (<http://www.bibb.de/en/64456.htm>, June 2013).

qualification was improved by launching the RVCC process (recognition, validation certification of competences). Latvia has about 173 providers of non-formal qualifications (e.g. National Centre for Education, training and consultations centres). Moreover the State Employment Agency offers a wide range for unemployed people and job seeker (e.g. work with OpenOffice, EDCL Certification). Furthermore the National Education Opportunities Database (<http://www.niid.lv/>) is a searching tool for necessary training programs. For ICT professionals different ICT training centers offer different programs (e.g. www.bda.lv; www.dzc.lv) but still there is a lack of special permanent offers focused on e-Facilitators. Concerning the acknowledgement of non-formal competences a three-phased recognition process was established. In contrast the German sector of further education concerning recognition of qualifications especially for e-Facilitator is rather low developed. So people can visit workshops privately or special offers of public centres. But the lack has already been recognized and new enhancements initiated to make obtained competences visible (e.g. 'Profilpass'). Particularly another major problem could be the dissemination and recognition of the expression 'e-Facilitator' in Germany. Especially in the context of searching for further education, people might use another keyword (<http://janexnerteam.de/e-learning/e-facilitator-team-learning.html>).

4. Learning gaps

Within the analysis the partners also identified different learning gaps of e-Facilitator in six working fields. This is necessary to identify a possible need for action as well as a reference point for the modules.

In Germany e-Facilitators of all training models need help to update their knowledge in **ICT** especially in software programs and technologies in form of further education. E-Facilitators of adult and senior centers need to enhance their skills in **didactical methodologies** in order to address the different training needs quite better. In addition e-Facilitators in adult center require some training in **socio-cultural animation** in order to address the different target groups more focused. **Management of services** is important for e-Facilitator working in senior center in form of fundraising and more resources. Furthermore learning Turkish and Russian as **foreign languages** would be necessary especially for people working in youth center. The language depends on the region the center is located.

Also in Latvia e-Facilitators need regular training on software updates on latest **ICT** programs (e.g. MS) platforms and tools. Mobile and cloud applications would also be

important. Furthermore they need more competence about internet safety and security. New tools for learning, working and job seeking are important as well. Concerning **didactical methodologies** e-Facilitators working in libraries and Latvia@World networks need special approaches to work with job seeker especially young people (NEET audiences). In municipal models approaches are needed to cope with entrepreneurs. On the level of **management of user services** online collaboration tools are important for the network models as well as online tools for storing and exchanging information (e.g. CMS). For all professions management of services as well as further education in learning English as **foreign language** is seen as necessary. Regarding **Job guidance** for Latvia@world and municipal institutions regular updates on new tools and services are requested.

To provide an integrated and pedagogical approach in **ICT** training deepening and enhancing the knowledge of ICT including software programs is quite important for Portuguese e-Facilitator. Concerning **didactical methodologies** the focus is on updating power point (MS) as well as video and stories skills. In addition motivation technics are very important to convince more people to attend courses and raise the **socio-cultural animation**. Regarding to **management of services** a focus to raise the employability of young people in different fields (innovation, technology, services, internal/external operations). In Portugal, most of the courses are held in Portuguese but **languages** skills have to be enlarged for all target groups. To raise the awareness of **ICT** importance especially for **job guidance** is of extreme relevance.

Comparing the specified requirements all countries have a need for regular updates in programs like Microsoft Office (MS), video software and different applications. Latvia wishes some special training for internet security and job seeking to provide better service. Concerning didactic matters and socio-cultural animation, all countries ask for different techniques to address different target groups and training needs to reach a satisfactory training success. All partners also see different gaps in language skills. While Germany needs to raise the knowledge in Turkish and Russian, depending on the regional scope, Latvia asks for some English updates. But there also differences especially concerning job guidance. In Germany the topic is not necessary for e-Facilitator yet, while in Latvia and Portugal it is an important service and the telecenters need to meet the requirements of the target groups. The same can be observed in regard to management of user services where only Latvia asks for training concerning collaboration tools. Regarding management of services only German e-Facilitators wants to have training updates in fundraising.

5. Competence profiles of core modules

As indicated all three countries provide different profiles and educational levels concerning the profession of e-facilitators. In order to compare the three countries prospective competence profiles have been developed based on the classification of the former project VET4e_I. Generally, all three countries stated that the term ‘e-Facilitator’ is not a common expression or rather legally defined profession and so not connected to formal specific qualifications. In the following an overview of the prospective competence profiles is given.

