TOTs Training Manual

Handbook for the design of blended training-learning paths

E+ Project “Learning the Blended Way”

CENTRO PER LA COOPERAZIONE INTERNAZIONALE

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Learning the blended way

IO2a - TOTs Training Manual
Handbook for the design of blended training-learning paths

E+ Project “Learning the Blended Way”

“Transformative training through a blended approach”

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ABSTRACT	This document presents a reflection on the introduction of a blended approach to the design, development and evaluation of training processes. The reasoning is developed around the observation and analysis of different learning environments as the place where the learning occurs. Blended learning, teaching and training is here defined as when digital and analogue learning environments are present and intentionally integrated in the same training strategy, according to the specific training objectives and expected learning outcomes, making the training process more inclusive and participatory. A specific focus is therefore proposed on those aspects of the training design process that most and best enable the reasoning from and on a blended perspective to training and learning, and “entry points” for a blended approach are highlighted. All the reasoning that animates the four Chapters of this Manual is developed on the basis of the TOTs training (February-July 2022) piloted within the framework of the international Erasmus + Project “Learning the Blended Way”.
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From the project text:
The output has a practical approach and aims to provide trainers with references, methods, tools, study cases, instruments regarding content management, technological aspects and evaluation in a blended learning context.
The manual (about 40 pages) and toolkit (about 30 pages) will be developed during M2-M9 through a participatory approach. The manual and toolkit will be developed during M2-M4 by the experts involved in the TOT curricula development and will be used by the participants in C1 and C2. The latter will be asked to provide feedback (list of most common difficulties and specific instruments used, critical points, specific needs).
Manual & toolkit piloting and validation. *The output will be revised as a result of the training experience that the trainers will have during C3-C8 (M16-M18). An evaluation form will be provided to trainers and mentions will be made in the training diary that all trainers will keep. A special session will be dedicated to this theme during the second virtual mobility day foreseen in M20. As a result the intellectual output will be based on a practical approach and will represent a tested, adapted and relevant response to the specific needs of the trainers.*
The resulting collection of instruments will be published under the form of an innovative toolkit (about 40 pages) and widely disseminated among professionals in the field. The product will be translated into Romanian, Dutch and Italian by the partners (1 technician x 6 days/language)
Dissemination. *All partners will disseminate the IO2 through publication on their websites and social media, newsletters and presentations during multiplier events with the participation of representatives of local stakeholders (NL- M7, EU level – M20, IT - M16, RO - M24). We estimate that at least 120 trainers will be informed about the TOT manual & toolkit (25 – NL, 40- RO, 25 - IT, 30- EU level) The TOT manual & toolkit developed is innovative because it is based on the practical experiences of the trainers and of the organisations involved in the project. The output is not a duplication as it is developed on the specific needs of partner organisations. The TOT manual & toolkit will be available for download in English and local language on each partner website.*

TOTs	Training of Trainers				
E+	Erasmus Plus programme				
GCE	Global Citizenship Education				
HRE	Human Rights Education				
IO	Intellectual Output				
DT	Digital Transformation				

Context and reasons for a Manual for Trainers on a "Blended Transformative Learning Approach"

The "Learning the Blended Way" E+ Project overall objective is the development of competencies of trainers, teachers and educators working in the educational and social fields to foster and support a transition towards a blended training-learning approach.

Today, digital transformation is considered one of the most important challenges that contemporary societies are facing but, as is well known, technology is not neutral and has risks, challenges and opportunities to analyse, understand and reflect on. As trainers - in particular in the citizenship and human rights areas - it is important to consider the consequences that this transformation and challenge brings for democratic processes and rights to access.

In this framework, the purpose of the project is to reflect on current approaches to training and learning and adapt existing training curricula to a blended approach and form of learning, combining face-to-face and online.

In order to reach the objective described, the project foresees, among the others, 2 Intellectual Outputs (IOs) specifically devoted to support TOTs who already work (or intend to work) on the development of global citizenship competences and the promotion of human rights, integrating their approach towards a blended (i.e. digital *plus* analogue) training perspective.

These IOs are conceived as follows:

- IO1 TOTs Training Curriculum on Transformative blended training;
- IO2 a) TOTs Training Manual and b) TOTs Training Toolkit for blended training.

The mentioned Intellectual Outputs propose a path of reflection about the design, delivery and evaluation of blended training experiences conceived as transforming processes in line with the vision and mission of Global Citizenship Education (GCE) and Human Rights Education (HRE).

They function as an integrated set of conceptual and operational tools expected to support Trainers of Trainers by integrating a blended approach into the training-learning process, accompanying them as they rethink the training design process (method and tools) integrated with digital elements (perspective, tools, technologies) and supporting them in training their target group accordingly.

Purposes and main objectives of the Manual

The TOTs Manual (IO2a), together with the Curriculum (IO1) and the Toolkit (IO2b), intends to contribute to the definition of minimum coordinates to integrate a "blended learning approach'' within a training process oriented to GCE and HRE.

In particular, the Manual will:

- offer trainers useful and practical information and materials on how to integrate the blended approach within the training process step by step and thus on how to develop blended training processes and curricula;
- support trainers in training teachers effectively on the design and delivery of a blended training process integrating GCE topics and approaches.

Target

The Manual is targeted to trainers involved in teachers and educators training on training processes and training activities oriented towards the development of global citizenship competences and the promotion of human rights.

Structure and contents

"Digital and blended training has the same, or even more, need to think and plan the training process and to design proper learning activities as the face-to-face teaching and training[1]".

This Manual is intended as a **guide to building effective learning environments within a blended training strategy.** A specific focus is therefore maintained on those aspects of training design that most and best enable the reasoning from and on a blended perspective to training and learning. In other words, it will explain how to plan, develop and manage a curriculum oriented to GCE and HRE topics and competences with a special focus on the "entry points" for a blended approach.
The Manual collects and develops the TOTs Curriculum contents regarding the theories (what), materials and examples (how to) on the design, delivery and evaluation of Blended Transformative training processes. Particularly, the Manual follows the development of a blended curriculum from the overall design and up to the detailed design phase: the delivery phase is here only introduced and it is assumed to be tackled in its technical aspects through the focus provided in the Toolkit (IO2b) on the use of some tools.

The Manual is articulated into four Chapters.
CHAPTER 1 – Main assumptions and reference theories leading to a Blended Learning Approach
The Chapter introduces the key assumptions and the theoretical frames of reference that offer the basis for a blended training-learning approach to be investigated and adopted, namely the Transformative Learning approach, the Global Citizenship Education perspective, the Digital Transformation process. The theoretical and methodological frameworks are therefore outlined and the blended perspective is first presented in its basic elements.

CHAPTER 2 - What is a "Blended Training-Learning process"? What does "Blended Training and Learning" mean?
The Chapter builds understanding of what is meant by a "blended learning action" by linking it to learning environments. The combination of different analogue and digital learning environments within a training strategy and their interconnection is in fact considered the product and main evidence when a blended approach is adopted.
The Chapter then outlines the overall design phase of a training action by paying attention to how this is influenced by the adoption of a blended perspective. Starting from the analysis of the context and the target group, the positioning and the chain of objectives are defined up to the construction

[1] https://circex.org/en/resources/fad/didattica-a-distanza-seconda-ondata

of the strategy. The Chapter closes with a focus on reflective thinking that helps develop the positioning of trainers with respect to a blended training process.

CHAPTER 3 - Monitoring a blended training strategy and assessing the blended learning process

The Chapter deals with the monitoring and evaluation issues within a blended training frame. The design process of a blended training strategy will be checked and a focus is proposed on control questions to validate the blended strategy and the relevance and effectiveness of learning environments within the same strategy. The second part of the Chapter tackles more closely the development of a monitoring and evaluation plan for assessing the learning process in a blended training: attention is paid to the evaluation purposes and tools. The Chapter regards learning environments as the core components in which to monitor both the strategy and the learning.

CHAPTER 4 - Delivering a blended training experience: how learning environments are defined and used in a blended training

The Chapter goes into the details of designing a blended training experience, trying to assess if and how a blended approach affects the articulation of the training strategy, the timing and the selection of specific learning activities, at the same time checking how these vary in their effects and impact on the learning process in relation to the learning environments chosen. Some final remarks from experience about blended (and hybrid) training-learning processes will sum up the work and open to future insights.

How to read the Manual

The reasoning that is presented through the four Chapters of this Manual comes from the reflection and the analysis developed during and after the TOTs training piloted in the first half of 2022 at international level. All considerations reported here are thus grounded in the direct situated experience, put into dialogue with the authors' previous experience in adult training and training design and with the reference bibliography. In order to emphasise the contribution and coexistence of different cues and sources in the articulation of the reflection, the text includes specific boxes marked as follows:

- **blue boxes** focus on the main theoretical frameworks adopted for the practice and reflection;
- **green boxes** refer to elements, facts, events directly experienced during the piloting of the TOT training;
- **framed boxes** highlight (conceptual and practical) tools presented and suggested here to support the design and delivery of a blended training process.

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CHAPTER 1 - Main assumptions and reference theories leading to a Blended Learning approach

In this first chapter of the Manual, it is essential to make explicit the premises and theoretical frameworks in which the methodological and technical proposal for the blended training design is embedded. This makes it possible to explain the starting point and to understand the background that influenced the design of the pilot TOT training that gave rise to the present publication.
The blended approach emerges as a methodological aspect in the intersection among three basic assumptions:

1. Transformative Learning, understood as a pedagogical principle inspiring education for adults and young people and Experiential Learning as the related methodological approach. Educational organisations - like the members of this partnership - which intend to enhance transformative and experiential learning - with a learner-centred approach promoting competences and awareness-raising - need to explore the theoretical, methodological and technical development of present and future socio-cultural contexts;
2. Critical approach to the Digital Transformation (DT), which is a dominant phenomenon that affects our societies and democracies, and the way each individual learns;
3. Global Citizenship and Global Citizenship Education perspective, as the horizon to strive for in order to promote active and participatory citizenship: citizenship is understood as a cultural vision and practice and human rights are tackled with a relativistic approach.

In this understanding, blended learning – "the new normal", following the narrative about the after-pandemic crisis – is an emerging approach (integrating digital and analogue settings and tools) that educational stakeholders need to question, understand and create a vision on.

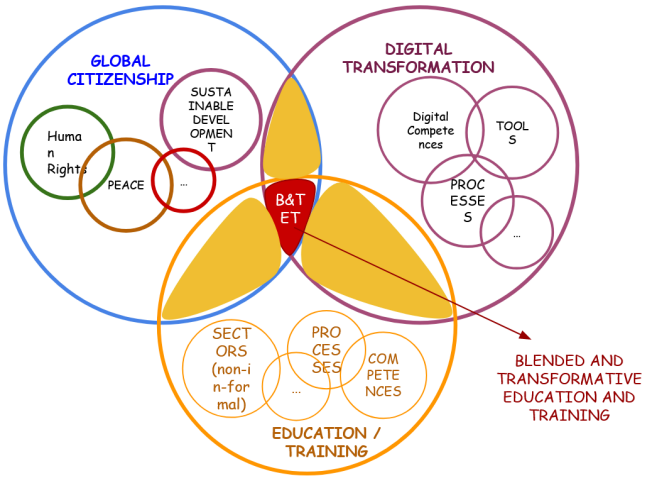

Figure 1 - The blended approach emerging from the intersection of the basic assumptions

1.1 About Transformative Learning

Transformative Learning can be understood as the main purpose of the training and educational process if the latter is defined as a means of empowering people based on competences development and awareness-raising. In this perspective, each learner with his or her own background of experience and knowledge through a progressive process of reflection, integration and revision acquires new skills, knowledge and awareness leading to new worlds of understanding, perception and behaviour.

This is the first main starting point leading to the methodological proposal described in this Manual and which affects the understanding of the broader socio-cultural context and how to design and deliver training – in a non-formal (and formal as well!) educational environment.

Transformative Learning

"Transformative Learning is the idea that learners who are getting new information are also evaluating their past ideas and understanding, and are shifting their very worldview as they obtain new information and through critical reflection. It goes beyond simply acquiring knowledge, and dives into the way that learners find meaning in their lives and understanding. This kind of learning involves a fundamental change in learners' perceptions - learners start to question all the things they knew or thought before and examine things from new perspectives in order to make room for new insights and information. Many learners and experts agree that this kind of learning leads to true freedom of thought and understanding." [Mezirow Transformative Learning approach]
https://www.wgu.edu/blog/what-transformative-learning-theory2007.html#close

Experiential Learning

Transformative Learning is tightly interconnected with another training methodological approach: Experiential Learning. In this framework, experiences are powerful means for learning because they get in contact with all the spheres of human perception: rationality, emotions and values. They help individuals use the different types of knowledge they possess: propositional, practical and attitudinal knowledge. They help defy consolidated attitudes, suppositions and habits.

Kolb's Cycle describes the four key moments that allow any meaningful experience to become a learning opportunity to produce knowledge and develop new competences.

1. The first moment is the experience itself. It is important to select significant, revealing or inspiring experiences in relation to the topic or field of interest.
2. The second moment is the reflective observation on the experience, that allows us to obtain more information, to catch different, stratified meanings, to deepen our comprehension of the underlying mechanisms of any process. To this aim it is important to ask the right questions, capable of "reading" the experience from different perspectives.
3. The third moment is the abstract conceptualisation of the information collected on the experience. At first, this information is usually raw, unorganised, messy. It is then necessary

to organise ideas, to look for recurrent ideas and possible connections. Drawing on this, it is possible to start building explanatory hypotheses, concepts, theory.

4. The fourth moment is the active implementation of the ideas and hypotheses developed in relation to the specific experience. The application of theory to reality and the evaluation of its impact and effectiveness.

It is defined as "an orientation which holds that the way learners interpret and reinterpret their experience is central to making meaning and hence learning." [Mezirow Transformative Learning approach]
https://www.wgu.edu/blog/experiential-learning-theory2006.html

Food for thought
On Transformative Learning and Experiential Learning
Mezirow, J. (2003), Transformative Learning as Discourse. *Journal of Transformative Education*, *1*(1), 58–63. https://doi.org/10.1177/1541344603252172
David A. Kolb, Experiential Learning: Experience As The Source Of Learning And Development, Prentice-Hall, 1984
https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development
Roberts, T. Grady, An Interpretation of Dewey's Experiential Learning Theory, 2003-Aug
https://eric.ed.gov/?id=ED481922

1.2 About Digital Transformation

Digital Transformation (DT) is considered one of the most important challenges that contemporary societies must face in order to build a more just society and prevent the increase of social inequality. Digital Transformation is the re-organisation of society made possible by Information and Communication Technology (ICT). It is an undergoing process which impacts the present and future of the individual and collectivities, in the private and the public spheres: as is well known, technology is not neutral and has risks, challenges and opportunities to analyse, understand, reflect on and contribute to create. It implies the revision of communication patterns, economic and cultural practices, infrastructures and services and in broader sense the whole functioning of the political communities including nation states. It is important, then, to: i. look at both technology and the nature of economic, social and cultural activities - for example, what we do in different social roles as digital customers, digital actors, digital workers and digital citizens; ii. take an interest in the difference and changes that digitalisation brings to such activities.

Critical understanding of Digital Transformation raises new questions
Critically reading the impact of digital transformation not only allows us to grasp more consciously the changes brought about by technology, but also to question the social and cultural change of social organisations itself and, in terms of the focus of this publication, of the learning and training

processes. For example, DT leads us to interrogate about the meaning of sustainability, innovation and inclusion in the “digital era”, how these key-concepts could be methodologically integrated in the learning and training processes and how they could be analysed as topics themselves.

Focusing on **environmental sustainability** and **socio-economic inequalities**, an important element is the hardware of the digital, i.e. the infrastructure system and individual devices needed to enter the digital sphere. The availability of the infrastructure is different from the geographical (nations) and territorial areas (cities and rural areas) and it refers also for example to the different access that people could have because of their socio-economic conditions, their ability or disability and their competences. Through digital technology we can reduce travel, but continue to communicate and exchange information even from geographically distant areas, as we do today. So, we need to maintain a global vision of our being in the world and develop a sense of common humanity, but without further polluting the environment.

Moreover, one of the master narratives about digital transformation states that digital technologies such as Artificial Intelligence (AI), Machine Learning (ML) and the Internet of Things (IoT) can help achieve sustainability goals. Some examples include:

- Artificial Intelligence that helps reduce air pollution, makes renewable energy more affordable, and helps building more energy-efficient houses;
- The Internet of Things, where our devices help us monitor energy consumption and assist us in assessing our environmental impact.

But digital pollution is unfortunately not made of pixels, it is a relatively new type of pollution but with very important consequences on human and animal ecosystems.

Digital pollution is a phenomenon produced by the fossil fuels used to produce the electricity needed to run data centres and servers, and by the production and disposal of the electronic devices we use. It is responsible for 4% of greenhouse gas emissions and current trends suggest that these emissions could double by 2030 due to the increase in global users.

The Internet is not immaterial: it is made up of a multitude of elements (computers, cables, antennas) that allow data (videos, photos, emails, web pages) to be stored and transferred to our devices. These technologies have to be produced and powered, generating a significant energy cost.

According to "Greenpeace" and "The Shift Project" (https://theshiftproject.org/en/home/) "it is expected that the IT sector will consume 13% of the global electricity for data centres by 2030 and that [...] video streaming is responsible for 80% of internet traffic”.

It is expected that the Internet will, in the future, use even more energy, despite progress in energy reduction. Seemingly immaterial spaces like platforms have a very material basis. Hardware and mobile networks require raw materials, electricity, cables, and satellites with an ecological footprint.

