

WBT Transnational Needs Analysis Report



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

Ionian Technologies LTD, Patras

Greece

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SECTION 1: Theoretical background of the Transnational Analysis

Introduction

The WBT project aims at creating the premises for improving the quality of the Internet-based courses at all levels, through:

- developing powerful tools for web-based trainers' competence improvement on both on technical and pedagogical skills
- building a „wide open” virtual resource for WBT, where they could learn, share experiences, be continuously informed and updated and so on.

WBT WORLD intends to develop a flexible educational tool, supported by Internet and new ICT technologies that will enable WBT to better use the information and instruction necessary for designing web-based courses. Through its informational content (in the concrete form of the best practices in eLearning at European level, articles and periodical reviews, presentation of new technologies in the field, etc.) the WBT have the possibility of continually updating their knowledge with the most recent findings in the field and of enriching their experience.

In the frames of the project, partners conducted a needs analysis on their countries for obtaining and analysing information regarding the expectations and needs of professionals to e-learning. The results of the surveys were taken into consideration to the formulation for the WBT education program. The here presented report includes information and outcomes of 6 different country reports.

Partners

Nine partners were involved in this survey from 6 different European counties, 4 EU member states, Romania and Bulgaria. Partners drafted out their country

reports using the methodology that the consortium had recognised as the most suitable one.

The partners who carried out the needs analysis were:

- European Centre for Education and Training (ECET), Bulgaria
- TEMPO Training & Consulting, Czech Republic
- Foundation ECCA, Spain
- The General Foundation of the Valladolid University, Spain
- VISIOLINK LTD, Finland
- WiTEC, Finland
- Infinity Ltd., Hungary
- Elite Training & Development Ltd, Romania
- “Transilvania” University of Brasov, Romania

Analysis Objectives

The theoretical framework under which the whole procedure was based is consisting first of all on the objectives of the analysis which have been

- Identification of the degree of applying web-based ODL in the European educational systems and the participating countries
- Identification of the best practices in web-based learning across Europe
- Identification of experiences in developing qualitative evaluation systems of the web-based courses and web-based education
- Identification of WBT technical and pedagogical competencies inventory
- Identification of WBT training and information needs
- Identification of evolution and trends of the e-learning development in Europe

Target Groups

The target groups of this survey were:

- The teachers/trainers and IT people who started their work in ODL or e-learning education in the last three years, the main WBT beneficiaries of the project results.
- The experts on e-learning, in order to validate the WBT Competencies Inventory and identification on the best practices in e-learning
- Other persons and representatives of institutions who could contribute to the analysis objectives.

More particular the WBT target group were:

- **People who need the development of basic cross-knowledge**

People who, because of the lack of one or both of the critical stated competencies, are unable (or inhibited) to develop web-based courses and are, therefore, incapable of fully exploit their professional potential:

- Teachers that do not possess the minimum ICT literacy that enable them to approach web-based ODL learning for enhancing their pedagogical potential.
- Technical people (programmers) that are unable to build effective platform for web-based courses because they do not know what (and how to apply) a pedagogical approach that best suites to course

- **People who need the updating the existent integrate-knowledge**

Persons who (currently or intend to) design and deliver Internet-based training courses.

- Teachers/trainers from schools, colleges, universities, adult learning and vocational centres, software companies etc. who seek for IT/web updating for fully exploiting the web based tools
 - Technical people (who design, programme, maintain and evaluate web platforms supporting Internet-based courses) who need the improvement of specific competencies on web-based pedagogical approach.
- **"Special" target group:**

teachers/trainers and technical people developing the web based training for disabled people.

Methodology tools

The main instruments that partners used were interviews with e-learning experts and professionals, questionnaires and thematic meetings with the same target groups. Useful findings for further discussion came out and these are presented in the next pages.

SECTION 2: The analysis results from the implied partner countries

At this section, we present you the outcomes and findings from the survey that implemented in the 6 countries using the survey tools of interviews with experts and questionnaires. At the first part we will display the outcomes from the interviews per country and on the second part the overall questionnaire results and the separate questionnaire results per country as well.

Part A: Interviews

Romania

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

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 respondents mention incomplete elements which lead to the creation of the WBT professional ideal.

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. Another respondent mentions the fact that e-learning represents a space for the misfit persons in the classical system.

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.

Respondents also confirm the possibility of developing creativity, but the assessment is not proven with objective measurements/experiments. It is underlined that the system might develop the critical sense which might degenerate into criticism if rules are built to encourage this.

Hungary

The Hungarian partner took interviews from Andrea Balogh (AB), SZÁMALK, Leslie Simonfalvi (LS), International Language School and István Simonics (IS), MTA SZTAKI.

The experts stated that the degree of development of e-learning is medium and developed in Hungary.

Mr. Simonfalvi wanted to add extra dimension to his students' learning since many of them represent the gadgetophil student. In his opinion teacher can be the stumbling block in the students' learning life, if e-learning cannot be built into the teachers' practices. The driving forces are helping both the learning disabled student and the teaching disabled teacher. Mr. Simonics was interested in technology in education. He even teaches Education Technology. For the developing this type of education and learning he had good background of technical infrastructure.

All of the experts expressed that e-learning is a good opportunity for disabled persons. According to Mr. Simonfalvi challenge is to combine joyful learning in groups with tailor-made e-learning for the Dyslexic, Dystrophic, Dyscalculia, ADHD, hyperactive, Hypoactive, Concrete Child,

Asperger Syndrome Student, Semantic-Pragmatic Syndrome Student, and the Physically Handicapped Student.

MTA SZTAKI had a group of distance disabled workers who were dealing with content development. Presently it is in commission.

The Hungarian Association of Disabled People is organising ECDL courses for the disabled.

As obstacles they mentioned financial constrains, standardization and even technical incompatibility in the different systems. Miss Balogh emphasized that support from the leaders and the proper motivation of the employees (teachers) is very important in this issue. Mr. Simonics trust in an excellent team-work, where tasks are shared.

As for the criteria used for on-line courses quality assurance Mr. Simonfalvi answered that he uses External Examinations as tests for Quality and the 95 percent pass-rate is the best assurance of the quality. According to Mr. Simonics the informatics expert has leading role: he gives rights to developers, teachers, and students.