5.1 Germany

In Germany a large part of e-facilitators are working as volunteers with quite different qualification background but in general all trainers have a rather high based education. Ultimately linked due to the willingness to retrain is the relationship of employment. In general most volunteers show a lower motivation to take part in further education programs due to lack of time and financial resources. Moreover, the lack of coaches on the forth level may be due to the still evolving network or community in order to promote these professions there. Nonetheless on the second and third level e-Facilitator are rather high qualified.

<p>1. On demand assistance Volunteers and unsalaried workers</p> <ul style="list-style-type: none"> • No special education, self-training • Volunteers from different professions (e.g. nurse, senior) • Sharing knowledge with peers 	<p>2. Level 1 + Training Self-educated computers experts</p> <ul style="list-style-type: none"> • Basic skills / knowledge of computer, internet and software • Main task: teaching target groups in basic ICT <p>Teachers</p> <ul style="list-style-type: none"> • High knowledge of software (programs as MS and digital photo editing) • Address different target groups • Medium knowledge of security and private policies
<p>3. Level 2 + User empowerment Youth workers and educators</p> <ul style="list-style-type: none"> • Vocational or university education • High knowledge of didactical methodology, online security and privacy policies • Basic knowledge of computer/internet • Administrative tasks (e.g. organize workshops) • Working mainly in youth center • Offer courses of digital literacy, job guidance and technical/social assistance <p>Computer specialists</p> <ul style="list-style-type: none"> • Commercial e-Facilitators 	<p>4. Level 3 + Active participation in community</p>

<ul style="list-style-type: none"> • High level of technological knowledge 	
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5.2 Latvia

In Latvia the closest to the profession of e-Facilitator is teacher of informatics or ICT trainer, but that relates to ICT trainings at formal education system (primary, secondary and vocational education). In general there is a strong emphasize on social e-Inclusion and promoting digital autonomy, so there barely offers only on demand assistance although librarians are available for requests and trainings.

<p>Level 1</p> <ul style="list-style-type: none"> • Librarian (see also level 3) 	<p>Level 2</p> <p>E-Facilitators of basic Digital literacy / SMEs</p> <ul style="list-style-type: none"> • High knowledge in ICT skills, e-services and online tools • Medium knowledge in job assistance, support of SMEs, foreign languages
<p>Level 3</p> <p>Librarian</p> <ul style="list-style-type: none"> • Main task: user support, training in basic computer knowledge, assistance • High knowledge of social – cultural animation and addressing different target groups, communication • Advanced skills in search of information and databases • Intercultural assistance/guidance, computer-based training <p>e-Facilitator for job facilitation</p> <p>ECDL certified trainer/tester</p> <p>eGuardian certified trainer and tester</p> <ul style="list-style-type: none"> • High level of digital technologies and ICT skills, social and civic competencies, Learning-to-learn • Tutoring, job guidance, promotion of e-services, digital literacy, trainer-based activities • Support all kind of audiences 	<p>Level 4</p> <p>ICT Trainer</p> <ul style="list-style-type: none"> • High knowledge in technology, ICT skills and job assistance • Different trainer and computer-based training activities • Working in programs for employment, entrepreneurship and personal development • Target groups: elderly, low income, disabled people • Supports different kinds of strategies like local development, e-Inclusion, vocational training

5.3 Portugal

In Portugal three different levels of competences exist but also no defined e-Facilitator profession yet. In general there is a concentration process going on so that the profile of low qualified functionary tends to disappear. So the main focus is on the second and third level, where the trainers are highly qualified.

<p>Level 1 Low qualified functionary</p> <ul style="list-style-type: none"> • Basic or lower education level • Auxiliary personnel 	<p>Level 2 Medium qualified IT-Trainer</p> <ul style="list-style-type: none"> • Secondary school and/or vocational certificate • Advanced knowledge of social animation and educational assistance
<p>Level 3 High qualified IT-educator</p> <ul style="list-style-type: none"> • Specialists in IT engineering, information (e.g. Librarian), Social Sciences/Education, post-secondary VET graduation (N5) • High knowledge of technical background and processes 	

Summing up all the profiles together, the following competence classification emerges:

