Best Practices in Training

Report

May 2013

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1. Introduction

The DEPOCEI – **Development of Policy-Oriented Training Programmes in the Context of the European Integration** – is financed by the TEMPUS programme, the European Union's programme that supports the modernization of higher education in the EU's surrounding area. Established in 1990, the scheme now covers 27 countries in the Western Balkans, Eastern Europe and Central Asia, North Africa and the Middle East.

The main goal of this joint project is to help the targeted countries (Serbia, Bosnia & Herzegovina and Montenegro) to create training courses and consultancy centers for EU public policies and processes. This will contribute to the EU integration of the Balkans' countries by assisting civil servants, entrepreneurs and NGO activists in acquiring and applying knowledge on EU public policies and processes.

Public and private sectors of the targeted countries need to understand the functioning of the EU institutions and the possible impact of its policies. The consortium believes that the establishment of centers for EU public policies at the universities, the coaching of university lecturers in order to transfer knowledge and skills to non-academics, the development of trainings on several relevant policy areas and the accumulation of teaching and researching resources are a sustainable solution for the above mentioned need.

In this context, and according to the work plan, the EU partners (University of Roehampton and University of Alicante), led by Polytechnic Institute of Leiria, are responsible for the development of a Report on best practices in training.

For definition purposes, "best practice" is a set of instructions, techniques and methodologies of training that, through experience and research, have proven to be efficient and that reliably lead to a desired or optimum result. "Best practices" are, thus, the operating practices that have consistently shown results superior to those achieved with other means and, as they have proven to work, they are used as a benchmark[1].

Regarding the term "training", it may be defined as the "process of bringing a person to an agreed standard of proficiency by practice and instruction"[2]. Besides the

initial qualifications required for a profession, knowledge, skills and competencies must be maintained, upgraded and updated throughout working life by continuous training and lifelong learning. Continuous training is, in fact, regarded as a crucial element to the success of organizations and is a vital component of the EU policies. In what concerns the DEPOCEI Programme, the practical skills and knowledge given by the training programmes regard specifically the EU guidelines, the EU institutions and policies and aim to complete the lack or insufficiency of knowledge of civil servants, entrepreneurs and NGO activists in order to improve their performance, adaptation and prepare them for the EU integration.

This Report intends, therefore, to point out the best practice on how to structure and implement a training programme in general, so that it will serve as a working basis for the preparation of training programmes in the specific areas of training identified in the report presented by the Balkans partners on training needs assessment, such as environment, judiciary and human rights, as well as employment and social rights.

Several European Union official documents and publications related to the covered topics were consulted in the composition of this Report and mentioned in the final notes, often with the links to the sources.

In addition, in some occasions, practical examples of best practices were provided in order to enlighten the Balkans partners on various training programmes that can be used (*e.g.*, the training programme of the EU on “Environment & SMEs”).

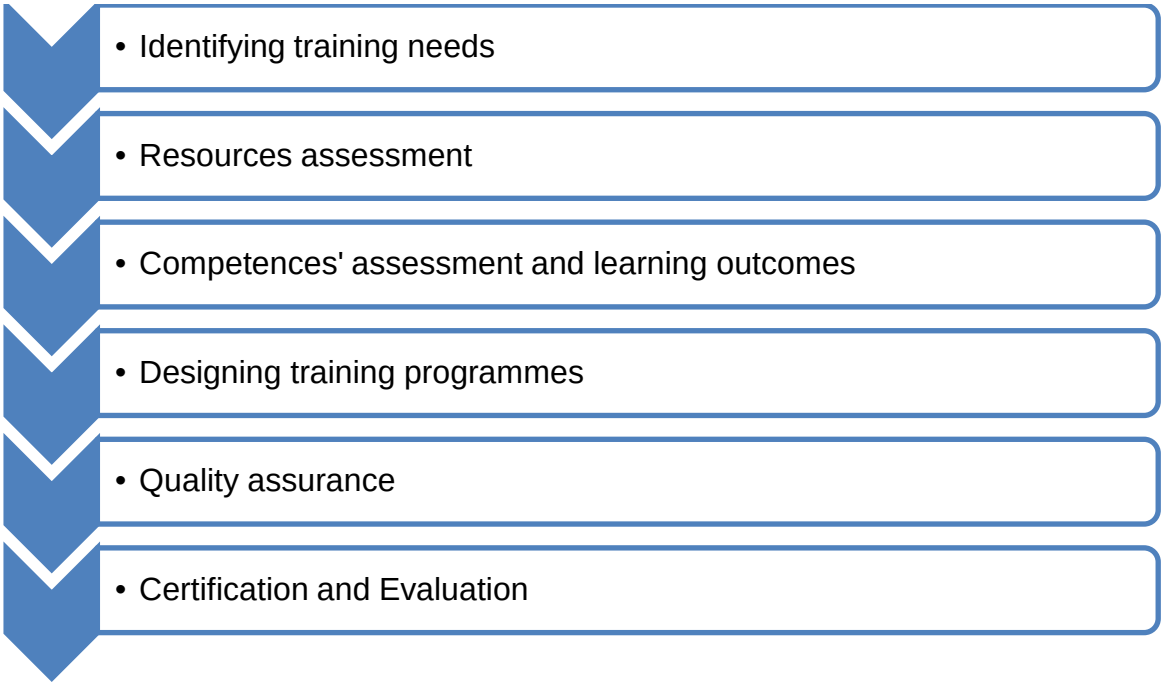
Finally, regarding the structure of the Report, it presents two main sections, besides the introduction and final considerations. The section with the title "Best practices on how to design the training system" aims to describe the key aspects that should be considered when designing a training programme. In the following section, the training methodologies are described, giving special focus to participatory training and e-training.

2. Best practices on how to design a training system

2. 1. Preliminary considerations

The main objective of this section is to provide the best practices on the process of designing and implementing a training system. This guidance should be applicable to the process of outlining the training programmes on public policies within the DEPOCEI Project, so that successful and efficient training courses are created and, therefore, the goals of this Project are achieved.

The process of developing a training system includes the following interrelated steps:



With regard to the first task in this process – identifying the training needs – it has already been carried out by the Balkans partners' report on training needs assessment.

2.2. Identifying training needs[3]

Training needs are skills, competencies and knowledge that are missing within an organization in order to allow its best performance. Identifying the training needs is a starting point for managing the design of the training programme. The methodologies, the resources and even the training success will depend on a clear perception of the training needs.

The training needs have to accomplish and balance the organizational demands and necessities, on one hand, and the individual requirements of the training learners, on the other. So, it is important to distinguish the organizational and the learner training needs.

i) Organizational training needs

The specific training needs should be identified, having regard to the strategies, policies and main working field of an organization or a corporation. These topics will, in fact, define the issues and subjects of training. This first premise allows that each training session will be in line with the organization's goals.

There are many factors that could justify specific training in an organization, such as:

- new systems or methods,
- new legal framework or new legal requirements,
- employment updating and recycling,
- employee valorisation and equal opportunities,
- new organization work area and organizational changes,
- department performance reviews,
- career objectives or organization succession plans.

ii) Learner training needs

The learner training needs are related to specific skills or abilities that each job requires.

