

REPORT « ASSESSMENT OF DEMAND »

Project PLE-Baum N° 503760-LLP-2009-DE-LEONARDO-LMP

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Employer

Part 1 - Short report of the results for every question

Part 11 – Employer characteristics

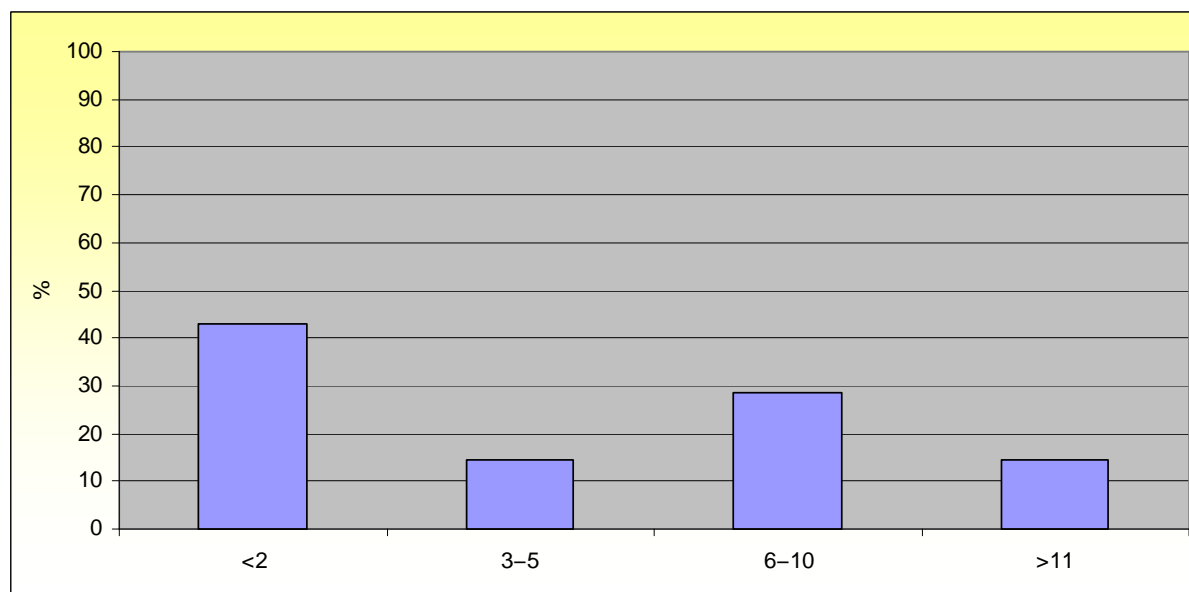
Preamble: It should be noted that it was very difficult to attract businesses to answer the questionnaire. The questionnaire was sent to 25 companies. With only very few responses we did have to contact the companies by phone asking them to fill in and send back the questionnaire or asking to visit and meet them. Most business managers answered that the topic is of no interest to them as they have other priorities and no time to spend in filling out a questionnaire. In France, the arboriculture and forestry sectors are highly suffering from the economic crisis and entrepreneurs use their energy finding new markets which imply that they are not available.

a) Age-group

The age groups the most represented are those aged 26-35 and 45 +.

b) Number of employees

Nearly 43 percent of them are very small companies with fewer than 2 employees.



c) Evaluation of the employee's method of operation

Nearly half of the companies favour work done by employees in autonomy.

d) Group composition

Option 1: Group of 2 to 3 qualified persons who perform similar activities by turn

Option 2: Group with a team leader, 1 tree worker and 2 workers

Option 3: Group with one tree worker and 2 workers

The versatility of tree workers is a strong demand.

e) Qualification

Most entrepreneurs have a high school education and are graduated in arboriculture.

f) Origin of new branch-orientated information

Although the origins of information vary, the most favoured one remains the information exchange between professionals.

g) Channel of new information among employees

The most used is the oral channel

h) New information storage

There is no system for storing and managing information

i) Employee advanced training

Traditional training and transfer of knowledge between colleagues are the most usual alternatives.

j) Employee additional training decider

In most cases the employer is the one who plan the training for the employees even if the employee's opinion is often sought

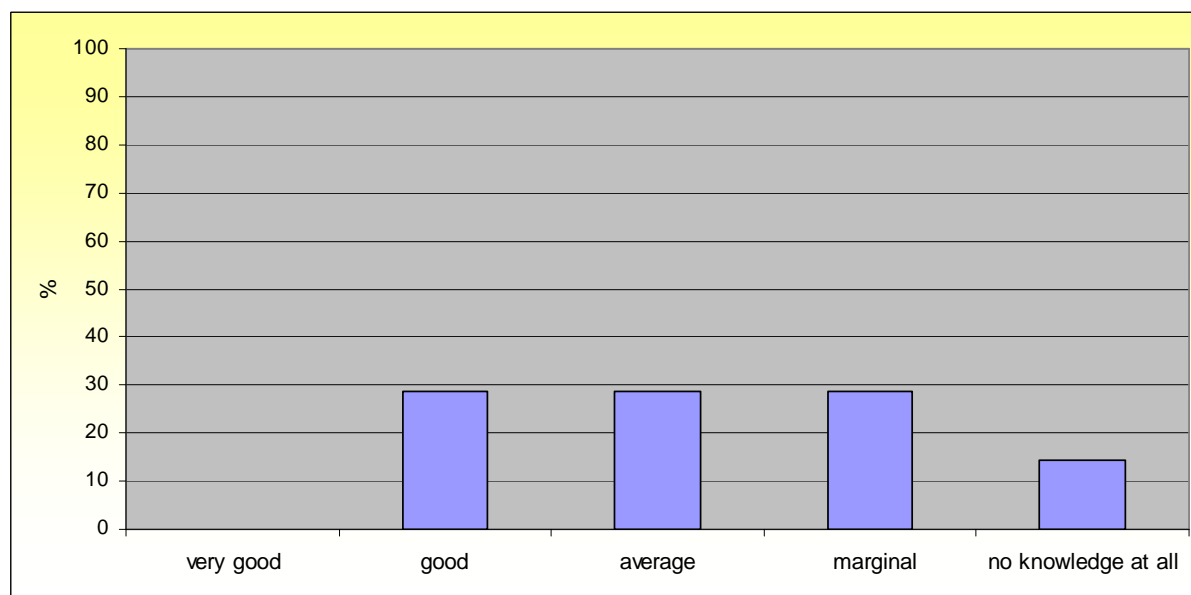
k) Training sector

Organization of work out in the field and safety are the training topics the most requested.

Part 12 – Knowledge about E-Learning / Web 2.0 / competence in multi-media-technique / technical environment

a) Rate of computer knowledge

No clear trend is outstanding even if 43% of entrepreneurs have poor knowledge in IT.



b) Computer access

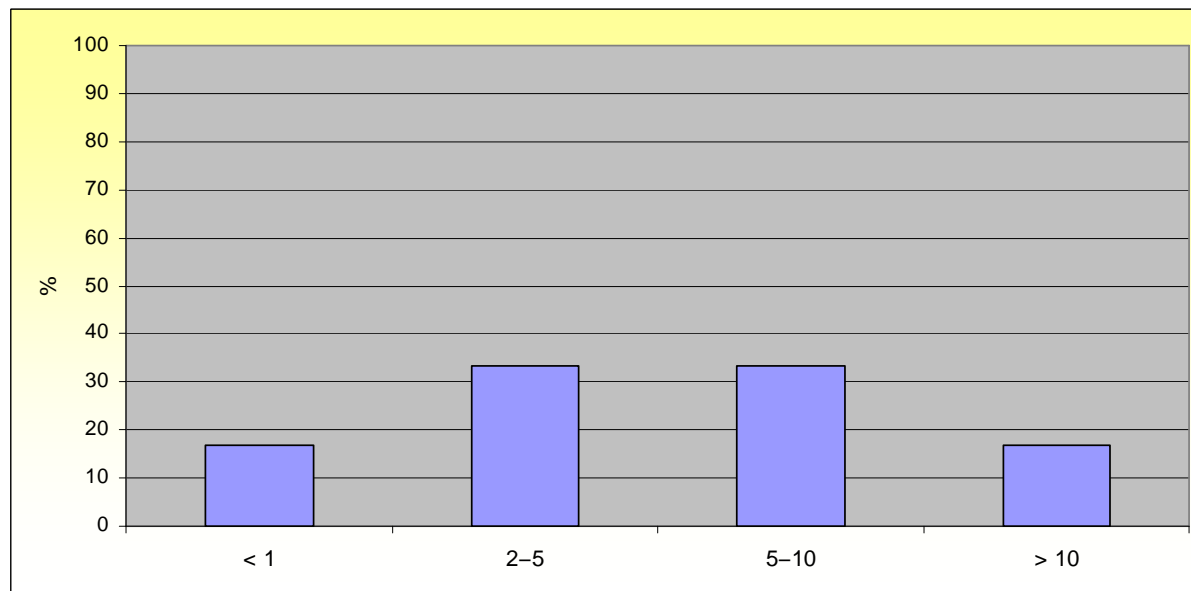
Results from this issue are not significant because in most cases the company computer is at the entrepreneur's home.

c) Internet connection speed

Over 57% of entrepreneurs have no idea of their Internet connection quality and efficiency.

