



Leonardo da Vinci WBT WORLD,
RO/02/B/F/PP 141053



WBT Need Analysis Report - Romania

Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest

WBT Needs Analysis Romanian Report



Leonardo da Vinci Pilot Project WBT WORLD, RO/02/B/F/PP 141053

**Transilvania University of Brasov
Elite Training and Development, Bucharest**

ROMANIA

2005

Content

INTRODUCTION	3
1. The theoretical foundation of the needs analysis	3
2. The objectives of the study.....	4
3. Working hypotheses	4
4. Working methods. Activities. Instruments.....	4
5. Target group	5
RESULTS ANALYSIS AND DISCUSSIONS.....	5
1. WBT experts interviews.....	5
2. The competence profile of the web based trainer	7
3. The formation and information needs analysis in Web-based training.....	8
POLICIES AND INITIATIVES WHICH SUPPORT E-LEARNING IN ROMANIA	11
POLICIES AND INITIATIVES WHICH SUPPORT E-LEARNING FOR DISABLED PERSONS IN ROMANIA.....	12
DEGREE OF APPLICATION AND SPREADING OF WEB-BASED TRAINING IN ROMANIA	13
WBT APPLICATIONS FOR DISABLED PERSONS.....	14
GOOD PRACTICES APPLIED IN ROMANIAN ONLINE EDUCATION.....	15
EXPERIENCES IN DEVELOPING QUALITATIVE EVALUATION SYSTEMS OF THE WEB-BASED COURSES IN ROMANIA	18
DATABASE WITH ROMANIAN INSTITUTIONS INVOLVED IN INTERNET-BASED LEARNING	20
CONCLUSIONS.....	21

INTRODUCTION

1. The theoretical foundation of the needs analysis

Within the **WBT WORLD** project the training has envisaged adapting a training programme to the needs, aspirations and background of those who wish to become WBTs.

A study focused on various levels of the action field of e-learning has been run in this sense:



- The macro level which has pursued the foundation of strategic development policies of e-learning,
- The mezo level, that of the institutions which provide training programmes in e-learning, which has pursued the development and validation of WBT competences; it has attempted to identify common or specific institutional or other barriers which could be overcome by initiating legal measures
- The micro level, that of the WBT which has attempted at identifying the participants' different expectations towards a prototype of the theoretical profile of WBT ;

At these levels, it has been monitored the opportunities and constraints as common sources of knowledge and learning meant to benefit from a shared experience of different partners, including the approach of disabled persons, in order to ground the WBT formation necessities.

In order to obtain valid information, the study has been approached based on two paradigms, that of Weber, centred on concepts such as „previous learning”, „self comprehension”, „knowledge capital” and that of Bourdieu, linked to the „habitus” concept.

The presuppositions/conjectures on which this study relies aim at placing the individual actors involved in e-learning system:

1. The participants have a reflexive consciousness, they are aware of their own limits, they can assess themselves and they wish to surpass their limits;
2. The participants have the image of the ideal which the profession involves;
3. The lack of the body involvement in the use of IT technology allows for the involvement of those persons for which the body is an obstacle in learning (disabled people, remote people);
4. e-learning allows for the cognitive development (thinking, imagination, creativity), the knowledge and challenge of the self in order to assert oneself;
5. e-learning may lead to the inhibition of the sense of reality, creates the facility illusion, the unlimited capacity to develop relationship intimacy, the easiness in relating and making friends and also in having useful and interesting conversations;
6. e-learning develops creativity; nonconformists have more chances to evolve in this virtual space than in the real space;
7. there are several types of e-learning users; persons interested in what is new, in evolution, modernization, qualitative human relations, intellectual exercise, the exploration and challenge of the own limits; idealistic persons who cannot make their fantasies come true, for whom the social environment is insufficient because they need space to manifest their creativity; persons who failed in their social life, for whom the social environment is overwhelming, constraining, dominating, and for whom the only escape is in the virtual space where there is the facility and the affective community

	<p>Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053</p>	
<p><i>WBT Need Analysis Report - Romania</i> <i>Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest</i></p>		

illusion; persons who have not found their place in the social environment and they appeal to the virtual space out of a sense of futility and the wish to become visible, existant;

8. in the virtual environment and especially in e-learning, the intensity of emotions is much greater than in real life. This is due to the focus of communication on a sole stimulus, that is the word and the multitude of meanings associated to it. The lack of those elements that interfere in real life communication (non verbal language, contextual space, physical contact) is compensated by experiencing;
9. the succes in the virtual space cannot be transferred to the real space without effort, because in each of the two the esteem has to be built. The virtual space only confirms that success is possible, that there is potential but using it implies different strategies for each of the two environments. There are persons who are successful in one environment but fail in the other because they cannot make the difference between the two types of criteria appropriate for each of them;
10. e-learning leads to the formation of a knowledge community and of a human community and the teacher-student relationship is one of partnership;

2. The objectives of the study

- a. Formulating the WBT competence profile;
- b. Identifying the e-learning opportunities and constraints;
- c. Identifying concrete issues and actual forming/informing needs for the WBT



3. Working hypotheses

- a. The capacity to identify training interest areas is connected to the complexity of the difficulties encountered in e-learning;
- b. The nature of training expectations does not depend on the type of the WBT qualification;
- c. The previous expereince in the field increases the amount of training expectations;
- d. The disfunctional effects of e-learning are related to the virtual characteristics rather than to a way of organization;
- e. The longer the e-learning experience is, the less influential the WBT cultural background is;
- f. e-learning is a much more critical and creative a space than that of traditional education;

4. Working methods. Activities. Instruments

- a) Developmant the WBT competence profile
- b) Validating the competence profile (*Q1* competenece profile)
- c) Asking for the experts' opinions on the WBT opportunities and constraints ("interview guide for experts")
- d) Study of the training needs (*Q2 "needs questionnaire"*)
- e) Applying instruments, collecting and interpreting the results.