The main factors that may determinate the learner training needs are:

- age,
- the necessity to improve performance,
- the requirement to acquire specific skills,
- to be eligible for others jobs,

- the last work experience,
- the past training.

It is also important to identify how an employee prefers to learn or what are the expectations that the learners have.

iii) Procedure for identifying training needs

The method to identify the training needs of an organization will depend on its organizational structure. The best practices at this level are:

- A survey addressed to employees, managers or executives is suitable to give an overall view of an organization training needs;
- A task analysis in order to compare how a specific assignment is being performed to the expected output (predetermined standards or objectives) and, thus, assessing the difference between actual performance and desired performance. This method may point out the performer's deficiencies, and at the same time it may determinate the appropriated training programme;
- Evaluating reports of external entities may also point out the organizational gaps that should be fulfilled by trainings.

The chosen method should identify:

- the main training subjects and the priorities areas of training;
- the number and the potential training population;
- the employees time available for the training;
- the training frequency;
- the training outcomes.

2.3. Resources assessment

In designing a training system attention should be paid to the training resources that are most suitable to attain the objectives and goals established. On the other hand, it is also important to identify the available materials and its costs. The training resources can be divided in three main categories: training materials; equipment; and human resources[4].

2.3.1. Training materials[5]

Training materials are fundamental to promote knowledge acquisition and to accomplish the established training objectives. Commonly, the training materials may include workbooks, training manuals, computer-based lessons or audio-visual aids which, generally, can be divided into two types: written materials and audio-visual materials. These materials can be both available in printed or digital / internet support (in e-learning trainings). This is very important for the trainings multiplier effects. Having material at disposal would mean that staff of the same institution that could not attend the training would have the possibility to have a look and use them.

The best method to choose and develop training materials is to analyse the training subject, the established plan and the available resources.

i) Written materials

The written materials can be textbooks, handouts, manuals or lecture notes. This type of written material may support the training by providing the information considered relevant to trainees. The written materials ought to be clear, well organized, as well as specialized according with the training subject.

The written materials can be organized on a workbook that must include: a table of contents with the reference of pages; the syllabus with the objectives to each subject; the printed slides, worksheets or transparencies (if applicable); the reading list, among other material.

Depending on the training, it might be important to present handouts on case studies and role plays. Notwithstanding further developments below:

- A case study is a form of problem-based learning which presents a situation that requires a solution. This is a useful tool to practice and apply learning concepts.
- A role play allows trainees to experience their skills in situations similar to real-life. So, this technique improves the trainees' practical experience. In addition the trainer may review the learner's performance and correct it immediately.

ii) Audio-visual materials

The visual resources include power-points[6] or slides, as well as transparencies. The increased use of computers has made transparencies a less

used material. However, when, for instance, a computer is not available, transparencies could be a suitable substitute.

With respect to the content, the visual materials should not be transcripts of lectures or of the course. Hence, the visuals materials should only provide the key words and the main ideas of the course, which can be followed by trainees during a class. A power-point is only a supplement to the classroom activity that emphasizes the key points or that illustrate complicated information with graphics or illustrations. The audio-visuals may also serve to increase the trainee's attention and to reinforce the teacher's message.

Thus, the slides or transparencies should be short and concise. Each slide should have no more than 5 - 7 lines or bullet points and each line must not have more than 5 - 7 words.

Depending on the training topic, where appropriate, audio materials, like films or videos, are also important to reinforce the syllabus and the curriculum programme, because they perform as an example that demonstrates a live view of the information provided by the teacher.

Mention should be made to other non-project materials, such as drawings, models and objects that might be important, depending on the training subject, in order to reveal how some subjects work.

2.3.2. Equipment

The equipment is an important training condition and a key success factor. When choosing or preparing the training materials, one should have in mind the available equipment, such as the classroom and IT equipment.

- The **classroom** should be comfortable and friendly in order to create a warm environment for trainees. It should have a whiteboard and computers, depending on the audio-visual materials that will be used. The choice of the adequate classroom depends, firstly, on the number of students and the desks that are necessary. If the training programme includes role play, the classroom should have an adequate place for simulations. If the teacher will use slides, the classroom must have a computer and a projector that is apt to project the slides in a way that all the trainees are all able to see the presentation.

- The impact of **computers** in education is undeniable and nowadays computer-based teaching plays a key role in the education system. In fact, computers can provide a huge amount of specific information and data and are more suitable to process this data with less chance of error. On the other hand, the audio-visual possibilities allowed by the use of a computer increases immensely. Computers also endorsed the concept of computer-based networking allowing distance communication between teacher and students and increasing the use of e-learning methodologies.

2.3.3. Human resources

Since the latter decades of the 20th century, due to the importance of human capital in modern of society (knowledge-based, post-modern society) as the main productive factor of a modern economy, it is widely recognized that substantial investment in human resources should be made to guarantee a high training content quality and thus the effectiveness of the action.

In today's world almost everyone is a skilled worker, from the receptionist with the minimum requirement of high school education to the manager with an MBA or PhD. Today practically the entire workforce has become a skilled one and that means that there is perhaps no position that is not in need of continuous training.

In this new type of society, the development of human resources is now based on the establishment of an Economy of Knowledge Management, the main characteristic of which are the lifelong learning and the continuous training.

The transition to a knowledge-based economy (Lisbon European Council 2000) requires modernization and continuous improvement of vocational education and training (VET) systems in response to rapid change in the economy and society, so that they can help to increase employability and social inclusion and improve access to lifelong learning for all, including disadvantaged people.

The investment in human capital is a main concern of the European Union. In this regard, the European Council stressed in 2002 the importance of increasing and improving the investment in human capital in order to achieve the Lisbon objectives. In fact, in the Programme "Education and Training 2010" (European Council, 2002) the optimal use of resources was one of the 13 specific objectives set by the European Council and it was also included in the revised version of the Lisbon Strategy in 2005.

In addition, in 2006, the conclusions of the European Council highlighted that "investing in education and training yield large profits which outweigh the costs and will have long term effects". And, in March of 2008, the European Council reassert once again the need "for greater and more effective investment in human capital and creativity throughout life" as a prerequisite for the success of Europe in a globalized environment.

The role of training is changing the Human Resource function in the contemporary business and administration environment. The relationship between the training function and other management activity are changing. The training and development activities are now equally important as other Human Resources functions.

In terms of labor market and economy, in a world where flexibility and quality are critical factors for the competitiveness of enterprises and national economies, the investment in human resources and the production of additional skills are fundamental. Through training we should optimize the utilization of human resources aiming to increase efficiency.

The objective of maximizing the workforce's potential in an organization is probably one of the most significant stages to implement in order to achieve the organization's strategic goals, and the training process is fundamental to accomplish these objectives.

2.3.4. Optimal use of resources[7]

It is fundamental that an organization carries out an effective resources' management, so that it will give the most efficient use for all of its resources, either material or human.

Over the years, many organizations misuse, under-utilize, or even over-utilize their resources. If an organization properly manages and understands the use of resources, it will be able to find extremely important advantages on that option.