Food for thought

On Digital Transformation with a critical perspective

From the DIGIT-AL project publications www.dttools.eu:

DIGIT-AL project, Ramón Martínez and Georg Pirker, Education and Learning Digital Transformation in Learning for Active Citizenship, DARE – Democracy and Human Rights Education in Europe, Brussels 2020
https://dttools.eu/pdf/digit-al-io1-education.pdf
Marco Oberosler, Elisa Rapetti, Nils Zimmermann (ed.) (2022), Facilitator Handbook #6. Learning the Digital, created in the frame of the project DIGIT-AL Digital Transformation in Adult Learning for Active Citizenship, published by the Deutsche Nationalbibliothek, 2021/22
https://competendo.net/en/images/f/f5/Competendo_learning_the_digital.pdf

If Digital Transformation is the re-organisation of society made possible by information and communication technology (ICT), as citizens, learners and trainers, each one can and needs to play more than one role in navigating the DT process itself:

- understanding the change taking place (learning about digitalisation);
- making use of digital technology to pursue our (learning) goals (learning through digitalisation);
- participating in discourses and decision-making (learning for digitalisation).

Digital Transformation and digital technology have a great potential as means for more engaging learning opportunities for all, still they need to be deeply investigated and questioned in their conditions and effects. It is a privilege each one should take advantage of to be living at a time when things are taking shape. For the digital transformation process to be a democratic process, it is necessary to make the citizens' voices heard.
This is exactly the perspective of Global Citizenship Education which is to empower learners to exercise and defend their rights and responsibilities, and to co-create society.

1.3 About Global Citizenship Education

Any successful democratic transformation requires citizens understanding the change and being willing to involve themselves in discourses and decision-making. Global Citizenship Education (GCE), indeed, is considered as a broad frame of reference to guide the design and implementation of transformative training processes which aim "to open people's eyes and minds to the realities of the globalised world and awaken them to bring about a world of greater justice, equity and Human Rights for all" (Maastricht Global Education Declaration, 2020). In this perspective, trainers have the important role to empower learners to find a constructive and active position in this transformation we are currently undergoing.
Developing a critical awareness of DT, then, does not mean to turn our learners into a bunch of IT technicians. Rather, it means to provide them with the knowledge and tools they need to assess and question the functioning, usefulness and ethicality of the digital tools and infrastructures with which they come into daily contact. DT, like any process of change, brings consequences that have to be managed. Like everything that is created by human beings, it serves the ends for which it was

conceived or used. It is therefore possible to say that Digital Transformation offers enormous possibilities in terms of democratic participation, but at the same time it can be used for opposite ends, such as the manipulation of public opinion to achieve political ends that have not been collectively determined.

Global Citizenship Education*

*Extract from the document: Global Citizenship Education - ToT Training Curriculum "Learning the Blended way" project

Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education, being the global dimension of Education for Citizenship. Since the Maastricht Global Education Declaration, the North-South Centre has largely contributed to promote global education as an "interdisciplinary approach where human rights, democratic citizenship and intercultural dialogue represent its main elements and where global education is intended as a dynamic concept evolving according to the political, economic, social, cultural and environmental developments of the global society."

The concept itself has evolved and the number of international documents illustrates the need to keep this concept in line with growing contemporary challenges. The new Millennium has brought new and pressing political, economic, social and ecological challenges to the world order, jeopardising social cohesion and democracy. The 2030 Agenda of the United Nations, which resulted from a global concertation that took place between 2013 and 2014 - involving representatives of all countries of the world, international institutions, international NGOs and experts to identify the main priorities that all stakeholders should tackle by 2030 in order to improve living conditions on earth – has brought a new approach. There are various approaches to the Global Citizenship Education set of competences that global citizens should strive to further develop for the purpose of a more just and sustainable world. In this framework, the term "competence" is understood as a combination of personal knowledge, skills, abilities, values and attitudes required for the performance of certain activities or tasks or demonstration of a certain behaviour.

It is particularly relevant to mention the 2030 Agenda and the Sustainable Development Goals (SDGs) not only because they are the main international reference framework linking human rights with sustainable development, but also because SDG 4 on Quality Education specifically mentions the role of global citizenship and education in developing individual competences to reach the defined targets of the Agenda, as follows: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".

Following the UNESCO understanding, there are 3 core conceptual dimensions of GCE.

- Cognitive: to acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependence of different countries and populations.
- Socio-emotional: to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- Behavioural: to act effectively and responsibly.

Following the UNESCO frame, CGE aims to enable learners to:

- develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world;
- develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem-solving, negotiation, peace-building and personal and social responsibility;
- recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- develop attitudes of care and empathy for others and the environment and respect for diversity;
- develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.

Human Rights: landmarks

One very important part of Global Education is related to Human Rights and, it being a transversal dimension for our blended training, we will take a closer look at what Human Rights mean and what the approaches of education on this topic are. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010) defines HRE as “education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.”

Trainers, facilitators, teachers and other HRE practitioners who work directly with young people tend to think in terms of competences and methodology. Different organisations, educational providers and actors in human rights education use different definitions according to their philosophy, purpose, target groups or membership. There is, nonetheless, an obvious consensus that human rights education involves three dimensions:

- learning about human rights, knowledge about human rights, what they are, and how they are safeguarded or protected;

- learning through human rights, recognising that the context and the way human rights learning is organised and imparted has to be consistent with human rights values (e.g. participation, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the content of the learning;
- learning for human rights, by developing skills, attitudes and values for learners to apply human rights values in their lives and to take action, alone or with others, to promote and defend human rights.

So when we think about delivering Human Rights Education, how to help people acquire the necessary knowledge, skills and attitudes so they can play their parts within a culture of human rights, we see that we cannot "teach" HRE, but that it has to be learned through experience.

Food for thought

On Global Citizenship Education

Office of Education and Training, APCEIU, Global Citizenship Education. A Guide for Trainers, APCEIU 2018

https://www.gcedclearinghouse.org/sites/default/files/resources/180322eng.pdf

Vanessa de Oliveira Andreotti, Soft versus Critical Global Citizenship Education, S. McCloskey (ed.), Development Education in Policy and Practice, © Palgrave Macmillan, a division of Macmillan Publishers Limited 2014

https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education

GCE Idea-scapes (table adapted from: Andreotti, V. (2011), Actionable postcolonial theory in education, New York: Palgrave MacMillan)

https://philpapers.org/rec/ANDAPT

Vanessa de Oliveira (Andreotti), Editor's preface 'HEADS UP', Critical Literacy: Theories and Practices 6:1 2012

https://www.developmenteducationreview.com/issue/issue-19/critical-literacy-theories-and-practices-development-education

Karen Pashby, Marta da Costa, Sharon Stein & Vanessa Andreotti (2020): A meta-review of typologies of global citizenship education, Comparative Education, DOI: 10.1080/03050068.2020.1723352

https://www.tandfonline.com/doi/full/10.1080/03050068.2020.1723352

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https://elearning.cci.tn.it/mod/page/view.php?id=1444

Global Education Guidelines drafting team, GLOBAL EDUCATION GUIDELINES Concepts and methodologies on global education for educators and policy makers, North-South Centre of the Council of Europe – LISBON, Updated edition 2019

Global Citizenship Education TOPICS AND LEARNING OBJECTIVES, UNESCO, 2015

https://unesdoc.unesco.org/ark:/48223/pf0000232993

1.4 About a blended approach to training and learning

In this framework, the blended approach to training processes is regarded as particularly consistent with the content, methodology and approach to training and learning promoted by GCE and HRE, in being particularly oriented to mixing environments, means and tools, thus responding to different competences, learning styles and needs, social and economic conditions.

Additionally, the advancement of information technology applied to education and training in general has allowed the development of innovative models that are potentially very inclusive. Just think of the possibility, through a stable Internet connection and the use of appropriate software, to eliminate geographical distance or drastically reduce travel costs for participants in international training. Not only that, but individuals interested in a particular topic can now find online resources or even entire courses dedicated to that specific topic. This was unthinkable until a few years ago. Information and resources are waiting to be discovered. One of the challenges is to be able to filter the information so as not to find oneself more confused than when one started.

Still, in the trainer's perspective - in particular in the citizenship and human rights areas - it is important to consider the consequences brought about by this transformation and challenge for democratic processes and rights to access. Digital competences should be and will be part of civic competences for the present and future generations. These competences can be improved and consolidated throughout a virtuous and proper use of the technology and the digital itself as an environment of learning. Technology can be considered as a means for more engaging learning opportunities for all, if integrated with analogue training and learning methods.

The DigCompEdu framework

In May 2018, the EU Council defined digital competence as presupposing "an interest in digital technologies and their use with familiarity and a critical and responsible spirit for learning, working and participating in society". The European Commission is addressing this issue through its flagship policy initiative in this domain – the Digital Education Action Plan (2021-2027).

In 2020 the European Commision provided the first release of the DigCompEdu (Digital Competence Framework for Educators), an articulation of the DigComp mother document, further revised in March 2022. The DigCompEdu is the framework that defines in six areas the digital competences that educators should possess, articulating them in 22 sub-competences. "The European Framework for the Digital Competence of Educators (DigCompEdu) is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competences in Europe. DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts." [https://joint-research-centre.ec.europa.eu/digcompedu_en]

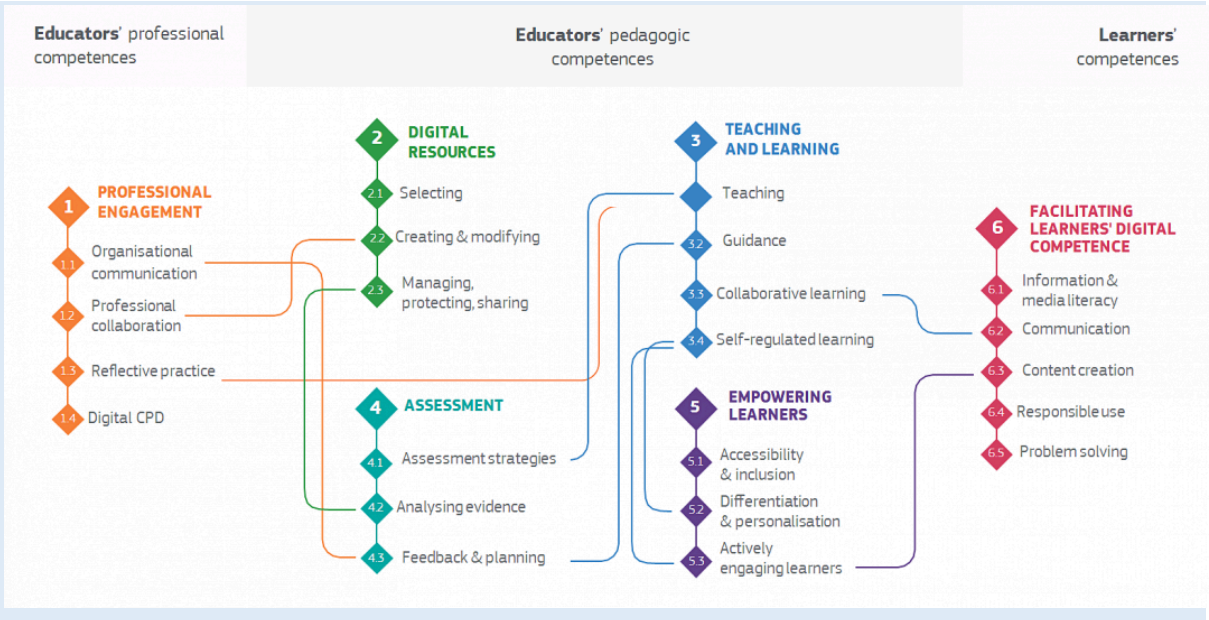


Figure 2 - The DigCompEdu competences framework
https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework_en

Food for thought

On EU policy initiative on Digital Competences

EU Commission, Digital Education Action Plan (2021-2027)
https://education.ec.europa.eu/focus-topics/digital-education/action-plan

EU Commission, Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies
https://education.ec.europa.eu/focus-topics/digital-education/about/self-reflection-tools

EU Commission, Digital Competence Framework for Educators (DigCompEdu)
https://joint-research-centre.ec.europa.eu/digcompedu_en
https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework_en

To apply a blended approach to training-learning processes: first elements

Within this framework, the core question that guided the design and development of both the TOTs training action and the present publication is: how to apply a blended approach for transformative training and learning processes in the field of GCE in the digital age?

First of all, it is important to make explicit what is meant here by "blended approach to training" or "blended training". Although there seems to be a rather shared definition it is important to offer some orienting elements.

Blended learning, teaching and training is defined as when both the digital and the analogue environments are present in the same training process and combined according to the specific objectives and expected learning outcomes of the training, making the latter more inclusive and

participatory. In order to achieve this goal, the digital and the analogue perspectives have to be considered and integrated since the very first steps of the design of a training process.

In addition to being particularly useful to cover critical situations where "traditional" training-learning processes are hindered (e.g. during the pandemic, when digital and distance learning helped achieve training objectives that would otherwise have been missed), the blended approach to training processes is particularly useful to mix environments, means, tools, thus responding to different competences, learning styles and needs. In this sense, it is assumed to be particularly consistent with the content, methodology and approach to training and learning promoted by the GCE and HRE.

From the perspective of trainers' everyday practice, digital transformation deals with the knowledge and competence in using technology, specifically, in the training setting: digital tools for communicating, explaining, integrating digital resources - e.g., videos and apps - during a training session and process. Having a proper command of digital tools and methods has become essential in order to be able to involve young people - supposedly *digital natives* – in the training and learning process. In the understanding of this publication, digital skills are specific elements to work on only after reflection and awareness-raising about how to take advantage of the combination of the different learning environments emerging from the blending of digital and analogue settings and tools.

This reflection and deeper understanding - starting from the very practical and concrete elements of a training - raises methodological questions useful to improve the effectiveness of the training process itself. In which way is the blended approach supposed to:

- *introduce innovative methods and tools?*
  The debate is currently open and broadening about methods and tools that have been proposed as winning models in their digital version: if interrogated they can enable the development of more complex and articulate thinking leading to innovation and the revision of traditional tools themselves;
- *contrast inequality in the access to training and promote inclusive learning environments - for example, overcoming social inequality and fitting to different learning styles?*
  Digital transformation opens up new opportunities, but not in the same way for all people: the digital divide is affected by the accessibility of the communication infrastructure; the income and the level of education; other factors of inequality such as age, gender, ability, racial and linguistic backgrounds and location. For example, depending on the geographical context, it is possible to have access to infrastructures that have very different capacities to guarantee stable or fast connections. It is important to reflect on the impact of digital transformation in terms of inequality: the digital divide could be seen as a reflection of society's inequalities, and it becomes crucial for understanding the mechanisms of inclusion and exclusion that characterise our societies today and in the future. These mechanisms trace the line of participation in the labour market and democratic life, generating new vulnerable groups and new needs for understanding and learning the complexity of reality and everyday life.

- *give consistency to GCE promoting interconnection among local communities of learners at national or international level?*
  In the context of GCE and HRE the blended approach can be considered one way to favour an international/open world perspective, and digital tools can be seen as means not only to gather information but also to create meaningful connections with "other" territories and people.

Gamification and game-based learning

The debate on the gamification of the training and learning contexts is an emblematic example of a methodological debate about new and innovative approaches applied to formal and non-formal education due to ICT development and digital transformation.

Gamification is used to transform the learning experience into an educational game by using game elements to motivate and keep the students active (usually by a system of rewards or by indicating their level of performance). Gamification is a process that exceeds the educational sector and is used by several organisations in the digital sphere. This trend has brought back to the forefront of debate the game-based training and learning approach that aims to use non-competitive game-based activities for skill and competence acquisition. The trends emerging through digital transformation create new opportunities to promote and reflect on the innovative dimension needed in formal and non formal educational settings given the broader social and cultural transformations that have been occurring.

Food for thought

On gamification and game-based learning debate

GamifyEU, 2021, Gamification in non-formal education and youth work
https://gamifyeu.org/wp-content/uploads/2021/07/publication-GamifyEU-FINAL-3.pdf

Woodcock, J., & Johnson, M. R. (2018), Gamification: What it is, and how to fight it, The Sociological Review, *66*(3), 542–558
https://doi.org/10.1177/0038026117728620

For Italian speakers/readers:

Lupetti M., 2020, Gamificando non si impara, menelique, 03/TRE Lezioni Perdute, bobok
https://www.menelique.com/gamificando-impara-scuola-game-design/

CHAPTER 2 - What is a “Blended Training-Learning process”? What does “Blended Training and Learning'' mean?

2.1 The starting point: thinking of Blended Learning as one of the options

As introduced in Chapter 1, the blended approach to training and learning processes could be defined as “the organic integration” of selected and complementary face-to-face and online methods and tools (Garrison & Vaughan, 2008). It means to create an effective learning process, making appropriate choices and taking advantage of different learning environments which take place face-to-face (F-2-F) and online.

Considering the blended approach as an opportunity means to analyse the pros and cons of the use of technology, blending online and in presence learning environments during the design of a training. If, how and to what extent to use a blended approach should be decided through a process of analysis of the elements included in a learning system.

According to the "Complex adaptive blended learning system” theory (CABLS) a learning system include - at least - 6 elements[2]: the learner, the trainer, the technology, the content, the organisation, the learning support (Cleveland-Innes, Wilton, 2018). Moreover, considering a learning system as a whole, it would be important to include in this list the cultural and social context in which the training is taking place. “Not only does each element have its own character and subsystem, but each one acts in relation to all the others. As in any complex system, the relationships are dynamic and integrative. This adaptive system of blended learning emerges from the relationships and the effects of each element acting with and on the other elements” (Cleveland-Innes, Wilton, 2018, p.10).