Finland

Two experts took part in the interview technique in the frames of WBT project. Regarding the structure of the WBT competencies both of the experts agreed that the structure of the WBT competencies system is defined by the pedagogical competencies and IT competencies. Expert one said that the most relevant in the WBT competencies profile are competence B. Development of the web-based course and competence E. Develop interactive multimedia content He said that he chose B because no course could really work, if the instructional structure is not developed and implemented well. In his opinion all the competencies are quite essential

but he would still choose competencies A. Instructional Design and F. Use the multimedia equipment in communication to be the least essential. He chose A because the courses are developed from already existing courses, which are modified into web use. Also E. Develop interactive multimedia content is important while bad interactive multimedia content is something that people lose them in. Designing and executing multimedia should be of good quality.

On the instructional design the experts had different opinions. Expert one thought that the model is not good and could be improved by using different ways such as humour, abstract, visual, etc. depending on the person receiving the information. Expert two in the other hand agreed that this is a good model.

Development of the web-based course is the next field under investigation. Expert one agreed that this is a good model for the competence area B. According to him the most relevant for the competence area of developing the web-based course in the WBT competencies profile is B1. Designing the course content. The material is meant online not for a book so there should be a part in planning where the target media is taken into consideration. In his opinion all three are relevant for the competence area of developing the web-based course. Based on his experience, he would add a course feedback from the students in the course maintenance part.

According to expert one the most relevant for the evaluation system competence area C1. Evaluation Design and C2. Evaluation implementation because without critical evaluation it is very difficult to achieve successful goal. In expert two's opinion the most relevant for the evaluation system competence area are C2, Evaluation implementation and C4. Metaevaluation. It is important to get engrossed into evaluation

because it is the end result for the course, participants and the faith of the course.

In the area of e-tutoring, experts disagreed. Expert one stands that Leadership and D3. Facilitating learning. Facilitating the development of the student's personality is the least relevant competence. Expert two stated that Leadership should not be about leadership but on the contrary about partnership. Facilitating the development of the student's personality cannot be taught but tutor can give hints and advices. Developing own career needs to be more clear, it does not give a clear idea whether it means teachers or students career development. In his opinion the most relevant for the e-tutoring competence area are D2. Virtual group management and D1, if it means Partnership.

Regarding the Development of interactive multimedia content either one did not agree that this is a good model for the competence area E. Expert one said that because there should be a conceptual, technical scheme or layout dividing. There should be very generally about everything and then an opportunity to get engrossed with a subject. In his opinion the least relevant is E2. Programming and it actually should be taken out of this category and put it out as its own category. If it stays then, it should only be handled in very general level. Based on his experience he would add a planning of multimedia entity and what is its usage value. Unnoticeable interface implemented with multimedia is good. It adds value and so we will not drift into trouble.

As far as the use the multimedia equipment in communication is concerned Expert one agreed that the competence area F. Use the multimedia equipment in communication is defined as mentioned above. He would not say that other of these competencies is neither less relevant nor more relevant than the other.

Expert two fully agreed that the competence area F. is defined as mentioned above. Use of The Internet tools for communication is more relevant because implementation will be done via The Internet. Neither is less relevant, both are important. For example camera is equipment and a communication tool (web-camera).

Finally, with respect to Attitudinal system Both of the experts agree that the attributes of the WBT's attitudinal system were defined as mentioned above. Expert one would add approachability as one of the attributes, because the person's appearance should be easily approachable. The procedure that would select a WBT who is able to respond to the attitudinal requirements listed above is interview. In the interview these attitudes should be stressed. He does not think that an attitude testing is necessary because the competence is more important than character. Also personal involvement to the job is more important than persons character.

Summing up, the IT competence areas should be even more detailed and probably even divided more. The instructional design was pretty good according to the second expert and to it he would not make too many changes. In development of the web-based course they would neither change anything. Expert one said that the content is the most important thing, because without it there is no course. Also the evaluation system got approved by the experts. Expert one said that without critical evaluation it is very difficult to achieve a successful goal and according to expert two, without these the bottom of the whole structure will be missing.

Expert one agreed that the e-tutoring was good and he said there has to be an environment that invites you to learn and that the learner should have a feeling that he is listened to and cared for. Expert two did not agree and he would make the definitions clearer in this part. In develop interactive

multimedia content neither one did agree that it was a good model. Expert one said that because there should be a conceptual, technical scheme or layout dividing. Our experts were pretty happy with use the multimedia equipment in communication and would not make too many changes. According to our experts the attitudes of the future WBTs are irrelevant and they would not make any tests to measure any attitudes that they might have. It was said that personal involvement to the job is more important than a person's character and it is about competence, not attitudes.

Bulgaria

ECET contacted three elearning experts in total; one from the pedagogical field and two from the IT field.

The experts claimed that in Bulgaria elearning is gaining pace with the recent technological advancement although the infrastructure and content provision is not at a very advanced level. The internet penetration and accessibility remains one of the main obstacles for the spread of elearning courses and the limited participation of students to the current ones. In addition to that, the lack of training in pedagogical of e-tutors or other actors in e-learning is considered as a significant problem as well.

However the experts consider as major advantage in their work the introduction of online distant learning courses. The basic tool for delivering their courses was unquestionably the email.

The most prominent target group turns out to be people interested in achieving a university degree. Disabled people are very rarely involved in these courses - 1 disabled person out of 50 online students' altogether. On the whole they showed positive attitude and were deeply convinced that

the number of courses offered will spread which in its turn will lead to more and more interested people of a wider social spectrum in the field. The whole process according to them will be definitely well aided by the rapid development of the new information technologies.

Part B: Questionnaires analysis

This part of the report is divided on two more parts. On the first part we will present you the total findings of the survey. For privacy reasons, we will not display any questions that request personal data. On the second part, reader could be informed on the separate findings that the partners concluded from the analysis of their own questionnaires.