An Effective Resource Management gives the information about:

- Resources that need maintenance;
- Resources that are being underutilized;
- Resources that are being misused
- Whether your organization needs to expand or downsize its office space;
- If additional resources are needed.

2.4. Competences' assessment and learning outcomes[8]

The European Qualifications Framework for lifelong learning gives us a reference on how to define the objectives of training programs. Moreover:

- allows a better match between the needs of the labor market (with respect to knowledge, skills and competences) and the provision of education and training;
- facilitates the validation of non-formal and formal knowledge;
- facilitates the transfer and use of qualifications in countries with different education and training systems, fostering mobility.

The European Qualifications Framework uses the learning outcomes as a common reference point (Knowledge, Skills, Competence) and includes eight qualification levels, each defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any qualifications system.

The Recommendation of the European Parliament and of the Council, of 23 April 2008, on the establishment of the European Qualifications Framework for lifelong learning defines ***learning outcomes*** as what the learner knows, understands and is able to do on completion of a learning process, described in terms of knowledge, skills and competence. The Recommendation also defines these three last terms:

- ***Knowledge*** **–** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;
- ***Skills*** **–** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- ***Competence*** **–** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the

European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Through the use of learning outcomes, the process of teaching / learning becomes student-centered letting them know in advance what is expected to know, understand and be able, after the training. The learning outcomes explicit not only what is expected that students will be able to do, but also the criteria that will be applied to assess.

According to Nikos Papadakis, Argyris Kyridis, Prokopis Pandis and Christos Zagkos[9], a training based on learning outcomes must be based on the following main points:

- "existence of specific indicators that demonstrate the starting point of human resources and development which has been or will be achieved through training;
- existence of specific timetables which will determine when the acquired from training skills will need upgrading or review;
- sufficient documentation regarding to why such training is needed, what skills are expected to offer and whom concerns."

2.5. Designing training programmes[10]

There are several factors that must be taken into account in the task of developing a training plan.

Regarding the identified training needs, the training developers organize the competences and the learning outcomes in to modules. Each module includes its training objectives, learning outcomes, syllabus and methodologies.

In some cases it is useful that in the creation of the training programme learners are directly involved to ensure their interest and profit. It is extremely important that the training objectives, learning outcomes and syllabus are clearly defined and known in advance by learners.

The training methods should be appropriated to the learning outcomes and should be defined according to the targeted people. In the definition of the training methods the training developers must have in mind some principles of how adults learn, such as:

i) Principle of Readiness – are the users ready to learn or preparation work is required;

ii) Principle of Association – build upon existing skills, keep training in context;

iii) Principle of Involvement – active participation is more effective that just listening;

iv) Principle of Repetition – aids memory, stresses importance of key points;

v) Principle of Reinforcement – positive, enthusiastic feedback from the trainer. Reward effort and provide constructive feedback.

Training methods can be combined in many different ways in order to achieve the training package best suited to meet the training needs.

Sometimes it is useful that the training developers prepare guidelines for the teachers who will conduct the course.

The modules and its guidelines should be reviewed by technical experts and field-tested with the target population. The training materials should also be revised and finalized, considering the reviews and results of the field test.

2.6. Quality assurance[11]

In order to be considered a “best practice” it is necessary to be integrated in an efficient framework of quality assurance. The quality assurance of a training programme is a multidimensional and complex work.

The American Society for Quality (ASQ) defines assurance of quality as the planned and systematic activities implemented in a quality system so that quality requirements for a product or service will be fulfilled.

One possible definition of Quality Assurance refers to the systematic measurement, comparison with a standard, monitoring of processes and an associated feedback loop that confers error-prevention. It is important that quality assurance goes beyond the concepts of quality control in becoming proactive in seeking and preventing quality problems from arising.

In Europe, Member States and the European Commission (after joint recommendation of the Parliament and the Council), in 2009, have established a European Quality Assurance Reference Framework (EQAVET) to promote and monitor continuous improvement of national systems of vocational education and training (VET), with the following vectors (Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European

Quality Assurance Reference Framework for Vocational Education and Training [Official Journal C 155 of 8.7.2009):

i) Implementation

As a reference instrument, the framework makes methodological suggestions that will help Member States to assess clearly and consistently whether the measures necessary for improving the quality of their VET systems have been implemented and whether they need to be reviewed.

The methodology proposed by the framework is based on:

- a cycle consisting of four phases (planning, implementation, assessment and review) described for VET providers/systems;
- quality criteria and indicative descriptors for each phase of the cycle;
- common indicators for assessing targets, methods, procedures and training results – some indicators are to be based on statistical data, others are of a qualitative nature.

The recommendation stresses a culture of quality improvement and responsibility at all levels, i.e. at the VET-system, VET-provider and qualification-awarding levels. The European Quality Assurance Reference Framework for VET attaches importance to systematic self-assessment. It includes internal and external assessment mechanisms that are to be defined by Member States. This will allow feedback on the progress achieved.

Drawing the framework, Member States should develop approaches for improving their national quality assurance systems by 18 June 2011 at the latest. All relevant stakeholders should be involved in this development work.

ii) European network for quality assurance

The recommendation encourages Member States to participate actively in the European network for quality assurance in VET, using it as a basis for further development of common principles and tools for quality improvement in VET at national, regional and local levels.

The recommendation also encourages Member States to designate Quality Assurance National Reference Points for VET, to bring together competent bodies and involve all relevant players at national and regional levels. These reference points will promote the active and practical development of the framework at the

national level, support Member States' self-evaluation as well as the Network's work, and disseminate the related information to all relevant stakeholders.

iii) Background

The European Quality Assurance Reference Framework for VET belongs to a series of European initiatives that encourage mobility. It will promote the implementation of the European Qualifications Framework (EQF) and the European Credit system for Vocational Education and Training (ECVET).

The recommendation responds to the resolutions of the 2002 Barcelona European Council, which set the target of making Europe's education and training systems a benchmark for the world by 2010. It is also in line with the Copenhagen process, which concerns re-launching cooperation in vocational education and training.

The European Union has created "The European Quality Assurance Reference Framework: quality criteria and indicative descriptors", that we can find in http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF, and that is the Annex I of this report. It is a fundamental instrument to implement the quality assurance of training, and it is a new reference tool to assist the Member States' authorities to promote and monitor the improvement of domestic systems of vocational education and training.

2.7. Certification and Evaluation[12]

The outline of quality assurance needs a clear framework for certification and evaluation in order to be accomplished.

As a resulted of a structured evaluation process of knowledge and skills, certification can give to the worker the aptitude to pursue an occupation or perform a specific job.

The evaluation can start with the assessment of prior knowledge (informal, non-formal), followed by the assessment of the training programme and the evaluation of the training programme can be a major tool in the context of lifelong learning because it facilitates the participation in formal education and training.

The assessment of prior knowledge is a method of definition and measurement of capabilities of an individual, and whenever possible of their certification in the form of a (national) system of qualifications. With the assessment

of prior knowledge it is possible to recognize and certify things that the individual already know and can do.