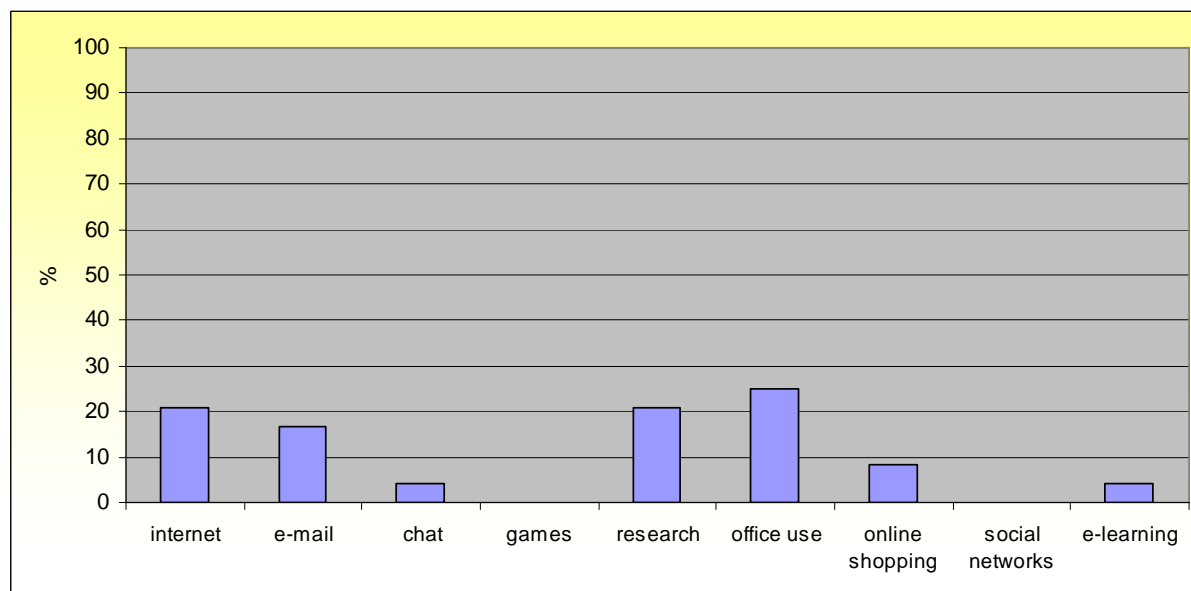
d) Number of computer use hours

It is difficult to give a clear trend on this question although it may be noted that half of entrepreneurs use their computer less than 5 hours per week.



e) Computer use

No specific use is prevailing. Yet, it appears that computer use is much more focused on work.



f) E-learning experience

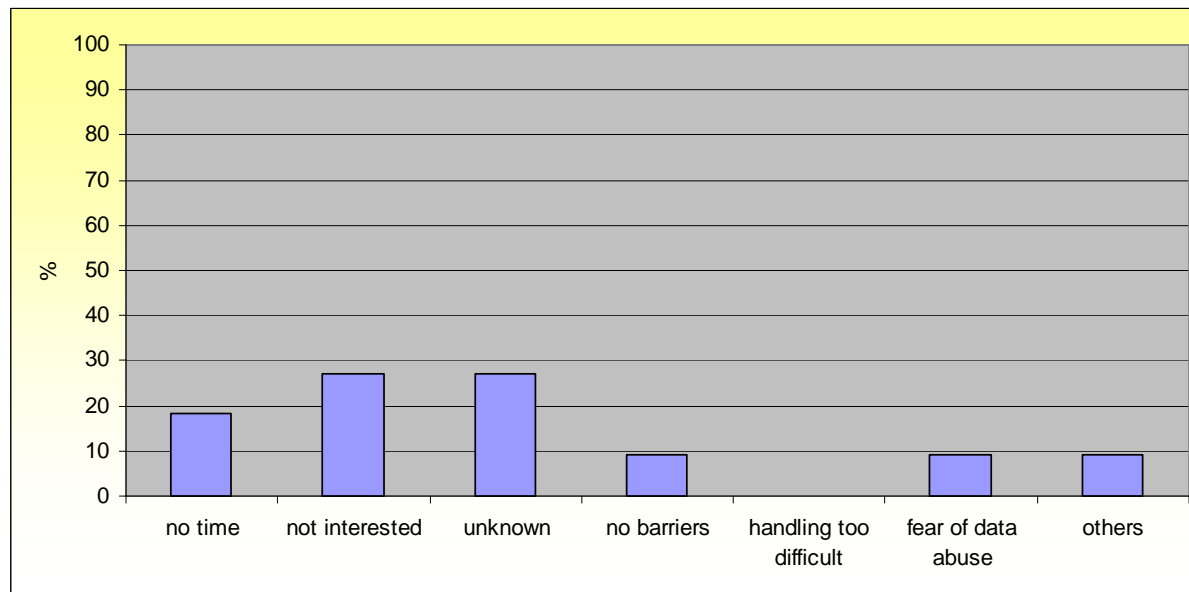
No company has experienced E-learning before.

g) Knowledge of web 2.0 technologies

Apart from a few who know a little about forums and blogs, almost all companies have no knowledge in Web 2.0 technologies

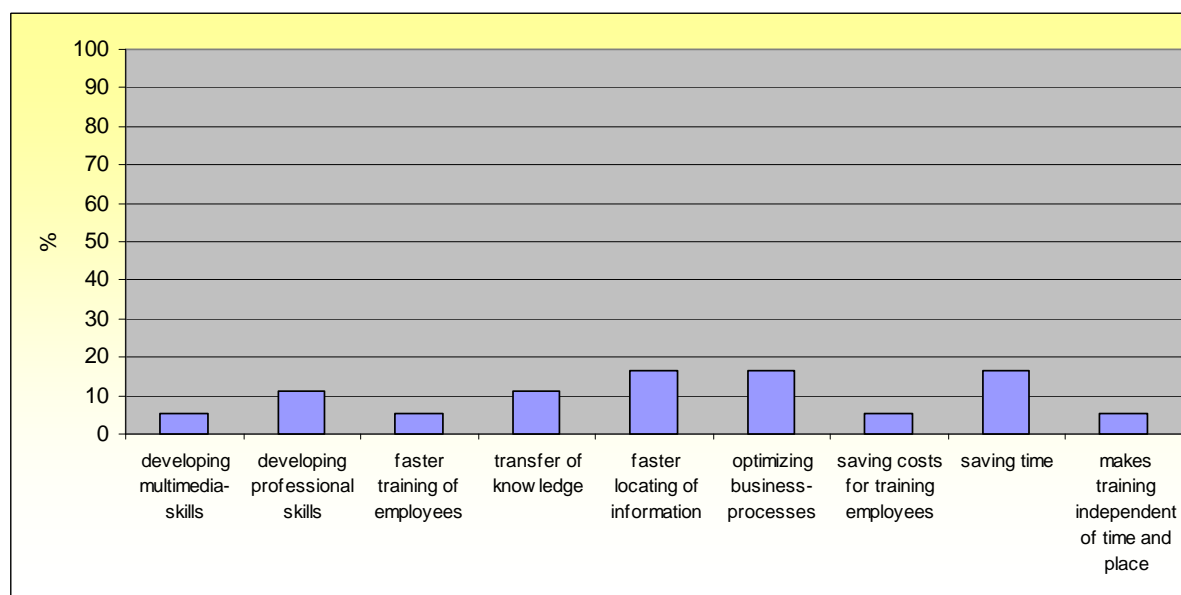
h) Possible barriers for using Web 2.0 technologies

Over 45 percent of companies say they have no time or little interest in using these technologies. But it seems difficult to have an objective view when the proposed technologies are not understood.



i) Advantages of these new technologies

No trend is prevailing even if, overall, time saving seems to be the point the most stressed out.



Part 13 – Expectations for the project

a) Circumstances to introduce a PLE in the enterprise

Both the training on how to use these new technologies and the assistance of an external expert are the two most important conditions for the installation of a PLE in the company.

b) Benefits expected

To have access to technical information and to improve the quality management of the company are the two main benefits expected.

c) Working time give to the employees for personal development

Most companies agree to let 3 to 4 days to their employees for their own personal development

d) Budget

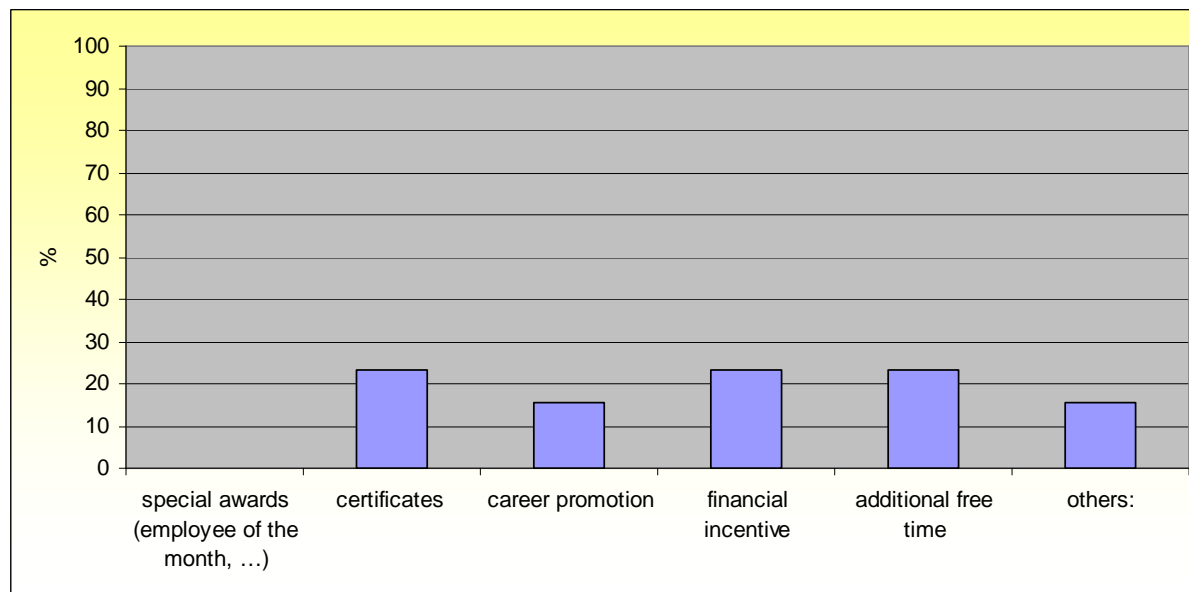
Most companies can afford to pay between 500€ and 1000€ for the personal development of their employees.

e) Tool qualities

The tool should be used effectively for the development of the business. It should be easy to use, quick to install and ensure efficient storage of information.

f) Employees motivation

No trend is prevailing



Part 2 - Synthesis

Part 21 - Basic information

The companies surveyed are mostly very small ones and the leaders, usually well qualified, are young. Entrepreneurs rely on their employees and give them considerable autonomy in their daily work.

The organization of work obviously depends on the size of the company and as most of them have less than 2 employees there are strong relations between the manager and the employee.

Contractors obtain up-dated information through exchanges with their colleague and they relay the newly collected information to their employees. The tradition of the oral transmission of knowledge is highly important but the consequence is the loss of the knowledge with the person as no information management system exists.

When an employee is taking a training course it is essentially a traditional one and it is taken place in a training centre. This is partly explained by the fact that the training programs are often geared towards professional practice. The choice of training is shared in rather small companies but it is the manager's initiative in the biggest.

Part 22 - Knowledge about E-Learning:

Overall, the entrepreneurs have no significant knowledge in the use of a computer which is one of the first obstacle to the implementation of a PLE in their business. However, there is no link between the age of the manager and his ease in using a computer.

Often, there is no geographical and physical distinction between the company and the entrepreneur's home. The result is that the computer is more used by other family members than by employees, so in fact the computer is not available for the training of the employees.

Professionals have little use of their computer apart from purely professional purposes to make estimates, invoices, business mailing, on line administrative forms and accountancy. They perceive the computer as a tool for business administration and have no interest nor in technical environment nor in extensive usage they could make. Thus, no company has ever experienced e-learning because it is not part of their culture.