There are many ways to identify and categorise the different learning environments and models to combine them into a blended process: for this reason, it is helpful to reflect on the designing of a blended training starting from the learning environments used and emerging from the pilot TOTs experience that inspires this Manual. Before moving on to the detailed description of learning environments, it should be pointed out that a **learning environment is the product/outcome of a complex process of choices that “encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts.** The term also includes human behavioural and cultural dimensions, including the vital role of emotion in learning, and it requires us to examine and sometimes rethink the roles of teachers and students. The focus on information technology in education is expanding from the enhancement of learning spaces to include factors beyond hardware, software, and the network. The learning environment is a composite of human practices and material systems, much as an ecology is the combination of living things and the physical environment” (Bate A.W.T., 2019, p.490).

[2] The elements included in the list have been modified from the original model, according to the perspective applied in this publication.

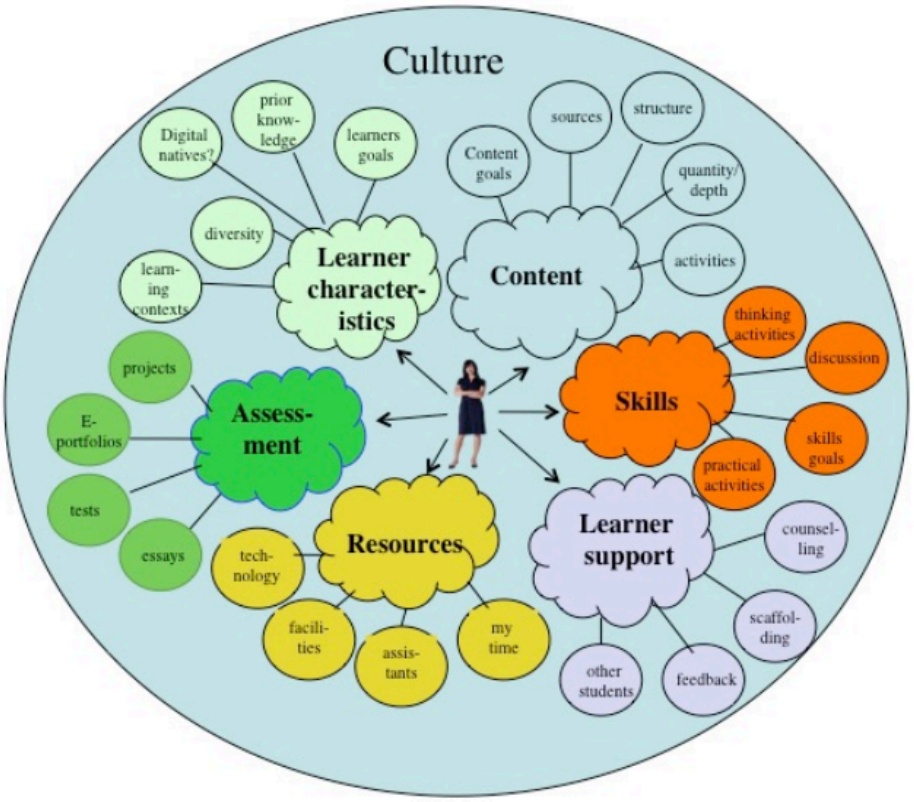


Figure 3 - A Learning environment from a teacher/trainer perspective [Source: Bate A.W.T., 2019, p. 491]

The choice of putting learning environments at the core of the reasoning allows for concrete reflection upon the different elements that make up the learning system and gives insight into the complexity of the system itself. The selection of learning environments is a fundamental step in the construction of the training and learning strategy of a training. Using a blended approach makes it possible to broaden the range of possible learning environments and this is interesting and appropriate in training contexts because it makes it possible to promote the development of competences in different learning dimensions (cognitive, emotional, behavioural), to respond better to the different learning styles, and finally to differentiate the learning possibilities for the different participants.

The following table shows the learning environments with their characteristics and purposes, strengths and elements to be paid particular attention to, and finally their application in the TOTs pilot training that gave rise to this Manual.

LEARNING ENVIRONMENT[3]	DESCRIPTION: characteristics & learning purpose

[3] The description of the learning environments has been elaborated with reference to Cleaveland-Innes M., Wilton D., 2018.

Online Workshop	The Online Workshop is defined as a live session in which trainers and participants are all online in the same moment (collective and synchronous setting). The online workshop allows participants to interact, exchange, discuss and collaborate in real time. In particular, it is worth using it to introduce a new topic, to share perspectives and build common visions about things (words and their meaning, key elements, process, tools, etc.). The collective setting increases the engagement and the motivation of participants and the dialogue with the trainers (e.g. instant feedback). From a logistical and organisational point of view it is time- and cost-saving. **WARNING/CAUTION!** When designing and carrying out an online workshop it is important to consider that: it requires - more or less advanced - technical infrastructure and skills of participants and trainers (digital tools need to be chosen carefully. See the Toolkit - IO2b - for further details on this https://docs.google.com/document/d/1cQbIWQhOcu3qYJfGxKB5ti6emugxWm6KcpT3teHfAtQ/edit?usp=share_link); learners/participants' engagement could be affected by the physical environment (home, workplace) and the level of attention can vary a lot. **Learning from experience** In the TOTs pilot training the online workshop took place in an international setting. All the participants from the different countries met during the live online sessions using English as vehicular language.
F-2-F Workshop	The F-2-F Workshop is defined as a live session in which trainers and participants are all in the same place at the same time (collective and synchronous setting). The learners and trainers have the possibility to see, hear and pick up on physical cues and body language. The F-2-F workshop allows participants to interact, exchange, discuss and collaborate in real time. In particular, it is worth using it for team building, to promote deeper discussion on complex topics and to consolidate knowledge; to practise “live”; to revise and assess the process. The in-presence collective setting increases the engagement and the motivation of participants, consolidates the group relationships, the dialogue with the trainers, increases the productivity (quality and quantity), for example, in case of group tasks. From a logistical and organisational point of view it is time- and cost-consuming. **WARNING/CAUTION!** When designing and carrying out an F-2-F workshop it is important to consider that it requires participants to have enough time to dedicate to reach the training venue and the energy to stay focused during the whole session. Group dynamics are more vivid, so it is important to consider them during the design of the training and to observe them during the delivery. **Learning from experience** In the TOTs pilot training the F-2-F workshop took place in an international setting. All the participants from the different countries met during the in-presence session using English language as vehicular language.

Self-paced Learning (Individual distant work)	The Self-paced Learning (Individual distant work) environment foresees the possibility for each learner to go through learning materials and tasks - provided in the frame of the training – by themselves. Self-paced Learning allows participants to take the time they want or have in order to reflect on complex issues, to acquire knowledge, to develop tasks and elaborate texts and ideas. The individual setting promotes the development of critical, analytical and reflective competences: it is a time in which learners study and consolidate their own perspective, position, vision on the topics (and become ready to share it in the collective settings). From a logistical and organisational point of view it is time- and cost-saving. **WARNING/CAUTION!** When designing a Self-paced Learning environment it is important to consider that it requires - more or less advanced - technical infrastructures and skills of participants and trainers (digital tools need to be chosen carefully. See the Toolkit - IO2b - for further details on this https://docs.google.com/document/d/1cQbIWQhOcu3qYJfGxKB5ti6emugxWm6KcpT3teHfAtQ/edit?usp=share_link); good levels of self-direction, an occurrence/emergence of a potential feeling of isolation or lack of connection affecting motivation. **Learning from experience** In the TOTs pilot training the self-paced learning was included in order to introduce new topics or to share more knowledge about topics introduced in collective sessions. Moreover, learners developed specific tasks by themselves to be shared in the collective sessions. The learning materials (reading, videos, quiz, slides, etc.) made available to the participants were mainly in English; when possible, materials were shared in the mother tongues of the three countries represented in the partnership.
Long-term Group Work (Group distant work)	The Long-term Group Work (also in the form of the Group distant work) as a learning setting identifies the creation of subgroups of participants which work together in order to develop a common final product by the end of the training. Participants work in subgroups during collective sessions when the tasks are parts of the common final product, accomplish and develop a specific activity by themselves between the collective session (online or F-2-F). The long-term group work can take place in presence or online according to the preferences of the participants. It allows participants to put in practice the knowledge and concepts acquired during the workshops and to develop technical (application of content of the training) and problem-solving competences. It is a particular collective setting that can both increase the engagement and motivation of participants (creating closer relations in small groups) and give learners time to develop and consolidate their ideas. From a logistical and organisational point of view it is a very flexible environment, the groups of participants can decide the time, the place – physical or online, the duration and the engagement they can devote to the learning process. **WARNING/CAUTION!** When designing a long-term group work environment it is important to consider levels of self-direction of the learners and their habit and competence to work in a team. The potential emergence of a negative group dynamic may occur which affects the group work experience and the possibility to develop a quality final product. It is important to put in place a

	monitoring process to understand the way the group is working, if support is needed – in terms of content related inputs or relational dynamics (see the experiential box referred to the "helpdesk" environment). **Learning from experience** In the TOTs pilot training the long-term group work took place in a national setting. The participants were grouped by country and this gave them the opportunity to re-elaborate the concepts introduced in the international collective sessions in English in their mother tongues – an important element to consolidate knowledge and articulate a complex thinking. The national groups developed a final product related to the geographical and organisational context and took advantage of the international collective sessions to have an external point of view and to compare their work with that of the other national groups.
Helpdesk	The Helpdesk is a learning environment in which learners (or groups of learners) can direct the focus of the session in order to ask questions to and ask for feedback from the trainers. It is a place in which the relation among learners and trainers can be consolidated and developed. The trainer can monitor and assess the specific needs of the learners and use this data in order to adapt the following training sessions and to foresee different learning material for single or groups of learners. The helpdesk can take place in presence or online according to the preferences of the participants and trainers. It is a particular individual or collective setting that can both increase the engagement and the motivation of participants (creating closer relations with the trainers) and give learners time to discuss their ideas with the trainers in a safer place. **WARNING/CAUTION!** When designing a helpdesk environment, it is important to think of it as an empowering moment, avoiding focusing on problems or complaints collection. It is important to recall the active role learners - as individuals and groups- have in the learning process and promote their proactivity in case of content-related obstacles or group dynamics-related: the focus is on the solutions. **Learning from experience** In the TOTs pilot training the help-desk sessions took place in a national setting. The participants had the opportunity to discuss with the trainers the state of the art of the development of their final product, to think deeper about their contexts, and ask for help in identifying strategies to overcome problems and clarify doubts. The help-desk took place in the mother tongues of the learners (except for the Bulgarian team) and it was important in order to discuss concepts and articulate complex ideas.
Hybrid Learning[4]	**Learning from experience** In the TOTs pilot training the hybrid learning environment was developed combining online and F-2-F, national (subgroups) and international (plenary) phases of work. The hybrid learning environment took place with the participants physically gathered in national groups present in

[4] Unlike the other learning environments, the hybrid learning environment is presented starting from the experience since it is only after the design and development of the sessions that the team of trainers shared a common understanding on how the "hybrid mode" could be effectively used in a non-formal educational setting.

the same room, each group connected with a laptop to the plenary international moments of the work. The national groups worked together on specific tasks and then discussed online with the other groups (in plenary) in order to share the contributions and build a common understanding about the topics tackled.
The combination of these national & F-2-F with international & online settings in a limited time frame took advantage of the opportunities offered by the different environments described before.
According to the participants' and trainers' perspective:

- the in-presence collective setting (in national groups) increased the engagement and motivation of participants, consolidated group relationships and the dialogue with the trainers;
- the online collective setting (as an international group) provided the opportunity for a peer review and an external point of view about the work developed at national level and promoted a common underground/understanding of basic and complex concepts dealt with during the training.

WARNING/CAUTION!

When designing and carrying out a hybrid learning environment it is important to consider that: i. at least 1 trainer should be physically present with the (each) group in order to facilitate the session; ii. the team of trainers should be on the same page about the detailed design of the sessions and respect the time frame for each activity in order to be in time for the online connection/meeting. As mentioned before, it requires - more or less advanced - technical infrastructures and skills of trainers.

What hybrid learning is and what it is not

Commonly, hybrid learning is understood as a training mode where some participants attend the session in-person, while others, at the same time, join the session online. Trainers teach or facilitate remote and in-person participants at the same time using tools like video conferencing. This understanding of the hybrid learning foresees a passive role of the participants - at least of some - since promoting the interaction among participants in presence and online at the same time with the available technology is very difficult – if not impossible – until now. The premises explained in the first chapter of this Manual – transformative and experiential learning approach – prevent from referring to the hybrid environment in this way.

From the experience, the Hybrid Learning environment can be defined as the synchronous combination of F-2-F and online in the frame of a single session which implies more than one physical space in which subgroups of participants are together and the online connection among the subgroups. The session is designed as a whole and all the activities developed in the subgroups and in plenary are pieces of the same path and contribute to the same objectives.
From a logistical and organisational point of view it is time-saving for the participants – for example if they can reach a venue closer to the living place - and cost-saving for the organisation since it does not require travel costs for an international training. The logistics of the venue and the device setting require more attention and time in order to respond to all the needs and to ensure the participation of everyone in the physical and virtual mode.

As mentioned, the selection of learning environments and their combination throughout the training process is the synthesis of the choices made with regard to methods, tools and contents that make up the training and learning strategy of the training process itself. In order to overcome the dichotomy of presence and online as separate, positive or negative dimensions, it is considered crucial to emphasise the relevance and function that the different environments can take on. Applying a blended approach to the training design means then to adopt a mindset that comes from even before the beginning of the training design itself.

As will be described in detail in the following sections of the Chapter, a training and learning strategy is articulated in several learning environments and how to integrate them is a crucial decision to be taken for a quality and effective learning process. The result of this combination takes (has to take) into consideration the constraints that a training faces according to the specific context in which it takes place (e.g., budget, time, human resources, learners digital skills, etc.).

2.2 How to identify a blended training-learning strategy and learning environments

"A training strategy can be looked upon as the way that you [the training designer] plan[s] the flow of the program; the logic by which the content will be developed and the methods assembled with consideration to the development of the group dynamics. There are elements to this which are clearly not rocket science; for example, not beginning a course with a plan for future action, when the aim and project have not even been defined. Yet a training strategy is important, as it brings together for the first time the interconnectedness of the training elements" (Titley G., 2002, p. 51). In this perspective, the training elements - and their relation - that it is necessary to consider in a training strategy are: i. the topic - the aim of the training, the reason why everybody is there; ii. the "I" - means each single person involved in the training with their background and expectations; and, iii. the "WE" - the group as a collective space crossed by dynamics (cultural and social dynamics included) and engaged in a process (Titley G., 2002, p. 50, 51, 83).

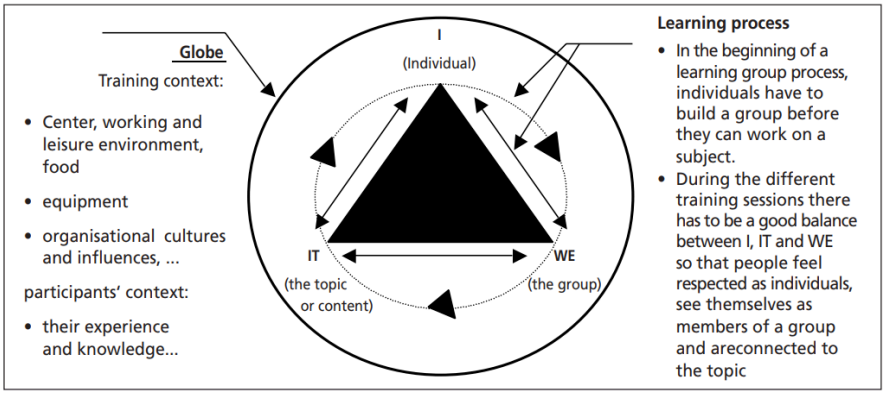


Figure 4 - The interdependence of the individual participants, the training group, the training subject(s) and the training environment [Source: Titley, 2022, p.83]

Knowing and understanding the relationship between these three elements of the training system makes it possible to reflect on the learning environments, the methods to be applied, the activities to be selected and the tools to be used in the training. In short, to establish the training strategy that is the basis on which the training flow and programme are built.

In order to define the training strategy, there are some basic steps.

A. Context analysis and learning needs assessment need to be developed to get to know the training context and make explicit the reason why the training is planned, what training needs are addressed and, above all, what target group the training is intended for.

Today, in the midst of the digital transformation era, in order to open up the possibility of integrating digital technology into the training and learning process in an organised and effective manner, it is important to consider this dimension as separate and to use a blended perspective to analyse it. This means to question the digital world and its possibilities as well as the relationship between the cultural context and the "digital" and the relationship between individuals, group dynamics and the "digital". To the Figure above (no.4), it would then be possible to add a further dimension running through the three vertices of the triangle and the training context to consider what forms those interconnections might take when considering the digital sphere.

As training designer(s) and trainer(s), it is important to be aware that the focus of attention and the way of conducting the context analysis and the learning needs assessment is only one perspective among several others to elaborate knowledge about the context and the target groups (constructive approach). For this reason, it is important to make explicit the assumptions about them and to know that it is possible just to elaborate hypotheses that we can test during all the process of the training designing and delivering.

B. Hypothesis and assumptions formulation and positionality - once the starting point is clear from which the training designer(s) understand the training, it is possible to identify the goal and objective chains to achieve through the training and learning process – where we want to go and accompany the learners. It means to make explicit the "intention", the purpose of the training.

C. Objectives chain and intentionality - using a metaphor, if one considers training as a journey, one must first study the environment and the map of the territory in which one is.

To sum it up: Step A. "Context analysis and learning needs assessment" allows us to understand and draw on the map where we are; Step B. "Hypothesis formulation and positionality" identifies the point we want to reach and the necessary intermediate steps; Step C. "Objectives chain and intentionality" helps us trace the path we want to take to reach the defined goal and define by which means we want to reach it; Step **D. The blended training and learning strategy and its learning environments.**

A. Context analysis and learning needs assessment

In order to define the training and learning strategy it is necessary to start by collecting and analysing data on the different elements of the learning system - and how they interact - in which the training itself is embedded.