The instruments are presented in the appendix.

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i> Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest		

5. Target group

The questioned individual actors are persons who have acted in the e-learning system and who have experience in this field.

The appendix presents the list of persons who have answered the interviews and the competence profile validating questionnaire.

RESULTS ANALYSIS AND DISCUSSIONS

1. WBT experts interviews

The information obtained from interviews allows for the following interpretations which support the assumptions formulated at the beginning of the study.

The participants benefit from a reflexive consciousness, they are aware of their own limitations, they can assess themselves, they wish to surpass their limits.

The interviewed experts have mentioned that e-learning creates a reflection group and to become an expert in the field a 4-5 year period is necessary. Thus becoming aware of and assessing the own competences becomes possible.

The participants have the ideal image implied by the profession;



The respondents mention incomplete elements which lead to the creation of the WBT professional ideal. The image is completed with information provided by other instruments used throughout the study (the competence profile, the analysis questionnaire). As far as the potential e-learning students are concerned, the respondents have not assessed the impact of this system in the professional formation process.

The disembodiment caused by the IT technology attracts in the e-learning system persons for whom the body component is an obstacle to learning (disabled people, remote people).

In this sense, we have interviewed a person experienced in the treatment of disabled people and the amounted experience may lay at the basis of a specific e-learning system. The interview informations are presented in the following sections of the material. Another respondent mentions the fact that e-learning represents a space for the misfit persons in the classical system.

E-learning allows for cognitive development (thinking, imagination, creativity), knowledge and the assertive challenge of the self;

The interviews reveal that e-learning is an approach to the educational process which allows for the cognitive development, but this is improved by merging the e-learning system and the traditional educational system.

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i>		
<i>Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest</i>		

E-learning may inhibit the sense of reality and may create the facility illusion, the unlimited capacity to develop relationship intimacy, the ease to relate and make friends, to have useful and interesting conversations;

There is no information to prove the assumption.

E-learning develops creativity; nonconformists have a lot more chances to evolve in the virtual space;

Respondents confirm the possibility of developing creativity, but the assessment is not proven with objective measurements/experiments. The idea of creativity development might be a stereotype. It is underlined that the system might develop the critical sense which might degenerate into criticism if rules are built to encourage this (so assessment must be centered on descriptive judgement).

There are several types of e-learning users; persons interested in the new, in evolution, in modernity, in qualitative social relations, in intellectual exercise, in exploration and challenge; idealistic persons who cannot fulfill their fantasies in reality, for whom the social environment is overwhelming; persons who have failed in social life, whose only escape is in the virtual space where they have the illusion of facility and affective communion; persons who have not found their place in the social environment and who appeal to the virtual out of a sense of futility, the desire to be seen and get a status;

The interviews reveal two categories of persons who dominate the e-learning system:

- a. Persons interested in evolution, novelty and modernity;
- b. Persons interested in getting a degree.



Thus, in promoting e-learning, the two elements are to be combined: novelty and getting a degree. The experts have highlighted the need for an e-learning educational market, for a nationwide policy. E-learning development implies spending resources especially during the initial part of the project. It also implies mixed teams, specialized personnel in ensuring the system's quality. The necessity of educating teachers is also mentioned. The system needs to be seen in business terms, market-oriented and employer oriented, because the system may become a useful means of workplace – oriented training, an efficient way of professional development and conversion. Course promotion publicity should stress the stimulation of self-esteem.

The necessity to create a legal stimulating background which should reinforce authorship rights and financial facilities for e-learning suppliers is mentioned. Also, there is a necessity to encourage the educational software producers.

In the virtual environment and especially in e-learning, the intensity of emotions is much greater than in real life. This is due to the focus of communication on a sole stimulus, that is the word and the multitude of meanings associated to it. The lack of those elements that interfere in real life communication (non verbal language, contextual space, physical contact) is compensated by experiencing;

The on-line courses are patterned and impersonal which might give the impression that the user finds himself in a narrow, restrictive environment and which might generate the idea of being lost.

Other opinions suggest that the electronic environment is much more open to honest communication, that even if the computer is a cold environment, there is the possibility

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i> Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest		

for communication (the user-friendly interface) which should favour interpersonal relationships.

In this context, it is suggested that e-learning should focus on two directions: a-course conception, b-tutorial. At the course conception level, the environment remains cold, relatively impersonal, whereas the tutor is the one who provides the psycho-affective support, facilitates learning, personal development, interpersonal relations and compensates for face to face relations.

The succes in the virtual space cannot be transferred to the real space without effort, because in each of the two the esteem has to be built. The virtual space only confirms that success is possible, that there is potential but using it implies different strategies for each of the two environments. There are persons who are successful in one environment but fail in the other because they cannot make the difference between the two types of criteria appropriate for each of them;

Those interviewed have not observed the professional itinerary of the e-learning graduates.

e-learning leads to the formation of a knowledge community and of a human community and the teacher-student relationship is one of partnership;

Those interviewed mention that there is a partnership relationship and it is preserved even after graduation if there are common projects. E-learning leads to the formation of knowledge communities, but they must be completed with encounters in the real space.

2. The competence profile of the web based trainer

By definition, competence has been assimilated with a set of knowledge, abilities and attitudes which allow for the development of an activity and the professional problem solving in a satisfactory manner, engaging several integrated abilities. The components of competence are: knowledge (declarative or conceptual) and attitudes (those which form the individual's personal equation and which allow the individual to master certain situations by applying knowledge and abilities).