In the same logic, except from a few who know a little about forums and blogs, almost all companies have no knowledge about Web 2.0 technologies and simply have no time or little interest in them. As they do not know about these technologies they can only perceive and stress out time saving as an outstanding advantage.

Part 23 - Expectations for the project

Training courses to improve the use of these new technologies and the assistance of an external expert are the two most important conditions for the implementation of a PLE in the company.

To have access to technical information and improve quality management in the company are the two main benefits expected.

Most of them agree giving time to their employees and financing their personnel capacity building. However, we should remain cautious on this point because experience has proved that there is sometimes a great difference between the intent and reality.

The companies are requesting that the created tool serves concretely the business development; it should be easy to use, quick to implement and ensure efficient storage of information.

Part 3 – General conclusion

The size of the companies supposes that the tradition of oral transmission of knowledge is highly prevailing and the evolution of this knowledge transfer method will require a cultural revolution that will need time to become effective. Indeed, the relationship between the manager and the employee is highly important and is the same as between a trainer and a trainee and neither one nor the other is ready to accept that a "tool" is in the position of transferring skills.

The computer being also used traditionally and in a context with difficult access for employees, we can apprehend a difficult implementation of the PLE. Since contractors are not aware about the technologies offered by Web 2.0, the only convincing and relevant criteria is "saving time".

To be successful it is important to be able to prove companies that the newly created tool will be able to provide concrete support in the development of the business and to be easy to use. After the demonstration phase we can assume that companies will be ready to experiment it along with an individual practical training to build their capacity with these new technologies and the implementation of an external expert assistance.

Employee

Part 1 - Short report of the results for every question

Part 11 – Employee characteristics

a) Age-group

The age-group the most represented is the ones aged 18-25

b) Number of employees

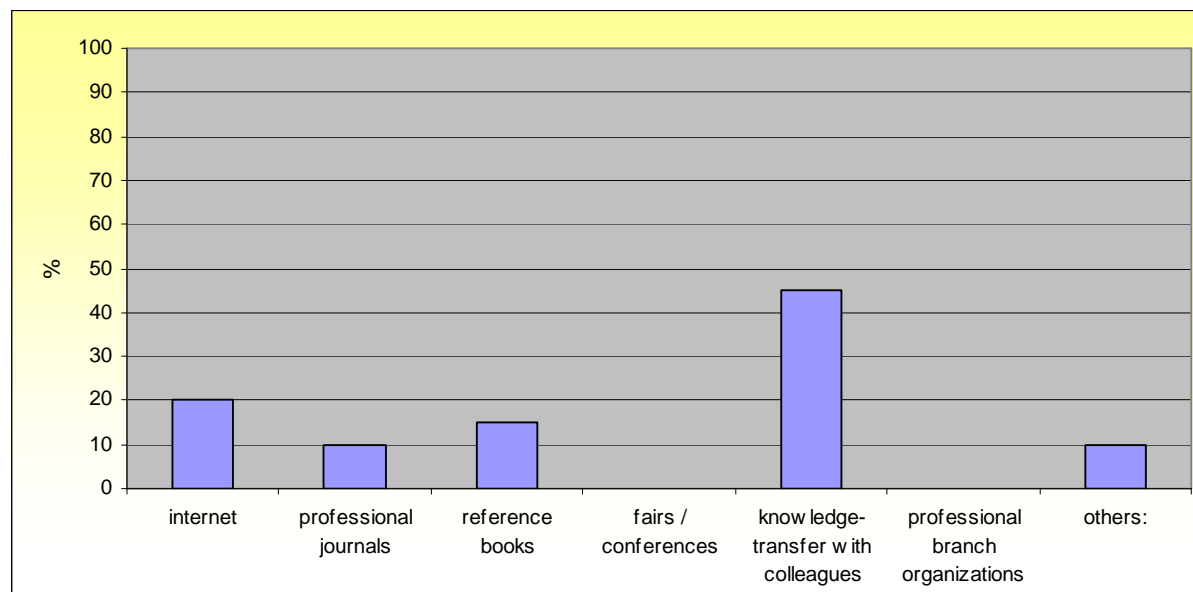
60 percent of them are very small companies with fewer than 2 employees.

c) Qualification

Most of them have a high school education and are graduated in arboriculture.

d) Origin of new branch-orientated information

Although the origins of information vary, the most favoured one remains the information exchange between professionals



e) Circulation way of new information among employees

The most used is the oral channel (over 90 %).

f) Advanced training

Traditional training courses (54%) and transfer of knowledge between colleagues (27 %) are the most used alternatives.

g) Additional training decider

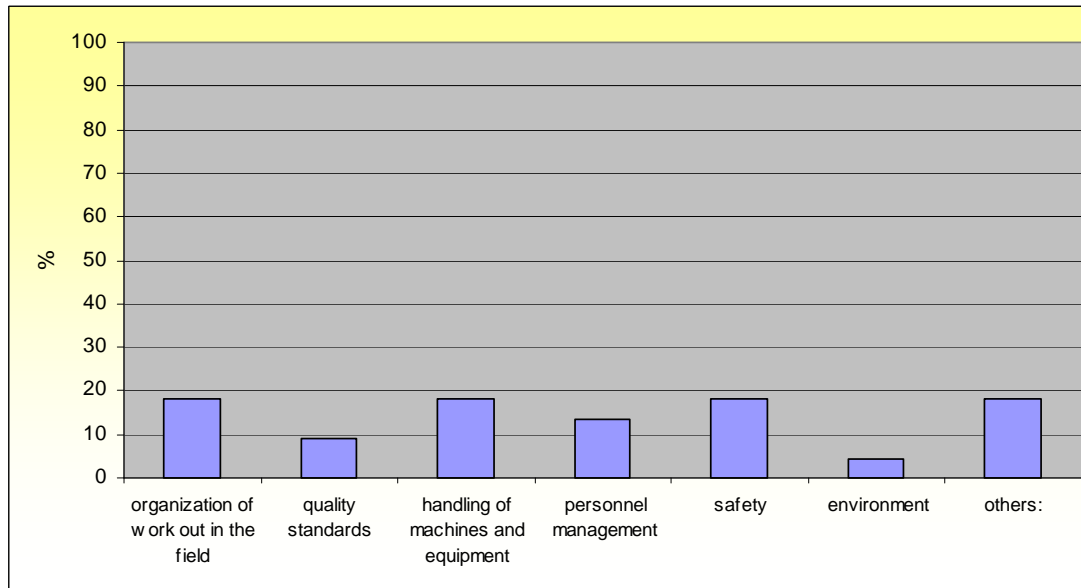
In most cases the employer is the one who plan the training for the employees even if the employee's opinion is often sought

h) New information storage

There is no system for storing and managing information

i) Training sector

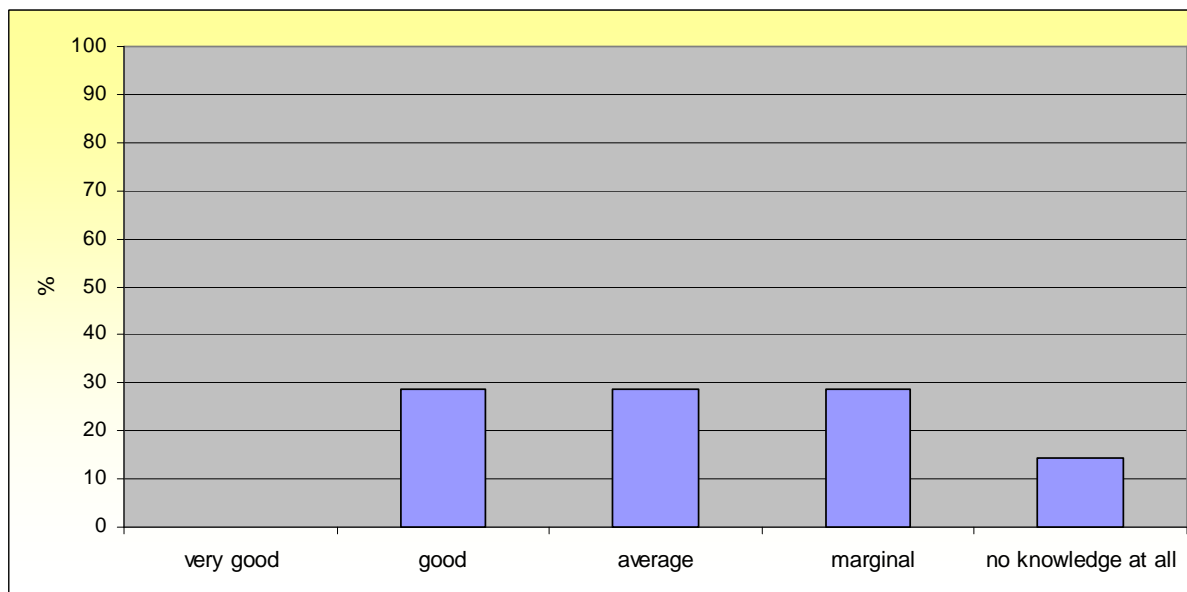
Organization of work out in the field, use of engines and equipments and safety are the 3 training topics the most requested.



Part 12 – Knowledge about E-Learning / Web 2.0 / competence in multi-media-technique / technical environment

a) Rate of computer knowledge

60 % of employees have average computer knowledge.



b) Computer access

The computer access is mainly from private home (73%).

c) Internet connection speed

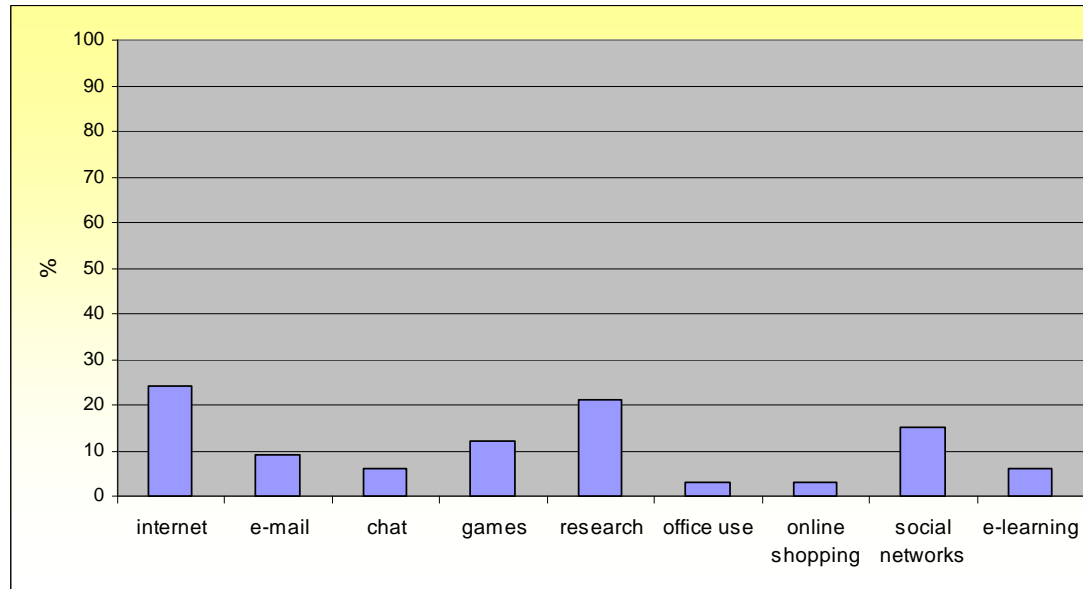
80 % of employees have no idea about their Internet connection quality and efficiency.

d) Number of computer use hours

Half of the employees use their computer for less than one hour per week and a total of 90% use it less than 5 hours.

e) Computer use

No specific use is prevailing. Yet, it seems that the computer is used to search information on the web.