Figure 1: Professional profiles in all three countries

<p>Level 1</p> <p>Germany</p> <ul style="list-style-type: none"> • Volunteers/ unsalaried workers <p>Portugal</p> <ul style="list-style-type: none"> • Low qualified functionary <p>Latvia</p> <ul style="list-style-type: none"> • Librarian 	<p>Level 2</p> <p>Germany</p> <ul style="list-style-type: none"> • Teachers • Self-educated computer experts <p>Latvia</p> <ul style="list-style-type: none"> • EF of basic digital literacy/ SME <p>Portugal</p> <ul style="list-style-type: none"> • Medium qualified IT-trainer
<p>Level 3</p> <p>Germany</p> <ul style="list-style-type: none"> • Youth workers and educators • Computer specialists <p>Latvia</p> <ul style="list-style-type: none"> • Librarians • e-Facilitator for job facilitation, ECDL certified trainer/tester • eGuardian certified trainer and tester • ICT Trainer (could also be assigned with level 4) 	<p>Level 4 (Latvia)</p> <ul style="list-style-type: none"> • ICT Trainer

Portugal	
<ul style="list-style-type: none"> • High qualified IT-educator 	

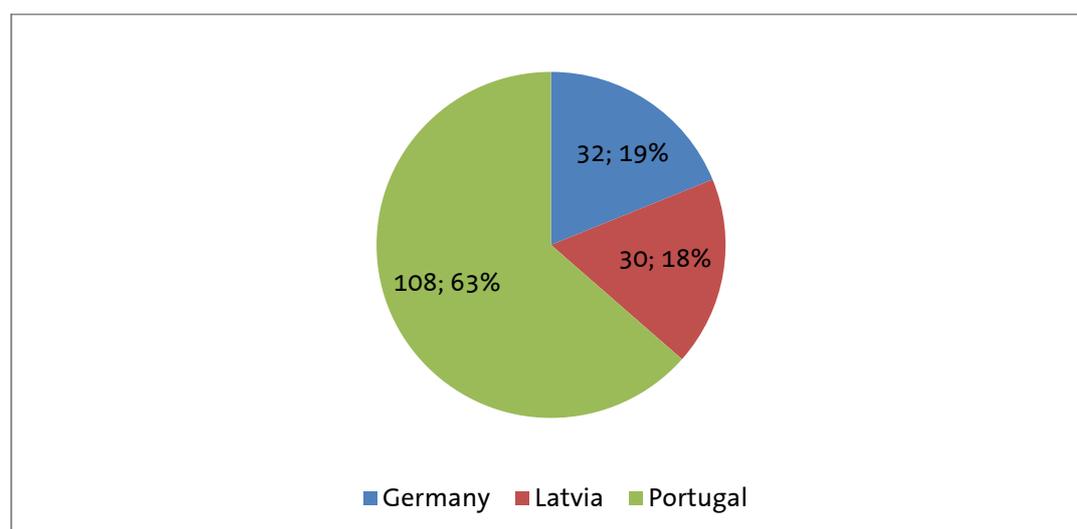
Comparing the shown profiles it becomes obvious that especially in Latvia a variety of different qualifications on Level 3 already exist. In Germany rather volunteers are working in the fields of e-Facilitation in contrast to Latvia and Portugal but the professionalization in this field is in progress. In general all countries have reported quite high levels of qualifications especially for level 2 and 3 and need rather updates in ICT and social skills especially in didactical techniques because the target groups and needs are quite different. On the other hand internet security and safety becoming more important competences in this field for users and trainers.

6. Main Survey Results

As a supplement to the methodical guidelines, e-Facilitators have been asked about their activities within an online survey. Participants were asked about their individual educational, professional experience and to identify possible learning or training gaps. The results are displayed in the following.

The survey lasts from 28th of January until the end of April 2013. In total 222 people from Germany, Latvia and Portugal participated. Nearly 77% (170 cases) are valid and 70% (154 cases) are concluded.