The assessment of prior knowledge must be pursued with a process of discovery, documentation, evaluation and recognition of knowledge, skills and values acquired through formal and informal education and are related to specific criteria delineated by training centers, educational institutions or certification authorities. In addition, this process of assessment of prior knowledge may include knowledge from work, experiences of life, training, independent study, publications, volunteering, travel or family experiences.

In the end of the training programme an evaluation mechanism must certificate the competences of the individual.

Evaluation enables an assessment that shows whether the training objectives were achieved. The purposes of the evaluation must be:

- to raise awareness of main subjects regarding the training process;
- to make sure training policy is aligned with organizational goals and delivering cost effective solutions;
- to deliver feedback to trainers as to the extent by which purposes are being met and the effectiveness of particular learning activities.

It is important that the framework of evaluation provides the basis for certification of both prior knowledge and learning and training performance.

3. Training Methodologies

3.1. Participatory Training

3.1.1. Description

In what concerns to formal learning[13], participatory training has been considered a fundamental method for training, both in its traditional as in its most forward methodologies. As the name might imply, participatory training is a method in which the trainees actively participate in their training, instead of adopting a passive behavior. In this case, the trainee is the centre of the training, instead of what happens in conventional training, where the trainer has the active position. Since adult training requires a proactive posture of the trainees, in order to generate interest and interaction, the debate and discussion methodologies of participatory training are more suitable for specific training courses, such as the ones defined in the DEPOCEI project. Participatory training allows the creation of an open-ended training environment, where the trainees can aim to achieve the proposed goals of the training by discussing, finding the answers and building capacities, being the departure point their preexisting knowledge[14]. By doing so, participatory training motivates the trainees to put into practice the knowledge acquired in their professional lives. This training approach will allow the presentation of the new knowledge in a more neutral way, adapting the objectives of the training programme to the chosen target and its specific abilities.

Thus said, the main characteristics of participatory training are the following:

- It is a trainee-centered training, which means that the training is adapted to their needs and paces;
- It is based on the previous knowledge and skills of the participants;
- It emphasizes the sharing of experiences between the trainees;
- The trainer has the main task of facilitate the learning process, by listening to the trainees and conducting the session to a fulfilling learning outcome, in which knowledge is shared, apprehended and new skills are enabled;
- The trainees will take responsibility of their own learning;

- It is crucial that the training environment is secure and comfortable for all the trainees, being also essential that feedback is given to them after every training session.

3.1.2. Training Methods

Regarding the methodologies of participatory training, depending on the purposes of the training, three types can be identified: knowledge-based learning sessions; skills-based learning sessions and awareness-generating sessions[15]. Upon choosing of the types of training sessions, a large and flexible broad of methods is available to achieve the outputs previously defined.

i) Lecture

The lecture method is an effective way to introduce new information or concepts to a group of learners. The learners always appreciate a concise, stimulating and well-delivered lecture.

The lecture method is primarily used to build upon the learners' existing base of knowledge. The lecture must always be suited to the learners' level. Asking some relevant and elective questions can help elicit information about this.

This method can be exposed in oral or written form. The oral form is reduced towards increasingly due to other forms of didactic teaching. In certain aspects, the written form exceeds the spoken information.

It is an excellent instrument for conveying personal opinions, perform critical analysis as well as to motivate and prepare the environment for any type of school work.

The exhibition should have the following parts:

a) Motivating introduction;
b) Logical development of the subject;
c) Synthesis;
d) Conclusions, if applicable[16].

Thereafter, the adult educator will have to make constant efforts to situate the new information in the context of the training by continuously providing examples and illustrations to relate it to the learners' context.

Lectures are useful for conveying new information and concepts to the learners and for providing context so that learners can relate what has been learnt to

a conceptual framework. Lectures are also good for stimulating and motivating learners for further enquiry and for presenting a specialized body of external information.

To lecture effectively, the lecturer needs to prepare for the lecture, become very familiar with the subject matter, identify and prepare supporting aids to illustrate the points. One needs to provide examples to link the subject matter to the lives of the learners and ask questions to check whether the learners are following. A good lecture provokes the learners to ask questions and note key points. It is advisable that the lecturer maintains eye contact with the learners to assess whether they are following or not, whether they are interested or bored. The seating arrangement has to be such that all can see the aids equally well and hear the lecture and maintain time stipulations.

It is important to be aware of one's own body movements and facial expressions and speak clearly, loudly and use simple language.

Recommendations to make active an exhibition:

1. Do not expose more than five minutes without interruption;
2. Explore the experiences of the student to enrich the subject that is being exposed;
3. Interrogate continuously to be sure that concepts are being duly seized;
4. Give rise to doubt;
5. Propose issues related to the matter exposed, that require reflection;
6. Stop the exposure at opportune moments, to present slide shows, pictures, objects, etc.;
7. Use projector to illustrate and lay out parts of the exhibition;
8. Show prints, maps, etc to support verbal concepts;
9. Use, as much as possible, the framework for exercises, illustrations, schematics;
10. Make constant recapitulations;
11. Oral language is the crucial element for good communication of the teacher, so that deserves the attention;
12. Perform, at the end of the exhibition, the reconstruction of the key points of the subject exposed, with intense participation of students;

13. Observe the natural fluctuation of the attention of students in lectures. When it appears, provide reinforcement of motivation, before restarting the exhibition[17].

Advantages:

- Allows the presentation of facts, information and concepts in a relatively short span of time;
- Makes possible interaction of learners with multiple resource persons with different points of view;
- Is the most economic method;
- Is possible to use for illiterate learners;
- A diverse range of supportive materials can be used to support the content areas, e.g. slides, charts, posters, etc.;
- A large number of learners can be accommodated at one time.

Disadvantages:

- The world view of the speaker dominates the knowledge;
- It enhances the knowledge, but doesn't stimulate the capacity and the reflection of the learners;
- It does not promote interaction in most cases;
- The input may be too abstract if not related to real life situations;
- The pace of learning is determined by the lecturer.

ii) Discussion Method

This is a training technique in which the learning derives principally from the participants themselves rather than from an instructor. It is normally recognized to be of three main types:

- Directed discussion;
- Developmental discussion;
- Problem-Solving discussion.

This method is mainly used for problem solving exercises, for forming or molding attitudes, for stimulating interest and constructive thought, for supplementing other methods and for reviewing/consolidating other learning[18].

This method comprises five steps:

1. The teacher indicates the unit and its bibliography;
2. A coordinator promotes the discussion;
3. The results are being reflected in the table by a student, which are copied by the others;
4. At the end of the discussion, the teacher will make an assessment of work done;
5. Completed studies of the unit, should be verify the learning assessment[19].

Advantages:

- Learner activity can be high;
- Interest can be quickly aroused.

Disadvantages:

- Time-consuming to obtain anything worthwhile;
- Has to be extremely well controlled to be of value;
- To run well, learners must know or have opinions about the topic[20].

iii) Case Study

This is a learning technique that consists in presenting trainees with a real-life situation and requiring them to explore it by acting out the roles of those represented in the situation in order to find the solution of the underlying problem. In this learning technique, the experiences are provided to the group in the form of a case, i.e. a real situation or series of events are presented to trainees so they can analyze them and consider possible solutions to the identified problems. Their findings can be compared subsequently with what actually occurred. Therefore, with this learning tool, trainees have an active role, while the trainer is only a guide. These experiences are interpreted and analyzed by the learners aiming to achieve new principles[21].