Part B1: Overall Questionnaire Analysis

The questionnaire is structured on different sections that each one represents the area of e-learning experience, elearning difficulties, educational needs (training, training in related fields), and participation in virtual communities, information needs and attitudes. At this point, the answers of all survey's participants are displayed.

G. E-learning experience

8. G.1 How do you appreciate your experience in the e-learning field?

Rich	26.42%
Sufficient	31.45%
Incipient	35.22%
I cannot appreciate	6.92%

Respondents consider their experience in the e-learning field as developing in a percentage of 35% while 3 out of 10 believe that their experience is sufficient.

9. G.2 How long have you been working in the e-learning field? (Remark: those who have chosen the “not at all” choice will pass directly to the question P.1.)

For more than 5 years	23.90%
For 3-5 years	23.27%
For 1-3 years	25.79%
For less than a year	15.72%
Not at all	11.32%

The responses here are equally distributed between 23 % and 24%. It seems that there are enough newcomers to the field that are working for the last 3 years.

10. G.3 In which of the following competence areas would you like to share your experience:

Pedagogical competences	33.47%
IT competences	22.73%
E-tutoring competences	27.27%
Managerial competences for implementing a new e-learning system	13.22%
Other kinds, namely ...	3.31%

The pedagogical competences are the main area where the tutors would like to share their experience, in a percentage of 33%.

D. E-learning difficulties

11. D.1 Have you encountered difficulties as far as e-learning is concerned?

(Remark: those who have chosen the „No“ choice will pass directly to the question P.1.)

Yes	59.46%
No	40.54%

A high rate (60%) of respondents has faced difficulties in e-learning process as it appears from the questionnaire.

12. D.2 What kind of difficulties have you had?

Administrative (organizational)	21.43%
Technical (the technology problem)	33.33%
Legislative	8.57%
Cultural	11.90%
Didactic/ pedagogical	22.86%
Other kinds, namely...	1.90%

The main difficulty seems to be technical problems while administrative and didactic issues get a remarkable percentage as well.

13. D.3 If you have chosen the administrative aspects, please expand on the difficulties you perceived.

Insufficient funds to develop an e-learning system	21.62%
The lack of e-learning strategies and politics	29.73%
The lack of interest regarding e-learning education	23.42%
The human resources strategy	9.91%
The lack of clear, accessible communication channels	7.21%
Unfavourable climate	2.70%
The blockage of the information access	3.60%
Other kinds, namely....	1.80%

With regards to administrative related problems, the lack of e-learning strategy comes first while two other important problems follow such as the lack of interest in e-learning education and the shortage of funds to develop an e-learning system.

14. D.4 If you have chosen the technological aspects, please expand on the difficulties you perceived.

Internet access	20.51%
Band width	10.26%
Non-proficient equipments	27.35%
Hardware-software incompatibility	24.79%
Other kinds, namely....	17.09%

The main problems with regard to technological reasons are connected to equipments (27%) and the incompatibility of hardware and software (approximately 25%).

15. D.5 If you have chosen the legislative aspects, please expand on the difficulties you perceived.

Insufficient or absent legislation in the field	34.62%
Restrictive laws in the field	23.08%
Juridical aspects regarding the copyright	34.62%
Other kinds, namely....	7.69%

As far as the related to legislation problems is concerned, the main difficulties appear on Insufficient or absent legislation in the field and juridical aspects regarding the copyright. These two difficulties received the same percentage of 34,62%.

16. D.6 If you have chosen the cultural aspects, please expand on the difficulties you perceived.

Gender discrimination (M/F)	1.61%
Ethnical /racial / religious discriminations	9.68%
Age discriminations	16.13%
Discrimination regarding disabled persons	12.90%
Representation differences among cultures, regarding educational aims	27.42%
Representation differences among cultures, regarding learning process and the teacher-student relation	29.03%
Other kinds, namely....	3.23%

The main difficulties regarding the cultural aspects seem to be the representation of differences among cultures regarding both learning process and educational aims.

17. D.7 If you have chosen the pedagogical aspects, please expand on the difficulties you perceived.

Understanding the terms and using the specific language	15.08%
Reduced accessibility to information resources	11.11%
Applying knowledge into practice	20.63%
Passing from traditional pedagogy to e-learning pedagogy	34.92%
Pedagogical and technical problems taken together	16.67%
Other kinds, namely....	1.59%

The last aspect refers to the pedagogical issues where the transition from traditional pedagogy to e-learning pedagogy appears to be the main difficulty.

P. Educational needs: thematic areas

18. P.1 Which of the following thematic areas from the „Instructional Design” field would you like to be expanded considering your educational needs?

Identifying constraints and risks regarding web-based courses	16.46%
Establishing the objectives of the web-based course	16.46%
Selecting the themes for the web-based course	13.41%
Establishing the instructional strategies specific to e-learning	30.49%
Integrating evaluation in the course scheme	21.95%
Other kinds, namely....	1.22%

The establishment of instructional strategies to e-learning is the area of interest for 3 out of 10 experts. Approximately a 22% of respondents would like to be expended the integration of evaluation to a course scheme.

19. P.2 Which of the following thematic areas from the „Web course Design” field would you like to be expanded considering your educational needs?

Operationalizing the objectives of the web-based course	8.06%
Structuring and organizing the scientific content	23.44%
Developing and integrating all the elements (information, applications, self-evaluation, multimedia) in an educational unit	36.63%
Presenting the same message in different forms	15.75%
Improving the course as a result of certain multiple feedbacks	16.12%
Other kinds, namely....	0.00%

With regard to the “web course design”, 36,33% would prefer to get expanded the “Developing and integrating all the elements (information, applications, self-evaluation, multimedia) in an educational unit”.

20. P.3 Which of the following thematic areas from the „Evaluation System” field would you like to be expanded considering your educational needs?

Establishing the evaluation aim and the learning objectives to be evaluated	19.48%
Developing the items to evaluate the learning results	28.46%
Developing and using the criteria to evaluate the web-based course	29.21%
Analyzing the results of the different aspects of the evaluation	22.47%
Other kinds, namely....	0.37%

“Developing and using the criteria to evaluate the web-based course” is the first thematic area for 3 out of 10 experts while “Developing the items to evaluate the learning results” is coming second with a little difference from the first one (28.46%).