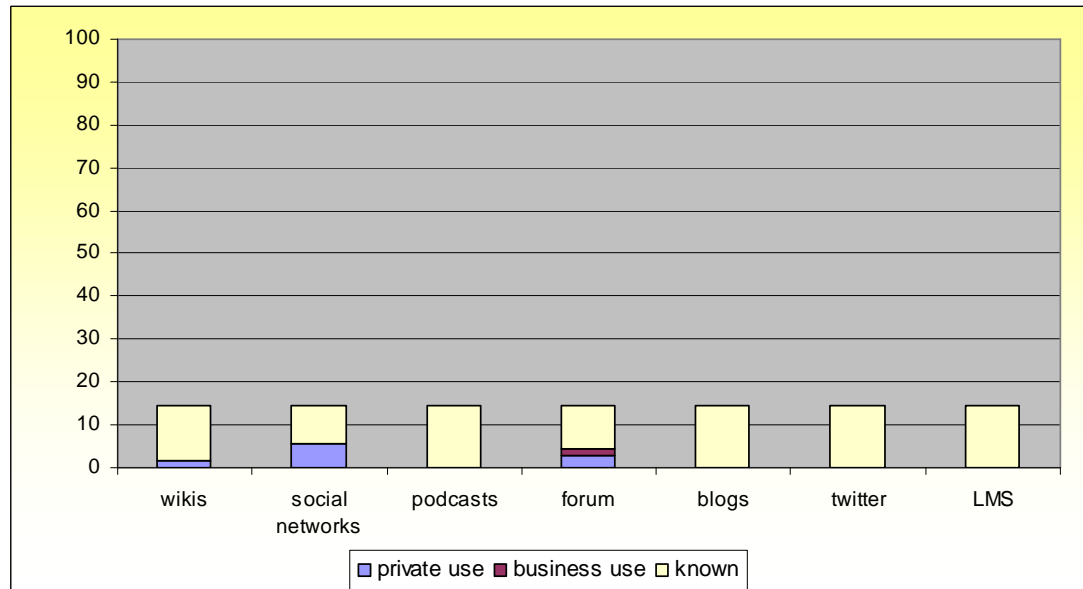


f) E-learning experience

No employee has experienced in E-learning before.

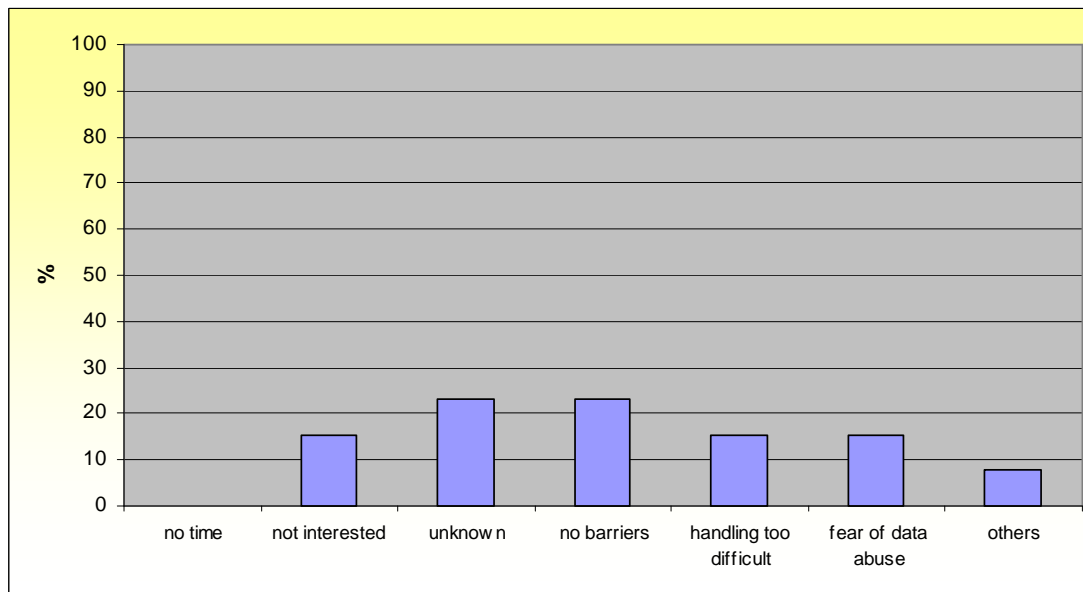
g) Knowledge of web 2.0 technologies

Apart from a few ones who know a little about wikis, social networks and forums, most of the employees have no knowledge in Web 2.0 technologies



h) Possible barriers for using Web 2.0 technologies

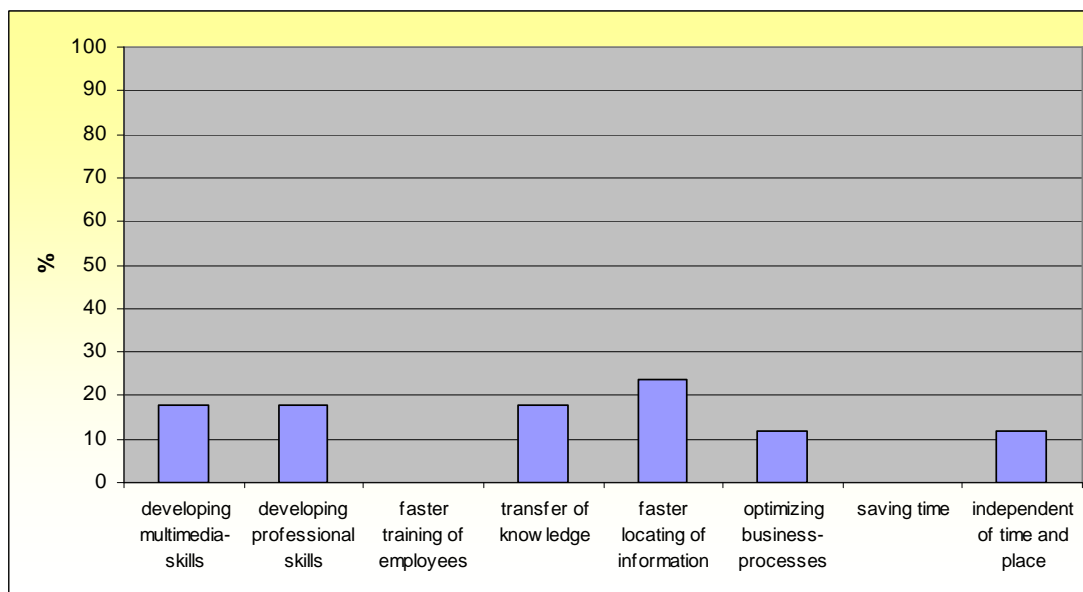
It is difficult to provide relevant information about this issue. Indeed, employees are split between the lack of knowledge about these technologies, which mean difficulties in taking position, and the fact that there is no particular obstacle to their use.



Part 13 – Expectations for the project

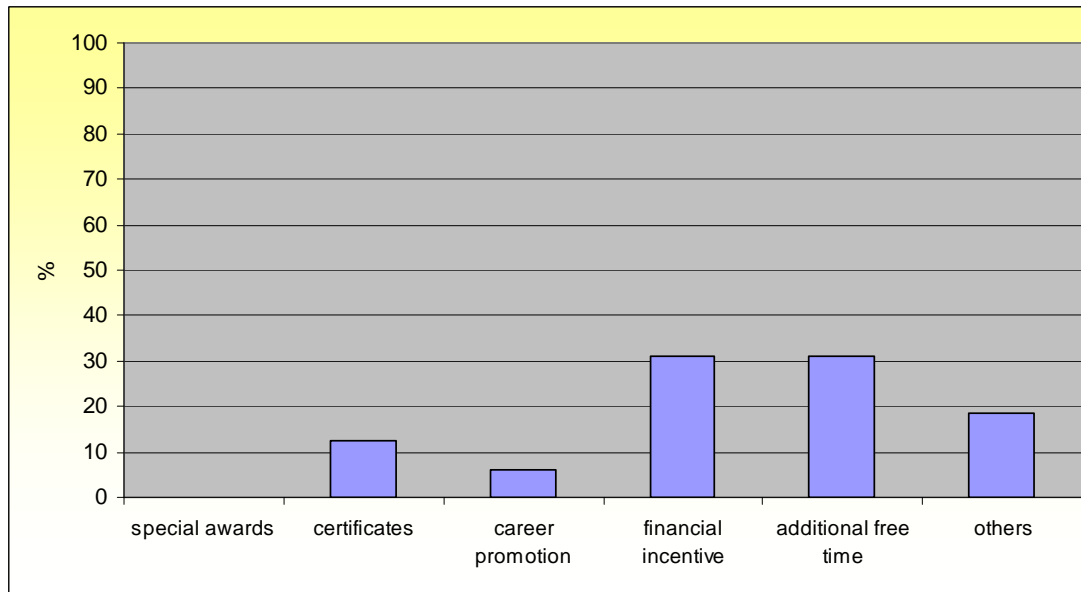
i) Advantages of these new technologies

No trend is prevailing although the capacity to find and collect information rapidly is a predominant criteria.



j) Employees' motivation

The financial incentive (the bonus is also mentioned in the category 'other') and extra days off are the two major motivations.



k) Working time spent by the employees for their personal development

There is no clear prevailing trend on this issue. 40% would agree to spend between 3 and 4 days and 40% over 6 days.

Part 2 - Synthesis

Part 21 - Basic information

The employees surveyed are fairly young, working mostly in small businesses. Employers trust them and let them considerable autonomy in their daily work.

The organization of work obviously depends on the size of the company and as the majority of them have less than 2 employees there are strong relations between the manager and the employee.

Employees obtain up-dated information through exchanges with their colleague and the employer. The tradition of the oral transmission of knowledge is highly important but the consequence is the loss of the knowledge with the person as no information management system exists.