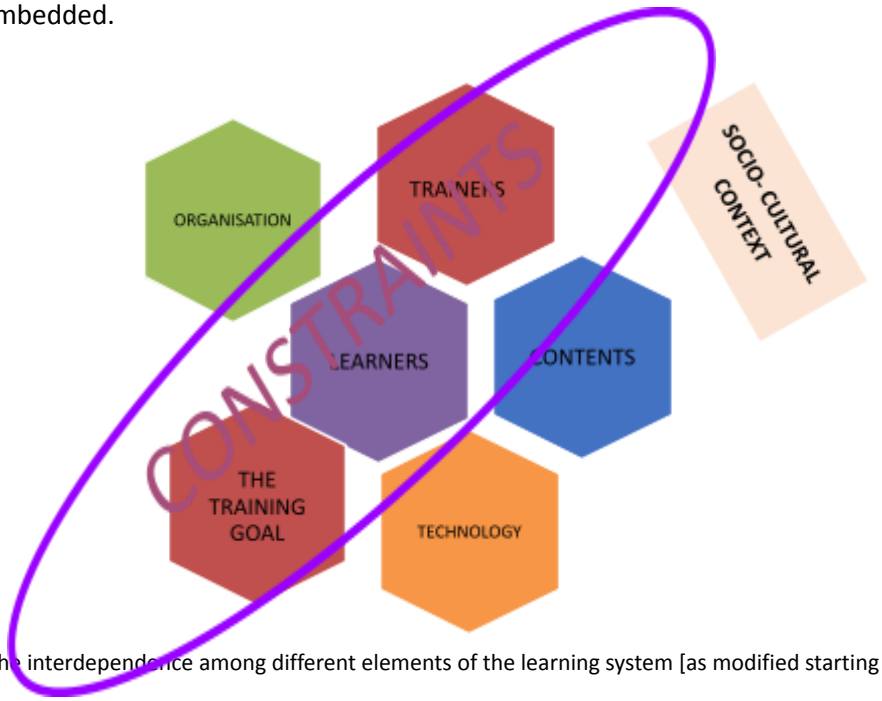


Figure 5 - The interdependence among different elements of the learning system [as modified starting from the CABLS model].

The context analysis consists in understanding the needs of the training in the framework of the socio-cultural context and considering the specific reason why an organisation decides to promote the training; and then, specifically, to identify the needs of the target group in terms of contents and competences. For applying a blended approach to the design of a training, in particular, it is crucial to explore the technology or digital dimension, for example, understanding the level of digital skills of the target group and the trainers in order to choose the proper learning environment and tools. At the beginning of the process, it is important to collect and make explicit the possible constraints in designing and delivering a training – e.g. budget, human resources, time.

"Needs Assessment is the process of identifying and evaluating needs in a community or other defined population of people. The identification of needs is a process of describing "problems" of a target population and possible solutions to these problems. Needs assessment focuses on the future, or what should be done"[5]. A need can be described as a gap between "what is" and "what should be" or between "real and ideal that is both acknowledged by community values and potentially amenable to change."[6]

[5] A. L. Titcomb. ICYF Evaluation Concept Sheet, 2002, p.

[6] Ibid

This way of understanding a training and learning process, typical of the non-formal learning context, has its theoretical basis in different approaches: what follows is a brief description of some of them.

The psychosocial approach

The psychosocial approach considers the learner as part of a relational, organisational and sociocultural context (Lewin, 1951 and Anzieu, 1968 in Quaglino et al., 1992; Moreno, 1973; Enriquez, 1997; Ardoino, 2005). Following this perspective, "the training has to consider the cultural, organisational and relational in order to be effective and understandable for the participants. Moreover, this approach considers the training as a place in which trainers and learners build the knowledge and competence together. Participants have an active role in the learning and training process and share with the trainer the responsibilities of the training outcomes."[7]

The holistic approach

The holistic approach is a pedagogical approach based on the idea that a training process is more effective when several kinds of learning opportunities are integrated (experiential learning, cognitive learning, group interaction, etc.) and the learners play an active role in the training process and share the responsibility with the trainers for achieving the outcome and objective of the training. The experience of the learners is the basis on which the new knowledge is built. Following this perspective, the training addresses the whole personality.

Cognitive: learning facts, theory, logical relations.

Emotional: playfulness, feelings connected to others, experiencing positive and negative emotions by being challenged, emotions regarding values and intellectual concepts.

Practical: turning ideas into decisions and actions, practising skills and experimenting.[8]

The inquiry-based learning

This call for more active learning drew insight from foundational thinkers in education like Dewey (1938) and Vygotsky (1997), who saw the use of individual experience and the construction of one's own knowledge structures as key to engagement and learning outcomes. Called inquiry-based learning as opposed to content-based learning, learning through cognitive engagement allows students to have more control over the way they develop a knowledge basis. Beyond content acquisition, inquiry-based learning is seen as a key opportunity for developing competence in higher-order thinking skills (Garrison, 2016).

Inquiry-based teaching also requires making the learning process explicit. Building on the early work of Schwab (1966), this teaching practice offers structure to move learners through active inquiry processes. For Schwab, the active inquiry process starts by using questions, problems and material to invite learners to identify relationships between concepts or variables. As learners advance,

[7] Centro Cooperazione Internazionale (2020), IMAGINING AND PRACTISING GLOBAL CITIZENSHIP EDUCATION. Training on Global Citizenship Education at the International Cooperation Centre in Trento, Italy CASE STUDY

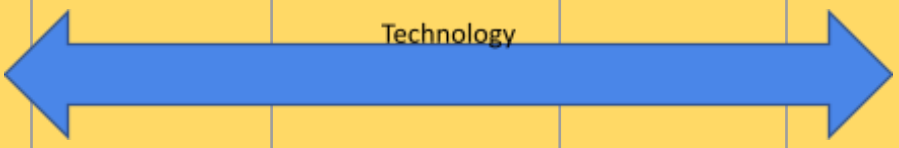
[8] Competendo digital toolbox: https://competendo.net/en/Holistic_Learning

questions or problems are presented and the learners discover themselves the path to answers. As a third and final stage, a topic is presented and learners themselves identify questions, problems, methods and answers while the teacher provides guidance and facilitates learning.

The table below summarises some questions guiding the exploration of context and the collection of data, the main elements of a training system. As far as "technology" is concerned, it is important to notice that it should be considered a transversal dimension that should be questioned across all the elements. The trainer(s)' positioning will be explored separately through the presentation of a specific tool, since their characteristics (competences, attitudes, …) affect all the training process and all the choices that are taken through their perspective and points of view.

Table 1 - Examples of questions referring to the elements of a training system

Social context features	Professional and organisational context	People and participants	Learning process	Training object/main topic
• What are the characteristics and main features of the context (geographical, human, social, cultural, economic...)?	• What are the origins of the training need? • What are the reasons for training? • What is the demand in terms of training?	• Who are the expected participants? Their profile and motivations? • What kind of problems do they need to solve? • What kind of tasks do they need to accomplish? • What level of digital skill do they have?	• What are the new competences required? • What are the main messages to be passed on?	• What is the main object of the work? • What is the main and specific "part of the problem" to be tackled through the training?



What is the level of the access and quality of the internet infrastructure? Are there differences in the examinated contexts? Are there inequalities to consider among the areas?

From a social and cultural perspective, how far digital transformation is a topic in the public

Is it proper, useful, effective to increase the level of (some)

	Does the organisation have specific needs, objectives or demands that intersect the digital dimension? Does the organisation want to promote specific processes in the development of digital skills or knowledge about DT?	What is the level of digital skills of the target groups? What is the level of awareness about the DT consequences in the society, in their profession, organisations? What is the relation of the target group members with the digital sphere?		Is it proper, useful, effective to include a specific objective of the work related to the digital skills and/or DT? Are there any specific focus and topics about DT or should specific digital competences be developed in order to reach others objectives of the training?

Learning from experience: about constraints

As is well known, a training process is also framed by constraints, understood as elements on which the trainer(s) have no or limited control. These can refer to all the elements mentioned in the training system and should be analysed in order to understand in which way they affect the training process and to identify a sustainable training and learning strategy.

In order to identify the proper training and learning strategy for the target group identified, it is necessary to analyse their learning needs.

Useful tools: The Learning Needs Assessment (LNA)

"Training and learning Needs Assessment (LNA) is a tool used to identify what educational content and activities should be provided to learners to improve their knowledge, skills, and awareness in a process that leads to changes in attitudes and behaviour. The main purpose of learning needs assessment is to help educational planning to ensure a match between learners' expectations and the content of the training."[9]

The appropriate and useful information can be collected through different tools:

- using existing data (secondary analysis);
- collecting data through quantitative methods (surveys);

[9] S. Goldbeck-Wood and E. Peile. Learning Needs Assessment: Assessing the Need, 2002

- collecting data through qualitative methods (interviews to key informants, samples of the population of the target groups; Community Forums; focus groups with samples of the population of the target groups...).

Phase/step: Overall design. Context and target analysis

Responsible person(s): training designer/training team

Some questions can help gain knowledge about the target group and elaborate an LNA. Starting with these questions is important for two reasons: they give training designers the opportunity to express the vision and perspective they have on the target groups and they help identify the proper method to gather information about the target groups.

The following is a possible checklist

→ Go to the **Worksheets for the LNA**

B. Hypothesis formulation and positionality

The need assessment plan allows to collect (more) information and evidence to formulate assumptions about the target group(s). Through this process, training designers elaborate a perspective (their assumptions) on the context and the learners' profile, thus developing their own awareness about: i. where they stand and start from in the frame of the current training process, in order to ii. be able to define where they want to go and what they want to achieve. So, elaborating and expressing the assumptions helps make explicit the **"positionality"** (position and baseline) that guides the decision process leading to "where they want to go" ("intentionality" and outcomes).

The hypothetical approach

Planning through hypothesis and expressing positionality means to become aware of the interconnections between the characteristics (identity, social, cultural, and political) of the individual, organisational and contextual dimensions involved in the training process and how these guide the design and implementation of our decisions.

As in a research process, training design (and delivery) consists in formulating hypotheses on the social contexts, on the organisational contexts, on the target groups, on the learning processes, on themes, contents and problems at the core of the training, on the trainers, and on training tools. In a dialogic movement step by step, gaining new information and discussing within the training team the hypotheses are questioned, revised and reformulated until the training designers express their positionality.

C. Objectives chain and intentionality

Moving from the hypothesis on context and target group the training designers start to identify the goal, objectives and outcomes. The formulation of objectives chain starts by defining a general goal that will be broken down into several specific objectives. This more detailed definition of the training objectives (from the trainers' point of view) and learning outcomes (from the learners' point of view) facilitates the choice of appropriate pedagogical means to be used during the training.

The following figure shows the objectives chain as presented so far: from the general to the specific, as a way to think about steps to be achieved, or the other way round, from very concrete and practical learning outcomes back.

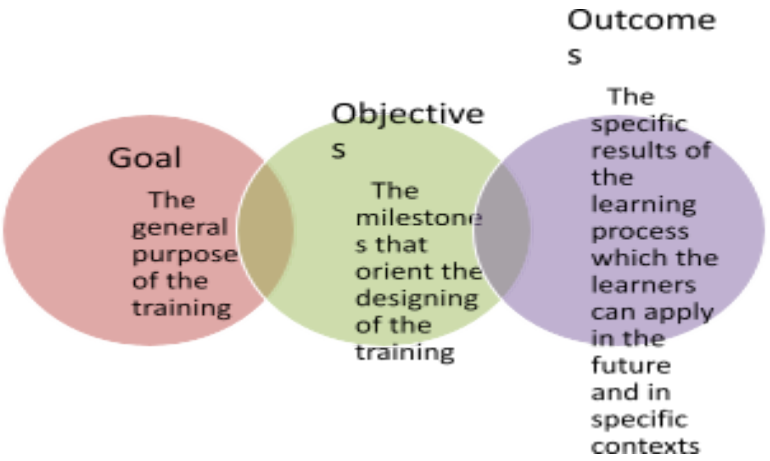


Figure 6 – Objective chain representation

The goal includes statements about the general aim(s) or purpose(s) of the training that are broad and long-range (where we want to go, the direction we want to follow). Objectives are formulated as intermediate steps needed to reach or approach the goal, while outcomes are usually brief statements that describe desired learning results of the overall process of the training, reflecting different aspects of participants' learning that could be understood as the learning dimensions included in a transformative learning approach.

- Cognitive objectives (knowledge): What do you want your learners/participants to know?
- Affective objectives (attitudes): What do you want your learners/participants to feel or care about?
- Behavioural objectives (actions/skills): What do you want your learners/participants to be able to do?

Effective learning outcomes should be:

- very specific, and use active language (verbs in particular) that make expectations clear;
- flexible - added, removed or adjusted over the length of a course if initial outcomes prove to be inadequate;
- focused on the learner - describe knowledge or skills that the learner will employ;
- focused on the application and integration of acquired knowledge and skills;
- useful modes of assessment expressing the specific elements that will be assessed;
- offer a timeline for completion of the desired learning.

“Stating a goal and objectives for a training activity ensures that all efforts are directed towards achieving only the desired results. The key to developing objectives is to use action words, denoting something that can be measured or observed. For example, understanding is extremely difficult to measure. Words like “state”, “show” or “solve” are precise and measurable.

Clearly stated objectives enable participants to better understand what we [the trainers] intend to do and also what is the expected outcome for them throughout the process."[10]

Learning from experience: goal, objectives and outcomes

In the frame of the TOTs pilot training (See IO1) the *goal* was:

"The training will explore how a blended learning framework can be used to enhance - GCE and HRs - training and teaching. It therefore intends to promote the inclusive dimension of training processes designed and delivered within formal and informal educational contexts, in line with the GCE approach, while at the same time professionalising the training services delivered by experts and training agencies" .

The *objectives* were formulated as follows:

"Particularly, the curriculum is intended to:

- support and implement competencees in the design of training processes with a blended and transformative approach;
- develop a reflective and creative thinking on one's own training and teaching practice;
- explore and practice (blended) methods and tools in training and teaching design and delivery.

The following *learning outcomes* were listed:

"Namely, concerning the "blended training process", they will improve their knowledge and skills in:

- assessing learning needs of target groups in a blended perspective, also considering their digital competences in order to better understand their learning styles and, for example, to be able to choose and modulate the most suitable "learning environment";
- defining clear training objectives and learning outcomes for their teaching or training, and relating them, on the one hand, to the skills and needs identified and, on the other hand, to the available learning environments and tools;
- planning blended sequences of teaching or training activities (including exercises, working groups, readings, etc);
- developing blended training/learning materials;
- integrating active or participatory tools in their teaching or training, both online and in presence;
- selecting among different learning approaches and learning environments (whether "traditional" or digital) for the design of their training/lessons;
- designing proper evaluation tools (or adapting them in a digital format) to assess learning outcomes (before, during, after the teaching or training);
- monitoring and assessing if and what change happens in the thus designed blended training-learning process.

[10] T. W. Goad. Delivering Effective Training. San Diego: University Associates, 1982: 63-76.

Focus and topics are the main issues tackled during the training process. They reflect the way the training designers understand the topics and contents according to the learners needs and the objectives chain. Their definition helps precise the expected learning outcomes.

Learning from experience: core issues

In the framework of the TOTs pilot training (See IO1) the main issues tackled were:

- design and management of training-learning processes (approaches, methodologies, tools, training roles and functions);
- digital transformation and its implications in educational and training processes (definition, relevance, content, tools, minimum set of required competences...);
- Global Citizenship Education (values, vision, competences, topics) as general frame of reference for education and training.

Like the concept of positionality described earlier, **"intentionality"** refers to the training designers' assumptions and representation of the direction (in terms of goals, objectives and outcomes) to follow within and through the training strategy. Emphasising this concept is useful to remember that the process of planning a training is strongly influenced by who is planning and managing it. The training and learning process put in place is only one among many possible paths that can be thought of and implemented. The more unspoken or implicit elements are expressed, both in the planning phase and in the implementation phase of the training, the more intelligible, transparent and enabling the learning process will be, the more the co-responsibility between trainer(s) and learners on the learning process will be fostered. Moreover, explaining the reasoning below the training design is a way to test and question the hypotheses and assumptions developed in each step of the training process itself.

D. The blended training-learning strategy and learning environments

Once identified the starting and final points of the training process, the dots need to be connected. As in a city map there are many ways to go from one place to another, the same happens in a training and learning process - and even more opportunities can be explored. As mentioned, it means to identify the training strategy to be followed: the methods, time frame, learning environments are identified to develop the core contents and themes. In other words, it is about building the **learning experiences** to be offered to learners.

Identifying the appropriate and effective learning experience means to understand how the content can be developed together with the relational process among the group of participants and with the trainer(s) (the I-WE-subject mentioned relationship).

The process to identify the contents includes several steps:

- listing possible content elements;
- discussing content elements (what does the training team actually understand by the contents?);

- agreeing on content elements;
- prioritising content elements (what are the most important elements? What do the training team want to spend most time on?);
- putting the content elements in order (creating a programme flow which incorporates a consideration of group dynamics and the training strategy);
- creating a day-by-day programme of content units;
- creating an overview of the session plans for all units.