The competence profile of the virtual space educator has been designed and it is structured in the following categories:

- web-based course development competences;
- competences for supporting the on-line training;

Following a combined inductive-deductive, speculative-creative development, the profile has been built on two dimensions which are not mutually exclusive:

- pedagogical competences
- IT competences

Each of these directions has been structured according to several areas which comprise the necessary abilities in conceiving and providing on-line courses.

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i>		
<i>Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest</i>		

The theoretical profile has been analyzed by groups of experts. Those persons who have worked in e-learning as course developers or on-line trainers have been considered experts. The questionnaire used for this purpose is presented in the appendix and so are the results of the questionnaire.

The structure of the profile: pedagogical and IT competences

The respondents agree with the suggested structure.

Overall all the suggested areas in the profile have been considered relevant. “Elaborating a web-course” was controversial in point of its relevance. The positive opinion was supported by the on-line courses’ necessity to surpass the patterns of traditional education. On the other hand, people have argued that development a web-based course should be the task of specialists and is not the WBT’s job. The project management component has been suggested as an improvement, but this component aims at implementing an educational system and is not the WBT’s job either.

The **Instructional Design** competence area has been favoured by the respondents. In analyzing the instruction needs, the WBT has to have the necessary knowledge to analyze the environment where the web-based training program will run.

The **web-based course development** area is generally favoured, but developing the course by specialists is again reiterated. Introducing the ability to analyze the educational material in this competence area is suggested, but this is implicitly included in the ability to design course content.

The **Assessment System** competence area is agreed on as suggested, but the fact that the implementing habits can be replaced by the e-learning platform facilities is also mentioned.

The **E-tutorial** competence area is agreed on, but including the abilities to develop the students’ personalities in those of learning facilitation is mentioned.



From the **Multimedia Interactive Resources Development** competence area the programming skills are considered irrelevant. The competence profile has suggested that knowledge in programming in view of course implementation is necessary.

The **Multimedia Equipment Use for Communication** competence area has been agreed on by the respondents as suggested.

As far as the attitude profile, this has been agreed on by the respondents. The observations made were not justifiable since they are included in the attitudes definitions. Consequently, the competence profile for Romania is validated in the suggested form.

3. The formation and information needs analysis in Web-based training

For the instruction needs analysis the questionnaire presented in the appendix has been designed. It has been distributed to approximately 150 persons and 55 responded.

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i>		
<i>Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest</i>		

The persons involved in e-learning have in equal proportions pedagogical or IT backgrounds. As far as assessing their own experience in e-learning, a third of the respondents believe that this is rich, another third that it is at a beginner's level and the rest consider it average. An e-learning experience longer than 3 years was considered sufficient or even rich.

After having examined the results, the following discussions may be initiated, based on the hypotheses formulated at the beginning of the study:

- *The capacity to identify the interest areas for training is related to the complexity of the difficulties encountered in the e-learning activity;*

Although the results cannot validate an addiction, we have observed that the interest areas go beyond the rigorous limits of specialized formation, the respondents being interested in courses of: intercultural communication(65%), law(70%), managerial and organizational theories (83,72%), virtual community functioning (90,48%), disabled people education. (63,04%).

- *The nature of the training expectations (pedagogical vs. IT) does not depend on the WBT qualification;*

The percentage of people with formal pedagogical or IT qualification is equal to the areas in which the respondents would like to share their knowledge. Thus, 36.11% have a formal pedagogical qualification, and 34.52 % believe they are competent in the field. 34,72% have an IT qualification and 20.24% believe they are competent in this field. A common competence area for the two fields is that of e-tutoring competences (27,38% believe they have such competences). To complete what has been previously said, it is also mentioned the subjects' options regarding the consolidation of the knowledge they have: 42,86% opt for teaching methods, 42,86% opt for IT technologies and instruments. With these data it is difficult to confirm or contradict the hypothesis.

- *The previous experience in the field increases the amplitude of the training expectations;*

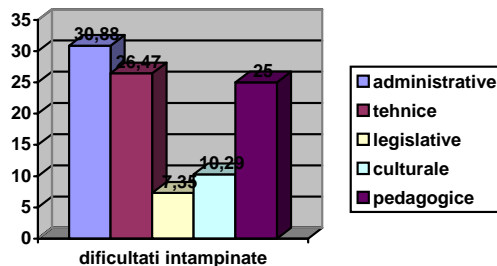
The expectations related to the WBT formation courses are primarily centered on specifically e-learning issues and not on those related to the basic competences in the field:

- 32,54% opt for establishing teaching strategies specific to e-learning and only 10,32% for courses which aim at the assignment selection for the web-courses;
- 29,06% opt for the development and integration of all the elements (information, applications, assessment, multimedia) in the educational institution and only 9,40% want courses which teach how to present a message in several ways;
- 31,73% want courses on developing and using assessment criteria for web-courses;
- 33,03% opt for the virtual group management courses ;
- 34,83% opt for the use of specialized software in multimedia processing;
- 43,28% want courses focusing on the use of hardware and software equipments to transmit data and only 16,42% consider necessary a course on installing and using a hardware equipment;
- 33,03% look for information on good e-learning practice, 26,61% look for European e-learning projects, 47% for studies, articles and specific research;
- 26,57% want e-learning pedagogical courses, 27,93% educational software presentations and only 0,90% PC Basic courses.

Considering the presented data, it can be asserted that the e-learning training expectation have surpassed the necessity stage in forming the elementary competences and are centered on much more specialized competences. The hypothesis is thus confirmed.