When an employee is taking a training course it is essentially a traditional one and it is taken place in a training centre. This is partly explained by the fact that the training programs are often geared towards professional practice. The choice of training is shared in rather small companies but it is the manager's initiative in the biggest.

Part 22 - Knowledge about E-Learning:

As there is no geographical and physical distinction between the company and the entrepreneur's home the employees have no access to a computer for their own training. Therefore if they need to use a computer it is mainly from home.

The knowledge level of workers in computing is higher than the one of the employer. Conversely they use it much less, mainly to make research on Internet. But just as their employers, employees have no interest nor in technical environment nor in extensive usage they could make. Thus, no employee has ever experienced e-learning because it is not in their habits.

In this logic, except a few who know something about wikis, social networks and forums, almost all workers have no knowledge of Web 2.0 technologies and are shared between the failure of these technologies can not be decision and the fact that there is no particular obstacle to their use.

Part 23 - Expectations for the project

No trend is really prevailing although for employees it is important to collect and find information quickly.

The financial incentive (the bonus is also mentioned in the category 'other') and extra days off are the two major motivations.

Employees are willing to devote time for their personal development as 40% would agree to spend 3 to 4 days and 40% over 6 days.

Part 3 – General conclusion

The conclusions are similar to the ones for companies. The tradition of oral transmission of knowledge is highly prevailing and the evolution of this knowledge transfer method will require a cultural revolution that will need time to become effective. Indeed, the relationship between the manager and the employee is highly important and is the same as between a trainer and a trainee and neither one nor the other is ready to accept that a "tool" is in the position of transferring skills.

The computer being also used traditionally and in a context with difficult access for employees, we can apprehend a difficult implementation of the PLE. The situation is complex as the knowledge level of employees in computing is higher than the knowledge level of employers which implies that the knowledge transfer shall be the other way round. But will the entrepreneurs accept this reversal?

Since employees know little about the technologies offered by Web 2.0, the only convincing and relevant criteria is "saving time when searching information".

However, if the employee is willing to invest time, he has great expectations in terms of tangible return on investment from the employer. If the situation is not clear right at the beginning of the implementation of a PLE in the company it is likely that the employee withdraw quickly from the process.

Students

Part 1 - Short report of the results for every question

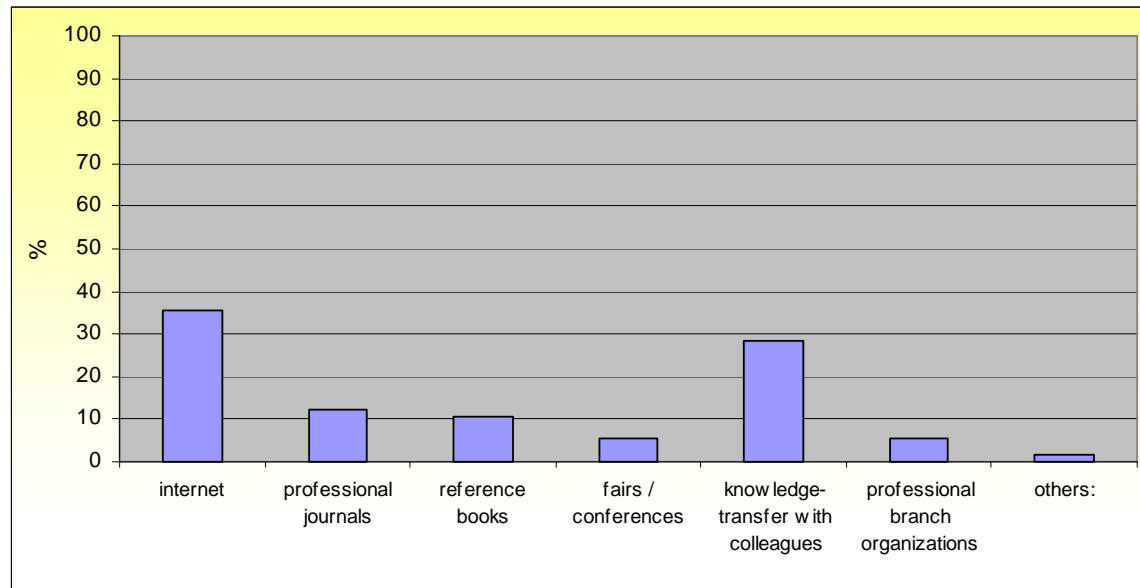
Part 11 – Students characteristics

a) Age-group

The age-group the most represented is the one aged 26-30

b) Origin of new branch-orientated information

Even if the exchange between colleagues is still very important, the prevailing origin is Internet



c) Circulation way of new information among employees

The most used alternative is formal or informal oral communication (80 %).

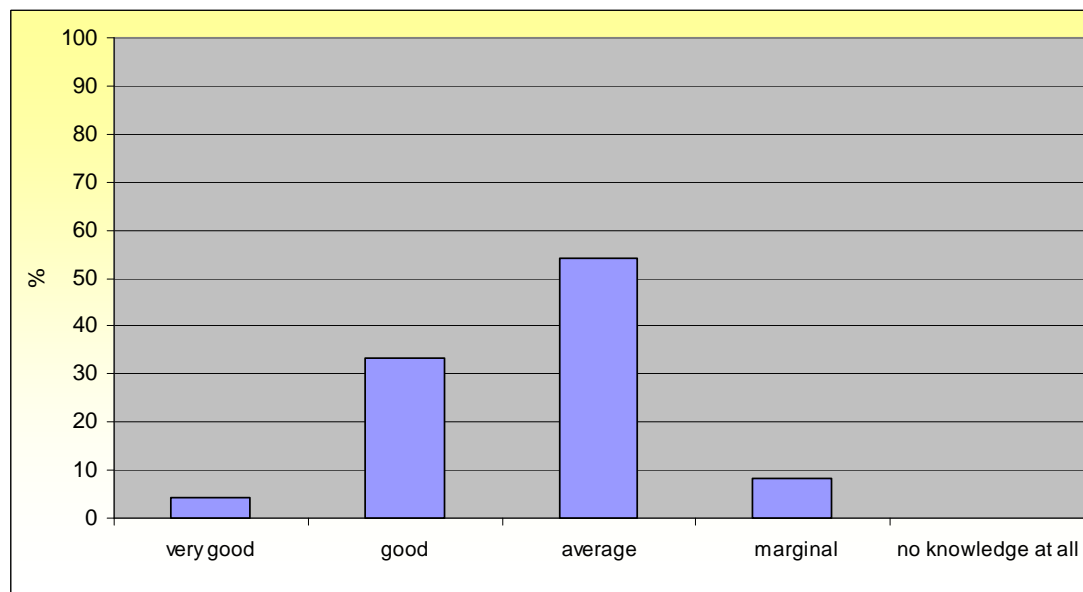
d) Advanced training

Traditional training (61%) is the most used alternative

Part 12 – Knowledge about E-Learning / Web 2.0 / competence in multi-media-technique / technical environment

a) Rate of computer knowledge

54 % of trainees have average computer knowledge.

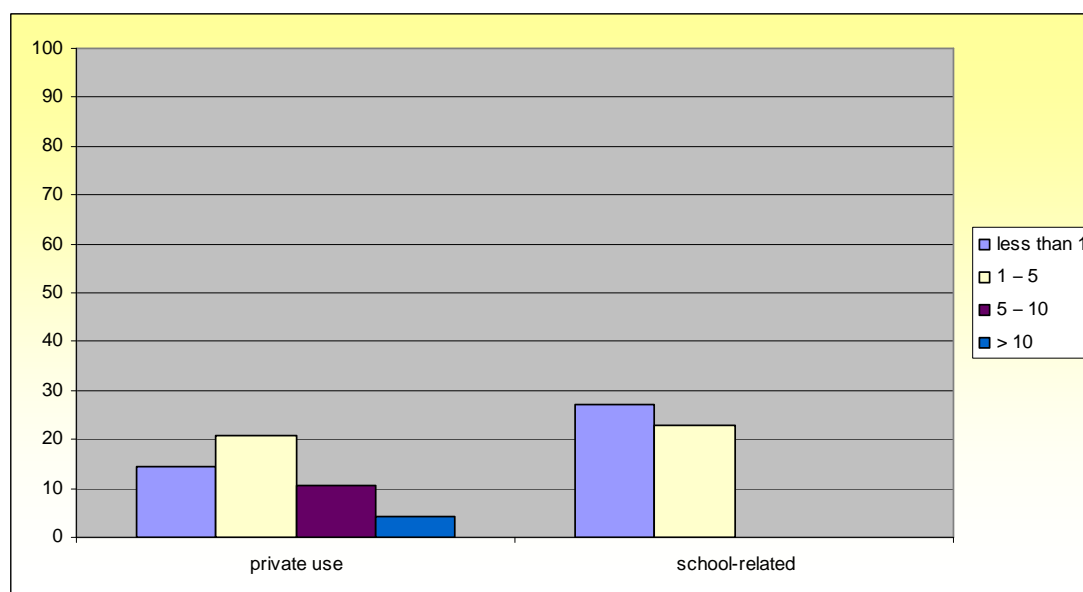


b) Technical equipment

Computer classroom with Internet access (100%).

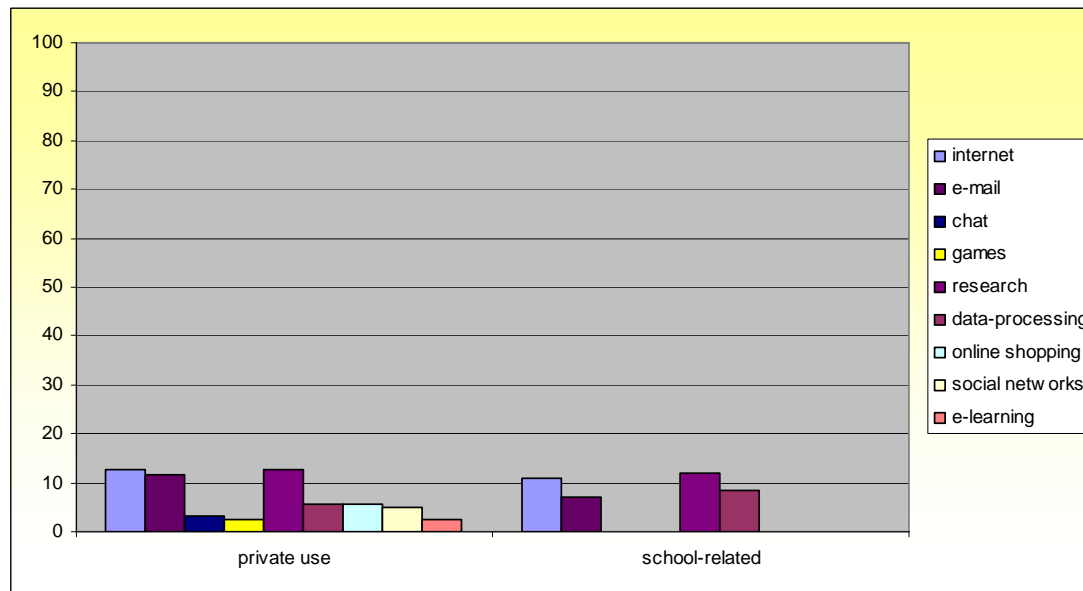
c) Number of computer use hours

Trainees spend as much time in front of a computer at the training centre as at their home. However, short time use is at the training centre rather than long time use at home.



d) Computer using

Private use is mainly Internet, mail box and information search. The use at the training centre is about the same but adding data-processing.