(Titley, 2002, p. 66-67)

The process of identifying content and its organisation in the different learning environments must be intersected with the most suitable methods and tools, taking into account: the purpose of the training, learning context, preferred learning methods - learning styles - and characteristics of learners, trainers' skills, preferences and experiences, available time and resources.
Thinking in a blended perspective means to consider the intersection among all these elements and how they could take place in different learning environments. For example, it is possible to explore the most effective way of promoting group-building among participants and how it could take place in an F-2-F session or an online one. Different methods, activities and tools can be used in different learning environments, it is important to consider the different scenarios in order to identify the most appropriate ones to reach the learning outcomes, objective and goal of the training.
The choice among different learning environments is a difficult one for all the intersections cited above: in very rough and intuitive terms, we can assume that face-to-face environments foster the relation among participants and between participants and trainers because proxemics is allowed; they are really effective when participants have to experience something especially in groups in order to insist on skills and competence development. Digital environments can be really effective (and efficient) when knowledge is at the core of the learning process, although some skills can be supported and developed effectively also in an online setting.
"Determining what kind of course in terms of the mix of face-to-face and online teaching is the natural next step after considering how you want to teach a course. [...] to summarise, there are four factors or variables to take into account when deciding what 'mix' of face-to-face and online learning will be best for your course: • your preferred teaching philosophy – how you like to teach • the needs of the students (or potential students) • the demands of the discipline • the resources available to you. Although an analysis of all the factors is an essential set of steps to take in making this decision, in the end it will come down to a mainly intuitive decision, taking into account all the factors."[11]

The training is a complex system that requires the training designers (and the trainers) to have: i. technical (pedagogical) knowledge and competences and ii. well-developed analytical, critical, reflective and systemic thinking competences in order to be able to develop what could be

[11] A.W. (Tony) Bates, Teaching in a Digital Age. Guidelines for designing teaching and learning, TONY BATES ASSOCIATES LTD, VANCOUVER BC, 2019

understood as a research process through the formulation of hypotheses, to question them and come to a temporary conclusion. But building effective and adaptive training is much more than that: it implies activating creative skills, being able to read and use ingredients with imagination by activating lateral thinking and identifying appropriate and innovative solutions.
All the more so in an era in which training is a pivotal element of organisational processes - the knowledge society - and in which we are witnessing the multiplication of training possibilities due (also) to the consequences of digital transformation. Finally, it is important for training designers to be aware of the limits of control they have over the elements of the system in order to be able to stand in the uncertainty of the process, to observe it and rethink it if necessary.

2.3 Knowing yourself…as a trainer

As mentioned, training designers and trainers are crucial components in a learning system since they have the power to affect the process from the context analysis till the training evaluation. For this reason, it is important that training actors involved in the process question themselves in relation to the training they are approaching. Their awareness of their own mindset, assumptions, positioning about background theories and methodologies, together with their previous experience, affects the design and the management of a training path.

Useful tools: Reflective tools for trainers

As a conclusion of this Chapter, some useful reflective tools are presented to help trainers develop their positioning about the training paths they have to design. Among the several tools available, two were selected as relevant to the blended approach (the first) and as transversal and therefore applicable to several training contexts (the second).

Thinking about the digital: "Me and the digital"

The tool provides a set of questions to investigate the relation of one person with the digital sphere.

- How would you describe your relation with the digital sphere?
- How would you describe (as practitioners and educators) your challenges with the digital sphere/world?
- What are the motivations that lead you to use digital devices?
- To what extent do you feel comfortable using digital tools in training environments or digital learning environments?

The set of questions could be considered as a support for a reflective process that each person can use autonomously – as an individual task. Otherwise it can be used as a sharing tool within the group of trainers to discuss positions and make them explicit as part of a team. It is possible to answer individually the different questions as a moment of exploration open to points of divergence and convergence in the team - building a team positioning. Alternatively, depending on the time available or the way of working of the team, it is possible to represent the relationship "Me-digital" with an

evocative image - in the description of the image, the most important elements and nuances characterising everyone's perception will emerge.

Learning from experience: about the tool "Me and the digital"

This tool was used during the TOTs pilot training in order to invite participants to think and share their relation with the digital sphere and tools. It was also intended to introduce the digital sphere not only as a technical aspect of the training process, but also as a socio-cultural phenomenon - as Digital Transformation - which affects contemporary societies and our way of behaving in all life's dimensions.

Using this tool and connecting it with these different aspects and themes also lets the training team's positioning on the topic emerge and become explicit.

Thinking about the local and global society – The Onion model

Trainers have to (and will) come up with their own definition and experience of "global transformative" education or training and how a "blended" approach is able to enhance it. According to this purpose, the "Onion model" could be a useful tool to help deal with the complexity of the GCE and digital-related issues: originally developed within an European funded project called "Global Schools", the tool is intended to facilitate a process of self-reflection (where do I fit in?) and professional development (where do I want to go?).

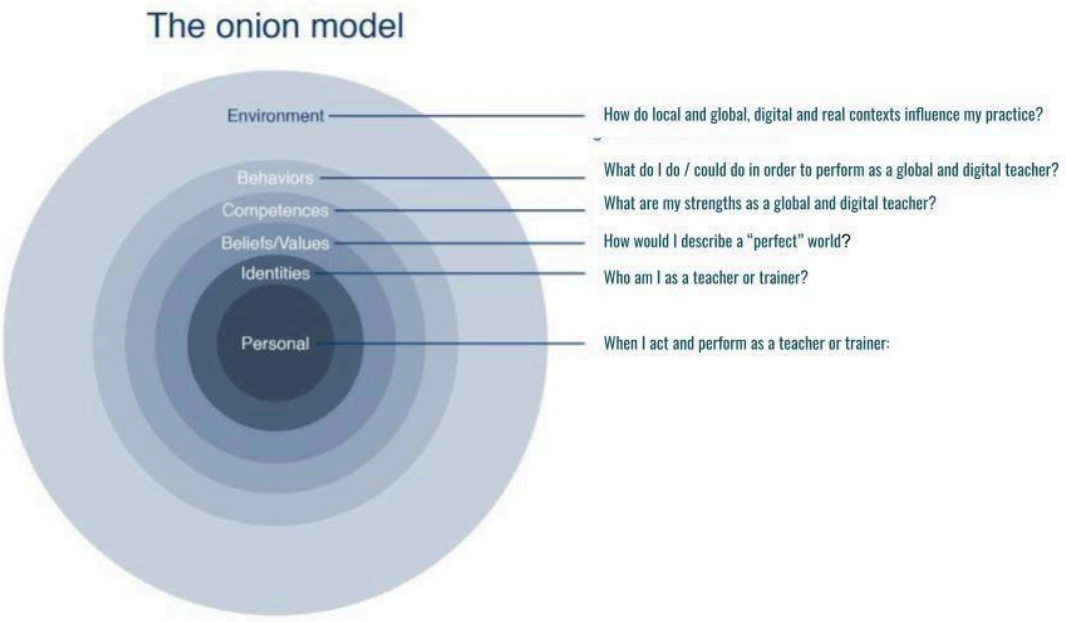


Figure 7 – The Onion Model

Learning from experience: about the "Onion model"

This tool was used in the frame of the TOTs pilot training in order to invite participants to think about themselves as trainers in their organisational and cultural contexts. It allowed them to make more concrete the theoretical and methodological discourse about Global Citizenship Education and to activate the reflection on the relation of each participant as a trainer on a specific issue or subject, on the GCE and within a training and learning process.

Phase/step: Overall design. Self-positioning phase

Responsible person(s): training designer/training team, trainer

Here is a revised and adapted version of the model, specifically conceived to help trainers reasoning on their relationship with both the global transformative dimension of education and training and the digital and blended as means to foster it.

→ Go to the **Onion Model**

The presented tools are examples of the reflective process that trainers need to undertake when approaching the design of a new training: reflecting on the specific topics that will be addressed during the training through appropriate tools and making explicit the theoretical and methodological backgrounds enables the trainers to become aware of their own positioning. Explaining those premises to the participants makes the training agreement more transparent and turns participants into aware and active subjects, fostering co-responsibility in the training and learning process.

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CHAPTER 3 - Monitoring a blended training strategy and assessing the blended learning process

3.1 How do different learning environments integrate into a blended training strategy contributing effectively to learning?

Learning environments are first identified (rather, suggested) in the overall design phase, according - as seen in the previous Chapter - to context and external constraints and they are a result of the positioning and intentionality reflective process that takes into account needs, responding objectives and learning outcomes, relevant contents to achieve them. Together with other elements that are progressively defined, learning environments contribute to shaping the overall training strategy and giving it a blended "look and form". They are actually the "training patterns" that let the "blended" emerge and become evident and are therefore crucial observation and evaluation nodes in order to:

- monitor and consolidate the training strategy in its blended flow;

a training strategy will be all the more effective the greater the integration between different learning environments. Recognising and validating the functions and the rationale of different learning environments within a blended strategy (how do they contribute to the process? how are they linked to one another?) is a crucial step to consolidate it;

- monitor and assess the blended learning process;

learning originates (according to the experiential perspective) from a complex combination of experience and knowledge that contents and learning activities are expected to stimulate and inspire within each learning environment in a peculiar and specific way. Observing and assessing what happens while moving through those environments will offer important insights on the learning process and useful feedback for further training design.

3.2 Recognising and validating the functions and performance of different learning environments within a blended training strategy

Learning environments, as mentioned, make explicit and develop the specific training strategy within the training-learning process. Checking their balance and connection means, first of all, reviewing all the evidence collected and the assumptions formulated in the first steps of the design, secondly, questioning the interrelationships among the same environments and, in case, adjusting it.

Control questions can help in the task of testing the assumptions and the strategy: in particular, questions are intended to investigate whether and to what extent the assumptions that lead to the development of the strategy remain valid, coherent and effective throughout the process, if they can be validated or if a revision is required. The more complex or experimental the designed strategy is, the greater the importance of control questions to ensure that as many nuances as possible have been taken into account: that is why this revision process is so important when dealing with different learning environments that need to integrate within a flow.

The following table collects examples of control questions to check and validate the assumption process.

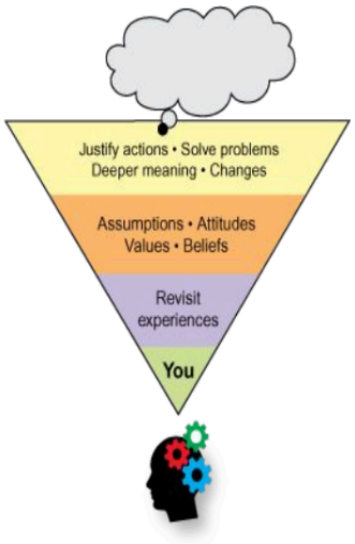
Table 2 - Examples of control questions referred to the assumptions on the basic elements of a training system

Social context features	Professional and organisational context	People and participants	On learning process	Training object
• Do you feel you have enough information about the social context?	• Would you be able to describe the organisational context to a third person?	• Are you aware of your own prejudices while investigating needs? Have you investigated thoroughly your own experience around the same issues/topics?	• Do learning outcomes clearly focus on what participants should know and realistically be able to do by the end of the training? • How will each of the learning environments contribute to the learning process? Why have you chosen them?	• Are the objectives identified with a learning blended approach or fit more to a digital or analogue learning process? Why?
Technology				
Have you investigated thoroughly the technical, digital and logistic constraints within the social context?	Have you investigated thoroughly the technical, digital and logistic constraints within the organisation(s) involved?	Do you feel you have enough information about your target audience's relationship with the digital world? Their fears and resistances, their skills and resources, their interests and expectations?	Are you pretty sure that the learning environment you designed are appropriate for the level of knowledge and digital skills of the target audience? How can you state this?	Is digital a key or explicit element of the expected learning outcomes? Why or why not?

Questions are, in this sense, also very useful tools for developing an awareness of how complex it is to have a full and objective understanding of our world and how our assumptions are, by their very nature, temporary and incomplete. Control questions are actually reflective questions that help designers focus on and investigate the process that leads to the development of the assumptions. They aim at developing a more profound awareness of one's own practice.
Control questions are very useful to monitor not only the design but also the implementation of the strategy during the delivery of the training.

Useful tools: The control questions checklist
Phase/step: Overall design to the delivery of the training. Definition of assessment and evaluation tools. Control questions
Responsible person(s): training designers/training team
The following is a list of possible control questions referring to different elements at the basis of a blended training strategy. It is not exhaustive and many other specific questions can be added to complete it and refine it
→ Go to the Control questions checklist

Two main theoretical approaches are constantly adopted here.
The reflective approach
Reflective thinking or practice can be defined as the condition of being aware of one's own knowledge, assumptions and past experiences: an effort to build new knowledge and new practices[12], that explores different reasons for and considers the potential implications of actions, facts and thoughts. It is influenced by an individual's attitudes or practices: it is a subjective process that involves analytic competences and critical thinking.



In the training design, positioning and intentionality are the products of an individual and self-reflective action: defining one's own positioning means (as seen) developing a reflective thought on oneself as a person and as a trainer, on one's own competences and on different constraints, and requires awareness and responsibility with respect to the decisions that are taken. Training is a practice: it is therefore necessary to reflect on what kind of practice is developed in different training environments, particularly where the goal is transformative and oriented to change.[13] Positioning and training intentionality produce therefore

[12] https://en.wikipedia.org/wiki/Reflective_practice#Models
[13] IMAGINING AND PRACTISING GLOBAL CITIZENSHIP EDUCATION Training on Global Citizenship Education at the International Cooperation Centre in Trento, Italy CASE STUDY

each time a contextualised training strategy in order to move effectively through the training flow, with respect to the specific context and needs.

The dialogic approach

The dialogic approach focuses on building understanding and deepening insight through questioning and dialogue. *Dialogic* "contends that there is always more than one voice in play behind any kind of explicit claim to knowledge. If knowledge is a product of dialogue it follows that knowledge is never final since the questions we ask and so the answers that we receive, will continue to change"[14].

Referring to the design of a training action, it must be considered that, even if positioning and intentionality stem from and individual and self-reflective action, all the training design process develops thanks to the exchange with an external context (i.e. persons and groups - their needs, hopes, fears and expectations: potential participants, colleagues, clients, funders…and organisational and social constraints) and "in dialogue" with it: but it is not flattened on the existing context, it implies a creative action since "in between the elaboration and, precisely through the relationship, the active and non-judgmental listening, the space for creative production remains" (Sclavi, 2003).

In dialogue with others, mediation takes place: the product of the training design will therefore not be exactly the product of what "I have in mind", but rather what "I have in mind placed in connection, when not in divergence or difference, with what others think"[15]. The design of a training process is therefore also about creating, innovating, taking a stand, with courage, even risking.

Learning from experience. The dialogic approach to test assumptions

After the LNAs were conducted at the different target groups level, and the first evidence on the contexts were gathered and shared among the national project teams, the ICC training team was in charge of the first drafting of the training assumptions. They were i. brainstormed in group and collected in a document ("grid of assumptions") organised according to their focus; ii. developed individually; iii. discussed and prioritised in group.

Once drafted, they were compared with project expectations and constraints, in dialogue with Project Managers (PMs) (for a feasibility check), and first integrated and adjusted. Then they were analysed and discussed with partners' training experts in pairs or small and temporary groups of work. During this process, they were further reviewed, integrated and defined.

The first training strategy was then developed by the ICC trainers and again checked with the PMs and with the local training experts or team and finally validated within an International Training Coordination Team specifically created within the project frame in view of the training delivery.

[14] https://en.wikipedia.org/wiki/Dialogic_learning#Theories

[15] IMAGINING AND PRACTISING GLOBAL CITIZENSHIP EDUCATION Training on Global Citizenship Education at the International Cooperation Centre in Trento, Italy CASE STUDY Published in 2020 by the UNESCO Regional Bureau for Science and Culture in Europe, Palazzo Zorzi, Castello 4930, 30122, Venice, Italy, and by the International Cooperation Centre (ICC) Vicolo San Marco, 1, 31822, Trento, Italy. © UNESCO 2020 / ICC 2020.
https://www.cci.tn.it/CCI/Formazione/Mediateca/Imagining-and-Practising-Global-Citizenship-Education

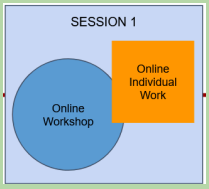
Learning from experience. The blended strategy developed

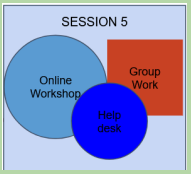
The TOTs training designed strategy was developed around 6 different learning environments as described in the previous Chapter: Online workshops, F-2-F workshops, Self-paced learning (Individual distant work), Long-term group work (Group distant work), Helpdesks, Hybrid learning.

Each session combined those environments in a peculiar way but recurrent patterns can be highlighted.

- F-2-F (in presence) workshops were designed to take place respectively at the beginning (Module 0 - Introductory session), in the middle (Module 2 - Session 6), at the end (Module 3 - Session 9), following the assessment process and in order to, respectively i. build the group (Intro session), ii. assess mid-term learning process (Session 6), iii. collectively close and evaluate the process (Session 9)[16].
- Each session was structured in at least an online or in presence workshop followed by a distant individual work session that turns into a group work from Module 2 on. Distant work was devised to ensure the follow up on the previous workshop and build the link with the following one.
- Helpdesks were planned according to the opening of the group work (that in the training took the form of a project work): they were designed as opportunities (not compulsory) activated by participants on a territorial level.

The resulting prevailing session structure that can be therefore recognised is the following.





- Furthermore, each session was built around a double training action: the consolidation of the content elements introduced in the previous session and the introduction of new ones. Given the TOTs training topic, content elements referred to the steps of the training design process, while Modules (apart from Modules 0 and 1) referred to the macro-phases in which the design process can be articulated.

Here is an overview of the whole structure.

- Module 0. Introductory module: Introduction to the training, getting to know each other among participants and with the training team, first steps of team-building (Intro Session).

[16] Due to external and context reasons (the training was piloted during a new onset of the pandemic crisis, in the first half of 2022), the initial and middle in-presence planned sessions were re-designed in order to comply with the general health and safety instructions.

