



ProInterNet: Skills for Internet-related Jobs

Needs of the Internet Industry
Making Offer and Demand meet in Training and
Education

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1. Background

- The Organisation for Economic Co-operation and Development (OECD) report on IT 2008 reveals that "ICT skills are an important contribution to growth [...] Over 4% of total employment is in ICT specialist occupations, over 20% in intensive ICT-using occupations.[...] Digital content is a key factor behind the rapid growth of OECD broadband subscribers: from 68 millions in 2003 to 251 millions in 2008. And the growing number has spurred the creation of new content..."
- In May 2010, the "Digital Agenda for Europe" sets figures to the gap of skilled workers: "...The EU economy is hampered by a shortage of ICT practitioner skills: Europe could lack the skills to fill as many as 700,000 IT jobs by 2015".
- *Source: eSkills Monitor study. Monitoring eskills supply and demand in Europe, European Commission 2009, see <http://www.eskills-monitor.eu>*

2. ProInterNet Project

Pro-InterNet (PIN)

- PIN project aims at creating a network of key players in the area of *e-Jobs* and *Internet-related jobs* converging around a web 2.0 platform:



<http://e-jobs-observatory.eu>

- Through its activities, PIN intends to contribute to:
 - Improving the employability of job seekers
 - Reducing the e-skills shortages on the EU labor market
 - Improving the quality of Vocational Education & Training (VET) in the field of Internet related jobs
 - Making VET more transparent and comparable at European level.

2.1 The Partnership



[EMF - the Forum of e-Excellence](#)



[GAIA](#)



[Matisz, Hungarian Association of Content Industry](#)



[Euproma](#)



[DEKRA Akademie](#)



[Fachhochschule für Oekonomie & Management](#)



[Hellenic Open University](#)



[Wroclaw University of Economics](#)



[Foundation of the Territories of Tomorrow](#)



[Maison pour la Promotion Sociale](#)



[SwissMedia](#)

The e-Jobs Observatory is a joint initiative of eleven (11) partners:

2.2 Internet Industry

- To have a base to start the study/analysis, the partnership developed the following theatrical concept about Internet Industry:
 - **Internet Industry** deals with the commercial and non-commercial production and distribution of e-content and e-services through the internet infrastructure.



2.3 Assessment of the Industry

- During the first year of the project, the Consortium worked on an ***Assessment of the Needs in the Internet Industry and the Offer in regard to the Training and Education.***
 - A *qualitative* and *quantitative* analysis in regard to current and prospective needs of SMEs was carried out.



2.4 Results at EU Level

After the research conducted in the 8 participating countries, the most important findings in regard to competences, trainings and education in the European *internet-industry* are:

- Mayor required competences: *communication, teamwork and language skills*.
- Not a significantly change is foreseen for the near future.
- Companies consider (current education and training offer) at an appropriate level.
- Adequate number of well-qualified workers in the countries (even that some hire workers from abroad).

2.5 Results at EU Level

- Potential employees must be more adaptive to the constant changes (*hard and software*).
- Basic technological and programming skills of internet-related jobs seems to be fulfilled, nevertheless, the industry wishes a focus on:
 - **Soft skills**
 - **More flexible employees**
- In order to convey with the company's business philosophy
- Many firms apply on-the-job-trainings to work time and cost efficiently.
- The major task is to adapt the current training and education offer to the SMEs needs.

2.6 Results at National Level

Greece

- General opinion on training and education situation is positive → offer is appropriate concerning number of programs and contents
- Main task: Update programs in regard to technological advancements

The complete study is available on the <http://www.e-jobs-observatory.eu> (documents section)

2.7 Roundtables Meetings

The first roundtable in Greece was held in Patras, on 16th of March 2011 at the premises of Hellenic Open University.

Topics that have been discussed:

1. Internet Industry
2. Prospective needs and job requirements of Internet-related Jobs
3. Current needs and job requirement of Internet-related-Jobs
4. Applying e-jobs in strategically important fields of Hellenic Economy

The roundtable was attended by eighteen (18) people not only from educational institutions, but also from local companies, representatives of the commercial associations, the technical chamber, the public sector, research institutes.

The results of all roundtables conducted in several countries will be available on the platform.

3. e-jobs-observatory

The e-Jobs Observatory was initiated in the framework of the PIN (ProInterNet) project - aims at creating a central point of reference for all activities related to research, training, qualifications, standards, norms, certificates and employment in the field of e-Jobs in Europe. Participation in the platform is open to all qualified bodies and individuals.