- *The non-functional elements of e-learning are connected more to the characteristics of the virtual space and less to a way of organization;*

The data obtained contradict the hypothesis for Romania. The areas which have presented difficulties are divided as in the picture below:



For each of these fields, we also mention the particular aspects which have been largely agreed on:

- Administrative: 24,53% point to the lack of implementation strategies and policies and 22,64% the lack of interest for e-learning.
- Technical: 36,67% point to the lack of necessary equipments.
- Legislative: 50% point to the lack or the incompleteness of the legal status in this field.
- Cultural: 10,29% observe the cultural differences as far as the representations on the goal of education are concerned.
- Pedagogical: 39,02% observe the difficulty to move from the traditional pedagogy to the e-learning pedagogy.

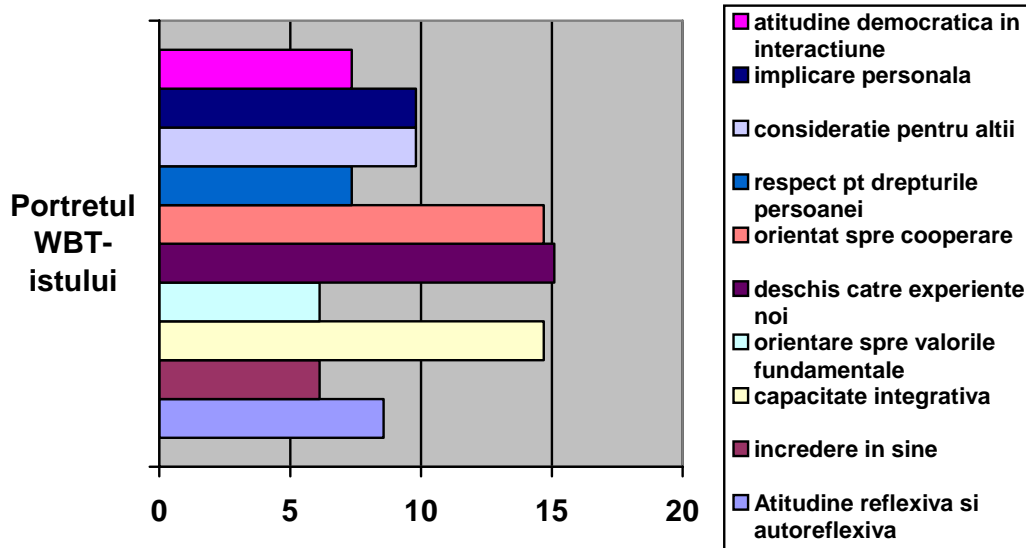
- *The longer the e-learning experience is, the less the WBT's cultural background influence on the educational activity;*

The data obtained after processing the questionnaire have not been relevant to validate or reject this hypothesis in the case of Romania.

- *e-learning is a much more critical and creative a space than that of traditional education;*

The data obtained after processing the questionnaire have not been relevant to validate or reject this hypothesis in the case of Romania.

Consequently, the elements which make up the WBT's attitude profile are illustrated by the graph below:



POLICIES AND INITIATIVES WHICH SUPPORT E-LEARNING IN ROMANIA

The interviews' analysis reveals some steps that should be taken for the e-learning development:

1. introducing in the classical education knowledge assessment instruments using the internet/computer. This should allow for access to both the students' capacity to control the assessment process and to the freedom of the relationships between a knowledge provider and a client. This could especially be imposed on students who prepare for contests in the undergraduate system where internet formation procedures/ strategies can be introduced.
2. secondly, the cost aspects related to e-learning development should be taken into consideration and everything has to be thought in business-like terms. This aspect implies that the advantages of using this system should be visible to a potential customer;
3. for the life-long learning situation, the psychological thresholds should be taken into consideration and as a consequence, specific strategies have to be designed for this target group;
4. from the e-learning accustomed people's experience, forming specialists in different types of activities/operations is required; considering that e-learning relies on a small number of teachers is a great error, on the contrary, it is a means of developing education and it needs support;
5. those interviewed claim that e-learning cannot be a substitute for traditional education; consequently, they recommend that there should be interactive modules within the e-learning system;
6. those interviewed claim that e-learning should focus both disabled and gifted people;
7. e-learning can be a step forward in harmonizing the European/international education;
8. considering that e-learning leads to decenterment, it also leads to the decenterment of innovation; creativity stimulation should be one of the objectives of e-learning;
9. the European development of e-learning implies the knowledge of English;

10. there are some unsolved issues in e-learning:
 - i. the assessment systems;
 - ii. the e-learning preparation and workplace market relationship;
 - iii. community formation in general and knowledge community formation especially; meeting with the students in the real space becomes necessary to complete the encounters in the virtual space;
 - iv. keeping in touch with former students; the solution suggested by a respondent is that e-learning be associated to other project types where former students should be integrated as participants;
 - v. ensuring the system's quality (educational products, services, etc.);
 - vi. the issue of internet-published materials copyright;
11. e-learning platform development according to target groups, objectives and fields;
12. creating virtual libraries on the net;
13. at the level of policies, e-learning should develop a system of following the professional route which should lead to the improvement of the educational offer.

POLICIES AND INITIATIVES WHICH SUPPORT E-LEARNING FOR DISABLED PERSONS IN ROMANIA

East European countries which come from the former communist block have discovered during the last two decades that besides agriculturiers, the working class and intellectuals there are many other categories which silently deal with everyday living. The causes of their problems were not so much of economic nature; they were connected to the field of human relations which surpassed the familiar frame because of society's mentalities.



Romania is no exception from the statement that disabled people are excluded from community life and that on the existence of good practice examples. Starting with the new National Strategy on Disability based on UN Standard Rules and initiated by the Inclusive Romania, we will witness the same tendencies with adults.

