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E-Learning for SMEs
- Introductory Comments -

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2010 Objectives in Education and Training – Lisbon Agenda

- Early school leavers (18-24 yrs) down to 10% (now 14.8%)
- Completion of upper secondary educ. (20-24 yrs) 85% (78.1%)
- Lifelong learning of adults (25-64 yrs) 12.5% (now 9.7)
- Low achievements in reading OECD/PISA (15 yrs) 17% (now 24%)
- No graduates in Maths, Science & Techn. 789,000 (now 886,000 US has 425,000 and Japan 226,000)
Performance by EU members

Education Level – % of adults with higher education

20% - EU average (13 above, 14 below)

26-30% - DK, FI, BE, CY, ES, EE, UK, IE, SE, NL, FR

18-23% - LT, LUX, EL, BG, SI, LV, HU, PL, AT

9-12% - DE, SK, PT, CZ, IT, MT, RO.

(in descending order)
Performance by EU members

Participation in e-learning
(target 12.5% for 2010)

9.7%  EU average (8 above, 19 below)

23-32%  -  SE, DK, UK, FIN, NL, SI, AT  (US=23%)

6-8%  -  CY, DE, IE, FR, BE, LV, LUX, EE, IT, MT, CZ, LT, PL, SK and HU

2-3%  -  EL, RO, BG.

(in descending order)
Currently **80 million** EU citizens are **low-skilled**.

By 2010 **half of all additional new jobs** on the labour market will require **tertiary education** and almost **40% upper secondary level**.

Almost half of EU workforce (some 100 million people) require upgrading their skills. This **cannot be achieved by conventional teaching only** (in spite of proliferation of institutions of higher learning).
SMEs account for 99% of all businesses in Europe; they employ 74 million people and sustain about 250 million people (half of EU citizens).

E-learning through the flexibility and facility of access it offers is seen as an important enabler of lifelong learning. However, while we can observe an increase use and impact of elearning in large European companies - up to 60% of the training needs of key players in the ICT sector is now provided by elearning) the uptake in SME's is at best slow and does not meet initial hopes and expectations (early 2000s).
The Economist eLearning Index

Country | Score
--- | ---
Sweden | 8.4
Finland | 8.3
Denmark | 8.0
United Kingdom | 7.9
Norway | 7.9
Ireland | 7.6
Netherlands | 7.6
France | 7.5
Austria | 7.5
Germany | 7.5
Belgium | 7.2
Italy | 7.1
Spain | 7.0
Greece | 6.5
Portugal | 6.3
Czech Republic | 6.1
Poland | 5.7
Slovakia | 5.5
Bulgaria | 5.0
Romania | 4.9
E-learning: US versus Europe

E-Learning Market
The US is the single largest eLearning market worldwide with revenues exceeding $17.5 billion in 2007. In 2007 the US represented over 60%. Europe is the second largest e-learning market with a share of less than 15% but the Asian market is reported to be growing faster.

According to 2008 Corporate Learning Factbook in US as in Europe, e-learning continues to grow each year as a proportion of all training expenditure.

Growth in spending
It was only slight but the US corporate learning market grew from 2006 to 2007, increasing from $55.8 bn. to $58.5 bn. The average spending per learner was $1,202.
E-learning growth

The use of self-study e-learning now accounts for 20% of student hours in the US, up from last year’s figure of 15%. This growth is driven largely by an increase in online training among small organizations.

Bersin Factbook appears to support the findings of last year’s ASTD survey that one of every three hours of training is now being delivered via some form of technology, and expected to increase in coming years.
Virtual classrooms rule

In the US 38% of companies are now using a learning management system (LMS), with the highest growth in usage among mid-market buyers but over half of all companies are using a virtual classroom tool.
Participation in work-related training or learning (% of labour force)

**Base:** Labour force (N=6,604), weighted; EU-15 weighted by EU-15 population (N=5,723)

**Questions:** C2, C9b, C14a, C14b / **Source:** SIBIS 2002, GPS
Use of eLearning (% of labour force)

- **Base:** Labour force (N=6,604), weighted; EU-15 weighted by EU-15 population (N=5,723)
- **Questions:** C2, C9b, C14a, C14b, C18a
- **Source:** SIBIS 2002, GPS
High grades (4 out of 5) to the unexploited potential of ICT - intensifying use of ICT contribute considerably to research, pedagogical and business activities. Advanced: Maribor univ., higher educational institutions and private institutions.. The most obvious laggers are humanistic institutions.

One third of the institutions estimate that e-learning is of major strategic importance. The average grade is 3.6. Again the private and higher education institutions are standing out, while University of Ljubljana and humanistic institutions are the biggest laggers.
Slovenian companies’ and (e)learning

A representative RIS 2005 telephone survey was conducted among 713 Slovenian companies in June 2005.

In large companies 9% of employees were engaged in formal education in the last 12 months. The percentage is increasing with reducing company size and attains 16% for micro companies. For all companies this percentage is 11% and with weighting on population it amounts to 16%.

Only 1% of employees, working in Slovenian companies, have been educated abroad in the last year.

E-learning is a term, familiar in 76% of large companies and only 41% of micro companies. Approximately 1/5 of sample companies were already engaged in e-learning activities.
Slovenian companies’ and (e)learning

• 10% of employees, involved in education in the last year were engaged in e-learning programme (2% in large and 28% in small companies). In the past year 1% of employees in Slovenian companies was engaged in e-learning.

• Although a relatively low percentage of e-learning in companies is in use (around 15%), the interest for e-learning is three times higher compared to actual use.

• Around 1/5 of medium, small and micro and 43% of large companies are engaged in internal e-learning and on-line material over intranet.

• The companies that have already used e-learning for their employees are using e-learning mostly for the area of computer science and informatics.

• The companies, which have already used e-learning for educating their employees, are satisfied with this kind of education (average grade 3.6 on scale 1 to 5).