The screenshot shows the e-Jobs Observatory website. At the top, there is a navigation bar with 'home', 'about', and 'contact' links. Below this, a banner image shows hands typing on a keyboard. The main content area is divided into several sections:

- User login:** A form with fields for 'E-mail' and 'Password', and buttons for 'Log in', 'Log in using OpenID', 'Create new account', and 'Request new password'.
- QUICK LINKS:** Links to 'e-Jobs Wiki', 'e-Jobs Blog', and 'e-Jobs LinkedIn'.
- CALENDAR:** A calendar for April showing dates from 1 to 30.
- News from the blog:** A list of recent blog posts with titles like 'The importance of Developing e-Competences & ICT Professionalism'.
- News from e-skills UK:** A list of news items with titles like 'Coming soon... a new look e-skills.com!'.
- TechTocTV web-cast "Les Nouveaux Métiers du Web Emergent":** A video player showing a woman speaking.
- Interesting sites:** A list of external links including 'CEN-ISSS ICT Skills Workshop', 'European e-Competence Framework (eCF)', and 'e-Skills - European e-Skills and Careers portal'.

At the bottom of the page, there is a footer with the European Union flag and the text 'Education and Culture DG Lifelong Learning Programme'.

The following platform is already available for stakeholders:

<http://e-jobs-observatory.eu>

3.1 e-jobs-observatory

➤ Why get involved?

- Information sharing about e-Jobs, e-Skills and e-Competences
- Fostering of better interaction between key stakeholders

- Tell us your needs (as company, worker or training institution), tell us best and worst practice cases – and become part of a cross-stakeholder network that can shape "news skills for new jobs".



4. Internet-related Jobs

Classification for the PIN Framework

➤ eContent Jobs:

- Web Designer
- Multimedia Developer/Web Content Developer
- Digital Animator/2D-/ 3D-Specialist
- Webmaster
- Web Content Manager / Web Editor
- Web/Multimedia Programmer
- Web/Multimedia Project Manager

➤ eServices Jobs:

- Webmarketer (Webmarketing Expert/Online Campaign Expert/Online Marketing Manager/Search Engine Optimisation Specialist)
- Webseller (Cyber Seller/E-Commerce Specialist/Web Sales Manager)
- Online Community Manager
- Certified Ethical Hacker/Tester/Online Security Specialist
- Usability Specialist/Web Ergonomist
- Hotline Operator/Help Service Operator

4.1 Skills for Internet-related Jobs

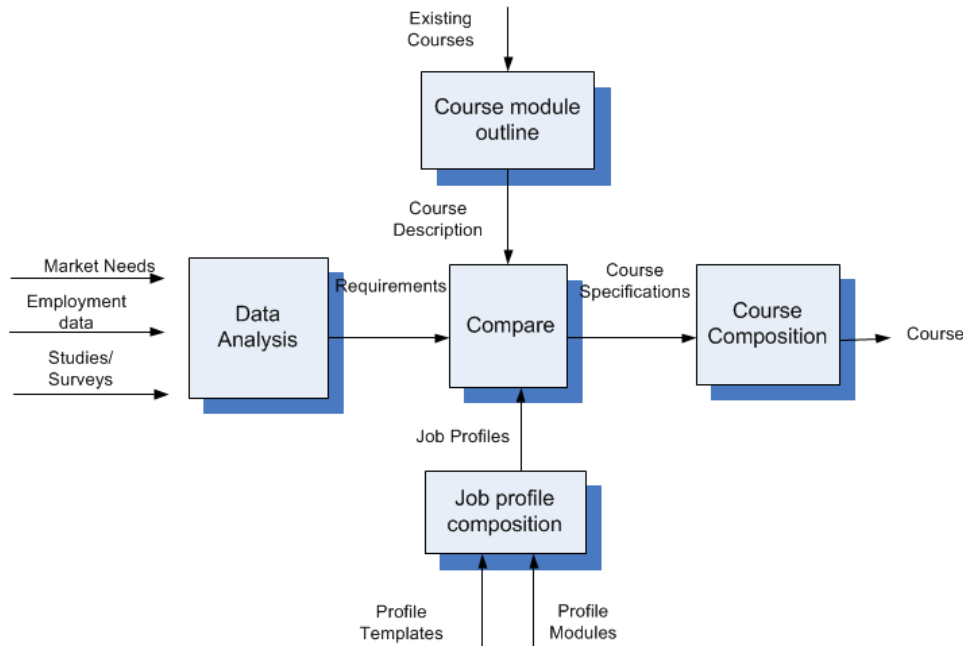
Example – Web Designer

The EQF-Code project identified a methodology for identifying and documenting various competence dimensions. This was based primarily on the European e-Competence Framework (eCF). A modified approach will be used in the context of the PIN project.