21. P.4 Which of the following thematic areas from the „E-tutoring” field would you like to be expanded on in view of meeting your educational needs?

Leadership	6.76%
The virtual group management	30.60%
Facilitating learning	29.89%
Facilitating the development of the student’s personality	22.06%
Developing the own career	9.61%
Other kinds, namely....	1.07%

The virtual group management and the facilitating to learning are the first two preferences for the 30% of the group of respondents.

22 P.5 Which of the following thematic areas from the „Developing multimedia interactive resources” field would you like to be expanded considering your educational needs?

Using specialized software for text and data processing	17.12%
Using specialized software for programming	15.56%
Using specialized software for multimedia processing (creating graphic elements, audio-video, animation)	34.63%
Implementing the web-based course	29.96%
Other kinds, namely....	2.72%

Almost 35 % of people would prefer to be expanded the “Using specialized software for multimedia processing (creating graphic elements, audio-video, animation)” and secondly the “Implementing the web-based course” (approximately 30%)

23 P.6 Which of the following thematic areas from the „Using multimedia equipment in communication” field would you like to be expanded considering your educational needs?

Installing, using and ensuring the maintenance of the hardware equipment	21.46%
Using communication tools	40.49%
Using hardware and software equipments for data transmission	33.17%
Other kinds, namely....	4.88%

The use of “communication tools” and the “hardware and software equipments for data transmission” are the first two areas of interest for the 40.49% and 33.17% of the respondents respectively.

O. Educational needs: training

24. O.1 If you are going to become WBT, in which of the following sub-fields linked to pedagogical training would you like to improve yourself?

Adult learning	16.27%
The pedagogy of communication in e-learning	19.20%
The psychology of the adults’ personality	8.27%
The pedagogy of differences	9.07%
Tutoring	12.00%
The pedagogy for e-learning	25.60%
The psycho-pedagogy of special-needs people	8.80%
Other kinds, namely....	0.27%
I do not know/ I cannot answer	0.53%

Pedagogical issues, the pedagogy for e-learning and of communication in e-learning are the first one in experts needs for improvement. The first one received a percentage of 25,60 while the latter of 19,20%.

25. O.2 If you are going to become WBT, in which of the following sub-fields and which are linked to technical training would you like to improve yourself?

Information technology in education	20.54%
PC Basics	3.32%
Using the Internet and web-site management	14.50%
Web design and web design tools	11.18%
Graphic and animation tools	16.01%
Introduction in Streaming Technology	10.27%
Educational software	22.05%
Other kinds, namely....	0.91%
I do not know/ I cannot answer	1.21%

Regarding the improvement for technical issues, respondents answered that educational software (22.05%) and IT in education (20.54%) are the basic areas at which they would like to improve their skills.

T. Educational needs: training in related fields

T.1 Do you think that it would be necessary to approach some other themes linked to the following fields?

26. Intercultural communication

Yes	69.44%
No	19.44%
I do not know / I cannot answer	11.11%

27. Legislation specific to e-learning

Yes	54.61%
No	17.02%
I do not know / I cannot answer	28.37%

28. Organization and management theory

Yes	62.86%
No	22.14%
I do not know / I cannot answer	15.00%

29. The virtual community functioning

Yes	78.57%
No	10.00%
I do not know / I cannot answer	11.43%

Respondents highly agree to approaching themes such as Intercultural communication (69.44%), the Organization and management theory (62,86%) and the virtual community functioning (78.57%). However, on the question about the legislation to e-learning although positive answers dominate, there is a high percentage (28%) of stating falling to reply either because they don't know or cannot provide an answer.

30. T.2 Please appreciate the level of your interest in themes related to web based training of disabled persons

I am not interested	8.55%
Low level	26.97%
Medium level	38.82%
High level	25.66%

Almost 4 out of 10 persons replied that their interest on themes related to web based training of disabled persons is at medium level while the low level is significant as well (27%).

31. T.3 If you are interested in the above-mentioned field, which are the themes you would like to be expanded considering your educational needs

Disabled persons and their needs	21.54%
Specific training methods	46.67%
Specific Internet technologies and tools	31.28%
Other kinds, namely....	0.51%

Regarding the training of disabled people, the Specific training methods is the main issue that experts would like to expand and the Specific Internet technologies and tools as well.

I. The virtual community

**32. I.1 Are you a member of any virtual community?
(Remark: the questions I2-I4 address to those who answered Yes at the question I1.)**

Yes	73.72%
No	26.28%

A very high percentage of the respondents (7 out of 10) are members of a virtual community as it was expected due to their profession and experience on the field.

33. I.2 Which of the following communication tools do you prefer to use in the virtual community?

Forum	27.16%
Chat	18.93%
Email	41.98%
Web log	10.29%
other	1.65%

Email and forum are the most preferable tools for communication (42% and 27% respectively) but there is a large difference on preferences between them.

34. I.3 Do you participate in forums/ chats on the Internet?

Yes	72.66%
No	27.34%

35. I.4 From your experience, was this participation useful in your education?

Yes	75.63%
No	24.37%

Once again as it was expected, 7 out of 10 experts are participating to forum or a chat on the web and the same percentage believes that this kind of participation is useful for their education.

36. I.5 Have you accessed educational courses of the e-learning type on the Internet/Intranet?

Yes	72.66%
No	27.34%

Similarly, a noteworthy percentage of 72% has attended an educational course over Internet or Internet.

37. I.6 What language would you prefer for e-learning activities?

your own language	28.67%
English	19.33%
your own language and English, depending on the circumstances	38.00%
any of the above	14.00%

The respondents prefer their own language and English as well as the languages for the e-learning courses. However, 3 out of 10 would like this kind of courses only into their own language.

N. Information needs

38. N.1 Your need of general information is guided especially towards obtaining information linked to (maximum 2 choices)

Best-practice in e-learning	37.24%
Knowing the tendencies in e-learning	26.21%
European projects in e-learning	20.69%
Policies/ initiatives in e-learning	15.52%
Other field, namely....	0.34%

Best practices in elearning (37.24%) and the trends in e-learning are the areas of interest that respondents prefer for obtaining general information on the field.