Romania's integration into the European Community implies solving social issues of human integration. Among these people we mention the disabled people whose specific needs are limited to the autonomy level: special access to buildings, audio-visual signals, and to the socio-economic support provided by specialized social services and promoted by governmental policies.

The transition to a market economy implies a chain of complex reforms. The slow rhythm of their implementation has not allowed the economy to sufficiently develop in order to become capable of supporting the social reforms.

The legal frame of the disabled person's protection has witnessed some major changes starting with 1999 and especially between 2002-2003.

The National Strategy on the special protection and social integration of disabled people (H.G. nr. 1215/2002) defined the main directions: the administrative reform and the institutional reform.

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i> Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest		

The National Action Plan for the implementation of the National Strategy (March 2003) established the measures that must be taken and the Governmental Order nr. 14/2003 on the organization and functioning of the National Authority for Disabled Persons (approved by law nr. 239 and modified by OG nr. 2/2004) established the legal frame for the administrative reform of the system.

The governmental order nr. 68/2003 on social services, HG nr. 1176/2003 and the quality standards constitute the frame for the development of already existing services and for the creation of new alternative community services to facilitate the restructuring of large capacity residential institutions.

Decentralizing the system has permitted making decisions on and administrating the local institutions/services. Consequently, the local authorities have already assessed the institutionalized disabled people and are now assessing those outside the institutions to identify their needs. The lists of services resulting from these assessments have been translated into plans for services and restructuring/closing the old residential institutions. These will be adjacent to the local departmental action strategies within the National Action Plan.

DEGREE OF APPLICATION AND SPREADING OF WEB-BASED TRAINING IN ROMANIA

Although initiatives in this field date back to the 90s, the first projects were developed after 2000. The interviews have shown that the development of e-learning has accelerated over the past 2-3 years. We may even say that there is a certain experience in the field and there is the possibility to obtain information on the way in which e-learning functions in various institutions. The start of e-learning was initiated by CISCO and European programmes run in both graduate and undergraduate institutions. There have been cases when the system has been realized through projects run in local councils and focused on disabled people. In short, using the expression of a respondent, we may say we are now witnessing the end of the Gospels.

In March 2001, the Romanian Government established the Group for the IT Promotion (GPTI) as a result of Romania's adherence to the **Europe Action Plan programme**. In 2002 GPTI created the Group for the Elaboration of the National Strategy for the transition to the New Economy and the Implementation of the Informational Society (GESNSI). The role of these two agencies is to:

- Consolidate the implementation of the informational infrastructure with direct focus on the IT&C industry development;
- Ensure the widespread Internet access;
- Manage the IT&C human resources;
- Stimulate and implement the IT specific services;
- Ensure network security and ICT fraud-proof strategies.

Source :<http://www.mcti.ro>.

On a legal level, the free circulation of information starting with January, the 1st 2003 is of crucial importance to the e-learning development

The 2004 Report edited according to eEurope and concerned with the situation in Romania until 2003 is not satisfactory, but there has been some progress over the past 2 years. At least two of the directions assessed have classed Romania behind other EU candidates:

- the Internet access (7% of the households in Romania have Internet access, 13% of the population accesses the Internet regularly;
- The owners of a telephone line (only 54% of the Romanians)

Romania's strong points, which will allow for a favourable report in 2006 are: good IT&C specialists, the degree of IT&C penetration, the widespread cable TV, the consolidation of phone companies, the use of IT&C in schools.

Source: <http://www.mcti.ro>

The Ministry of Education and Research in collaboration with Siveco Romania have run the SEI programme (computerized educational system) and in November 2001 they have offered the partner schools and highschools the AEL platform; this is a learning/teaching and management system providing complete information on the educational, examination and degree methodology.

Source <http://portal.edu.ro>, <http://www2.portal.edu.ro/adlic/>

The SEI project run by MECT and SIVECO Romania in 2000, and with a 4-year application period, has allowed for the setting of 1510 computer networks in 1376 highschools and 3228 schools and of over 500 e-lessons.

The AEL implies: providing schools with soft and hard equipment, educating teachers (6 in each school for 40 hours), ongoing formation, on-line assessment.

Source : <http://portal.edu.ro>, <http://www2.portal.edu.ro/adlic/>, www.siveco.ro

The involvement of the National Council for Financing Higher Education (www.cnfis.ro) in supporting, developing and promoting open and distance education as well as in co-financing e-learning platforms.

www.cecidd.uvt.ro (The University of the West Timișoara)

www.engineering.upm.ro (Petru Maior University, Târgu Mureș)

www.ro4096.uefiscsu.ro/index.php/ (The Academy for Economic Studies, București)

www.octopus-eu.org (the Technical University, Cluj Napoca)

www.bsufonline.org/litre/tehnologie&educatie/



Besides building and using usual educational platforms, there is a preoccupation to implement adapting e-learning systems, in the sense of changing the content, the format or the feed-back according to the characteristics of the user.

WBT APPLICATIONS FOR DISABLED PERSONS

The strategy has been elaborated on the basis of UN Standard Rules on the equality of chances for disabled people. The goal of this strategy is to harmonize the work of all the governmental and non-governmental organizations involved in supporting the disabled people and to align our strategies to the international standards.

The strategy outlines the following:

- The importance to create a services network to support an independent family life;
- Residential services on community foundations for disabled children and adults;

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i>		
<i>Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest</i>		

- Inclusive education and engagement;

A very important aspect is avoiding institutionalization and the experience we have had for the past 15 years is that no matter how much money is invested in institutions, there will be no high quality standards here.

Therefore, disinstitutionalization is the only way to increase the life standards of disabled people.