Thus, the main objectives of this method are solving problems, facing challenges, developing analytical skills, identifying variables, gaining confidence in decision-making, teamwork and developing skills that enhance the study of the question in analyses[22].

The case study may be presented in written or oral form depending on the background of the learners.

Regarding the steps of this methodology, firstly, the case must be presented to a group of learners. Then the group must be divided in small groups. Thereafter, trainees should be given time to discuss and reflect about the subject. Finally, the ideas must be consolidated.

In sum, the case study method is important to convey complex theoretical concepts in a simple way, to present trainees with situations that they don't usually think in their normal life and helps creating new knowledge through collective reflection, analysis and synthesis[23].

Advantages

- Provides concrete subjects for discussion;
- Participants' experiences can be brought into use;
- Provides opportunities for active participation and, therefore, allows the development of key skills such as communication, group working and problem solving;
- Can be used with illiterates and relative unsophisticated people;
- Low cost, culturally appropriate;
- Increases the students' enjoyment of the topic and hence their desire to learn;
- Can be used for cognitive learning too.

Disadvantages

- Time consuming to produce good cases;
- Difficulty in validating when there is no quantifiable solution;
- Close relationship to 'real-life' may be difficult to achieve;
- The case study may be too general to focus on a specific issue;
- Case studies written by some one else contain the writers perceptions, feelings and ideologies which may lead to distortion of the objective reality;
- Hypothetical or prepared case studies may be too idealistic.

iv) Role-play

This is a learning technique in which trainees act out characters assigned to them. The trainers provide the information regarding the situation.

This is one of the most common training methods. Role-play is useful where learners share a somewhat similar experience, which is difficult to recall because of its emotional nature. This method can also be used where the uniform possibility of recall is less likely among the learners.

Role-plays are a structured experience, meaning that learning takes place from reenactment of past experiences. It is a powerful training method if the focus of learning is to generate awareness.

In order to use role-play effectively, you need to select a suitable role-play depending on the purpose of learning and identify role enactors/performers. Next, you need to prepare briefs and explain the situation to the learners and tell the audience all the points to be noted. Now is the time to set the stage and start role-play. After the play you can consolidate and debrief[24].

This method is mainly used for changing/modifying attitudes and developing interactive knowledge and skills.

Role-play is used in a variety of ways. A small group enacts role-play about a situation while other learners watch the role-play. A discussion follows that enactment. In this case, the role-play is similar to a demonstration where learning occurs through observation. The adult educators themselves, or a few outsiders or a handful of learners, with or without adult educators, can enact such a role-play.

This learning method can also be used to stimulate discussion on complex issues. A brief enactment by adult educators or learners or both can be used to stimulate further group discussion on similar issues and experiences that learners share. This method is essentially group discussion where role-play merely acts as a stimulant or catalyst for the discussion that follows. Its use in this case is similar to an aid, *e.g.* charts, video clipping, etc.

In certain situations, a role-play is also used to practice skills. For instance, you can practice how to motivate adult learners by enacting different roles. The prime method of learning here is practicing and receiving feedback from learners and adult educators after that practice. Role-play can likewise be used as a re-enactment of past experiences. Learners may enact a past situation with which they are familiar[25].

Advantages

- Is energizing;
- Helps the suppressed and illiterate to express their feelings;
- Is simple and low cost learning tool;
- Focuses on problems which are real;
- Presents complex issues simply and in a short while;
- Does not need materials/ props or advance preparation;
- Can create a great deal of interest;
- Active participation by role players;
- Provides a “living” example;
- An exercise where emotions become the predominant feature[26].

Disadvantages

- There is a possibility of the role play becoming entertainment which vitiates learning;
- Participants can get too involved in their roles and later loose objectivity during analysis;
- Acting can become an end in itself and participants can overact or distort the roles;
- If points for observations are not clear, it may dilute the focus of learning[27];
- Observers may be passive until the exercise is discussed;
- Success depends on the imagination of the players;
- Attitude change may be short lived[28].

v) Simulation

This method is fundamental in awareness-generating sessions and can also be used in skilled-based sessions, essentially because it can easily generate a changing of personal and professional attitude. It consists in attributing each one of the trainees a make-believe role, in which the specific situation and goals are defined, allowing to develop a different number of skills. In this technique, small groups with identical backgrounds and experiences are required, and the trainees must be instructed with the specific inputs and outputs expected with the role-playing. Trainees for each different role must be selected according to their skills, capacities and will and materials adapted to the different types of simulation must be used in

order to create an environment close to reality. After the simulation is complete, a discussion time and feedback must be given to the trainees in order to reinforce the outputs[29].

Advantages

- Allows the demonstration of a real life experience in a controlled and secure environment;
- Develops perception of the goals and generates awareness in the trainees;
- Actively involves every trainee;
- Promotes discussion and generate interest in all the trainees;
- It deconstructs very complex issues in a simpler manner.

Disadvantages

- Requires cooperation and active participation of all the trainees;
- The trainer must be very experienced;
- Difficulty in selecting the adequate roles for each trainee;
- Can cause distraction and fun on the trainees, not making the exercise serious;
- Trainees must focus critically on the goals they need to achieve and debate the essential questions.

vi) Instruments

This method consists in developing questionnaires, both of multiple choice or with short answers. It is a Questions and Answers (Q&A) method that allows to assess the needs of the trainees or their acquired knowledge during other training sessions and can be taken individually or in small groups. The questionnaire must clearly indicate its purposes and how to examine answers and scores[30].

Advantages

- Respects the pace of the trainees;
- Allows the trainees to learn more about their abilities, skills and knowledge.

Disadvantages

- Requires previous knowledge from the trainees;
- Difficulty in designing the best instrument;
- Requires true interest of the trainee on the matter in question.

vii) Learning games

This method can be used to generate awareness in the trainees to specific matters, especially when it comes to uncover or develop skills and personal/professional capacities and is a way of consolidate knowledge acquired in other training sessions. These learning games shall be designed having the specific group of trainees in mind[31].

Advantages

- Allows the involvement of all the trainees;
- It is a lively and relaxed method of building capacities and promote self-awareness;
- Simplification of complex themes;
- Allows the immediate application of knowledge.

Disadvantages

- Difficulty on elaborating games;
- Difficulty on defining the specific goal;
- Can provoke the entertaining without the learning.

viii) Field visit

This method allows trainees to contact directly with the real-life experience defined as the main output of training and can be used to consolidate the knowledge, the skills and to generate awareness. The field visit must be designed to allow the trainees to interact and participate in the different experiences and also to apprehend the environment of work-in-progress. This method also allows to implement new ideas and to change the perception of the trainees about a specific field of expertise. This was a method widely highlighted in the Balkans' partners report on training needs assessment[32].

Advantages

- Allows the trainees to observe and ask questions to the professionals involved;
- Consolidates the importance of the training;
- Generates a lot of involvement of the trainees.

Disadvantages

- High cost and high difficulty in preparation of the field visit;
- Dependence of the host availability.