Figure 2: Sample distribution by partner (valid cases)



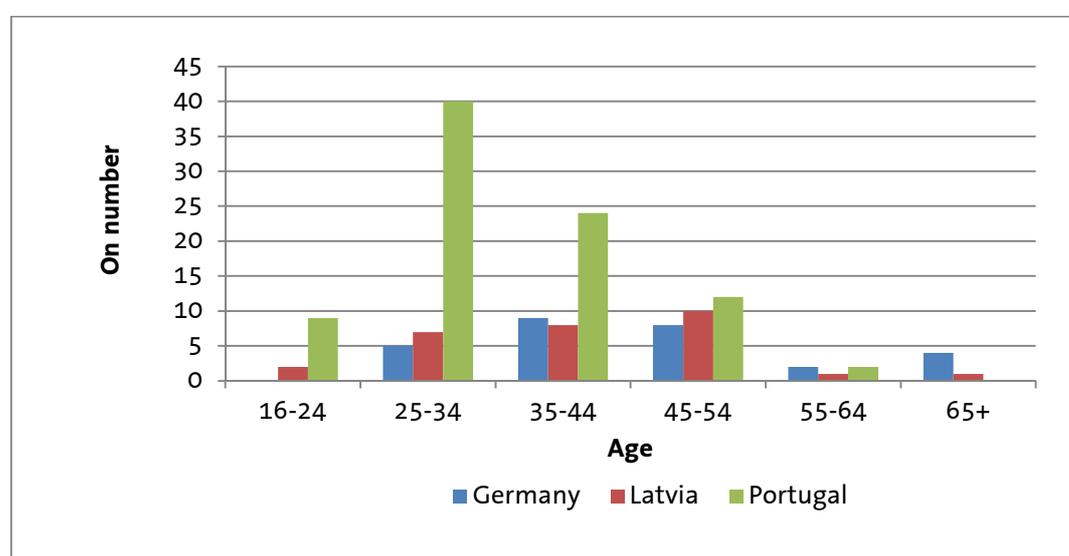
In Germany and Portugal most facilitators are male while in Latvia facilitators are rather female. Generally, the majority of e-Facilitators are women.

Table 1: Gender by country (N=120)

Country	Male	Female
Germany	64,3%	35,7%
Latvia	37,9%	62,1%
Portugal	64,4%	35,6%
Total (N=144)	41%	59%

In Portugal the distribution of age is different to Germany and Latvia: Portuguese facilitators are rather younger (25-34 years) as in the other countries (45-54 years). In average most people are 25 to 34 years old.

Figure 3: Age distribution by country (N=154)



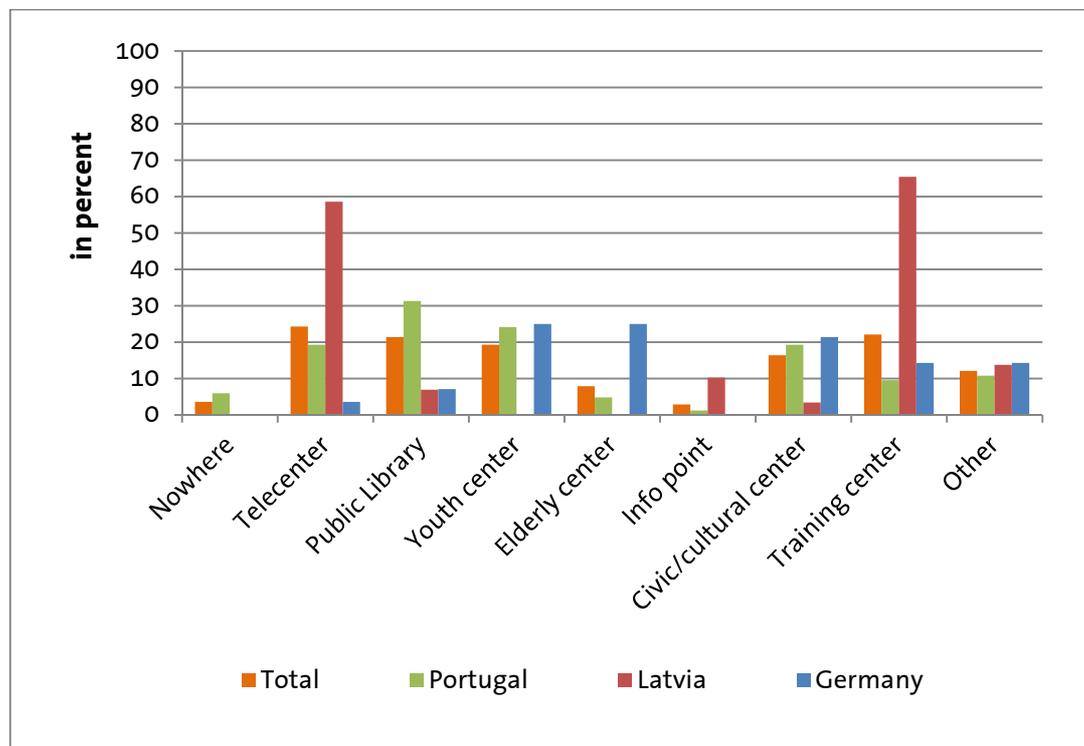
In Germany there is no identifiable regional focus. Most facilitators, in the sample live in Berlin (16%) and Baden-Württemberg (16%), but that is barely the majority. In Latvia all people come from the region of Latvija and in Portugal most people live in the capital city (31,3%) and Norte (28,1%).