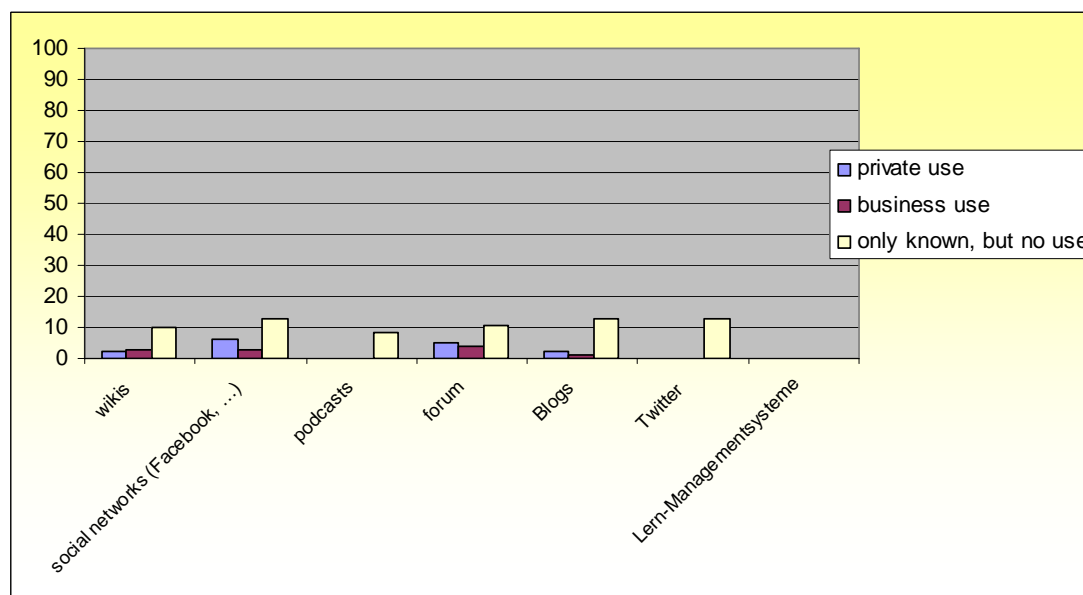


e) E-learning experience

Almost no trainee has experienced E-learning.

f) Knowledge of web 2.0 technologies

Apart from a few ones who know a little about wikis, social networks, forums and blogs, most of trainees have no knowledge about Web 2.0 technologies. Their use is mainly in the private sphere.



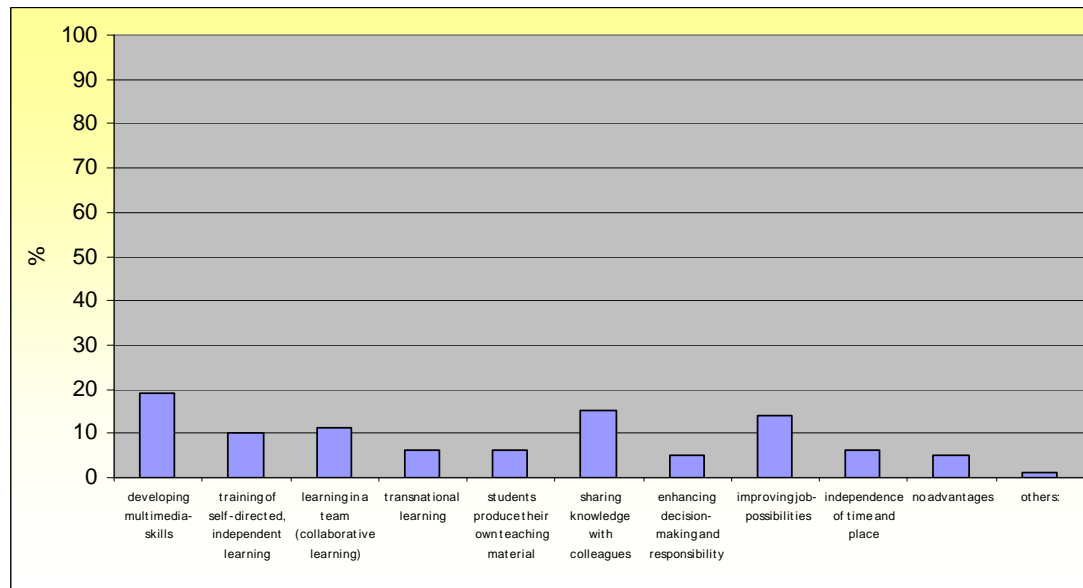
g) Possible barriers for using Web 2.0 technologies

Two trends are prevailing. A lack of knowledge about these technologies (33%) so it makes it difficult for them to take a position and the fear of a misuse of the data transferred (30%).

Part 13 – Expectations for the project

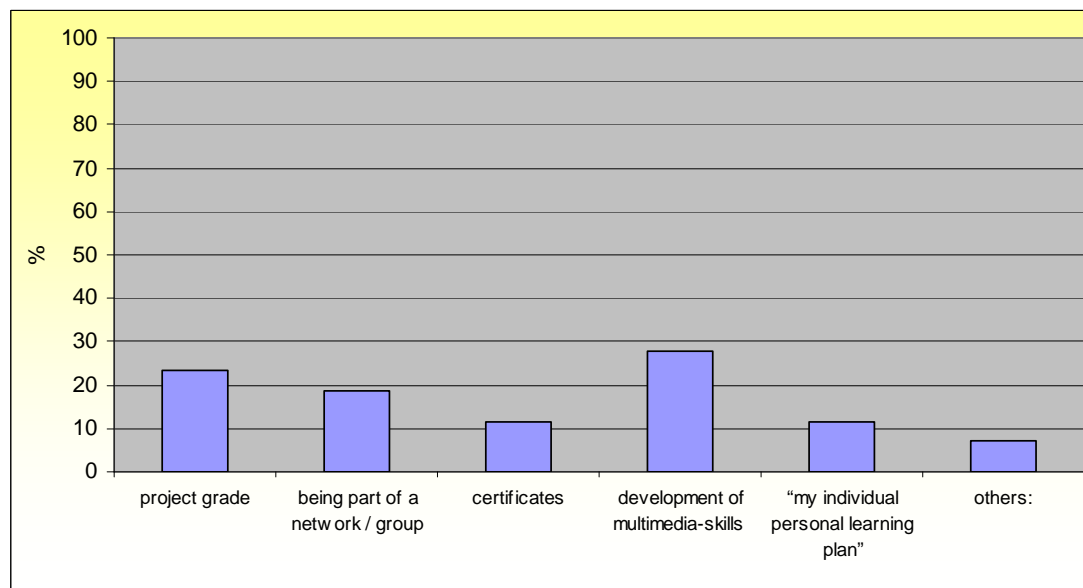
h) Advantages of these new technologies

Three trends are prevailing. The possibility to develop multimedia skills (19%); the possibility to easily share knowledge with other trainees (15%); the possibility to increase the chance of finding a job (14%).



i) Trainees' motivation

Two trends are prevailing. The development of multimedia skills (28%) and the possibility to obtain evaluation results online (23 %).

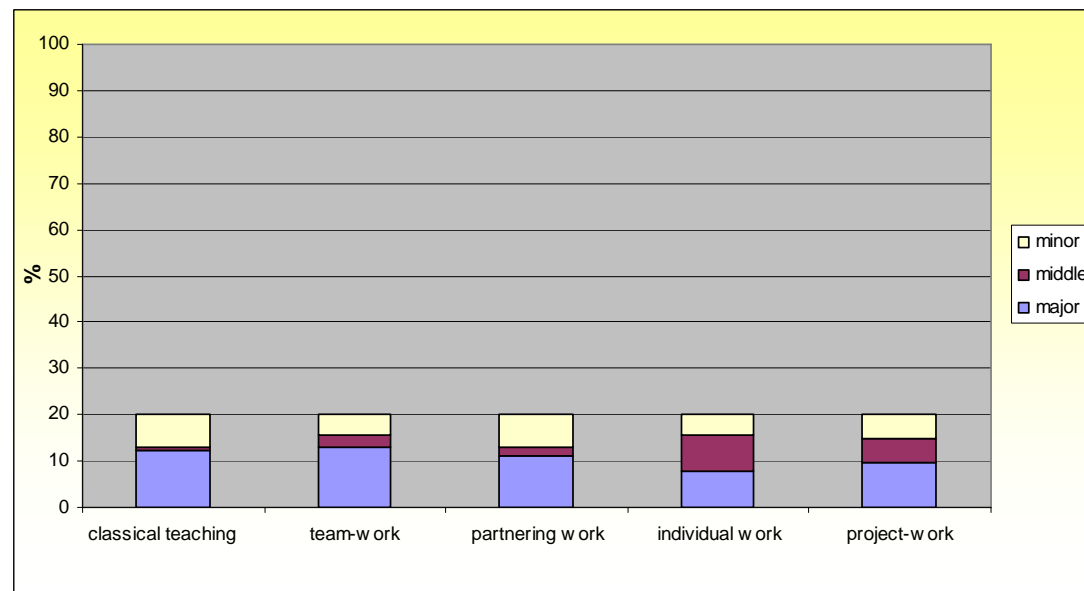


j) Favoured Learning technique

The traditional method is acclaimed with 57% followed by group work (33%).

k) Teaching methods

Obviously we find the traditional method and teamwork as the most requested methods. The individual work is, on the contrary, the least popular.



Part 2 - Synthesis

Part 21 - Basic information

Although the age group the most represented is the one aged 26-30, no link was found between age and level of knowledge in computering.

Although exchanges between colleagues remain important the origin of the information the most favoured is internet which is a significant difference between trainees and the business world. On the opposite the information transfer is still very traditional as it is formal or informal oral communication.

Similarly, for training courses undertaken before starting the training, traditional training has been the most widely used, even among younger students.

Part 22 - Knowledge about E-Learning:

54% of students have limited knowledge in computer which is explained by the fact that trainees did not take general studies but more technical one in which computer education is not very developed. It is also the reason why hardly any student has experienced e-learning.