Introducing high-quality services for disabled persons in the community requires money and dedicated experienced teams. To elaborate an action plan to implement the National Strategy, the European Commission financed a Twinning Light project: „Finalizing the Romanian National Strategy for disabled people and elaborating an Action Plan for 2001 – 2005”.

The specific objectives of this project are:

- The Government’s adoption of an updated National Strategy proposal which should rely on the strategy models of the member states and which should agree with the European legal frame, with UN Standard Rules for the equality of chances for disabled people, with the European Social Chart, with the 159 International Convention on Labour on educating and employing disabled people;
- The development of an Action Plan to implement the short and medium-term strategy 2002–2005, on the basis of the priorities established by Romania’s assessment report; special attention will be paid to closing foster homes by developing alternative social services;
- The institutional development of social services for disabled people (SSPH).The project is realized by Dutch experts together with the Social Service for Disabled People. Since the beginning, the NGOs have been involved in development the Action Plan.

GOOD PRACTICES APPLIED IN ROMANIAN ONLINE EDUCATION



Since implementing the Action Plan means reforming the whole system of assisting the disabled, spreading the good practice methods is important in developing a service network on community foundations throughout the country.

The interwied respondents mentioned as good practice examples the following:

<http://portal.edu.ro>, <http://www2.portal.edu.ro/adlic> - the SEI programme, of MRCT and IVECO allows for AEL promotion

www.concorde.utcluj.ro The electronic platform of the Concorde Project, a Leonardo de Vinci project, whose goal is competence acquisition through distance education, coordinated by the Technical University, Cluj Napoca

www.octopus-eu.org Octopus „Transnational Resource Center in Internet”, coordinated by the Politehnica University of Bucharest

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i>		
<i>Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest</i>		

www.wbtworld.net - the WBT programme whose goal is to create an instrument which should allow for pedagogical and technical competence acquisition, being at the same time a complex resource centre and a virtual community (“*open virtual WBT community*”). Its content will be posted in 8 European languages.

www.reu.pub.ro/re2u Romanian European eUniversity: the Politehnica University of Bucharest, the West University of Timișoara, the University of Oradea with Universities and Institutions in Spain, Germany, Finland, having as goal the promotion of distance learning and ongoing learning. The project is in progress.

www.fmi.unibuc.ro - intranet and internet communication, dedicated data bases, virtual libraries, virtual conferences, a virtual museum.

<http://portal.credis.ro> - the Virtual University București.

<http://www.timsoft.ro/phare> the e-learning project for managers – developed between 2003-2004 and shortlisted for the Educational Project of the Year (Romanian ICT Prizes 2004). It offers on-line courses to firms and groups, it organized and hosts on-line workshops and provides the virtual space for teams and professional communities.

www.bsufonline.org/litre/tehnologie&educatie/ on-line informative bulletin financed by CNFIS, the INFOSOC programme and the UniSMART project.

www.sjsu.edu, www.utoledo.edu : integrated university IT systems.

www.webprof.ro : additional education system/platform.

www.rodidi.ro the RoDI – IST – Net “Romanian Research and Innovation Days” project developed by the FP6 – SSA project having as goal the creation of resources towards the implementation of IT technologies in Romania.



www.eurobusinesslanguageskills.net ELS Portal, 9 partner countries, among which Romania, to improve foreign language knowledge of business people.

www.abm.ro Business Organization for Students- non-governmental non - profit, educational organization run by students, provides conferences, seminars, workshops, practice programmes and job fairs.

www.intuitext.ro educational softwares realized by SoftWin.

With the penetration of advanced technologies in the Romanians’ everyday life, the social interaction of disabled people becomes even more difficult in the absence of closed connections.

The first contact of these people with the advanced technology is having learnt how to use home appliance, mobile phones, credit cards. Gradually, especially within the non-governmental sector, European funds have been accessed to start and develop social services directed to disabled people. A guide of good practices has been elaborated as the result of

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i> Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest		

their joined activity and this can be consulted on the site of the Ministry of Labour and on that of the National Agency for Disabled People.

<http://www.mmssf.ro>

<http://www.anph.ro>

This guide enumerates most of the programmes with external and internal financing run over the past few years and which have focused on disabled people and their needs for autonomy and social integration.

In our research and information work we have come across very few references to programmes which focused on the development of open and distance education as well as e-learning for disabled people in Romania. The possible explanation might be that at the current state of affairs in Romania the stress was laid on creating the legal and institutional frame which should support the target group with direct reference to the social integration needs from the perspective of the social and administrative services.



Starting with 2003 several programmes with European financing have focused on developing the national and local institutional frame. The programmes are run in public-private partnerships and focus on the implementation of good practices taken from the European experience and adapted to the Romanian needs and conditions.

The educational sector has only recently been aimed at with the implementation of programmes by different non-governmental organizations whose main goal was to familiarize the beneficiary with using the computer.

1. In this respect we may bring into discussion the experience of The Romanian Red Cross National Organization – the Brasov branch which has entered a partnership with The Blind People Association; together they have run the „ICON” project which has focused on exercising the basic habits in using the computer by the blind. Although its main goal was not e-learning, we believe that this project can be a useful foundation to the development of social learning. Contact: Executive manager: Luana Minea E-mail: errbv@rdslink.ro
2. Another example is The Centre for Psycho-pedagogical Recuperation and Integration of the Sensorily Defficient in Brasov where disabled children and teenagers have access to the computer and the Internet as learning facilitating instruments.

At first this has functioned as pilot-project within The Association for Support for the Sensorily Defficient, established in 1995 as part of the programme run by the National Council for Children’s Protection. The association was already collaborating with The European Deaf Children’s Trust in Great Britain and School Project Romania in Northern Ireland. Both organizations signed a collaboration convention with the local council for a period of 5 years (1995-2000).