Concerning the Location of telecentre most are rather located in a small town (31,8%) as in Portugal and Latvia or in mid-sized cities (25,8%) like in Germany and Latvia. Telecenter in large cities (23,8%) are found primarily in Germany and less in the other countries. Most of the locations (55,2%) have between six to 15 Internet Access Points.

In general Figure 4 shows that nearly all types of telecenters are present in the countries. For Portugal it is visible that except elderly center and info points, all telecenter types are represented. In Latvia there is a focus on Training and

telecenter. Moreover they have the location of an info point, which is not that present in the other two countries, but there are hardly any youth centers in Latvia.

Figure 4: Current workplaces of facilitators by country and type of telecenter



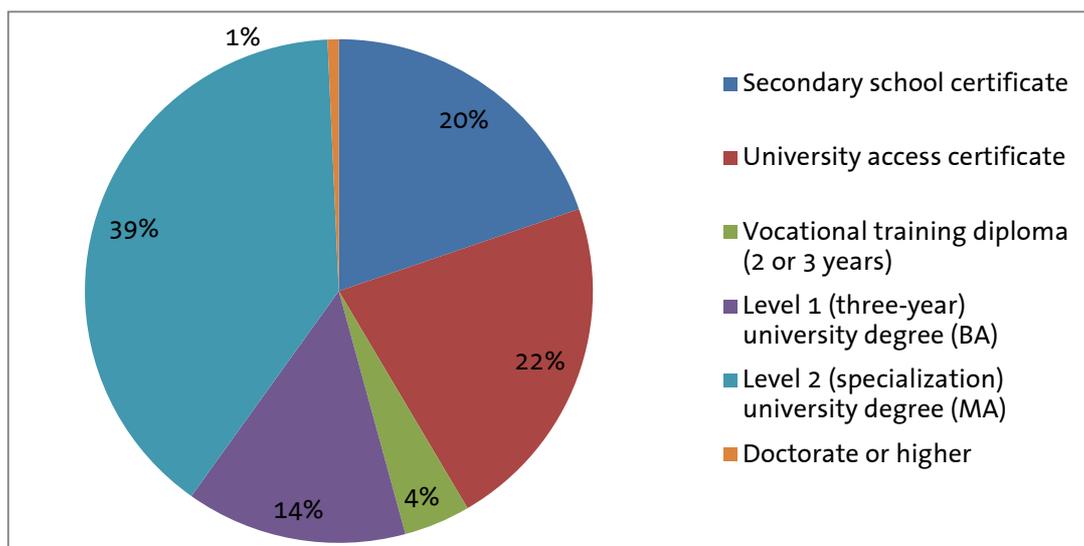
From a German perspective the focus is on youth and elderly center as well as cultural center while public libraries and telecenter are less represented as workplaces of facilitators. A representative overview of the local centers could not be given due to the low number of cases, but the following figure show the most mentioned by country.

Table 2: Telecenter of reference (most mentioned)

Country	Telecenter
Germany	Youth center Adult center
Latvia	Library Youth center
Portugal	Library Adult center