3.1.3. Materials

The indicated training methods will benefit from the use of different types of materials. First of all, the training facility must be adequate, either if it will take place in the future centre or in the workplace of the trainees. The training environment must, in that sense, be comfortable and appropriated to the different target groups, remarking the purpose of the training.

In what concerns to the training materials, written (*e.g.* training syllabus, exercises' sheets, leaflets, posters[33]) and audio-visual (*e.g.,* video, photografs, powerpoint presentations) are appropriate, as it was mentioned above.

3.2. E-Training

3.2.1. Description

E-training or e-learning[34] refers to the use of various kinds of electronic media and information and communication technologies (ICT) in training and may encompass computer-based or web-based self-study, as well as and real-time training and collaboration. We can, therefore, simply define e-training as the delivery of a training programme by *electronic means* (with the use of a computer or an electronic device – *e.g.*, tablet or mobile phone – as a vehicle for knowledge exchange within teaching and learning)[35].

E-training can occur in or out of the classroom, as it can be self-paced or *asynchronous learning* (meaning learners are experiencing the learning at different times) or may be instructor-led or *synchronous learning* (meaning learners are

experiencing the learning at the same time) or it can incorporate both. This methodology has also evolved towards a *blended learning* or B-learning methodology, where computer-based activities are used in conjunction with face-to-face or classroom-based teaching.

This methodology takes advantage of modern technology and overcomes timing, attendance and travel difficulties. Thus, instructor and learners must be equipped with basic knowledge of technology and it is suited to distance training and flexible training. Besides, as we will see bellow, e-training is less expensive to support and is not constrained by geographic considerations. In fact, it can cost a great deal to transport employees to a training facility or to simply have this facility, and the time required for instructors to travel to various locations in order to train employees can also be a problem. With this methodology a single instructor can teach dozens or hundreds of individuals quite quickly and with much less costs. On the other hand, students with scheduling or distance problems can benefit, as can employees, because distance training can be more flexible in terms of time and can be delivered virtually anywhere[36].

Finally, we should add that, in order to encourage the integration of the new information and communication technologies into European education and training systems, the Council of the European Union adopted, in May 2003, a specific e-learning programme, aiming to develop digital literacy in training methods[37].

3.2.2. Training techniques and materials

E-training can involve a great variety of equipment. CD-ROM and DVD can be used to provide learning materials.

This methodology includes numerous and various types of pedagogical methods or tools, such as[38]:

- **Virtual learning environment (VLE):** An online space provided by the institution to support e-learning (internet or intranet). All forms of digital media can be delivered using its various tools. Educators can post announcements, grade assignments, check on course activity, and participate in class discussions. Students can submit their work, read and respond to discussion questions, and take quizzes.

- **Personal learning environment (PLE):** A concept of understanding that individuals use a range of networks, combining both institutional and personal networks and devices to learn.
- **Blackboard:** Example of a VLE that is commonly used.
- **Moodle:** An Open Source VLE that is commonly used.
- **Podcast, either video or audio:** A method of delivering multimedia content. Podcasts can also be used to very good effect, again to supplement lectures or to get participants to interact outside taught sessions[39].
- **RSS:** A method used to push and pull content across the Internet.
- **Discussion forum:** A communication tool for posting messages, work, comments or opinions. Often text-based but some offer the ability to use multimedia.
- **Blog:** A way of posting educational material online, normally organised by date and topic category. Images, video and audio can be shared with this tool. Blogs typically allow commenting, which can be a useful feature for teaching and learning.
- **Webinars:** are an effective alternative or supplement to traditional lectures, using programs such as Elluminate. They allow for interactivity and mean that not everyone has to be physically present.
- **Wiki:** An editable tool for working with others that has a traceable history of changes.
- **Web 2.0:** Essentially leveraging some of the more recent developments to support better interaction including social features. Many of these web 2.0 services provide community tools for sharing and commenting on resources, such as video.
- **Web service:** A web delivered service that can be used for many types of activity including the storage and delivery of multimedia. Examples of web services include YouTube and web storage.
- **Flash player:** A plug-in piece of software that adds functionality to the browser. Many e-learning resources have been created using Flash and most web videos at present use this technology.
- **Open-source software:** Software that is provided under a license that permits the user to have access to the source code. Open source software

can be used to create, consume and deliver multimedia. An example is the audio editing tool ‘audacity’ which is very popular for creating and editing audio podcasts.

- **Creative Commons licensing:** A way to share copyrighted work within a documented license scheme. Creative Commons licenses are increasingly applied to teaching resources that are typically made available using the internet.
- **HTML:** The structural code that makes websites. Multimedia is typically delivered from websites that are built from HTML. Websites in turn allow us to produce e-learning for teaching and learning.
- **Scripts:** Bits of code that add additional functionality to a website or service. Scripts can be created to support teaching and learning.
- **Web browser:** A browser is a piece of software that allows us to interact with the web via computer. Internet Explorer and Mozilla Firefox are two popular examples.
- **Social media:** Social media tools are used to communicate between people on the web and can be used to support teaching and learning.
- **Whiteboards:** Interactive whiteboards ("smartboards") allow teachers and students to write on the touch screen, so learning becomes interactive and engaging.
- **Voice-centered technology**, such as CD or MP3 recordings or Webcasts.
- **Video technology**, such as instructional videos, DVDs, and interactive videoconferencing.
- **Computers, laptops, tablets, mobile devices**.

3.2.2. Pros and Cons

E-training or e-learning is a new methodology based on the use of new web technologies. Like any teaching methodology, the e-learning has advantages and disadvantages, which must be known to improve this methodology application in real teaching environments. The advantages and disadvantages are also important to choose what courses are more adequate to offer in e-learning. The next list enumerates the advantages and disadvantages according to three points of view: students, teachers and educational entity[40].

i) From the student's point of view:

Advantages:

- Students can work at their own pace (self-paced learning modules);
- Students can study anywhere they have access to a computer and Internet connection and the class work can be scheduled around work and family (adaptability according to learner's availability);
- Students may have the option to select learning materials that meet their level of knowledge and interest;
- The e-learning can accommodate different learning styles and facilitate learning through a variety of activities;
- The e-learning contents could be more interactivity and attractiveness to students, making the learning experience easer and more interesting;
- Students could feel more comfortable to put questions or doubts, without fearing any judgment.

Disadvantages:

- Computing illiteracy of students or low knowledge about computers tools available and reticence facing new technologies;
- Students with low motivation or with bad study habits may fall behind;
- Students may get lost or confused about course's activities and deadlines without the routine structures of a traditional class;
- Instructor may not always be available when students are studying or are in need of help.
- Technical problems.

ii) From the teacher's point of view

Advantages:

- Flexibility and adaptability according to availability (time, location);
- Learner monitoring from the platform (tracking);
- Higher capacity to evaluate the students individually and their learning improvements;

- Encourages the development of critical thinking and allows to know the opinion of all students;
- Durable and updatable teaching materials;
- Enables the diversification of transmitting information and knowledge.