- Module 1. The premises of the work on the core topics: Global Citizenship Education (GCE) and Digital Transformation and their relationship with training-learning processes (Sessions 1-2).
- Module 2. The practice of a transformative and blended training-learning approach: Overview on training-learning processes and focus on the overall design of a training process (Sessions 3-6).
- Module 3. The practice of a transformative and blended training-learning approach: Focus on the detailed design and delivery of a training process (Sessions 7-9).

Useful tools: The training outline

Control questions help validate the designed training strategy. As an output of this work, the overall training flow is defined (at least for the time being) in terms of timing and structure.

A "training outline" is actually "something" (a description, a document, a drawing, a list,...) that "shows the main ideas and the structure" of the training process the designer is about to define. Depending on personal attitudes and preferences, it may take a written or graphic form and great creativity is left in representing and emphasising the different components of the strategy.

It is meant mainly for a design and communication purpose: it needs to be concise and straightforward, it can be used to share the general ideas (assumptions) with others in order to check them.

It normally contains, at an early stage, the succession of training modules/key topics (that will be then organised in training sessions) and their concatenation (process, pattern, flow) that depends on the training objectives of each module. A first idea of learning environments is also displayed here that will be then further elaborated.

Phase/step: Overall design. Definition of assessment and evaluation tools. Control questions

Responsible person(s): training designer/training team

Tables, charts and timelines are probably the most frequently used tools to represent training outlines. The following are possible examples

→ Go to the Table

→ Go to the Timeline

At this stage the trainers (or the training team) will be able to fill the first draft of a training curriculum. Due to the nature of the hypothesis formulation process the document might undergo several revisions according to the step of the process. It is also possible that through the detailed design the need emerges to rethink the overall flow and/or the combination of the different learning environments.

Useful tools: The curriculum template

Once checked, the training strategy and all the related assumptions can be transcribed in the curriculum form under the different paragraphs or sections. A curriculum "consists of a statement of aims and objectives, of content in terms of theoretical knowledge, practical skills to be acquired,

attitude towards work and necessary support materials to be used in its presentation." (UNESCO, UNEVOC, 1993, p. 3)
Curriculum templates may vary according to the educational or training sector in which they are developed and applied (i.e. formal and non formal education, children or adult learning, …) and the elements they are meant to emphasise. A basic form is suggested here that can be adapted according to needs and contexts.
Phase/step: Overall design. Definition of assessment and evaluation tools. Control questions
Responsible person(s): training designer/training team
→ Go to the Curriculum Template

3.3 Using learning environments to monitor and assess the blended learning process

The learning process is expected to develop, in a flow, throughout the training path and beyond. But learning environments are arranged as specific moments for this to be stimulated and supported according to the objectives and outcomes designed. As soon as these are specified, it is then possible to start defining the contents and forms of the learnings to be monitored during the training path: a monitoring and evaluation plan needs to be developed in its phases and tools from the overall design steps of a training strategy.
More in detail, looking at the learning environments as the basic units of time in which learning originates (and can be then perceived and assessed) means selecting and preparing proper tools and activities to let participants act, express and make explicit, reflect and become aware of their learnings that far: in this perspective the selection of the learning activities itself can be oriented according to what is to be monitored and assessed as well as to the nature of the learning environment (analogue or digital or hybrid) in which they are supposed to take place. At the same time tools and actions are needed to trace these learnings throughout the learning environments and to intentionally reorient the training action (if not the strategy) according to the evidence and the feedback collected.
With regard to all this, digital expands the range of times, possibilities and tools to do it. The question is if there is some specific attention to be paid when a blended process is at stake.

General considerations on monitoring and evaluation in blended training processes

The following figure shows possible moments and purposes of a monitoring and evaluation action planned within a training strategy.

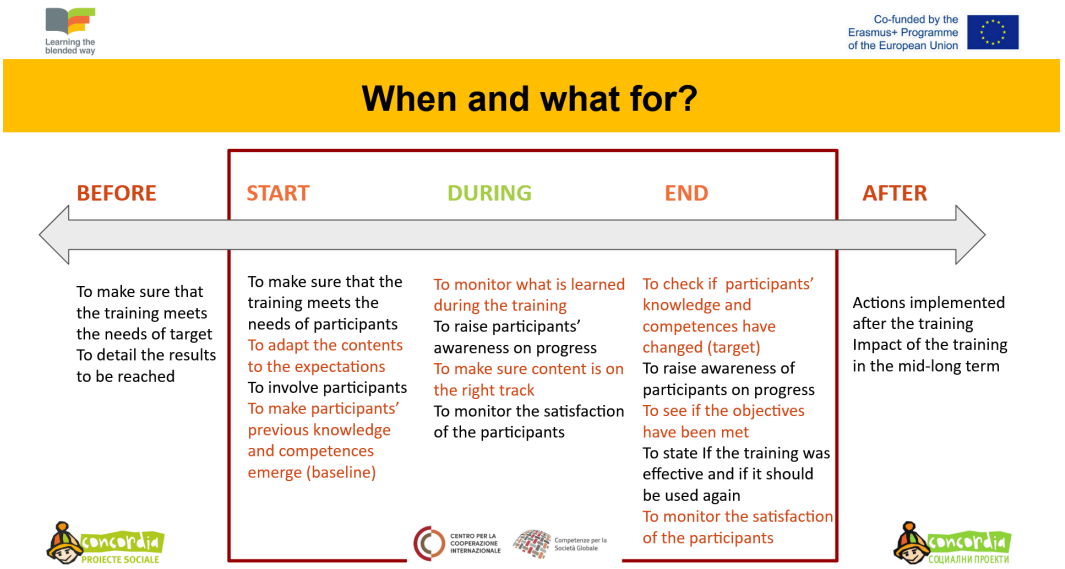


Figure 8 - Monitoring and evaluation process. Moments and purposes

Learning from experience: the monitoring and evaluation plan

Considering the evaluation process as a flow that runs from before the training action and that can continue beyond its conclusion, some general considerations coming from experience are possible:

- assessment and evaluation plans in the TOTs blended training strategy took advantage of digital environments and tools for more effective and incisive inquiries even long before and after the training action took place; digital and online settings allow for focus groups, individual or group interviews, surveys, follow up meetings in more time-saving conditions and greater logistical and organisational efficiency;
- in addition, this very greater efficiency allowed the use of more diverse tools and thus a broader and more comprehensive assessment especially at the learning needs level, when more inputs are needed to impulse the design of the training; for example, the learning needs of the target audience were assessed combining in person focus groups with online questionnaires or surveys that could be even followed with individual online interviews on specific aspects.

Focusing on learning environments where learnings originates:

- the overall monitoring process itself benefited from the greater flexibility of digital settings in the design of specific environments devoted to it - helpdesks are an example. They can be scheduled and proposed regularly and according to the participants' and trainers' availability, also on an individual or small-group basis;
- furthermore, the same learning activity during workshop sessions was proposed simultaneously in different forms for assessment purpose - combining or suggesting different digital tools or digital and analogue tools at the same time, thus catering to different competences, skills or styles while checking participants' learnings;

- incremental activities online were fostered thanks to the digital greater potential for chronological archiving and document preservation - timelines, chronologies of changes, histories of advancements are usually better stored and displayed by digital tools and on digital platforms;
- peer, group and collective assessment activities benefited from the easier and faster circulation and sharing of materials and documents and from their synchronous accessibility and editability that fostered co-production and collaboration among participants.

Tools and activities to monitor the learning in (and through) learning environments

To design a monitoring and evaluation plan to assess learnings some steps are required:

- focusing on the Objectives and Outcomes stated and summing up the core learnings that need to be monitored in terms of knowledge (cognitive objectives), attitudes (affective objectives), actions and skills (behavioural objectives);
- defining the key moments when evaluation can and will take place - clarifying when evidences of the learnings will be collected (before - at the beginning of - during/in the mid - a the end - after the training) while paying attention to the learning environment in which this will be done;
- deciding what kind of evidence needs to be collected at each stage of the evaluation process;
- deciding the tools to be used for each stage of the evaluation process;
- focusing on the monitoring process;
    - deciding the key monitoring tool(s) to be used by trainers or by the training team,
    - planning post-session debriefing meetings among trainers or,
    - deciding one or more tools for participants to keep track of their learning,
    - thinking of an incremental/ recurrent activity that can help trainers keep track of the learnings throughout the training (if useful),
    - when selecting learning activities, keeping an eye on the learning outcomes/ core learnings and using them also for a monitoring and assessment purpose.

As far as the definition and selection of tools and activities is concerned, in general terms it could be very interesting to combine, whenever possible, both analogue and digital tools within different learning environments in order to both collect more and differentiated evidence while sustaining participants' personal learning style, and at the same time encouraging them to move from their comfort zone to the learning zone.

Here are some ideas coming from observation and the analysis of experience for integrating digital and analogue tools for monitoring and assessing purposes.

- Planning an online tool (questionnaire or survey) to map participants' expectations and self-assessment on knowledge and experience that can be compared to midterm and final surveys. This tool can be paired with a more dynamic and in-presence group work on needs and resources.

- Selecting an online tool to collect final session feedback and combining it with an analogue tool (a checklist) for the same purpose: the first can be shared with the group (in the TOTs training the "Blob tree" was adopted), the second is something that participants keep for themselves (for example a "3-core-learnings slide").
- Supporting participants in monitoring their learning throughout the training process proposing a learning journal (online or printed) and an online learning timeline where learnings can be shared and collectively discussed.
- Designing in presence and online learning activities that can be used also with an assessment purpose: they can be spot (individual and group exercises) or medium to long term (project works or action plans to be uploaded and shared and checked).
- Proposing to participants final in presence and online assessment and evaluation activities to collect respectively group and individual reactions and feedback on the training experience and learnings.

Learning from experience: The Project Work as a core element of the monitoring and assessment strategy

The TOTs pilot training focused on the following learning outcomes: "At the end of the training participants [...] will know and be able to choose and arrange specific tools in order to apply a blended approach on both the design and the delivery phases of a training process, and will be able to develop a "sound" blended training proposal." The development of "blended training proposals" was thus taken as evidence of the acquired competences on the design of blended training processes.

As a core element of the monitoring strategy it was therefore decided to introduce the Project Work as a key learning tool and activity for the double purpose of i.offering a practical field to experience and practise the theoretical content of the training and ii. tracing the learnings step by step with an incremental approach.

Furthermore, the project work was conceived as a group product in line with the dialogic approach adopted, and it offered a written and "real" material upon which to discuss and develop a reflective thinking with the group of participants.

Useful tools: The Observation grid

Among the tools for monitoring, observation grids are probably among the most interesting and challenging. Observation grids are aimed at highlighting significant aspects of training-learning processes with the purpose of interpreting and understanding elements from the training practice and process, thus activating a reflection on practice among the training team members. The elements emerging from the reflection become useful indications for reorienting the training action in the immediate future or for future redesigns.

Observation grids are used during the training events focusing on different aspects of the ongoing training process according to the need of the monitoring. Both participants and trainers can be

observed. Usually the observer(s) is (are) part of the training team and is explicitly in charge of the observation.
Phase/step: Detailed design and training delivery.
Responsible person(s): training designer/training team. Observer
The following is a possible example
→ Go to the Observation grid

Useful tools: Post-meeting debriefing
To be useful and produce its effects, observation needs to be followed by a debriefing meeting among the training team members in order to help establish links between the elements observed, develop a shared understanding of their meanings and implications and decide whether and how to reorient the action. Post-training debriefing meetings need to be scheduled in order to be considered by training team members as an integral part of the process. The debriefing meeting does not necessarily need to be structured: it can be a totally open and brainstorming session or it can be articulated around some basic points decided by the trainers or the training team members.
Phase/step: Detailed design and training delivery.
Responsible person(s): training designer/training team.

Other tools and activities that respond to different monitoring and evaluation phases and purposes are the following (some of them will be analysed in the Toolkit - see IO2b).
Pre-training tool(s)
Individual distant task: Pre-training Self-assessment and Expectations Questionnaire
During the training
Long-term Final meeting feedback tool: The Blob Tree
Long-term group task: The Project work
Long-term individual task: The Learning journal
Long-term/Medium group task: The Reflection Groups
Medium-term/Spot individual and group exercise with debriefing: The Timeline on Learnings
Medium-term/Spot group exercise with debriefing: The SWOC on Satisfaction
Icebreaker: a self-assessment exercise through socio-metric questions
Images theatre on specific contents
Helpdesks
Final
Individual reflective tool: Final Journey Booklet on personal Learnings
Individual distant task: Post-training Self-Assessment and Satisfaction Questionnaire
Final experts'/training team's evaluation report

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CHAPTER 4 - Delivering a blended training experience: how learning environments are defined and used in a blended training

4.1 From the strategy to the programme: how a blended strategy affects the detailed design of a training experience

The previous chapters tackled the design and validation of a blended training strategy that, at this stage, should have been summed up in the overall training outline, articulated in an ordered list of core contents organised in a flow and linked to different and specific learning environments. The next steps have to do with **A. Contents grouping** on the basis of a criterion (it could be contributing at the same objective or outcome, or developing the same theme) that allows them to be recognised as part of a more or less defined "whole"; **B. Timing** - creating a step-by-step programme of content groups in order to define the whole training programme; **C. Detailed designing** of each and every learning environment defining their basic elements - time and duration, learning activities, purposes, resources...

A. Contents grouping

Grouping the identified core contents somehow entails revising and validating them with respect to the expected target, the objectives and outcomes defined and the whole strategy designed. Again, this requires the ability to go deeper, step by step, to the smallest detail but keeping awareness of the whole, seeking the greatest possible coherence of all and between all the elements.

Simple steps to group core contents are the following:

- grouping similar elements together referring to their topic, main issue, outcome or objective they contribute to;
- making titles for the groups of elements (you may also have sub-groups);
- focusing on and making clear and explicit what it is that makes them a group.

These groupings correspond to the training modules and to possible sessions, in the case of sub-groups, depending on how articulated and complex the training experience will be.

As a result of this action, modules (and sessions if present) could (and should) contain several and probably different learning environments that can analytically be read as digital or analogue (or hybrid) training/learning "events or moments". This is very peculiar to the blended approach to training design: if in a "traditional" analogue strategy sessions tend to directly identify with single learning events (the meeting, the lesson, the workshop, …) what experience shows us is that a blended approach widens up the "space" and time of a single session, and different training-learning moments can take place within the same session (often need to take place), integrating and complementing each other, thus enriching and broadening the process and the learning experience.

B. Timing

Training modules, sessions and learning environments must be bound to time: they have to be arranged and scheduled, so that they will happen at a particular time (answering the question "When will they take place?"), with a particular duration ("How long will they last?"), and at a particular rhythm ("How often will they take place?").

Time is a key variable in blended training strategies. Digital technologies offer multiple opportunities with respect to remote or asynchronous learning that (can) broaden significantly the chances for learners to access learning (autonomously deciding when, where, how long to learn, or not). General cautions especially for self-paced learning could be i. rather not to exceed with compulsory or required activities and to keep them as opportunities instead; and ii. not to overdo the amount of free options to avoid disorientation and frustration of learners.

It is crucial to find the balance between opportunity and effectiveness, where the available expected time of participants needs to be taken into greater consideration as one of the first criteria to answer the time-related questions (and LNA should help in this by providing the training designer with useful indications).

Learning from experience: defining timing

In a blended perspective, it could be interesting to reason on how to balance different learning environments, as described in chapter 2, in their relationship through time within a training session. Some "patterns" emerging from the TOTs pilot experience can probably be recognised:

- short self-paced learning environments, of about 2 hours maximum of expected individual distant work, may anticipate an online or F-2-F workshop by a few days in order to introduce some theoretical elements that will be then resumed and developed live;
- online or F-2-F workshops can be followed in a couple of days maximum by self-paced individual or group assignments to practise specific contents again, with an expected amount of time of around 2 hours if individual tasks are assigned, 3 to 4 hours if group work is foreseen. These same could be followed within a short time (10-15 days) by an helpdesk to check and consolidate the knowledge or the competence and to monitor the progress of the work done remotely;
- online and F-2-F workshops are usually alternative options, with the choice based on the combination of several criteria and reasonings. But as far as their duration is concerned, online workshops very rarely last more than 2-3 hours, because of the difficulty in maintaining concentration online for a longer period of time. And even then at least 1 long break (10-15 minutes) and several fast energisers (5 to 10 minutes each, for example marking the passage from one phase of the meeting to another) are very recommended to keep the energy up and refocus participants' attention;
- with respect to time, hybrid environments seem to benefit from both digital and analogue characteristics, since they allow for longer sections of work intertwined with fast online digital activities (that can be planned both as workshops and self-paced individual or even group works) thus extending the overall duration of the training session and, at the same

time, offering a variety of environments in line with the experiential approach and the attention required by different learning styles.

Useful tools: The Programme template

Grouping and timing the contents leads to structuring and defining the training programme: a written document that sums up the basic contents and training events and the main elements of the designed training experience. It usually also takes on an important communicative function since it helps third parties (clients, experts, external training figures, future participants,...) structure their representation of the proposed training: in other words, the training programme helps others perceive and become more aware of the underlying training strategy. It is also often used as a basis upon which to build the graphic and promotional material. So it is very important that the programme displays all the key information: in a blended structure, learning environments are even more important than in a traditional structure and have to be presented and possibly explained in their designed function, as digital learning environments (above all the others) are not yet encoded and our personal experience may differ greatly from case to case.

Of course there are different graphic formats for presenting a programme. Attention must be paid, as mentioned, to include all the key elements of the training proposal, which can be summarised as follows:

- title of the modules and of the sessions (if meaningful);
- title or main object or topic of the specific training event (if different from the session);
- specific contents tackled;
- date and duration;
- learning environment;
- name or role of the trainer(s) (if meaningful).

