

## ***Recommendations for implementation***

### ***General***

- The materials cover quite general needs of public sector employees. They should be customized to more specific needs as much as possible (e.g. only include the communication module and simulation game, if ICT and Business English is not relevant for the professional context). This specific training was made for and addressed to public servants especially in universities. Not every public sector employee has the same needs.
- Use other factors in the selection of the trainees except for age (for example selection based on level for English for Business English), so that the training could be more effective for all trainees. A suggestion was selection based on a proficiency test. Mixing the two generations together in the first three modules would also encourage peer learning, as suggested by several trainers. Dividing the groups by skill level could thus have more than one advantage.
- If a group still has an heterogeneous level, the difference in skills can also be dealt with by dividing the participants into ‘learning groups’, with one or two more skilled participants who can support the others.
- Given the age of workers in Public Administration, the Italian partner recommended that in the future young people should be the 35- and older people 50+. We could possibly leave this decision up to the trainer in the specific situation and the specific professional context where the training will be executed.
- The communication modules and the simulation game were overall perceived as the most interactive and most useful in the professional context. Apart from the specific skills that the participants learned by these modules, also the fact that there were no prominent deviances in skill level between the participants was a reason why these modules were perceived as more useful than the other two.
- The order of the first three modules can be adjusted according to the specific needs of the participants. For example in Hungary, the Communication module was executed first. After that, the modules Business English and ICT were implemented rotatory, in order to maintain the interest of the participants.
- At the beginning of each module, it would be good to include an icebreaker of about 15 minutes. This gives the trainer and trainees the change to get acquainted with one another.

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### *ICT*

- In the ICT module, the 45+ participants require a more individual approach. According to the feedback of several trainers, this age group would also benefit with some general theoretical information on the concept of ICT and the internet before executing the specific content and exercises in the module handbook.
- The number of examples in the handbook is quite limited. Adding more examples and ‘tricks’ could benefit the learning experience of the trainees.
- The focus of the module – Microsoft Office – is quite limited. Maybe other software can be included, for example Google Docs, which can be also of much use in a professional context. Another suggestion was a focus on data security.
- According to the Italian participants, the focus on Excel could be more elaborate.
- The creation of learning teams with one more experienced trainee who can help the others could be a solution to the fact that trainees of the same age category can differ as far as their skill level goes.

### *Business English*

- Shorten the duration of each session (e.g. 3 hours instead of 4).
- If the English language is not often used in a specific professional context, it is perhaps not necessary to include this module into the training.
- Include more conversational exercises in the training.

### *Communication and Intergenerational Cooperation*

- The trainers suggested that it would be worth to add another part to the communication block, namely that participants from both age groups could work together on the same tasks they have now worked on separately. It would help the participants to look at various aspects of the training from different perspectives, discuss various matters together and share experiences. Another way would be to simply combine the two age groups in this module.
- The handbook is too theoretical. More interactive content should be used (e.g. games, case studies, video, podcasts...) to make the participants more engaged in the module.

### *Game*

- Limit the duration of the game to one session.

To summarize, it seems that the biggest recommendation is on the division of the groups. For the ICT and Business English modules, it would perhaps be better to divide the groups by skill level and not by age. For the communication module, it is tenable to put the two age groups

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together. Other recommendations are more substantive and could for example be formulated as suggestions for future trainers. This leaves them with some freedom to adjust the content of the module, depending on the specific context and specific needs of the participants.