Disadvantages:

- It demands more time from the teacher, that has to manage all the activities and the student's requests or doubts;
- Minor correction capability of an error after several students have access to misinformation;
- No direct contacts with students could difficult the awareness of their lack of motivation or learning problems;
- Difficulties on the transformation of the "knowing" role into a "conductor" role that the e-learning teacher should have;
- Transition of predominantly oral to written communication.

iIi) From the learning entity's point of view

Advantages:

- Depending on the training, it could be available to a large number of learners ("Mass" training);
- Low logistical constraints (no room booking or board);
- Capacity of attracting students due to the flexibility and adaptability of the courses;
- Precise and automated course reporting and results analysis;
- Possibility of reuse and recycling learning materials.

Disadvantages:

- Internet connections difficulties or older computers may make accessing course materials frustrating;
- Investment in computer hardware and software;
- Role plays or lab work is difficult to simulate in a virtual classroom;
- Some e-learning contents are difficult to design for training in highly specific fields.

4. Case study on best practices in training: training programme of the EU on "Environment & SMEs"

The permanent need of updating knowledge throughout the EU member states leads to the implementation of training programmes in all the areas that are under EU competence. Therefore, the EU institutions have an important role in defining and designing training programs to accommodate and consolidate new knowledge.

As defined by the TEMPUS partners' initial report, one of the targets in need of training programmes is the SME and, among the selected areas of interest, we can find the environmental issues. For that matter, we have chosen the Environmental Compliance Assistance Program (ECAP) for SME's Capacity Building seminars[41], supported by the European Commission, as an example of best practice in training, since its main goal was to build a regional network of experts at environmental level and upgrading the implementation of environmental rules and legislation at the SME's level.

This program took a form of a one-day workshop[42], and was made in interaction and with close support from the universities, SME's associations, chambers of commerce and public administration representatives from each EU country.

As we can observe in the Workshop Guidelines[43], the main tasks are the following:

1. Preliminary tasks
2. Plan and activities
3. Promotion and communications
4. Trainer's guidelines
5. Workshop delivery
6. Follow up and suggestions

This structure allows the demonstration of the training principles enunciated before: in the preliminary tasks we can find the identification of training needs; the planning incorporates the organization of human resources and materials; the designing of trainer's guidelines corresponds to a concrete and adapted structure to the target and, in this particular workshop delivery, we will find a lecture, mixed with

case study, role play[44] and demonstration methods[45]. At the end, the trainees are required to take a quiz[46], qualifying the trainers to do the follow-up. (Annex II to annex VI).

This example was successfully adapted in 16 EU countries.

5. Final considerations

To conclude and besides all we mentioned above, it is important to say that the report on best practices in training is not the ending point of this subject.

In fact, this is by nature a process without end, simply because instructions, techniques and methodologies of training that, through experience and research, have proven to be efficient and that reliably lead to a desired or optimum result are in a constant maturation and development. Nevertheless, in spite of this being true it is our belief that, at this point, the above proposed resumes the current best practices.

The DEPOCEI project has, since its beginning, the aim to engage a variety of target populations, the aiming to reach different target groups. That is quite well explained in the previous project documents and it is already been given a concrete expression to that concern in the Balkans partners report on training needs assessment. Therefore, we must also take into account that the target trainees are not equal in interest by the training themes, are not equal in needs, are not equal in preparation and are not equal in availability. This implies that what might be the best for some of them, might not be the best for others and that is well demonstrated and quite easy to know and observe in the expressed answers given in the surveys and interviews that were summarised in the Balkans partners report on training needs assessment, in which each target group stands for a different approach of the phenomenon.

So, in the desired process of bringing a person to an agreed standard of proficiency by practice and instruction we should respect such a difference by having the commitment that training methods, whether they mean conventional training, participatory training (with methods like lecture, discussion method, case study, role play, simulation, instruments, learning games or field visits) or E-training can be, and should be, combined in many different ways to achieve the training package best suited to meet the target group needs. According to that, this report intended therefore to point out the best practices on how to structure and implement a training programme in general, so that it will serve as a working basis for the preparation of training programmes in the specific areas of training already identified in the report

presented by the Balkans partners on training needs assessment, such as environment, judiciary and human rights, as well as employment and social rights.

In what concerns the DEPOCEI project, the practical skills and knowledge given by the training programmes regarding specifically the EU guidelines, the EU institutions and policies will aim to complete the lack or insufficiency of knowledge of public administration (state administration and local self-government), the business sector, and civil society (NGOs) activists in order to improve their performance, adaptation and prepare them for the EU integration.

At last, please allow us to share an ancient Chinese proverb that says that “learning is like rowing upstream; not to advance is to drop back” and we must say that we are all looking forward to row and grow together in this project.

May 2013

FINAL NOTES

[1] For more developments on the definition of the term "best practice", see *inter alia* http://dictionary.reference.com/browse/best+practice; http://www.investopedia.com/terms/b/best_practices.asp; Papadakis, Nikos; Kyridis, Argyris; Pandis, Prokopis & Zagkos, Christos, (2012), *Best Practices in Training of Employees: A Framework for Training the Personnel of Social Partners and NGOs*, International Journal of Education, Vol. 4, Nº. 2, p. 149.

[2] See http://www.collinsdictionary.com/dictionary/english/training. For other definitions, see also http://www.businessdictionary.com/definition/training.html; Wills, Mike (1998), *Managing the training process: putting the principles into practice*, 2nd ed., New York: Gower, p. 12.

[3] This point was based in McConnell, John H. (2003), *How to identify your organization's training needs: a practical guide to needs analysis*, England: Amacom; Wills, Mike (1998), *Managing the training process…, cit*.

[4] See Papadakis, Nikos; Kyridis, Argyris; Pandis, Prokopis & Christos Zagkos (2012), *Best Practices in Training…, cit.*.

[5] This topic was based in CHAN, Janis Fisher (2010), *Designing and Developing Training Programs: Pfeiffer Essential Guides to Training Basics*, San Francisco: Wiley; PONT, Tony (2003), Developing effective training skills: from personal insight to organisational performance, London: CIPD; STIMSON, Nancy (2002), *How to write and prepare training materials*, 2nd edition, London: Kogan Page.

[6] About how to create a power-point, see http://www.wikihow.com/Create-a-PowerPoint-Presentation or http://office.microsoft.com/en-us/powerpoint-help/create-your-first-presentation-RZ001129842.aspx.

[7] This title was based in Cotterill, Robert, *Best Practice Guidance on Training for Small and Medium Sized Enterprises*, for PRISM, May, 2004, available in http://www.epsc.org/data/files/PRISM/Training%20Guidance%20Rev%201.pdf; CHAN, Janis Fisher (2010), *Designing and Developing Training*…, *cit.*; Papadakis, Nikos; Kyridis, Argyris; Pandis, Prokopis & Christos Zagkos (2012), *Best Practices in Training…, cit.*

[8] See http://ec.europa.eu/education/pub/pdf/general/eqf/leaflet_pt.pdf.

[9] See Papadakis, Nikos; Kyridis, Argyris; Pandis, Prokopis & Christos Zagkos (2012), *Best Practices in Training…, cit.*, p. 154.

[10] See Cotterill, Robert, *Best Practice Guidance…*, *cit*.