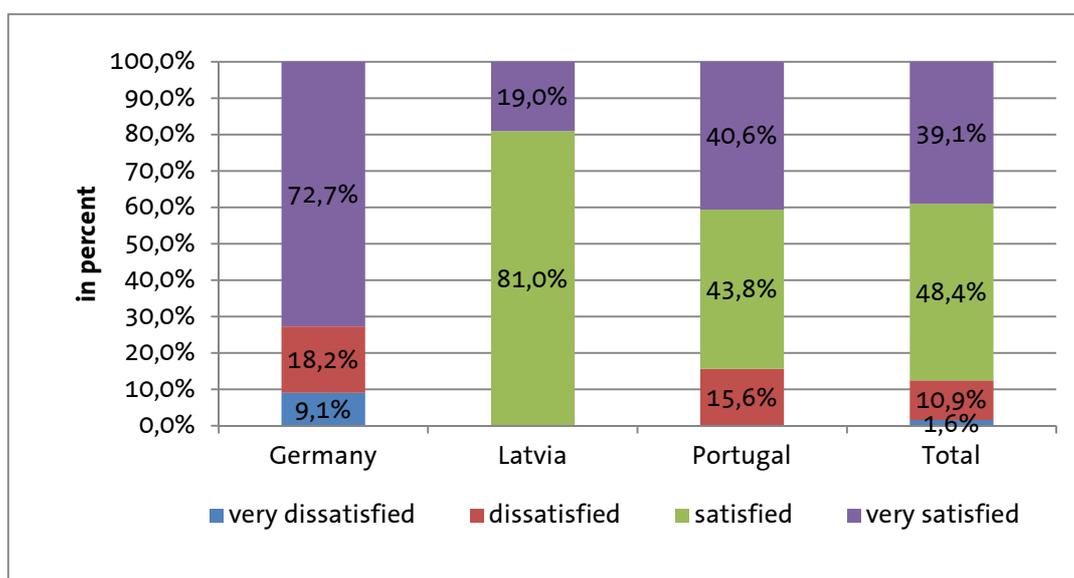
Regarding to the e-Facilitator 22% of them have an university access diploma and 39,4% even a Master degree (N=142).

Figure 5: Formal Education by country



Moreover in all countries facilitators have a working experience of more than three years (56,5%) and are permanent employed (42,9%, N=140). Most of the facilitator (60%) did not planned a training career while 40% did. Furthermore about 52% (N=133) attended no training courses at all, but those who did found it useful though (85%; N=89).

Figure 6: Global satisfaction with received training by country



The following table shows where e-Facilitators (N=134) estimated competence gaps in the different thematic fields.

Table 3: Competence gaps ranked by e-Facilitators

Training need	Relevance
Didactical methodologies	62,7
Social-cultural animation	51,5
ICT	51,5

Management of services	45,5
Job guidance	39,6
Management of user services	37,3
Foreign languages	25,4

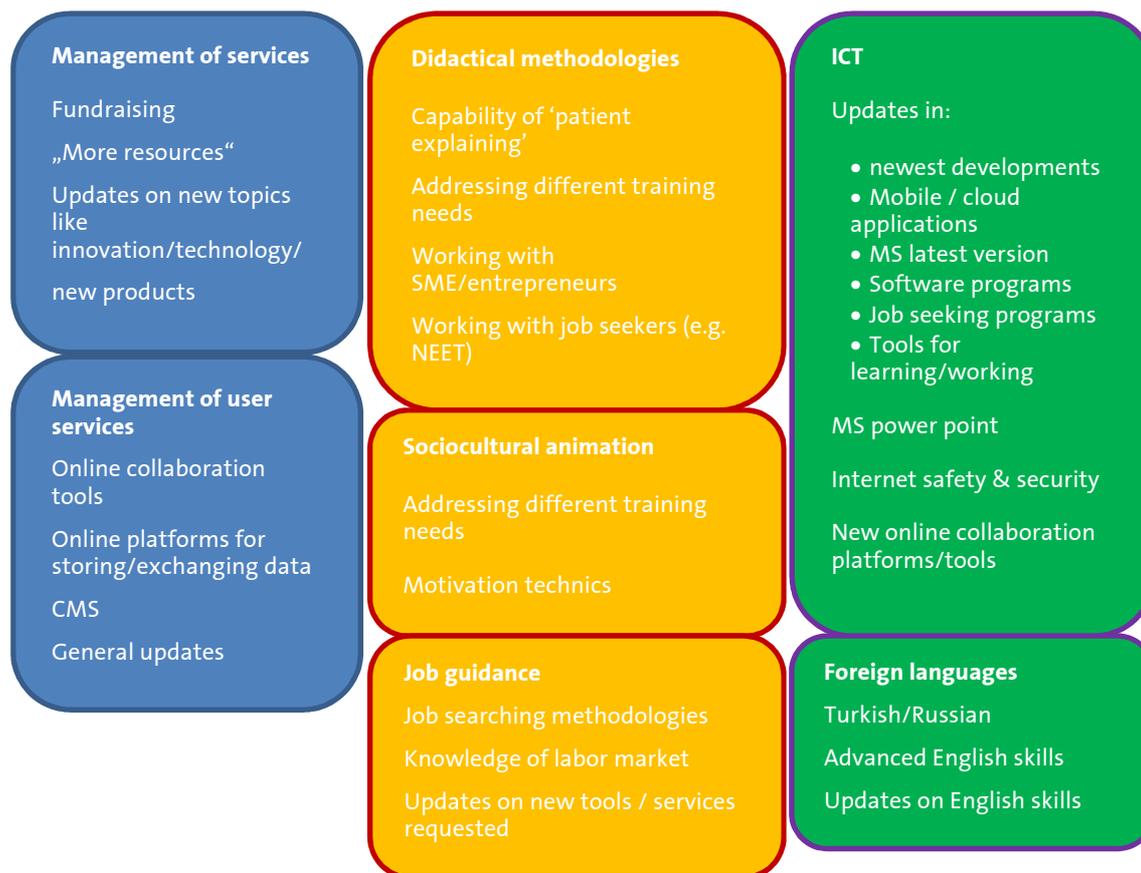
Within the different thematic areas the e-Facilitator ranked also their specific training needs. The most three important are the use of digital video and photography as well as Web 2.0 and dealing with the target group of older people.