Phase/step: Detailed design and training delivery

Responsible person(s): training designer/training team

The following is a possible example

→ Go to the Programme template

C. Detailed designing

Entering the detailed design step means to dive into the deep folds of a learning environment, taking into account its positioning and rationale within the belonging session or module: detailing learning environments produces the effect of detailing their belonging session and module. The next session will present this step more in detail.

4.2 Going deeper into a learning environment: how a blended strategy impacts on learning environments and learning activities

Since what is learned is inseparable from how it is learned, selecting the **learning activities** is a core step in the detailed design of learning environments. Learning activities are training experiences built

to support and develop the learning process within a specific learning environment. To produce learning activities, training tools are adapted and contextualised taking into account the learning environment and the stage of the learning process at a specific time. Learning activities can be considered as "opportunities" for learning: they need to be as useful and effective as possible and answer the questions "What is needed to help participants acquire this specific knowledge or develop this specific competence? What will they gain in terms of knowledge or competence after the completion of this activity?".

All the work is then about proposing, discussing, selecting, adapting and contextualising the training activity that best:

- responds to objectives and outcomes (referred to the session in which that environment is inserted);
- suits the contents of the session;
- fits in with the characteristics of the participants;
- fits in with the characteristics of the trainer(s);
- is in line with the learning environment.

These are important criteria to orient the selection and adapt learning activities. Another major criterion refers back to (and comes from) the methodological approach intentionally adopted for the design of the strategy (for example the participatory and experiential learning approach): once selected the reference method, the activities must be chosen consistently.

Useful tools: The Detailed design sheet or grid

Articulating the learning environments into their smallest components requires some kind of design tool to keep an eye on the whole while, at the same time, supporting the delivery of the training.

As usual, tools for this purpose may differ in form and shape depending on contexts and needs, but usually they consider and articulate at least the following elements:

- flow and phases of the training event (warm-up, focus, consolidation, wrap-up…);
- time and duration of activities within the learning environment;
- purpose of the activities and expected outcome and output;
- materials and other training aids required;
- human resources needed;
- *… whatever else we consider important to (try to) have under control.*

Some tools can include for example a focus on "the supposed energy level of the activity" (ranked from 1 to x), others introduce a "memo" section: "to be remembered/not to be forgotten", others make explicit the "guiding questions" orienting the activities and a "meta-level" of reasoning to keep the logic of the flow.

Grids are probably the most used and effective tools for their schematic format and synthesis. The following is a possible example.

Phase/step: Detailed design and training delivery

Responsible person(s): training designer/training team

→ Go to the Detailed design grid

To focus on what is useful for our reasoning here - i.e. the consistency between learning activities, learning environment and training session (all other elements being equal) within a blended strategy, we should look "inside" a specific learning environment to investigate the effect a blended strategy produces on it. In general terms, the first and main effect is that a blended strategy "produces" learning environments that are either analogue or digital or hybrid. The core question here is **how to select the proper activities** for each of them. Although one can reasonably argue that almost every tool (and activity) can be used in almost every environment, it is undeniable that some seem to be more effective in some environments than others, and that digital expands the range of available tools, making the choice even more challenging (when not complicated).

To answer the question "*Which learning activities to select*?", in the following section the same learning activity is described and articulated in two different learning environments (analogue and digital - keeping the hybrid aside for the moment) to see if and how the same activity changes depending on the environment and what other components of the strategy and process are affected by these changes. Activities selected for the purpose are taken from the BlendedWay TOTs training curriculum and chosen respectively among those proposed in Session 1 and 6 of the training. The selection was made considering the overall training flow and the group dynamics related to it, focusing on stage 2: Fermentation and Clearing and stage 3: Learning/Working motivation and productivity.

Group dynamics

Group dynamics are a crucial variable that needs to be considered and observed during the training process. There is a lot of literature about it and this manual will not tackle this aspect which is part of a general theory of the training processes. For the purpose of our reasoning here the reference is to the "T-Kit on Training Essentials"[17] (page 81): "models based on the observation of groups argue that there are typical stages of group development which are likely to be passed through:"

[17] Council of Europe and European Commission, T-Kit on Training Essentials, F-67075 Strasbourg Cedex, October 2002

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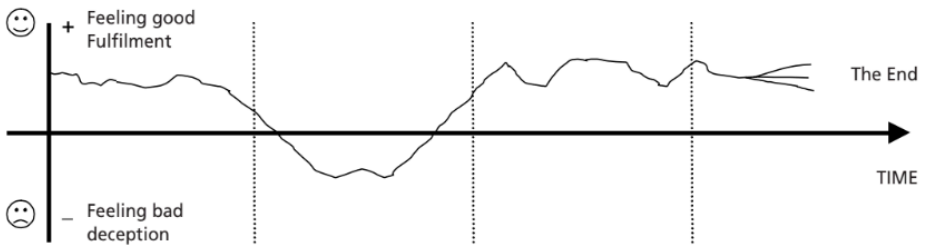
Typical emotional 'fever curve' and stages of group development in a training



Stage 1	Stage 2	Stage 3	Stage 4
Arrival Defreeze Orientation	**Fermentation And clearing**	**Learning/working motivation and productivity**	**Departure and Transfer (and sometimes mourning)**
Participants are nervous and curious, arrive as individuals or subgroups, carrying degrees of personal 'luggage'.	Individuals or subgroups start to know each other, the training frame and the trainers. First power struggles, the roles of the individual participants become defined, sometimes explicit behavioural and communication rules are needed.	Group starts to work on the training subjects, a group 'culture' has been established, participants can be highly motivated and sometimes need to be reined in.	Participants are proud of the learning process and results, they also know that the end of the training is near and that they leave the group to become individuals again which brings mixed emotions.

Example 1 – Stage 2 Fermentation and clearing

Activity selected comes from:

Module 1 "The premises of the work | general frames of reference: Global Citizenship Education, Digital Transformation and the role of education";

Session 1 "Introduction to the background concepts guiding the training. The complex world: globalisation and global citizenship. Frames of references, challenges, risks and opportunities";

Activity 6 - (Consolidation purpose) Group Exercise: **Mission possible. Consolidating on GCE.**

During the TOTs Training the activity was proposed during an online workshop.

Learning Environment: **Components of session in the Learning Environment:**	**(Proposed) Online Workshop**	**(Simulated) F-2-F**	**Warnings/Considerations/Thoughts**
Objective(s) of the module/session	*Module level* To share/build a common theoretical background		

	To share conceptual tools in order for participants to be able to define their positionality about Blended Transformative Learning *Session level* Introducing key guiding concepts on GCE To help self-reflection and self-positioning around introduced topics		
Expected learning outcomes	Participants: acquire knowledge and develop self-reflective thought on GCE; are able to define core elements of GCE; make explicit or develop a self-positioning about transformative training and Blended Learning approach.		
Teaching and Learning Activity	Activity 6 - (Consolidation) Group Exercise: Mission possible. Consolidating on GCE (45')	Activity 6 - (Consolidation) Group Exercise: Mission possible. Consolidating on GCE (1h)	**Let's reflect on…** Are these completely different activities? Or is it the same activity implemented in a different LE? ● In general terms, a higher articulation (and complexity) of the activity is allowed in the F-2-F
Development	**0.00-0.10 (10')** **Introduction to the activity:** Activity is carried out in plenary. The participants decide by themselves how to approach the task. Remote support is provided by facilitators (if needed). Participants have 20 minutes to accomplish the following tasks as a group. All members must be involved. They have to make sure to write, draw or record the results and to be ready to present them. Tasks: 1. draw **a sign** for the training which respects and integrates GCE principles; 2. write **10 reasons** to stand for GCE; 3. compose a **short poem** about blended learning and GCE; 4. find a **good habit** in your daily life of applying GCE and Human Rights for each of the participants;	**0.00-0.15 (15')** **Introduction to the activity:** Activity is carried out in plenary. The participants decide by themselves how to approach the task. Support is provided by facilitators (if needed). Participants have 20 minutes to accomplish the following tasks as a group. All members must be involved. They have to make sure to write, draw or record the results and to be ready to present them. Tasks: 1. make a **human sculpture**[18] representing the training which respects and integrates GCE principles; 2. **create a manifesto** to promote GCE; 3. compose a **short poem** about blended learning and GCE;	**Let's reflect on…** In which way is the content developed? Are there any differences in terms of quality and quantity? ● **Wider timeframe** for the F-2-F activities ● **More and differentiated spaces and settings** are needed ● **Different articulation** of activity is possible (using different materials to develop the tasks) ● **More time for debriefing** is possible and the group dynamics could become a topic itself in a ToTs ● …

[18] In grey the tasks adapted to the different learning environment

	5. find a person in this group who did a small or big action to protect Human Rights and prepare a short **description** of the situation; 6. make a **short study** about the provenience of your clothes that you are wearing in this moment (which country are made); 7. make a **plan** for the next 3 months on how to start becoming a global citizen that could be handed to a colleague; 8. write your **personal message** to the world about Global Citizenship Education and take a photo of all messages using the print screen option. **0.10- 0.30 (20')** The participants organise themselves to accomplish the 8 assigned tasks. They can choose: whether and how to subgroup or to assign tasks to one person; which digital tools to use (breakout rooms, other platforms for subgroup discussion, digital tools for collective writing and drawing etc.). Facilitator keeps the time, makes clarifications and offers technical support if needed. **Output** 8 products as a result of the assigned tasks. Participants know each other better, about their competences and attitude. They act as a group, integrating themselves in different roles and understanding the group dynamics. **0.30- 0.45 (15')** Presentation of the results of the accomplished tasks and debriefing about the development of the activities and the group dynamic.	4. find a **good habit** in your daily life of applying GCE and Human Rights for each of the participants; 5. find a person in this group who did a small or big action to protect Human Rights and prepare a short **performance** of the situation; 6. make a **short study** about the provenience of your clothes that you are wearing in this moment (in which country they are made); 7. make a **plan** for the next 3 months on how to start becoming a global citizen that could be handed to a colleague; 8. make a **collective draw on a flipchart** representing your message to the world about Global Citizenship Education. **0.10- 0.30 (30')** The participants organise themselves to accomplish the 8 assigned tasks. They can choose: whether and how to subgroup or to assign tasks to one person; which tools to use to accomplish the tasks (physical spaces to work in subgroups, materials and tools for collective writing and drawing and the presentation of the products – digital or analogue). Facilitator keeps the time, makes clarifications and offers technical support if needed. **Output** 8 products as a result of the assigned task. Participants know each other better, about their competences and attitude. They act as a group, integrating themselves in different roles and understanding the group dynamics. **0.30- 1 h (15')**	

		Presentation of the results of the accomplished tasks and debriefing about the development of the activities and group dynamic.	
Resources (time, tools & materials, aids & setting, human resources)	Total time required: 45 minutes Digital resources - Online digital platform with rooms and sharing screen option: breakout rooms according to needs expressed by participants - Online slides/presentation - Online doc/presentation and any other digital/analogue tools participants want to use to complete the tasks - (Online) observation grid Analogue resources - (Paper) observation grid Aids and Setting: - PC with internet connection - Quiet place Roles/Functions: 1 Facilitator 1 Tutor 1 Observer 1 Technical tutor	Total time required: 1h Aids and setting - 1 (better 2) rooms needed (especially if big groups) - (Tables and) chairs prepared in advance in circle, with papers/pens - Flipcharts - Projector and PC Analogue resources - 1 copy for each participant of the list of the tasks - Materials for the development of the tasks (flipcharts, pencil, markers, etc.) - (Paper) observation grid Digital resources - Online doc/presentation: slide to present activity and tasks Roles/Functions 1 Facilitator 1 Observer 1 Tutor for logistic support	**Let's reflect on…** How are the resources different? What about preparation time by the trainer team? ● For the F-2-F workshop printed material is prepared in advance and can be changed with greater difficulty ● The reasoning develops the other way round: from the physical (setting and material) to the digital (slide) according to their relevance ● Roles and functions are more or less the same except for the "technical" support that focuses on the logistics (traditional tutor)
Expected outcome	Collective positioning on the theoretical frame about GCE. Group self-representation better shaped	Same	**Let's reflect on…** In which way are outputs developed? Are there any differences in terms of quality and quantity? ● In the F2S a difference in terms of **quality of the outputs** can be appreciated thanks to the use of the body and the level potentially reached by the interaction during the discussions among participants. The time for the debriefing can be exploded a bit and this can

			contribute to reaching a higher quality of group awareness.
Objective(s) of the activity	To help participants: - know each other better; - think in a more concrete/tangible way about the theoretical reference frame; - experiment and integrate analytical, critical and creative thinking; - enhance group building.	Same	**Let's reflect on…** In which way/ how does the activity contribute to the learning outcomes / training objective? In terms of quality and quantity? Do they have alternative paths reaching the same points or not? ● A **deeper consolidation of the group dynamic** and a **higher articulation of the topic** through the debate in the F-2-F are enabled thus probably better contributing to the objectives set (especially referred to the creation of a group positioning on GCE).
Expected group dynamics in the framework of the group process	Trusting the process Generating an atmosphere of trust: respecting confidentiality Being connected by group dynamics: self-organising, integration of competences of all the participants Generating an inspiring process: integrate different ideas and suggestions, train new theoretical elements in a concrete way Consolidation of a collective point of view about the theoretical frame on GCE and the role of a GCE trainer.	Same plus: creating space for creative and funny moments which will also build memories of the group	**Let's reflect on…** How do the group dynamics change in the different LEs and what consequences do they have in the learning process? ● Online and F-2-F have the same objectives and outcomes, the main differences are about the use of the body and the development of relationships among participants. In the F-2-F the interaction/use of the body in the activities build more confidence and trust among the participants, the direct interaction with non-verbal communication helps build stronger relationships among participants and subgroups of participants (it also includes informal chat or space to exchange more anecdotes, experiences, thoughts). ● Facilitator and group dynamics management: in the online workshop the facilitator boosts the interaction among participants.

			• Topic-centred session/activity (online) vs. group dynamics-centred session/activity (F-2-F). Both the topic and the relation can be dealt with in the different environment, but the focus is different according to the online or analogue sphere.
The session framed in the flow of the training and how it works with different LEs	After a short theoretical introduction, the activity presented here is planned to let participants immediately use the concepts presented, build a collective view on the topic and express a group position. The session is followed by self-paced work to deepen one's positioning as a trainer with regard to ECG. The second session of the module is focused on the theoretical introduction of the Digital Transformation and is developed with an online workshop and self-paced work. The whole module builds the thematic and theoretical premises of the training and is implemented in order to promote group acquaintance and building. In this framework the Online workshop and self-paced work are complementary environments which contribute to different specific training objectives and, at the same time, to the same macro objectives thanks to the development of different knowledge and competences. The combination of online workshops and self-paced work allows to build a common overview of the main topics framing the training and promotes dialogue among the participants, building a common understanding of these topics.	Same F-2-F workshop and self-paced work are complementary environments which contribute to different training objectives and to the same objectives through the development of different knowledge and competences. Same	**Let's reflect on…** How will the different LEs affect the next steps of the work within the strategy? • The focus is always on maintaining a good balance between self-paced work and collective workshops (online or analogue) in order to avoid frustration and to keep the energy and motivation high. • Different elements developed thanks to different learning environments are all useful for the development of next steps of the curriculum. • The "compulsory" activities of the training are the essential ones, it is important not to overwhelm participants.

	During the workshop, through participative and challenging activities focused on a specific topic, it is possible to work on group forming and building. The self-paced work offers the opportunity to each participant to learn and reflect deeper on the topics according to their time and interests. The use of a variety of learning materials (video lessons, papers, visual notes, etc.) helps fit to different learning styles.		

Example 2 – Stage 3 Learning/Working motivation and productivity

Activity selected comes from:

Module 2 "Practising a blended training-learning approach: the overall design of a blended transformative training process";

Session 6 "The training-learning process: phases and tools. Phase 1: The overall design of the training process. Monitoring and assessing the learning outcomes";

Activity 2 - (Warm-up) Group exercise: Consolidating the "Results Chain" - Part A: **Peer-review on the results chain** **Worksheet 6**) & Part B: **Debriefing and final remarks.**

During the TOTs Training the activity was proposed in an online workshop.

Learning Environment: **Components of session in the Learning Environment:**	**(Proposed) Online Workshop**	**(Simulated) F-2-F**	**Warnings/Considerations/Thoughts**
Objective(s) of the module/session	To share/build a common theoretical background and frameworks on training processes phases and tools To identify entry points into transformative & blended training-learning processes To review participants' knowledge, competences and practices on the training-learning processes To practise different tools for the overall design of a blended training process on GCE-related themes To consolidate goals, objectives and learning outcomes		
Expected learning outcomes	Participants: - become familiar with the phases and tools for the overall design of a blended training process; - are able to recognise and use different tools applied to different steps of the overall training design; - are able to focus on proper questions to develop different steps of the overall training design.		
Teaching and Learning Activity	Activity 2 - (Warming up) Group exercise: Consolidating the "Results Chain" Part A: Peer-review on the results chain (Worksheet 6) Part B: Debriefing and final remarks	Activity 2 - (Warm-up) Group exercise: Consolidating the "Results Chain" Part A) Peer review with ambassadors Part B) Debriefing and final remarks	**Let's reflect on…** Are these completely different activities? Or is it the same activity implemented in a different LEs?