39. N.2 Your need of specific information is guided especially towards obtaining information linked to (choose maximum 2 choices)

Book presentation	10.55%
Educational software	38.28%
Studies, articles, research	36.72%
Syntheses, conferences/ scientific congresses	13.67%
Other field, namely....	0.78%

Educational software and Studies, articles, research (38.28% and 36.72% respectively) are the main carriers for obtaining information related to e-learning field.

A. Attitudes

40. A.1 Please indicate which of the following attitudes you consider as defining a WBT.

Reflexive and self-reflexive attitude	10.31%
Self-confidence	8.00%
Integrating view	12.77%
Guidance, orientation according to some fundamental values	6.92%
Opening towards new experiences	15.69%
Orientation towards cooperation	12.15%
Respect for the individual's right	7.38%
Sympathy for the others	7.69%
Personal involvement	9.85%

Democratic attitude in interaction	8.77%
I do not know / I cannot answer	0.46%

Opening towards new experiences, Integrating view and Orientation towards cooperation are the three attitudes that experts consider as important for the definition of a WBT.

Part B2: Questionnaire Analysis per country

At this part of the report, the consortium provide the useful outcomes of the surveys that were conducted in their countries, Romania, Hungary, Finland , Spain, Czech Republic and Bulgaria.

Romania

Although the results cannot validate an addiction, the main observation is that the interest areas go beyond the precise 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.

Also, 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. 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).

The expectations related to the WBT formation courses are primarily centred on specifically e-learning issues and not on those related to the basic competences in the field; more particular

- 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;
- 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 centred on much more specialized competences.

Hungary

As learning difficulties they named administrative, technical, legal, cultural, didactic/pedagogic problem completed with time management issues for the trainees and financial problems for the training agent.

Within administrative problems they had difficulties in the lack of interest regarding e-learning education and the human resources strategy.

Within technical problems non-proficient equipments and hardware-software incompatibility means difficulty. As legal problem they named juridical aspects regarding the copyright. Among cultural aspects they mostly have differences in the representation differences among cultures, regarding educational aims and learning process and the teacher-student relation.

Regarding the Instructional design, WBTs expressed their opinion as identifying constraints and risks regarding web-based courses, establishing the objectives of the web-based course, establishing the instructional strategies specific to e-learning, integrating evaluation in the course scheme, plus taking the trainees' learning strategies into consideration.

As far as the evaluation system is concerned, they would be more detailed in establishing the evaluation aim and the learning objectives to be evaluated, developing the items to evaluate the learning results, analyzing the results of the different aspects of the evaluation, plus: evaluating individual trends and development rather than across the board comparison of trainees. WBTs chose the virtual group management, facilitating learning, and facilitating the development of the students' personality, plus: Emotional resilience of both the tutor and the trainees.

As multimedia interactive resources, preferences are related to Using specialized software for text and data processing, multimedia processing (creating graphic elements, audio-video, animation), implementing web based course, plus: considering the special needs of the LD trainees (learning disabled - learning difficulty - learning difference), SCORM learning material structuring software are the most demanded fields.

Also, Experts would be more informed in using communication tools, using hardware and software equipments for data transmission.

WBTs would improve themselves in pedagogy of differences, tutoring, pedagogy for e-learning, the psycho-pedagogy of special needs people, plus: socio-psycho dynamics of virtual groups. Within these they are interested in Information technology in education, using the Internet and

web-site management, graphic and animation tool, educational software and the use of web logs in education.

In general respondents would be informed on best-practice e-learning and knowing the tendencies in e-learning, while they are interested in Educational software, studies, articles, research, synthesis, conferences/scientific congresses as specific pieces of information.

Examining the results of the survey it can be concluded that e-learning wins more and more emphasise and importance in the Hungarian education. This type of education is preferably combined with traditional teaching, in form of e-learning. Hungarian experts agree that traditional education cannot give place only for e-learning in Hungary. They consider b-learning as optimal solution. Researches are being executed also in m-learning, u-learning, i-learning.

Hungarian experts are open, interested in all those issues that our programme, WBT World provides and the consortium of developers are searching. Experts put large emphasise on the social aspects. Standardization, accrediting, technical obstacles in households are considered as difficulties in introducing and extending e-learning. These problems can be solved with proper government measures. The government has complete programme for extending computers and internet among the population that is the base of electronic and web-based learning.

In educational institutions the research and change to this type of learning have already started. More institutions develop e-learning materials than organising e-learning courses. High schools and colleges offer several e-learning courses year by year, that is good facility for further education for those working.

E-learning and web-based training is a real demand in Hungary from both the teachers' and from the populations' side.

Finland

Most of the respondents are happy with their experience in e-learning field and feel that it is sufficient for them. The reason why most of them consider their experience in e-learning sufficient is probably that the e-learning field is continuously growing and you can get new experiences all the time in the different parts of e-learning. Also I think that most of the respondents consider their experience sufficient because e-learning is still quite new field when contrasted with other educational fields.

All the respondents that had had difficulties in e-learning had had it in technical area. Also it is normal to have problems in didactic / pedagogical and administrative area whether it is e-learning or learning. I found it surprising that two of the respondents have had difficulties in cultural areas as usually the learning materials try to be very non-cultural. Legislative difficulties are not either surprise, because in online environment there always has been and always will be some problems with legislation.

All the respondents had had difficulties in juridical aspects regarding the copyright. Sometimes problems can be just misunderstanding.

Culture is a subject where there are no easy solutions. The learning process and the teacher-student relation are quite different in some of the main cultures. This gives us a quite big problem in developing a course for Europe. According the results the respondents would in the instructional designs field take part in the course of establishing the instructional strategies specific to e-learning. Selecting the themes for the web-based

course and integrating evaluation of the course scheme would be left out. Safe bets for having a course would be identifying constraints and risks regarding web-based courses and establishing objects of the web-based course. The respondents kept the virtual group management and facilitating learning important and rightfully so. They are important aspects of tutoring and e-tutoring. The respondents did not consider leadership, facilitating development of the student's personality or developing the own career important. The virtual group management and facilitating learning instead do just that. When they are mastered well, the tutor can help the students more easily and professionally.