Profile WEB DESIGNER				Soft skills and competences												Business					Total	Percen	Prop.																																																																																
Area	No.	Competence	Level	Behavioural												M01	M02	M03	M04	M05																																																																																			
Plan	A.1	IS and Bus. Strat. Alignment	2		X												X				8	40%	14,8%																																																																																
	A.3	Business plan Development	2		X			X	X	X			X	X	X	X	X	X	X	X	14	70%																																																																																	
	A.4	Product/Project Planning	3		X			X	X	X			X	X	X	X	X	X	X	X	14	70%																																																																																	
	A.5	Design Architecture	2					X	X				X	X	X	X	X	X		X	10	50%																																																																																	
	A.6	Application Design	2					X	X	X			X	X	X	X	X			X	10	50%																																																																																	
	A.7	Technology Watching	2							X			X	X				X			3	15%																																																																																	
	Build	B.1	Design & Development	3	X		X		X	X	X			X	X	X	X	X			X	13		65%	15,8%																																																																														
B.2		Systems Integration	2	X		X		X	X				X	X	X	X	X				11	55%																																																																																	
B.3		Testing	3	X		X		X	X	X			X	X	X	X	X				12	60%																																																																																	
B.4		Solution Development	3	X		X		X	X	X			X	X	X	X	X			X	14	70%																																																																																	
B.5		Document Production	2	X		X		X	X	X	X			X	X	X	X	X			13	65%																																																																																	
Run	C.1	User Support	3		X	X	X	X	X	X	X	X	X		X			X	X	14	70%	12,8%																																																																																	
	C.2	Change Support	3		X		X	X	X	X			X					X		9	45%																																																																																		
	C.3	Service Delivery	2		X	X	X	X	X	X	X			X	X	X		X	X	16	80%																																																																																		
	C.4	Problem Management	3		X		X	X	X	X	X			X	X	X				12	60%																																																																																		
Manage	D.5	Sales Proposal Development	2		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	18	90%	4,5%																																																																																	
	E.1	Forecast Development	2		X	X		X	X	X	X	X	X	X	X	X	X	X		13	65%																																																																																		
	E.2	Project & Portfolio Mgmt	3		X	X	X	X	X	X			X		X	X	X		X	12	60%																																																																																		
	E.3	Risk Management	2		X						X	X		X	X	X	X		X	9	45%																																																																																		
	E.4	Relationship Management	3		X		X	X	X	X			X	X	X	X	X	X	X	12	60%																																																																																		
				is creative, imaginative, artistic					is ethical					is precise and aware of details					is customer oriented					Has good interpersonal skills					Has presentation/moderation skills					Can communicate (also in FL)					Can work in a team					Can explain to others					Can analyse and test					Can seek and categorize					Can plan, arrange, organize					Can synthesize information					Can assess, evaluate, critique					Can defend, argue, justify					Has knowledge of project mgmt principle					Has knowledge of budgeting issues					Has knowledge of legal, ... issues					Has marketing knowledge					Can lead a team				
Average competence level				2,5	C	C	C	C	K	K	S	S	S	S	S	S	S	S	S					K	K	K	K	S																																																																											
Total number dimension-2 competences				20	5	12	10	7	16	12	20	13	7	12	18	15	14	12	18					13	9	12	4	9																																																																											
Rate attributed to dimension-2					25%	60%	50%	35%	80%	60%	100%	65%	35%	60%	90%	75%	70%	60%	90%					65%	45%	60%	20%	40%																																																																											
Proportion in relation to dimension-2																																																																																																							
																									47,8%								11,5%																																																																						

Figure 1: Web Designer profile with soft-skill and management-skill attributions

5. Proposal for a Certified procedure for the design of training programme



- Every step has to be certified
- Job Profiles are modular consisting of sub profiles
- It is not a proposal for certified courses nor certified learners (skills)

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Thank you for your attention!