Table 4: Training needs ranked by e-Facilitator

Training need	Relevance
Digital Video/Photography	67,7
Web 2.0	67
Facilitating learning for older people	62,9
Facilitating job seeking	60,6
Networking	60,4
Facilitating ICT learning for children	60
Facilitating ICT learning for disabled people	60
Ethic education	59,4
Resources to support facilitation task	59,4
Introduction to Windows/Linux etc	58,2
Dreamwaver, Gimp	58,2
Planning a digital literacy workshop	57,6
Exchanging good practice	55,9
Blog as an online center development tool	55,4
Managing projects and funds	50
Online procedures for bureaucratic issues	49,4
Facilitating ICT learning for children (3 to 12)	44,8
Facilitating ICT learning for migrants	44,7
Online center (rural area)	38,8
Starting up an online center	35,9
Gender issues	34,2
Volunteering	29,4
Foreign languages	28,9

Concerning the curriculum most of the facilitator (66,5%) would like to participate in a training curriculum and 41% (N=131) are even allowed to take part in online courses. So they would like to take part from the workplace (33%) than from home (22%). In general about 70% (N=130) would like to follow the implemented curriculum.

Figure 7: Declared competence gaps



7. Conclusion

Taking into account the analysis performed, main outcomes can be formulated. In general the expression, definition and profession of an e-Facilitator is neither uniform nor regulated or generally known in one of the analyzed countries. Formal qualifications for e-Facilitator differ and therefore a variety of qualification possibilities exist. Nonetheless with the certification of different ICT trainer qualifications Latvia seem to have the most elaborated structure while in Germany the possibilities of formal qualification possibilities are upgradeable.

Regarding to the non-formal qualification and recognition Portugal and Latvia seem to have a widespread further education system to gain qualifications also outside the formal frameworks. Especially in Portugal the recognition of these competences was progressed by the launching of RVCC.

Moreover, there is a slightly difference concerning the workplaces of e-Facilitators. In Germany libraries are virtually not-existent as workplaces for e-Facilitator while in Latvia and Portugal they are important employment opportunities. Furthermore Portugal and Latvia recognized the need of e-Facilitation, f.e. in terms of the labor market which is reflected by training offers in job guidance and enterprises.

Consequently, also institutions as the State Employment Agency (e.g. Latvia) is stronger represented in the field of e-Inclusion.

Compared to the results of the previous project 'VET4e-Inclusion' there was also no standard definition of the profession e-Facilitator except for Spain. As mentioned, the same applies to the analyzed countries here. Furthermore the declared needs slightly differ. Bulgaria, France, Italy and Spain saw a need for more ICT competences and Management of services. In this context the countries judged these competences also as important but the needs lay rather on didactical and social animation of the different target groups.

Based on the results of the context analysis and further discussion in the project meetings the three countries have chosen their modules and skeleton for the enlargement and adaption.