During their training course, they have free access to a computer room with Internet access which allows them to use computers on a large time panel. Trainees spend as much time in front of a computer at the training centre as at home. However, short-time use of the computer is at the training centre whereas long time use is at home.

Private use is mainly for Internet, mail box and information search. The use of the computer at the training centre is the same but we can add data-processing.

Apart from some who know a few wikis, social networks, forums and blogs, almost all trainees have no knowledge of Web 2.0 technologies. Their use is mainly in the private sphere. Two trends emerge. A breach of these technologies who can not pronounce and the fear of misuse of data transmitted. This fear is especially of the various press releases reporting the misuse of social networks where elements of privacy life are found public.

Part 23 - Expectations for the project

Three advantages linked to the use of these new technologies are prevailing: The development of multimedia skills, the ability to easily share knowledge with other students and increase their chances of finding a job. These benefits are closely related to the motivations of students seeking in these tools ways of improving their performance at the training centre but also beyond the time their training.

Paradoxically trainees favour traditional methods of training that do not use these new technologies. In addition, individual work is least popular while the use of PLE requires a minimum of ability to work independently and be able to have some work done alone sometimes.

Part 3 – General conclusion

Although exchanges between colleagues remain important, the most favoured information channel is Internet which is a significant difference between trainees and the business world. This change in the attitude of trainees should affect the attitude of companies and thus change practices in companies. However the information transfer is very traditional as it is formal or informal oral communication.

The training courses undertaken before starting the training, even among younger trainees, are traditional courses. The ubiquity of traditional education is a real handicap when you want to change practices because the risk is to destabilize the trainees who are then likely to reject changes proposed in the teaching methods.

The paradox is very important because if students have a precise idea of how Web 2.0 technologies could provide them a more efficient training, they favour traditional training methods not using these new technologies. In addition, individual work is least popular while the use of PLE requires a minimum of ability to work independently and have work done alone sometimes.

If you want to successfully introduce a tool such as the PLE, it is essential to reassure trainees that it comes complementarily with their current education system and that its purpose is not to upset their current learning methods. Therefore it is important to move gradually from a face to face learning position to a side by side position if we want students to accept this development. An important psychological element to be considered is that for some students, the integration to a training course is assimilated to a resocialization process in which the trainees group becomes a family unit. To propose solutions that would upset the teaching process, even very temporarily, the group effect may have a negative impact on that kind of students.

Teachers

Part 1 - Short report of the results for every question

Part 11 – Teachers characteristics

a) Age-group

The age-group the most represented is the one aged 40

b) Rate of computer knowledge

57 % of trainers have good computer knowledge and 29 % a very good.

c) Number of students instructed

86 % of trainers train less than 50 trainees per year

Part 12 – Knowledge about E-Learning / Web 2.0 / competence in multi-media-technique / technical environment

d) Technical equipment

Computer classroom with Internet access (87.5 %). A firewall prevents students from connecting to sites unrelated to their training.

e) Internet connection speed

Nearly half the teachers (43%) have no idea about the quality of their Internet connection.

f) Number of lessons using a computer

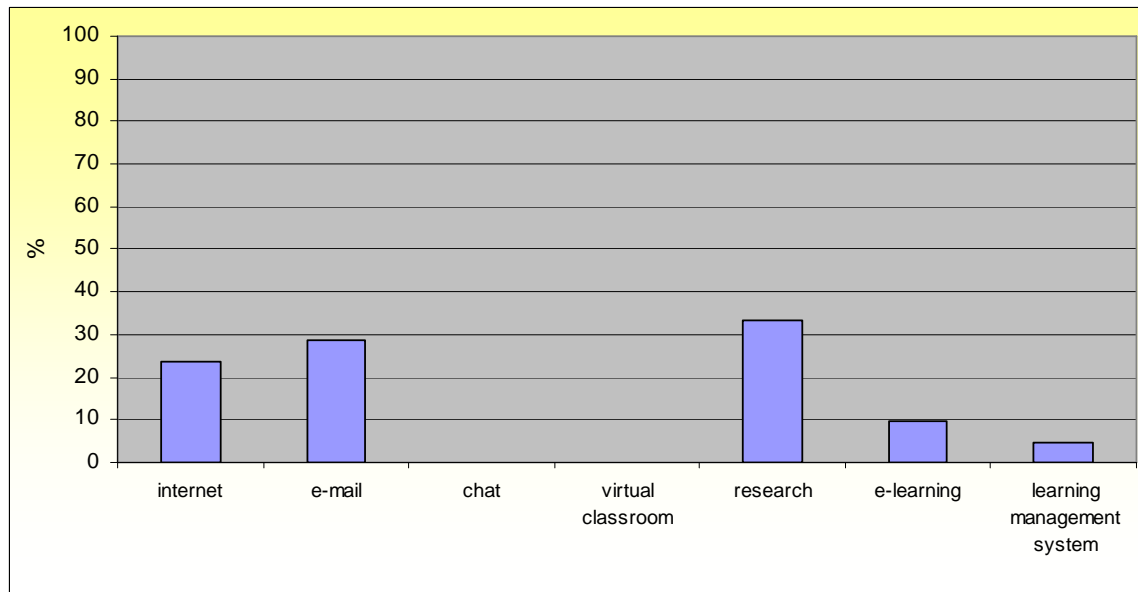
More than half (57%) use the computer to lead between 1 and 5 training course, but 43% are undertaking less than one course per week.

g) Number of hours of computer use by trainees

Over 71% of students use a computer during their training.

h) School-related activities

The computer is mainly used to search information on the Internet (57%) and to send emails when applying for job internship and job offers.

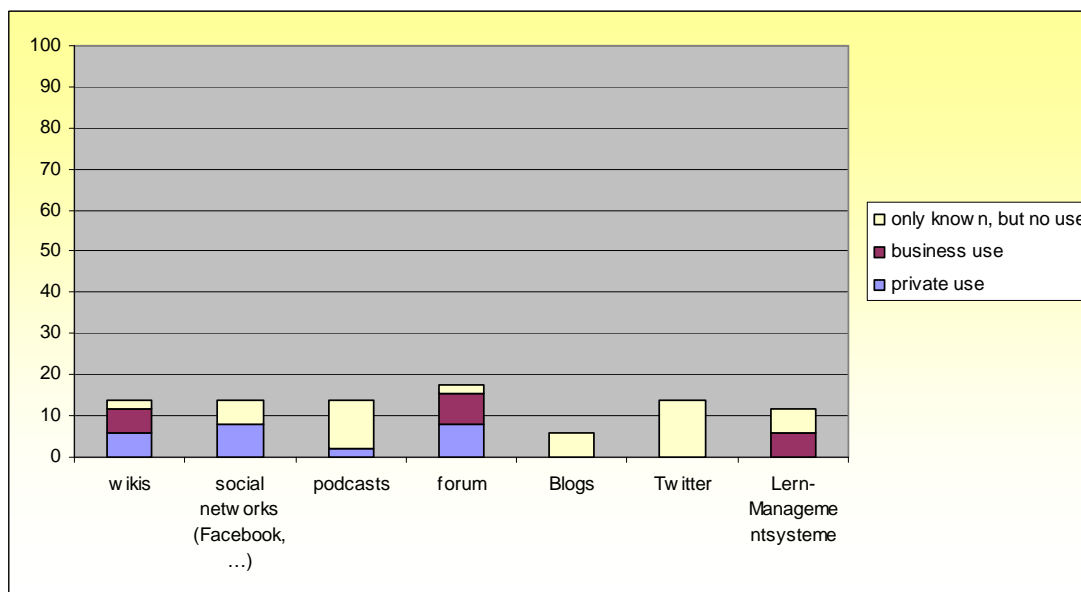


i) E-learning experience

71 % of trainers have not experienced E-learning.

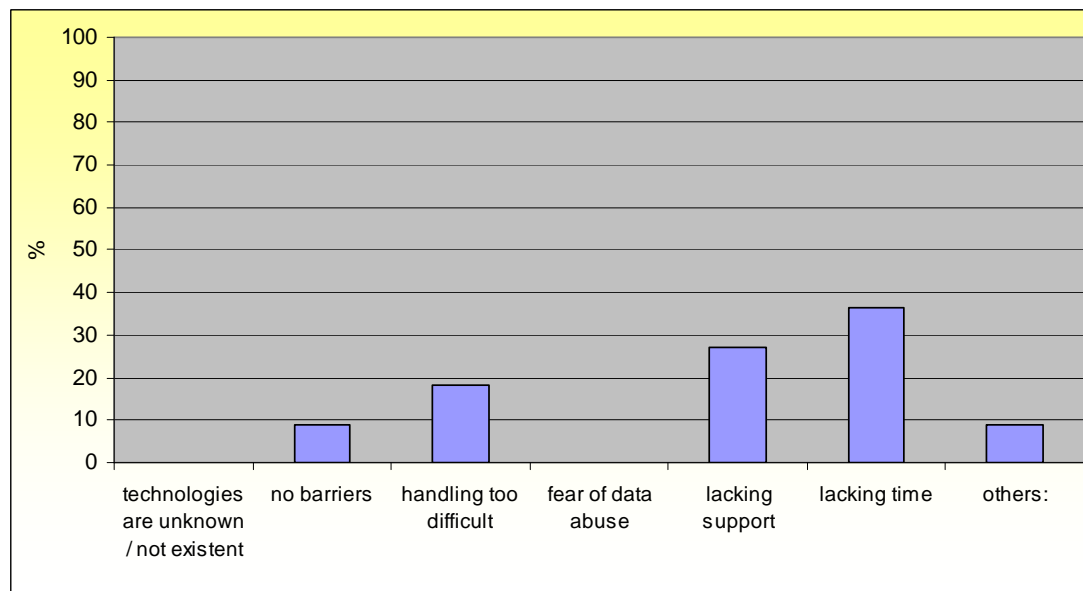
j) Knowledge of Web 2.0 technologies

Most trainers know wikis, social networks, forums and LMS. However, their use is more within the private sphere than the professional one. Podcasts, blogs and twitter are not used by the trainers.