[11] This topic was based in Cotterill, Robert, *Best Practice Guidance…*, *cit*.; CHAN, Janis Fisher (2010), *Designing and Developing Training*…, *cit.*; Papadakis, Nikos; Kyridis, Argyris; Pandis, Prokopis & Christos Zagkos (2012), *Best Practices in Training…, cit.*

[12] This title was based in Cotterill, Robert, *Best Practice Guidance…*, *cit*.; CHAN, Janis Fisher (2010), *Designing and Developing Training*…, *cit.*; Papadakis, Nikos; Kyridis, Argyris; Pandis, Prokopis & Christos Zagkos (2012), *Best Practices in Training…, cit.*

[13] Formal learning can be described as the learning "that occurs in an organized and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification" in *Terminology of European Education and Training Policy – A selection of 100 key terms,* CEDEFOP*,* Luxembourg, 2008, p. 85.

[14] For more developments about learning theories, see Dunn, Lee, «Theories of Learning*», Learning and Teaching Briefing Papers Series,* Oxford Brookes University, 2002, available in http://www.brookes.ac.uk/services/ocsld/resources/briefing_papers/learning_theories.pdf.

[15] The methodology presented is based on the UNESCO guidelines from Pant, Mandakini, *Participatory Training Methodology and Materials,* UNESCO, pp. 167-169, available in http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_12.pdf. Knowledge-based sessions have the main purpose of delivering new and specific information to the trainees. Skills-based learning will allow the trainees to develop new skills and awareness-generating sessions have the intention to generically introduce conscience of certain aspects applied to the professional environment of the trainees.

[16] See Nérici, Emídeo (1967), *Metodologia do Ensino Superior*.

[17] See Nérici, Emídeo (1967), *Metodologia* …, *cit.*

[18] See *Brief Overview of Participatory Training Methods*, *in http://www.unodc.org/pdf/india/publications/guide_for_Trainers/07_briefoverviewofparticipatorytrainingmethods.pdf*

[19] See Nérici, Emídeo (1967), *Metodologia* …, *cit.*

For examples of discussion methods please see Annexes VII, VIII, IX.

[20] See *Brief Overview of Participatory Training…*, *cit.*

[21] See *Brief Overview of Participatory Training…*, *cit.* See also http://www.materials.ac.uk/guides/casestudies.asp.

[22] See Nérici, Emídeo (1967), *Metodologia* …, *cit.*; *Brief Overview of Participatory Training…*, *cit.*

[23] For examples of case studies on environmental policy and training in SME, see http://ec.europa.eu/environment/sme/cases/case_study_en.htm.

[24] *Idem.*

[25] See *Participatory Trainings, A Book of Readings*, Published by PRIA March 2002, available in http://pria.org/publication/Participatory%20Training%20A%20book%20of%20readings%20A%20Resource%20book%20for%20front%20line%20workers%20of%20development%20organisations.pdf.

For examples on consumer training using role-play methods in adult education, see http://www.dolceta.eu/united-kingdom/Mod4/-Adult-education,81-.html.

[26] See *Brief Overview of Participatory Training…*, *cit.*

[27] See Pant, Mandakini, *Participatory Training Methodology…, cit.*, pp. 162-164.

[28] See *Brief Overview of Participatory Training…*, *cit.*

[29] For an example of simulation exercises on EU policy making, see Statham, Alison, *Simulating European Union Policy Making,* De Montfort University, Leicester, available in http://www.uaces.org/documents/papers/1201/statham_a.pdf and The Seminar & Simulation on "EU Negotiation: methods and practice of the University of Catania", Italy, available in "http://www.fscpo.unict.it/EUROPA/JMAP/activitiesSe&Si.htm.

In what concerns the difference between simulations and role-plays, we can say that role-plays may provide limited information regarding the situation, whereas in the simulation the information provided is usually quite detailed. In addition, while "in a simulation the outcome of the trainees' response depends on a fairly well-defined model of reality, in a role-play, outcomes depend on the emotional reactions of the other trainees". See http://answers.mheducation.com/management/employee-training-and-development/traditional-training-methods.

[30] For an example of a quiz on general functioning of EU institutions and Britain, see http://www.activecitizensfe.org.uk/images/Europeanunionrevised.pdf.

[31] Interactive games about general issues of European Union, for an above 15 years old target, can be found in http://europa.eu/teachers-corner/15/index_en.htm. Also a specific game about European institutions and decision-making can be found here http://euroacademy-crisis-scenario.adagio4.eu/view/en/crisis_scenario/crisis_point.html. For more development in this area, consult European Game-Based Learning Portal, http://www.engagelearning.eu/.

[32] The field trip can extend to an exchange program, like the Erasmus for Young Entrepreneurs in the European Union, which can be consulted in http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/erasmus-entrepreneurs/index_en.htm.

[33] These can be used to great effect, as visual representations can allow participants to broach issues that may be more difficult in words and/or can add a completely new dimensions to discussions, particularly if these are prepared in groups and then shared with other groups particularly for the purpose of provoking discussion.

[34] The definition of e-learning on the Oxford Dictionary is "learning conducted via electronic media, typically on the Internet". *See* http://oxforddictionaries.com/definition/english/e-learning. We may also find the term "distance-learning", as this methodology is a form of this type of learning (the source of information and the learners are separated by time or distance or both), although it may be blended with classroom-based learning and therefore with "physically present-learning". Besides, the expression "on-line learning" is likewise used, even though in this case it involves the use of internet or intranet.

[35] Presenting a definition with literature review and stressing the difficulty of devising a single definition of e-learning, see http://www.irrodl.org/index.php/irrodl/article/view/1161/2146. See also, for instance, http://www.jiscdigitalmedia.ac.uk/guide/introduction-to-elearning; http://derekstockley.com.au/elearning-definition.html.

[36] About this methodology see *inter alia* http://www.herridgegroup.com/pdfs/eLearning%20a%20Definition.pdf; http://repositorium.sdum.uminho.pt/bitstream/1822/2896/1/06MariaGomes.pdf.

[37] See http://europa.eu/rapid/press-release_PRES-03-114_en.htm?locale=en.

For an example of e-learning, within the EU, on contracting procedures applying to all EU external aid contracts, see http://ec.europa.eu/europeaid/work/procedures/implementation/practical_guide/e-learning_en.htm.

[38] We took most of these methods or tools' description from http://www.jiscdigitalmedia.ac.uk/guide/introduction-to-elearning, as well as from http://searchcio-midmarket.techtarget.com/definition/distance-learning.

[39] There is some great information on the web by Colin Gray from Edinburgh Napier http://www.thepodcasthost.com/podwhating/author/colinmcgray-2/

[40] This topic was based in http://www.dso.iastate.edu/asc/academic/elearner/advantage.html and http://www.innovativelearningtechnologies.com/?p=80.

[41] http://ec.europa.eu/environment/sme/toolkits/training2008_en.htm

[42] See Annex II for the Schedule and contents of the workshop.

[43] See Annex III for the Workshop Guidelines.

[44] See Annex IV for role play examples.

[45] See Annex V for the Trainer's Guidelines.

[46] See Annex VI for the quiz.