Most of the respondents who were becoming a WBT would like to improve themselves in The pedagogy for e-learning (13) and The pedagogy of communication in e-learning (7). Also Adult learning (6), Tutoring (3), The pedagogy of differences (3), The psychology of adult's personality (1) were chosen. No-one chose the psycho-pedagogy of special-needs people. (Chart 15.)

This means that there are needs for pedagogy for e-learning as well as for the pedagogy of communication in e-learning and adult learning. These could be subjects for some future courses as it shows that there would be enough part takers in them. In tutoring one can never have enough experience in.

The respondents have had difficulties in e-learning and according to these difficulties they would like to learn more about these fields that they have difficulties in. They would like mostly to expand their experience in establishing the instructional strategies specific to e-learning and developing and integrating all the elements (information, applications, self-evaluation, and multimedia) in an educational unit. Also they were interested in developing items to evaluate the learning results, facilitating

learning, and in using specialised software for multimedia processing (creating graphic elements, audio-video, and animation). From the area using multimedia in communication they were interested in using communication tools.

Spain

Over half the respondents (55%) said they had encountered difficulties with eLearning. Specifically the most common problems had been with the technology or to do with teaching methods.

Among other aspects of further training needed for WBT, respondents attached significant importance to intercultural communication and knowledge about virtual community functioning (76.19% and 81.82% affirmative responses respectively) as additional related aspects.

They also emphasized, though much less significantly, improved acquaintance with the legislation specific to distance education (50.00%) and training in organization and management (47.62%).

A majority of respondents expressed a moderate (31.82%) or strong (45%) interest in matters related to WBT for the handicapped.

With respect to Ideal profile for WBT a mind open to new experiences (24.29%), a holistic outlook (18.57%) and a willingness of enter into cooperation with others (14.29%) were the attributes that respondents prized most highly when they were asked to draw the ideal profile for WBT.

Other attributes that were also highly considered, though less so than the previous ones, were thoughtfulness and personal commitment (both voted

for by 10% of respondents), a democratic attitude (7.14%) and being oriented towards fundamental values (5.71%).

Respondents attached less importance, however, to qualities like solidarity with other people (4.29%), self-confidence (2.86%) and respect for the rights of individuals (1.43%).

Czech Republic

The total number of respondents was 20. The group of respondents includes 12 IT specialists and 8 teachers/trainers/pedagogical workers. The answers indicate rather incipient experiences in e-learning field. Majority respondents work in e-learning field from 1 – 3 years. Respondents would like to share IT and pedagogical competencies at the same level approximately.

Regarding the difficulties, encountered in the e-learning field, only 8 respondents marked some (administrative and technical).

The area of “evaluation” seems to be interesting for our respondents. They marked answer with this topic (P. Educational needs: thematic areas) very often. Majority of them think, that it is necessary to approach other themes (T. Educational needs: training in related fields).

Each respondent is a member of some virtual community, they prefer email and they also participate at forums and chats and find them useful for their work. Concerning the general information (N. Information needs) they would appreciate the information about best practices in e-learning.

Bulgaria

Twenty language teachers filled to WBT' Expectations Questionnaire. The main results of the analysis showed that:

- More than half of them considered their elearning practice experience as incipient;
- More than half of them have encountered mainly technical difficulties, the major ones being internet access and lack of clear and accessible communication channels;
- Two-thirds of the teachers pointed as their main interest in the Instructional Design field to be the selection of themes for web-based courses;
- Almost all of the interviewed showed a great desire to know more about the development and integration of elements section of the Web Design area;
- Numbers nearly equalled in respect to the Evaluation System field – there were as many willing to have the learning results evaluated as the ones who relied on the evaluation of the web-based course itself;
- Half of the participants declared their preference for the facilitating learning area in the E-tutoring field. The same results concerned implementing the web-based course in the Developing multimedia interactive resources field and using communication tools in the Using multimedia equipment in communication;
- More than half of the questionnaires returned results with interest in pedagogy of communication in elearning.
- The same number would like to improve themselves in the field of IT in education;
- Almost all of the interviewed showed interest in intercultural communication;
- Not many expressed great interest in the web-based training of disabled people – just one third;

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- Two-thirds of the people would like to have detailed information about specific training methods;
 - Not many are members of any virtual community but a great number of the teachers would like to have the elearning activity both in mother tongue and English;
 - Information about the tendencies in elearning seems to be the most popular choice for language teachers;

According to findings, the priorities for lifelong learning two large groups of professionals needing immediate training have come to the fore: one group comprising academics who have the competence of their own subject but are not well-trained into carrying out web-based courses and the other group consisting of IT specialists and experts who have excellent computer competence but lack the pedagogic/methodical/didactic thread of the courses. Courses in business and entrepreneurship, business administration, tourism and languages seem to favour most of the attention of the people interested in the new approach to education as a whole.

SECTION 3: Policies and initiatives for supporting e-Learning in Europe and participating countries

In Romania, the interviews with the experts exposed some actions that should be taken for the e-learning development such as introducing in the classical education knowledge assessment instruments using the internet/computer. People interviewed declared that e-learning cannot be a substitute for traditional education; consequently, they recommended that there should be interactive modules within the e-learning system. Also, they thought that e-learning can be a step forward in harmonizing the European/international education. Since e-learning leads to decenterment, it also leads to the decenterment of innovation and thus creativity stimulation should be one of the objectives of e-learning. Finally, it was argued that the European development of e-learning implies the knowledge of English.

In Hungary, the government supports big projects for content development but because of a complicated process of grant and substantial administrative costs few companies are able to take them up. It is said that governmental projects set irrational regulations, and also the extremely extended decision-making phases are problematic for the suppliers.

Regarding standardization in Hungary standardized content development is emphasized strongly. So specialized forums, as well as practice-oriented projects especially focus their attention on the SCORM compatibility. Apart from some Hungarian learning platforms, the biggest part of the learning platforms used in Hungary is SCORM-compatible. For the university sector there is already a central content pool where the universities and colleges can collect their own SCORM compatible contents within an NIIF (National Information Infrastructure) Development Project.