Table 5: Selected Modules of the Partner Countries (Activity 4.1)

Module	Germany	Latvia	Portugal
1 Network	Translation	Translation	Adaption
2 Resources	X	Adaption	Adaption
3 Sustainability	X	X	X
4 Elderly people	Adaption	Translation	X
5 Migrants	Adaption	X	X
6 Office tools	Translation	Adaption	X
7 Digital photo	Translation	Translation	Adaption
8 Job seeking	Adaption	Adaption	X
9 Digital literacy	Adaption	Translation	Adaption
10 e-services	Translation	Adaption	X
11 E-safety and e-security	Adaption	Adaption	Translation

Building a network (M1) is very important to Portugal in order to develop a sense of sharing knowledge social and cultural responsibility as well as digital resources. Germany and Latvia have judged the development of networks also as important but in Latvia some learning methodology already exist while in Germany this task is not seen as the most important for e-Facilitator. Concerning the **optimization of activities in telecenters (M2)** Portugal and Latvia decided to pilot this module. In contrast, for Germany this module is not relevant because either the task already belongs to the daily work of e-Facilitators or there is no need for these activities.

The **sustainability of telecenters (M3)** is the only topic where no country has analyzed any needs neither for translation nor an adaption. In Portugal this topic is part of local political agendas of municipalities while in Latvia and Germany e-Facilitator are not responsible for financial management or fundraising.

However, the needs concerning the different target groups are quite varying. In Portugal programs for **elderly people (M4)** already exist in a large number because the topic is quite popular. Therefore there is no need to translate or adapt another module. The same applies to Latvia. Only Germany decided for an adaption because this target groups becomes more important and e-Facilitator need to have special didactical skills to address elderly people in an adequate way. The same counts for the target group of **migrants (M5)** which are still hardly to motivate for courses. So German e-Facilitators require further skills to address these requirements adequately. In contrast, Latvia and Portugal do not either translate or even adapt the module because rather the target group is hardly existent (Latvia) or programs are already offered because of a huge demand (Portugal).

Concerning **digital literacy and Office tools (M6)** Latvia decided to adapt this module with an emphasis on cloud and mobile applications because e-Facilitators described a special need in regular updates in technologies as a result of the fast developments in this field. The same statements are found for German e-facilitators where the module will be initially translated and localized. In Portugal, however, this knowledge is general precondition for all 'informatics technical assistants' who work in telecenter because it is not relevant. In contrast, **module 7** needs to be adapted in Portugal because the partner sees it as an utilitarian lift for improving creativity in teaching ICT resources and cultural animation by using **digital photography**. In Latvia and Germany the module is also quite important for the different target groups like young people and seniors but will be only translated. The e-Facilitators are able to teach themselves by using existing materials.

A much demanded topic especially for Latvia and Germany is **job seeking (M8)** which both countries have chosen as piloting module. On the one hand the relocation of job searching to the internet has also a growing impact on the skills of e-Facilitator; on the other hand the various needs of different target groups have to be addressed. In contrast, in Portugal job seeking facilities are an existing part of informal training sessions offered by a wide range of public and NGO telecentres and is therefore not relevant. With regard to **digital literacy workshops (M9)** Germany and Portugal want to adapt this module. Portugal wants not only to focus on contents but also emphasize administrative skills, while Germany evaluated this module as an introduction part and to convey a key concept for the job of the e-Facilitator.

Relating to **telematics procedures** like **e-services (M10)** this content is not relevant to Portugal because of already existing skills in this field. In Germany it is considered as important especially for elderly people whereas an adaption is not necessary yet.

Latvian e-Facilitators have requested training in this area because the services became more important and advanced as well as diversified. Dealing with e-services is important for different groups of citizens therefore the training needs differ.

For the enlargement of the curriculum all countries agreed on the topic of ***e-Safety and e-Security (M11)***. All declared a lack concerning these skills and a growing importance. In Germany and Latvia this topic was stated as necessary especially for young people who seem to have a learning gap there. So e-Facilitators should broaden their skills to be able to explain the contents as well as offering alternatives. Only Portugal will rather translate the module because there is already a consistent Safety Program at national level ('Internet Segura').

This comparative report based on the two analysis tools, has helped the consortium to make an informed device of those modules which should be translated and piloted in the prospective language (s. Table 5). Generally, these results are essential for the preparation and implementation of WP4 where the national adaptations and localizations of the core curriculum (Milestone 1) will be carried out.