			• A higher articulation (and complexity) of the activity is allowed
Development	**0.00-0.05 (5')** **Introduction to the activity** Activity is carried out online in rooms: participants will gather in 3 groups. Remote support will be provided by facilitators (if needed). Activity is developed in 2 parts (A and B). Part A is articulated in 2 rounds as follows (briefly presented). Part B will be developed in plenary as follows (briefly presented). **0.05-1.05 (1h)** **Part A.** Starting from curriculum templates (uploaded on padlet), paragraphs 4-5-6 on goals,objectives, outcomes drafted. 1) Curriculum templates are passed on to the other groups: participants start to discuss and comment on the received drafts and add suggestions; they may refer to a checklist of questions to analyse the work (Worksheet 6) (30') 2) Commented drafts are returned to their authors (uploaded on padlet): they consider comments and suggestions, react to them, adjust and finalise the proposal to be presented in the plenary session (30') <u>Output</u> 3 curriculum templates (par 4-5-6) with results chain refined and possibly finalised 3 Main elements, questions, thoughts for the collective reflection Decide who will report in plenary ***Break 10'-15'*** **1.15-2.00 (45')**	**0.00-0.15 (15')** **Introduction to the activity and preparation of the setting**[19] Participants will work in 3 sub-groups: each group will be composed of at least 3 members. According to available spaces groups can be placed in different rooms. Activity is developed in 2 parts (A and B). Part A is articulated in 3 rounds as follows (briefly presented). Part B will be developed in 2 steps as follows (briefly presented). Trainer/facilitator introduces the activity and provides support (if needed). **0.15-1.45 (1h30)** **Part A.** Starting from curriculum templates (printed), paragraphs 4-5-6 on goals,objectives, outcomes drafted. 1) Curriculum templates are passed on to the other groups: participants start to discuss and comment on the received drafts and add suggestions; they may refer to a checklist of questions to analyse the work (Worksheet 6). (30') 2) One or two members from each group (ambassadors) join another group in order to listen and discuss suggestions, ask questions and answer possible questions. The commented draft is returned to the group. This round will be played in 2 turns (15'+15') 3) Ambassadors share comments and reflections with their group, other members ask questions. Suggestions can be integrated into the draft (30'). <u>Output</u>	**Let's reflect on…** In which way is the content developed? Are there any differences in terms of quality and quantity? • Wider timeframe in the F-2-F environment • More and differentiated spaces and settings are needed • Different articulation of activity is possible (adding steps or turns, introducing more variables, …) • Outputs are developed in more steps • More time for the reflection at different levels (individual - group - plenary) • …

[19] In grey the main changes applied to the activity

	Part B. Group discussion and collective reflection: Consolidating the "Results Chain" - Part B: Debriefing and final remarks 1) In plenary: sharing and discussion Speaker from each group presents final goal, objectives, outcomes Final reflections coming out from their work (cautions, critical aspects) Comments & Questions from other groups (35') 2) Final theoretical remarks and link to the next step (10')	3 curriculum templates (par 4-5-6) with results chain refined and possibly finalised ***Break 10'-15'*** **2.00-2.45 (45')** Part B. Debriefing will be developed in 2 steps: step 1 in the same sub-groups, step 2 in plenary. 1) Meta-cognitive exercise: 1 positive and 1 critical aspect of the experience; 1 important suggestion/feedback received. Individually (5') and in group (10'). 2) In plenary: sharing comments. Questions on the basis of group work. Final theoretical remarks on the activity and the content (30') Output: Main elements, questions, thoughts for the collective reflection Decide who will report in plenary	
Resources (time, tools & materials, aids & setting, human resources)	Total time required: 2 hours Digital resources - Online digital platform with rooms and sharing screen option: 3 rooms needed - Online archive/folder: Curriculum Templates uploaded on padlet - Online doc/presentation: Worksheet 6 with questions, Slide to present activity, Slide to collect and share feedback - (Online) observation grid Analogue resources - (Paper) observation grid Aids and Setting - PC with internet connection - Quiet place Roles/Functions 1 Trainer 1 Facilitator 1 Observer 1 Technical tutor	Total time required: 2h45 Aids and setting - 1 (better 2) rooms needed (especially if big groups) - (tables and) chairs prepared in advance in circle, with papers/pens - flipchart to write times/output and to take note of comments in part B - projector and PC Analogue resources - Curriculum drafts printed (3 copies each) - Worksheet 6 printed (3 copies) - (Paper) observation grid Digital resources - Online doc/presentation: Slide to present activity, Worksheet 6 with questions Roles/Functions 1 Trainer 1 Facilitator	**Let's reflect on…** How are the resources different? What about preparation time by the trainer team? ● Setting becomes much more important for the development of the action and is prepared in advance ● Printed material is prepared in advance and can be changed with greater difficulty ● Logistical function/action starts before the delivery ● The reasoning develops the other way round: from the physical (setting and material) to the digital (slide) according to their relevance ● Roles and functions are more or less the same except for the "technical" support that focuses on the logistics (traditional tutor) ● …

		1 Observer 1 Tutor for logistical support	
Expected outcome	Final draft on goal, objectives and learning outcomes for a blended transformative training (on Curriculum Template) Shared list of questions and points of attention on goal, objectives and learning outcomes of a blended training	Same	**Let's reflect on…** In which way are outputs developed? Are there any differences in terms of quality and quantity? ● Probably more integrated or developed drafts (depending on the exchange content) ● Shared list of elements about the activity (positive/critical aspects) ● …
Objective(s) of the activity	**General/common Objectives:** **Part A** **1. To take distance** from one's own work, change the perspective and activate a reflective thought on and about the work **2. To question, adjust and finetune** training objectives around key aspects > Participants are aware and updated on other groups' training proposals and on the form they are taking **Part B** 1. To align around common/shared elements, feelings, thoughts 2. To build common lessons learnt 3. To resume and fix core elements To move on to the next topic	Same	**Let's reflect on…** In which way/ how does the activity contribute to the learning outcomes / training objective? In terms of quality and quantity? Do they have alternative paths reaching the same points or not? ● A major consolidation of the process / action is allowed thus probably better contributing to the objectives set (especially in terms of reflective thought)
Expected group dynamics in the framework of the group process	(Individual/group) experiences and cross-learning Trusting the process Generating an atmosphere of trust: respecting confidentiality Being connected by group dynamics: asking/questioning Generating an inspiring process: let new/ different ideas and suggestions flow, change perspectives and point of view Clarity in the objective/ flexibility in action	Take more advantage of presence to share within and between groups Responsibilities on individuals (ambassadors) Role of questions in developing understanding and learning Self-reflection is encouraged before sharing	**Let's reflect on…** How do the group dynamics change in the different LEs and which consequences do they have in the learning process? ● Focused/selection vs. flexibility and articulation (also "marginal", not core aspects can be developed and worked)
The session framed in the flow of the training and how it works with different LEs	The Online workshop is followed by distant group work (Project Work) - 2h (approx. expected for each group)	Leave for individual/group work (self-paced work) after as complementary	**Let's reflect on…** How will the different LEs affect the next steps of the work? ● Energy/frustration level in self-paced work: experience

			shows that self-paced work (both individual and in group) can benefit from the level of energy released during a F-2-F activity • Different (more?) elements useful for the development of next steps of the curriculum: the debriefing phase in an F-2-F setting probably helps for more elements to emerge that can be further resumed or explored but that have already been "mentioned"

To summarise, looking for orienting criteria, we can observe specific elements of the training process: relational dynamics, management of the training action and skills required of the trainer(s) and the design of the training action.

(How) the **dynamics** change

- ➢ Online and F-2-F environments allow for different dynamics to emerge and develop both among participants and between participants and trainers. It is for sure a question of time (available and devoted) but also of "medium" used in the online - in which technology acts a "mediation" on the interaction process - and not used in the F-2-F, where interaction is "immediate" (i.e. not mediated) and non-verbal communication can take place: in the F-2-F the physical interaction and the use of the body in the activities build more confidence and trust among the participants, and non-verbal communication helps to build stronger relationships among participants and subgroups of participants.
- ➢ Starting from this observation we can probably distinguish between topic-centred session/activity (online) vs. group dynamics-centred session/activity (F-2-F): the topic and the relationship can be both dealt with in the different environments, but the focus is different according to the online or analogue setting.

(How) this affects the **management of the training action** (trainer and group dynamics management)

- ➢ Different dynamics of course require different ways of coping with the process: online the trainer is often more required to boost the interaction and the exchange among participants since, in the absence of non-verbal and direct interaction, communication is usually less fluent. While in the F-2-F, the trainer has to observe the dynamics in the group and to manage the activities according to the level of interaction among them: experience shows us that online, because of the context, the training function is assumed and performed in a more directive style than in the F-2-F. And the level of participation and responsibility of participants in their learning process are quite different.

To better understand this aspect, we can refer to the following chart[20] that represents the typical trend in the level of control shared by trainer and participants throughout the training process.

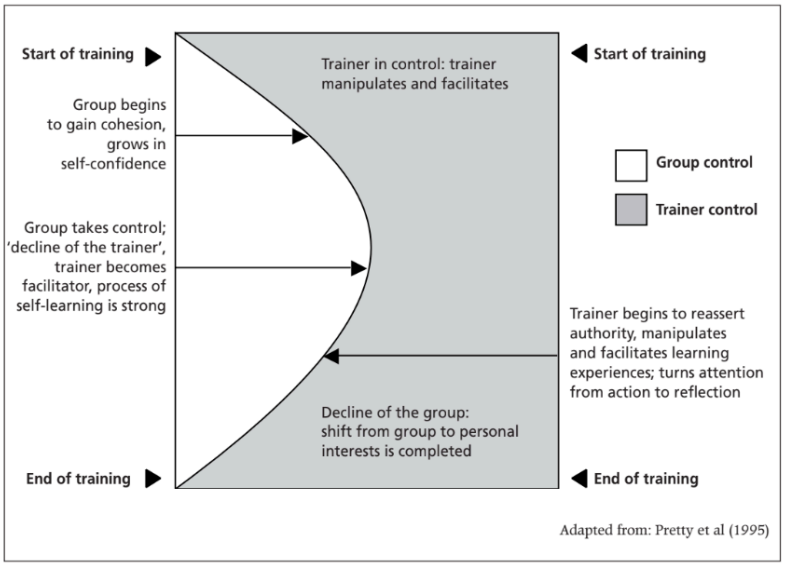


Figure 9 - Stages of control in the learning process (Source: T-Kit no6 on Training Essentials, 2002)

If this is supposed to happen in a traditional F-2-F environment, we can assume that online the curve is much less pronounced, and that the grey area changes to a lesser extent throughout the process.

These considerations lead us to reflect on the **skills required of the trainer**.

- **Facilitation skills.** If participants' active role and responsibility change online (and they do!) the effect is that facilitation online is severely challenged: still if the approach we adopt refers to a participatory and experiential method aimed to produce changes in attitudes and behaviours, we need to cope with this challenge, somehow finding (our) ways to activate, involve, ask for feedback, help people stand in the process in a productive way.

Learning from experience: Tips to foster active participation in a blended process

The TOTs training suggests us that the following can be easy tips to be tested:

- working in subgroups to help people feel more at ease, foster the exchange among them and have the possibility to use another/their own language if they prefer;
- asking positioning or socio-metric questions to let participants express themselves about a topic or a fact;

[20] Council of Europe and European Commission, T-Kit no6 on Training Essentials, F-67075 Strasbourg Cedex, October 2002, page 97

- using final recap slide to focus on main points;
- at the end of a key activity asking participants to take 5 minutes to write down 3 or more key points they intend to keep or deepen (you can also open a discussion on these points);
- …

➢ **Debriefing** is another important element that changes a lot when moving from F-2-F to an online environment. First of all it is profoundly affected by time limitations and being aware of this is the first step. Secondly, the debriefing is when communication should take place above all between the participants who, by exchanging impressions and thoughts on what happened during the activity, build shared knowledge and collective and individual positioning. Online this process is less fluid and therefore specific strategies must be devised according to different activities. This is also true for analogue learning environments, but even more so for online ones (due to the issue of relational dynamics discussed earlier). A few *passe-par-tout* questions may be useful but then it is important to understand how best manage the debriefing moment, for example through a "round of table" so that everyone has to say something, asking a few questions, using post-its...etc.

Learning from experience: Some questions for the debriefing

Here is a short list of questions that can be useful for debriefing. Questions refer to both the dynamics and the content of the activity.

- How do you feel now?
- What has happened?
- Has anything changed since the beginning of the activity? Why? Why not?
- What was it about?
- What have you learnt?
- What have you not understood or appreciated?
- …

➢ **Time management** online is one of the skills that is stressed the most, but it is not necessarily related to the idea of keeping the agenda at any cost as planned: it is more about giving each activity enough time to be experienced and processed in a satisfactory way, thus reducing frustration and misunderstanding. It is a matter of balance and of focus: helping participants move from their comfort zone to their stretching zone, open to learning, without asking them too much; it is related to the competence of selecting the core (the essential), leaving the rest aside.

In this respect online environments need and require a higher selection of activities that need to be fewer and more focused to be effective, whereas F-2-F environments allow for higher flexibility and articulation of activities and different aspects can be developed and worked at the same time.

(How) all this affects the **design of the training action** (the impact of the environment on the details and on the whole*)*

- ➢ It is quite intuitive that depending on the learning environment, the materials, resources and supports required and setting will change. But when considering online environments we have to get to the node of technology: content and activities must be structured and matched to the pedagogical approach *and* the technology available and accessible (to participants and to trainers).
- ➢ Experience shows us that all the aspects of the detailed design of an online session or activity need to be more precise in terms of timing and requires it to be implemented in a strict way because the online activities have less flexibility and the "silent" or "chaotic moments" are more complicated to manage since there is no non-verbal communication.
- ➢ In addition, online, all the members of the training team should be aware of the details in order to manage the different functions they are required to perform in a well-coordinated way since trainers either do not have non-verbal communication during the online (even if they can use other communication channels, it takes more time and multitasking competences). As a general indication, given the inherent complexities in a blended strategy, it is probably wise to keep things as simple as possible. That means limiting content, activities and technology, while ensuring that intended educational goals are met.

Learning from experience: Preparing the setting online

While preparing the setting is a rather natural action when training takes place in a physical space, online it is often considered unnecessary or unuseful. Yet, even an online setting requires attention and care, both on the part of trainers and participants.

Some general indications coming from experience have to do with:

- finding a space dedicated to training, away from excessive noise and distractions;
- the preparation and opening, prior to the training session, of all materials, files and folders to be used during the training;
- the preparation of all paper and analogue materials to be used in the training session;
- informing participants before the training of the digital and analogue materials they will need so that they have time to prepare them themselves;
- the participatory definition of certain technical rules (netiquette) for online participation (having to do with the use of the microphone and video camera, or how to intervene, etc.);
- care of the setting may also include care of the background (real or virtual) in which trainers and participants will move, up to the creation of scenery that performs a function in relation to the training objectives.

Useful tools: The team and training staff plan

In order to facilitate the management of the different figures involved in the training with the specific functions detailed in the detailed design grid, it may be useful to use a summary framework. The tool

also performs an important function of explicating and aligning expected and performed roles and functions within the training team as it allows to highlight possible "gaps" or open up for negotiation. The following is a possible example.

Phase/step: Detailed design and training delivery

Responsible person(s): training designer/training team

→ Go to the **Training staff plan**

Useful tools: Summary grid of training design phases and steps

The grid is intended as a means of summarising the different phases and steps of the training design process as presented in this Manual. It is to be considered as a working tool that is not exhaustive but open to modifications and integrations.

→ Go to the **Summary grid**

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Some feedforward from experience…on

All the reasoning that animated the four Chapters of this Manual is developed within the framework of the international Erasmus + project "Learning the Blended Way" that recognises blended training-learning as one of the most challenging phenomena of our times and investing in its potentialities. The international project framework is in itself one of the main elements that has strongly oriented the design of the experience and the reasoning behind it. Far from being a temporary and specific context it can be considered as a recurring mode (and organisational form) peculiar to our time and therefore relevant as a reference context for the development of more general and articulated thought on the topic.

From the observations developed so far around the experience we can conclude that blended training-learning:

- can be considered a "winning" approach for at least these characteristics - its flexibility makes it highly efficient (in being time-saving, not tied to a specific location, more adaptable to individual logistic and practical constraints) and it shows increased potential effectiveness in the possibility it gives to expand training and learning opportunities (both, in the modes and geographically);
- is a complex model of training design and delivery in which a higher number of variables must be monitored, challenging the routines and implicit assumptions embedded in traditional training methods, enhancing creativity and exploration of new techniques and tools;
- in the next future will probably tend to be confirmed as the prevalent approach in the design of effective training processes especially in the non-formal, adult training and training of trainers areas;
- is particularly suited to the design of training in the frame of international projects, where the contextual constraints are greater, so that greater flexibility in training action will be particularly appropriate and needed;
- can itself strengthen the trend of including training actions in international projects (or spread them in international contexts in a more sustainable way), recognising them as core components of the expected change.

Some further remarks on hybrid learning environments.

As mentioned in Chapter 2, hybrid learning environments are defined as the synchronous combination of F-2-F and online in the frame of a single training event. This implies, at the same time, the co-presence of more than one physical space in which subgroups of learners are participating together and an online connection among the subgroups. The training event is designed as a whole and all the activities developed in the subgroups and in plenary are pieces of the same training path and contribute to the same objectives. Following this understanding, analogic "moments" inside the event can benefit from the use and integration of some digital activities and tools for learning (digital platforms, communication and social media, digital infrastructures...) and

vice versa: although digital learning environments seem to be somehow less flexible from that point of view, they leave space for analogue insertions.

In this perspective, hybrid solutions, if intentionally and strategically planned and delivered in order to take advantage of both analogue and digital environments, can contribute to developing innovative ways of understanding the training process. For example, in order to develop exchange among different local territories, it could be possible to develop specific parts of the training at local and analogue level and have some part of the training at national/international and digital level. This is a way to mix several core variables of nowadays learning and training processes, particularly interesting in the frame of GCE and HRs education.