Over five thousand end points have been installed as a result of the "Közhaló" (Civil network) program, the total value of investment being HUF 4 billion. In the eHungary programme 2004 communal endpoints have been installed by 01, May 2004.

Similar is the situation in Bulgaria where the government, as the main executive body of the central administration national policy has identified the needs for introducing information and communication technologies (ICT) into in public education institutions. The Ministry of Education has drafted out a National Strategy for Introducing ICT Education in the curriculum. The overall objective is related to the provision of more resources to students during their training in order to achieve a better and more comprehensive quality to their general education. The carrier for achieving this goal has been considered to be the establishment of data base of cross-curricular networks that will carry the information to students.

Furthermore in Spain, the governments have acted through the country's several Regional Governments to set in motion numerous programmes for promoting the Information Society. The result so far is that different programmes have been developed for different regions, with divergent aims and activities: the Plan to Raise SMSB Competitiveness (Plan de mejora de competitividad de la Pyme) administered by the Regional Governments, the National R&D Plan (Plan Nacional de I+D), the SMSB E-Business Programme (Programa ARTEPYME), etc. An example is the programme started in the Castile and Leon region and called SMSB Network (Programa Red Pyme). The large number of programmes has resulted in levels of progress that are uneven both from one region to another and between the target clienteles of the programmes.

The Spanish government approved (on 11 July, 2003) a unified national programme with the following objectives:

- To improve the content and services offered, so as to stimulate demand
- To broaden the user base by providing public internet access points, and putting more effort into training and into communication about the advantages of better information
- To connect up SMSBs and increase their business dealings via the Internet so that they may take advantage of all the services of the information society.

The programme has had duration of two years (2004–2005) at a cost of approximately 1,029 million euro (National Government 63%, Regional Governments 27%, and private sector 10%).

Finally, in Czech Republic, the state has recorded its strategy to the National Educational Plan in CR (White Book) which was published in 2001 by the Ministry of Education and Youth. Also, the Ministry of Informatics has formulated the National information policy in education in CR and it's responsible for implementing it.

SECTION 4: The degree of application and spreading of web-based learning in disabled persons' specific education

This section refers to the degree of diffusion and spreading of web-based learning to the participating countries for disabled people and the policies that the governments have adapted to this field.

Romania

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 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). Main objectives are

- 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.

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

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, and the use of IT&C in schools.

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 high schools the AEL platform; this is a learning/teaching and management system providing complete information on the educational, examination and degree methodology.

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 high schools and 3228 schools and of over 500 e-lessons.

As far as disabled persons are concerned, a 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 draws residential services on community foundations for disabled children and adults and introducing high-quality services for disabled persons in the community requires money and dedicated experienced teams.

Additionally, 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.

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. Decentralizing the system has permitted making decisions on and administrating the local institutions/services. 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.

Hungary

Important information has gathered from Hungary as it was organised by Mr. István Simonics, an experienced professional in e-learning who designed a questionnaire for exploring the general data and the daily use of ICT, the knowledge of e-learning and the knowledge of standards and portability

The gender was 30.8 % women and 69,2 % men of answering experts. 44 % of people work in educational institution, 24 % in SMEs, 13 % in state own big companies. Relatively high, 34 % of the experts questioned were directors, as the poll was made at the 5th E-learning Forum, where strategic

questions and practical experiences were of high importance to discuss at managerial level. Knowledge and application of e-learning

The majority of the questioned had already used e-learning material. 48 % prefers the Internet as carrier, 24 % choose CD-ROMs, 12 % didn't know, and 16% did not answer. Those who selected the Internet, emphasized the importance of the updated material. There are several Learning Management Systems - LMS -, in existence in the e-learning market. In many cases the problem is that developed learning material cannot be applied in the LMS system the user owns. Regarding the knowledge of LMSs the answerers proved any kind of level of knowledge. Most of them voted for Eduweb, which is a Hungarian Learning Management System developed especially for schools. 26 people named another LMS which was not listed. 23 answerers selected Coedu - also a Hungarian LMS and IBM Lotus Learning Space. 23 experts know the ORACLE iLearning system. There were less than 20 catch for the multinational ICT companies: 18 for SAP Learning Solution, 16 for Web CT and 15 for Cisco. Sabedu Knowledge Linker Enterprise and Lapoda also Hungarian developed systems were on the same level. Moodle is an open source LMS is known by 12 experts. Interestingly Microsoft Learning Gateway is the least known system in Hungary, only 11 experts named this system. Two thirds of them were involved into training material development.

Simonics examined the future of e-learning in the coming 5 years. 57 % stated the importance of e-learning application and 85 % selected the blended learning technology. 84 % of expert supported the possibilities of examination via internet.

Regarding the Knowledge of standards and portability the author presents the analysis of possibilities of broader dissemination of e-learning training materials. 85 % of experts have positive opinion. Concerning the

knowledge of standards, 58 % indicated the knowledge of SCORM. This high result can be thanked because of e-Learning Forum organised annually in Hungary. 29 experts have heard about AICC standard. 81 % of experts has a definite opinion about the portability constrains.

55 experts told about "Lack of information flow". 32-30 indicated the "Property right" and "Lack of technical knowledge". 20 experts named other reasons.

Czech Republic

In Czech republic Internet and web applications consist of favourable methods in adult education. The main courses that are delivered through these applications are related to upgrading PC skills and improving language skills. However, there is not an integrated pedagogical approach to this form of teaching and the analysis showed that pedagogical tools aimed at increasing students' motivation, team working and creative thinking are need to be developed.

The Universities have been involved in web-based learning at a satisfactory level. Universities are centralized at website of CESNET association. Association CESNET is a major institution for organizations providing web-based learning.

On the other hand, at the private sector and the public institutions the involvement on this kind of training is not very satisfactory. The main reasons for this situation are the lack of courses providers and the inadequacy of quality courses into the CZ language. Besides that, companies do not have as a main corporate practice to allocate resources for training their employees and hence, the web based training in adult training is not a high priority.