As a consequence of positive results, the Inspectorate decided to start in September 1998 a Centre for Psycho-Pedagogical Recuperation and Integration of the Sensorily Defficient which was meant to assist visually challenged people too. The centre’s aim is to facilitate the deaf children’s access to integrated education.

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i> Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest		

Following a huge amount of work (testing the hearing, adapting auditive devices, their maintainance,) these achildren and yougsters attend public schools and their results are satisfactory whereas their social integration is fully achieved. Contacts: Director prof. Mihai Scafaru și prof. Bianca Mitu [E-mail: centrul@rdsbv.ro](mailto:centrul@rdsbv.ro)
Thus, disabled people can familiarize with modern technology and its advantages as instruments of social integration and personal development.

Web based applications for disabled persons

The programme for disabled people MONIDIZ system (Disabled Persons Monitoring) is a support system at regional and national level developed by the National Authority for Disabled People. The programme includes a statistics of disabled people in Romania, realized on departments.

<http://www.anph.ro/DocumenteSSPH/ANPH/raport/main.html>

www.enabledweb.org, a project that is preoccupied with the visually challenged or blind people’s accessibility to web pages. There is the WAI guide which allows for the creation of web pages accessible to these categories of people.

EXPERIENCES IN DEVELOPING QUALITATIVE EVALUATION SYSTEMS OF THE WEB-BASED COURSES IN ROMANIA

One of the problems resulted from analyzing the interviews were that the traditional system allows for an immediate adaptation to the customer’s requirements; under these conditions, the e-learning system has to anticipate the possible requirements and to establish possibilities to anticipate the requirements. The interviews’ analysis has revealed that the system’s weak point is the assessment of results.

At university level, as part of the collaboration between the **National IT Research and Development Institute in Bucharest** and **„Lucian Blaga” University in Sibiu** a project was run: „The public web sites accessibility. Case study: InHand (The Information Centre for persons with special needs”) between 2002 and 2003.



Accessibility refers to:

- The compatibility with a certain hardware or software platform or with a browser;
- Access for disabled users (visual, auditive, physical or cognitive);
- Access for different types of users (assistance technologies).

The power of the Web lies in its universality. The universal access is an essential aspect.

- The EU initiative “eEurope – An Information Society for all”: all Europeans will benefit from the advantages of the informational society;
- One of the specific objectives: improving the web access for disabled people;
- Adopting the WAI recommendattions (Web Accessibility Initiative) to make the websites and their content public in Europe and accessible to disabled people.

The WAI recommendations: global standards in projecting accessible websites. Adopting these recommendations will have a major impact on the accessibility in other fields as well. For instance, the applications for eHealth, eGovernig, eLearning based on public websites

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i>		
<i>Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest</i>		

should be accessible to all citizens. This will allow the disabled people to use the same on-line services as other citizens.

Institutions which formulate assessment criteria for the on-line courses quality:

- American Society for Training & Development (ASTD) which provide E-Learning Courseware Certification (ECC standards) [2.1.]
- Aviation Industry CBT Committee (AICC)
- Institute of Electrical and Electronics Engineers (IEEE)
- Learning Technology Standards Committee
- IMS Global Consortium
- Advanced Distance Learning (ADL) group
- The section 508 standards
- World Wide Web Consortium (W3C) [2.2.]
- Special Interest Group for Distance Learning Accreditation in Europe (DLAE)
- Distance Education and Training Council (DETC) [2.3.]
- Association of MBA's (AMBA) [2.4.]
- The German Akkreditierungsrat [2.5.]
- Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen (AQAS) [2.6.]

European Credit Transfer System (ECTS label)

Addresses:

[2.1.] www.astd.org

[2.2.] www.w3c.org

[2.3.] www.dect.org

[2.4.] www.mbaworld.com

[2.5.] www.akkreditierungsrat.de

[2.6.] www.aqas.de

[2.7.] www.asfor.it

[2.8.] www.aneca.es

[2.9.] www.odlqc.ork.uk

There are numerous preoccupations to apply these requirements by the national conceivers of the on-line courses. A quality assessment has been realized by the National Agency for European Educational and Vocational Training and it consisted of 18 IT courses developed between 2000-2001-2002. The proportion of courses which correspond to the quality criteria for the following dimensions are presented below:

- Educational objectives and the informational content: 75% in 2000, 100% in 2001 and 2002.
 - Interaction: 62% in 2000, 50 % in 2001 and 30% in 2002
 - Student support systems and services provided: 62% in 2000, 33% in 2001, 87% in 2002
 - Assessment and measurement: 2000 in 62%, 67% in 2001, 33% in 2002
- L.V.Constantin, presents as part of CNIV 2005 papers a study which shows the superiority of mingling the classical experiment with the virtual one to the detriment of the classical method. (Constantin, L.V., Probleme și perspective ale integrării softurilor educative în lecțiile de fizică. CNIV 2005)




- Assessment at the input level of the platform IDSoft used by Babes –Bolyai, The Psychology Faculty for ID courses (2-year experience in 2003 when the assessment was done) shows a good conception of the course;
- Overall the comparative studies show the superiority of the IT&C methods in teaching in point of the fastness in learning, of the intensity of the student's activity and the reduction of education costs.