k) Possible barriers for using Web 2.0 technologies

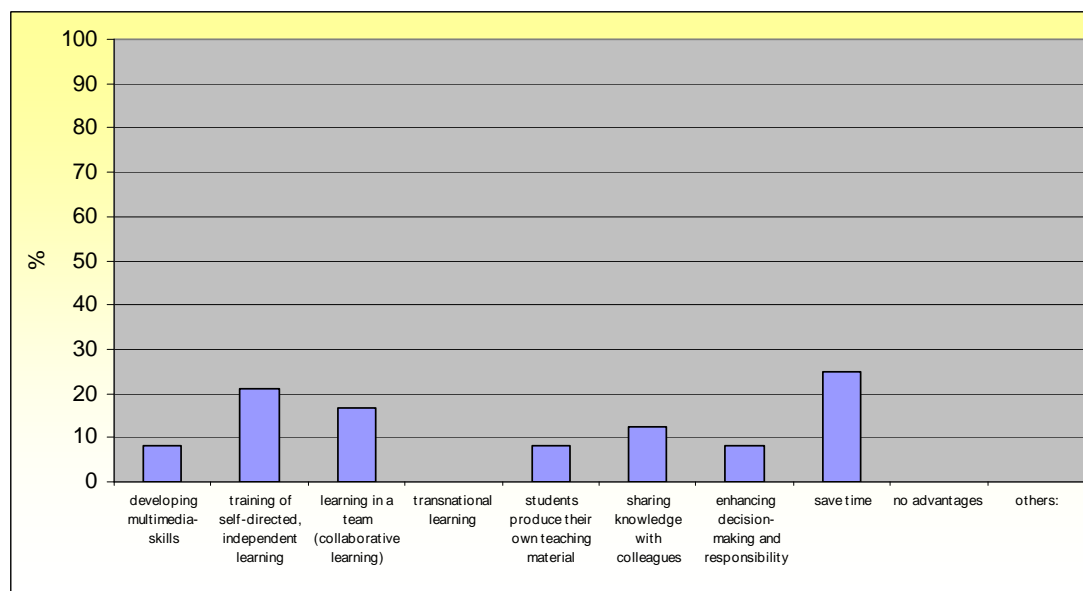
Three trends are prevailing: Lack of time (36%), lack of support for its use (27%) and the complexity of use (18%).



Part 13 – Expectations for the project

l) Advantages of these new technologies

Three trends are prevailing: Time savings (25%), the opportunity of an individual training with your own tempo (21%) and the ability to make collaborative learning (17%).

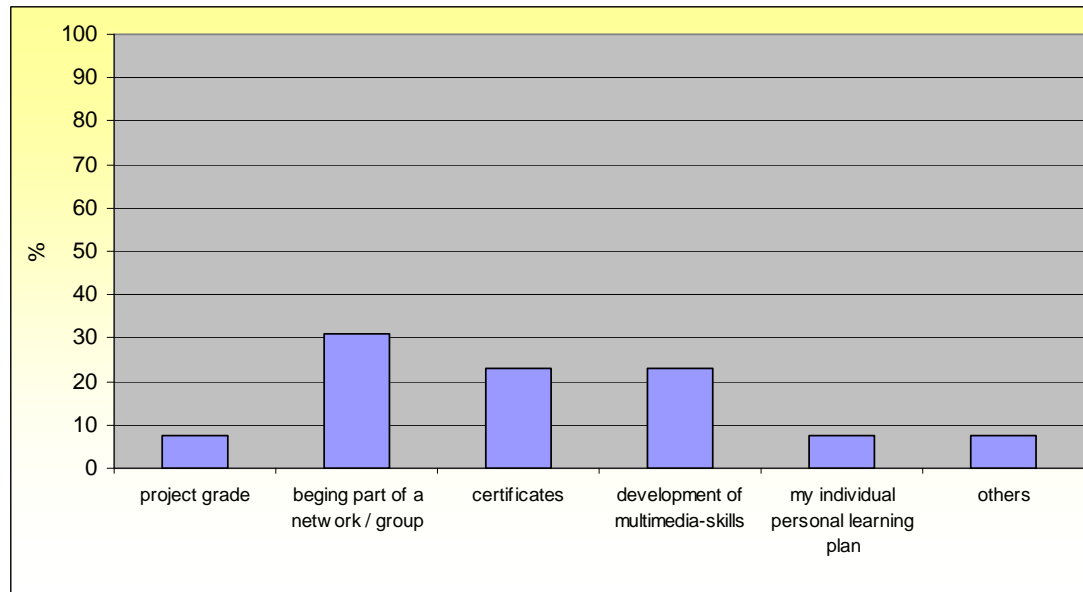


m) Qualities expected

Several qualities are often mentioned: The use friendliness, speed and flexibility of the tool, fun, reliable and functional when access to applications is possible from one single screen. Last but not least, a tool that really adds value in everyday life and is not a "gimmick".

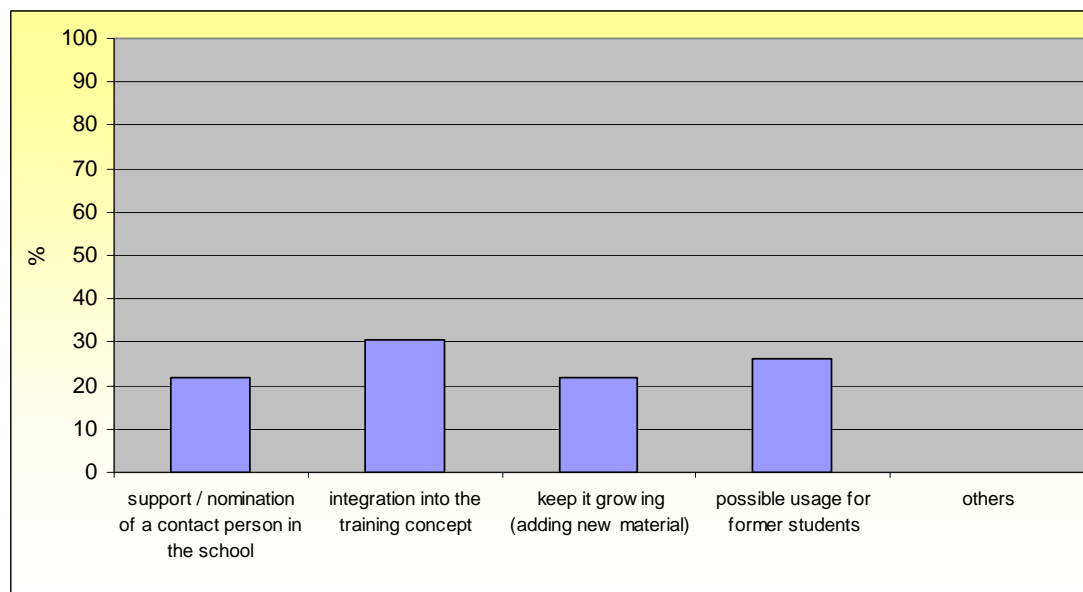
n) Trainees motivation

A trend is prevailing, the opportunity to have the students to participate in a network or a group (31%). Then in an even way (23%), there is the possibility to validate the skills and the development of multimedia skills.



o) Sustainability items for the PLE-use

There is not one criterion prevailing the implementation of a PLE being considered a global tool. The only certitude is that the tool should be fully integrated into the teaching methods of the training centre.



Part 2 - Synthesis

Part 21 - Basic information

There is a strong link between age of the teacher and his knowledge level in computering. The youngest are the most efficient when using it.

The trainers interviewed tend to form small groups of students (between 15 and 20 per group), which explains the low number of people per trainer. The training is mainly practical which is why the computer is not used much over the length of the training.

Part 22 - Knowledge about E-Learning:

For the implementation of the training course the trainers use a computer room with Internet access. The computer is used as one pedagogic tool among others but the trainers are not interested in its technical characteristics and its operational mode, this part is delegated to an IT expert.

More than half of the teachers use computers to lead their training course. They prepare presentations using PowerPoint as a mean for teaching. Depending on groups, students are provided with a paper which contains the slideshow or take notes freely. Depending on the training modules, trainees are using their own computers with various objectives. Doing research on a topic given by the trainer, search on web sites indicated by the trainer or have access to course materials stored on the hardware. They also have the possibility for some courses, to self-evaluate with online tests.

Most of the training is focused on professional techniques therefore the use of computer is reduced. However, free access to computer classroom allows students to send emails when applying for internships or to job offers.

Most trainers do not have experienced e-learning which is an obstacle to innovation. The age of the trainers and their computer skills do not encourage them to change. They remain committed to the concept of transfer of classical knowledge and the emergence of these new teaching methods is experienced as a loss of "power" of the trainer over his trainees. For most of them it is therefore very difficult to accept that the transmission of knowledge shall be done by other means which would put them more in the position of providing individual support. We can highlight the problem of changing from one position to another, moving from logic of face to face to a logic of side by side.

For those same reasons, although most teachers know wikis, social networks, forums and LMS, their use is more within the private sphere than in the professional one because they have not integrated these tools into their teaching practices. However, they remain open to integration but they consider it possible only if enough time is released for them so they can integrate these new tools and only if they benefit from a strong learning support for the use of these new technologies.

Part 23 - Expectations for the project

The trainers believe they can benefit from these new technologies to improve their daily work in three main areas. Computerize some tasks that are time consuming for them such as the correction of assessments; improve the individualization of the students' training courses by offering more personalized learning methods and finally; improve the efficiency of collaborative work.

However, those objectives can be reached only if the newly created tool provides a real added value and if you save more time more than you consume. As such, it should be user friendly, fast, flexible, fun, reliable and functional.

They believe that to motivate students to use this tool it is necessary to match their expectations and make it possible to maintain a link between them so as not to lose the notion of group. Then this tool should enable each student to easily find the information they need when both at the training centre or outside.

For trainers, the most important criterion to ensure the sustainable implementation of a PLE is the complete and thorough integration of the tool into the training centre's teaching methods. It also implies to appoint within the institution a contact person who can provide support to trainers whenever they need. This new educational tool should be developed and integrated gradually so that the transition is as smooth as possible.

Part 3 – General conclusion

The trainers train small groups of students which explains the low number of people per trainer. The training is mainly practical which is why the computer is not used that much over the length of the training. Most of the curriculum is oriented towards professional practice; therefore computer use is moderated.

Most trainers have never experienced e-learning which is an obstacle to innovation. The age of trainers and their low computer skills does not encourage them to change. They remain committed to the concept of conventional knowledge transfer. For most of them it is therefore difficult to accept that the knowledge transfer should be done by other means and to change and be more in an individual and tailor made support. The problem faced again is to change from a face to face position to a side by side position.

While most trainers know wikis, social networks, forums and LMS, their use is more within the private sphere than in the professional one because they have not yet integrated these tools into their teaching practices. However, they remain open to integration but they consider possible only if enough time is released for them so they can integrate these new tools and only if they benefit from a strong learning support for the use of these new technologies.

The trainers believe they can benefit from these new technologies to improve their daily work. However, those objectives can be reached only if the newly created tool provides a real added value and if there is more time saved than consumed. As such, it should be user friendly, fast, flexible, fun, reliable and functional. The tool must also create and maintain a link among them to foster notion of group.

For trainers, the most important criterion to ensure the sustainable implementation of a PLE is a complete and thorough integration of the tool into the training centre's teaching methods.