As far as the education to disabled persons, The Czech state has a middle term conception where the e-learning as training methodology is mentioned as an opportunity. Also the state has elaborated its National plan for supporting and integration disabled people covering the period of 2006-2009 (Government resolution No. 1004, 17.8.2005).

Spain

The analysis from the Spanish partner shows that the universities design their distance learning courses for the benefit of their own students or in order to recruit students from other parts of the country to their regular programmes. By and large, they stay at arm's length from the real needs of the business world, both as regard the design of course content and the necessary adaptation of existing eLearning platforms.

On the other hand firms either design their own eLearning solutions, or else they adapt what already exists but making minimum use of the standard solutions, which they find ill-suited to their particular needs.

Last, at the central administration level, the government is given to drawing up grandiose measures that do not necessarily correspond to the best solutions for concrete problems. Sometimes they pass completely over the heads of the firms that ought to benefit from them.

SECTION 5: Best Practices

Here, the reader could be informed on best practices of elearning as they have been identified by the experts who were interviewed in the frames of the project. Additional best practices are available to separate country reports.

Romania

- <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
- 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 short listed 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.rodii.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.

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- 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 software realized by SoftWin.

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.

Hungary

- EuroSME, www.eurosmes.org.

The Romanian Foundation for Small and medium-sized enterprises (CRIMM) as coordinator worked out a joint project of a 7-membered consortium for establishing a professional homepage for serving information, learning materials, useful links to Small and Medium-sized Enterprises in 2003. This project came true in 2005, when the information and four e-learning modules is freely accessible on the website www.eurosmes.org. The four modules (E-business, Wood-processing, Basics of waters supply and Heat from water and earth) contain the learning material, tests and practical, 3D tasks.

- Pepsi Americas: E-learning in the Middle-Eastern Group of Pepsi Americas

The initiative in the autumn of 2002 aimed to facilitate the access of four languages and 1500 users with common learning management system and learning material content accessible in four languages already at the start in Hungary (as centre of the region), Poland, Czech Republic and Slovakia.

- T-Mobile: e-learning – A better world with You!

T-Mobile Hungary recognized that beside the traditional services Mobile Multimedia plays bigger and bigger role. T-Mobile set the aim of introducing new generation information transfer services as a strategy in 2001. Its main reason was that continuous training plays important role in sales activity: Clients are more satisfied and client service colleagues are more effective if they are able to give professional assistance.

- Eszterházy Károly College – Advanced distance learning

The college transformed the printed learning material of the faculty of IT specialist - Librarian into distance learning books and web-based materials. Establishing a Virtual Centre supporting self-learning was an important objective in 2001

- Gábor Dénes College (GDF): E-learning for achieving distance-learning

GDF uses the frame-system ILIAS developed by German government support. In integrated system, on web-browser surface it makes possible the development, structure and delivery of materials to the students. ILIAS facilitates the development and delivery of materials for students.

<http://ilias3.gdf-ri.hu>

Spain

- Instituto Universitario de Posgrado (postgraduate eLearning institute of several universities and the Santillana company)

www.iup.es

- Grupo 7 (Group 7 network of Spanish universities)

<http://www.uib.es/g7universidades/index.html>

- Intercampus

<http://www.uib.es/g7universidades/index.html>

- Autonomous University of Madrid (UAM), Carlos III University, Madrid, Polytechnic University of Madrid (UPM), Rey Juan Carlos University, Madrid

<http://adamadrid.uc3m.es/>

- Nebrija University, Madrid

http://www.nebrija.com/campus_virtual/

- Autonomous University of Barcelona (UAB)

<http://formaciononline.nebrija.es/>

- University of Barcelona (UB)

www.ubvirtual.com

www.ubmedia.ub.eduwww.heures.ub.es/ca/index.html

www.fbg.ub.es/ca/index.html,

www.insm.es/csociales/mbd.html

- University of Cantabria (UC), Santander

<http://aulavirtual.unican.es/aulavirtual/>

- Complutense University of Madrid (UCM)

[Instituto Complutense de Estudios Internacionales](http://www.instituto-complutense.es/estudios-internacionales/)

- Deusto University, Bilbao

<http://www.ice.deusto.es/alud/>

- International University of Catalonia (UIC), Barcelona

<http://mail.unica.edu/webcursos/>

Bulgaria

The Bulgarian partner mentioned as a best practice in his country the Internet-Based Performance Support Systems With Educational Elements, IPSS_EE, operated by Plovdiv University. Responsible persons are Pierre Mileva and Nevena Mileva. The IPSS_EE implements innovative approaches for task-performance independent e-learning and develop new instruments in instructional design of Internet-based courses for engineering education (http://www.elearning_europa.info/index.php?page=doc&doc_id=491&doclng=6&menuzone=1)

Czech Republic

- Project Virtual University

Common project of three faculties from Moravia region (Faculty of Economics, VSB-TUO Ostrava, Faculty of Natural Science, OU Ostrava,

Faculty of Business and Enterprising, Karviná). Project is determined for university students, MBA students and for further education of university employees.

- eLearning portal CESNET

National centre for academic eLearning activities.

- CVUT online

Czech Technical University, Prague. Its role is to be a provider of eLearning methodology.

Guidebook – Basics of online learning and eLearning

Practical training in WebCT system, the most used solution for eLearning – CVUT has a server licence and offers it to other universities to carry on (run) their courses on CVUT server.

- Integration of disabled children to education , Solver CELN – Czech eLearning Network

Project is aimed for students with special educational needs, especially for physically handicapped children. Project use MultiMice and MultiType software. It is a new system for quality improving of learning through the PC and projector. MultiMice system – possibility of simple interaction between student and teacher and among students.

- Faculty of eLearning, Prague, Solver CELN

Project is aimed for SME. Faculty of eLearning, Prague supports SME in launching electronic training through seminars organizing and cooperation with Commercial Chamber.

- Computer Interactive Test and Educational Device , CELN - exclusive distributor for the Czech Republic

Application for basic, secondary, high schools and universities. Its components are MultiMice, MultiType and Tests. Entertaining, playful and motivating way of learning for students. For teachers very pleasant way for repeating and evaluation of students' knowledge.