DATABASE WITH ROMANIAN INSTITUTIONS INVOLVED IN INTERNET-BASED LEARNING

<http://www.softlink.ro/> Cluj Napoca firm, provides counselling in computerizing libraries.
www.siveco.ro AEL provider
<http://www.ibm.com/ro/> offers software and IT education products
<http://www.dotcom.ro/home.php> DotCom Timișoara, offers on-line courses and builds e-learning courses; also has the www.elearning.ro page
<http://www.sap.com/romania/services/index.epx> SAP România allows for the implementation of fast and rapid software and its maintainance
<http://www.ici.ro/> ICI România, National Institute for R&D in Informatics București, is involved in international projects to promote e-learning
<http://www.referentia.com/> Referentia Systems Incorporated, Standard Assistance România - AEC România implies the implementation of strategies to offer high technology learning strategies
<http://www.omnilogic.ro/> Omnilogic leader on the IT&C market

Virtual Romanian Universities

<http://managusamv.ro/invdist/> Management, Economical Engineering in Agriculture and Rural Development Faculty,
www.unibuc.ro/ro/dep_credis_ro The University of Bucharest, the Distance learning Department
<http://www.ase.ro/platforma/index.asp> The Academy of Economic Studies București, Distance MA, on-line courses
http://www.spiruharet.ro/Invatamant_la_Distanta/index.htm Spiru Haret" University, București
<http://www.unitbv.ro/did/> Transilvania University of Brașov, the Distance learning Department
<http://cfcid.ubbcluj.ro/Platforme%20IDD.htm> Babeș-Bolyai University Cluj , the on-line courses platform
<http://tcm.east.utcluj.ro/decid/> The Technical University in Cluj, the Distance learning Department
<http://www.idd.ugal.ro/> „Dunărea de Jos” University Galați
<http://www.tuiasi.ro/cisco.php> The Technical University „Gheorhe Asachi” Iași,
[http://www.uoradea.ro/romanian/topic/37/Departamentul\\$pentru\\$Invatamant\\$la\\$Distanta.html](http://www.uoradea.ro/romanian/topic/37/Departamentul$pentru$InvatamantlaDistanta.html) The University of Oradea, the Distance learning Department
<http://www.upit.ro/index.php?i=68> The University of Pitești, the Distance learning Department
<http://www.usv.ro/id/index.php> „Stefan cel Mare” University Suceava

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	  Leonardo da Vinci
<i>WBT Need Analysis Report - Romania</i>		
<i>Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest</i>		

<http://www.valahia.ro/departamente/DIDFC/> „Valahia”University Târgoviște
<http://www.ifrd.upm.ro/> Petru Maior University Târgu Mureș
www.cecidd.ro/ The University of the West, Timișoara, the Distance learning Department
<http://www.opendrum.utt.ro/> The Technical University, Timișoara
www.psychology.ro Babeș-Bolyai University, Cluj, the Distance learning Department, the Faculty of Psychology and Educational Sciences

The main course providers

<http://academia.leducat.ro/> LMI Romania, the on-line Academy
www.leducat.ro/ teacher resources
<http://www.inccor.ro/> mail courses
<http://www.eurocor.ro/> Eurocor, a branch of The European School of Mail Courses
<http://www.x3m.ro/ScoalaOnline/> The Online School Project
<http://www.academiaonline.ro/> the on-line Academy
<http://www.cursurionline.ro/> site administrated by Direct Learning System Romania
www.learningsystem.ro/ Direct Learning System Romania
<http://www.svm.home.ro/idd.html> The Foundation for Human Development

The National Council for Higher Education Financing (www.cnfis.ro)
The University of Bucharest www.unibuc.ro
EduSoft SRL, Bacau, CDROM/ul Rocarta / multimedia encyclopaedia www.edusoft.ro
ABM Community www.abm.ro
EUROWEB www.euroweb.ro
IPA CIFATT www.ipacv.ro
Siveco România www.siveco.ro .
Business Organization for Students www.abm.ro
VSB Group, www.vsb.ro
Softwin, www.softwin.ro
Romanian Universities which offer courses for distance learning



For disabled people:

1. The Ministry of Labour, Social Solidarity and Family: <http://www.mmssf.ro>
2. The National Agency for Disabled People: <http://www.anph.ro>
3. The National Agency for Disabled People – The Centre of information for persons with special needs: <http://www.anph.ro/InHandRom.ppt/>
4. Fundatia "Cartea Calatoare" <http://www.fcc.ro/>

CONCLUSIONS

The analysis of the training and information needs in the field of Web based training have been approached at different levels of the eLearning system:

- *Macro level* - the one of the elearning development strategy. Considering the elearning experts' interviews and the available Internet information, there have been deduced the elearning system development opportunities and constraints. At national level, there were identified strategies, projects that apply the policy of information

	Leonardo da Vinci WBT WORLD, RO/02/B/F/PP 141053	
<i>WBT Need Analysis Report - Romania</i> Issued by: Transilvania University of Brasov and Elite Training & Development, Bucharest		

society development and implementation. These have been identified both for initial and further education and for disabled persons.

- *Mezo level* – the one of the institutions which provide elearning training programs. The Web based trainer is the one who have competencies for course development and also for on-line course providing. These competencies are based on knowledge, skills and attitudes from two apparently different domains: pedagogy and informatics.
- *Micro level* – the individual one, has attempted at identifying the elearning system participants' expectations. Considering the training willingness towards a theoretical profile, it has been deduced a balance between the wish for training in pedagogical and informatics domains. The training expectations are focused on specialized competencies and thus it can be inferred that in Romania a certain level maturity of elearning have been gained. The encountered disfunctionalities seem to be due to an inappropriate organizational system.

The education issue for disabled people has followed three major tendencies during the past few years:

- Reformulating and changing the basic terms and conceptions in: special education, disability, special educational needs, normality, valorization and community integration;
- Reconsidering the educational and special assistance models, stressing the progressive appropriation of the place and educational needs of disabled people and the opportunities ensured by the diversity of social integration forms in the community;
- The complex action of modifying the social and legal frame regarding the general problematic of disabilities and, in a larger context, regarding the human diversity and differences.