



TRAINING OF TRAINERS



PART 1 - DESCRIPTION OF THE TRAINING

TRAINING OF TRAINERS

PART 1 - DESCRIPTION OF THE TRAINING



HORIZONT
3000



13/2/2012

Contact:

telephone: +421 – 33 – 59 39 445

address: Univerzitné námestie 1, 918 43

Trnava, Slovakia

e-mail: cabis-ida.sk@truni.sk

web: <http://cabis-ida.truni.sk/>



Education and Culture DG

Lifelong Learning Programme

ABOUT CABIS-IDA PROJECT

This document is part of the project CAPACITY BUILDING OF HUMAN RESOURCE FOR HEALTH IN SLOVAKIA FOR INTERNATIONAL DEVELOPMENT AID supported by European Commission through Lifelong learning programme (project number: 2010 – SK1 – LEO05 – 01565).

The main aim of the project is to enhance human capacity building in Slovakia and broader region of eastern and southern Europe for work within projects of international development cooperation and humanitarian assistance.

CONTENT

introduction	3
1. CONTEXT OF TRAINING OF TRAINERS	4
1.1. target group	5
1.2. duration	6
1.3. training methodology	7
2. OVERVIEW OF TRAINING OF TRAINERS	8
2.1. basic learning theories of training design & implementation	11
2.2. role of the trainer	20
2.3. planning & preparation of the training	26
2.4. implementing the training	33
2.5. importance of the follow-up	36
2.6. evaluation & quality control	38

introduction

For the pilot-implementation of the training program – Training in effective development cooperation is necessary to have enough trainers who can provide training on the various development issues and other relevant topics, such as cultural sensitivity, project management, community development... The purpose of the Training of Trainers is to prepare future trainers for their role and „learning by doing“ is the best approach for it.

	Told	Told & shown	Told, shown & experienced
Recall after 3 weeks	70%	72%	85%
Recall after 3 months	10%	32%	65%

This training of trainers will be conducted by project partners of Trnava University in the project – Royal Tropical Institute & Horizont 3000, which are having high expertise and experiences in this field.

1.

CONTEXT OF TRAINING OF TRAINERS

In this chapter you can find out:

- who is the target group for Training of trainers,
- how long the Training of trainers will take,
- which kind of methodology will be used during Training of trainers.

1.1.

target group

Target group of the training of trainers will be the group of Trnava University teachers, who are involved in the project and will be pilot-implementing the Training in effective development cooperation.

1.2.

duration

Training of trainers will be divided into two parts and each part of training of trainers will last for three days. For keeping the trajectory of the training, the assignments will be given to the participants after the first part.

1.3.

training methodology

Aim of the Training of trainers is to involve the participants into the process, and because of that, the variety of participatory methods will be used during Training of trainers:

- Story-telling
- Simulations
- Reflections
- Role plays
- Whispering group
- Group work
- Brainstorming
- Intercultural games
- ...

2.

OVERVIEW OF TRAINING OF TRAINERS

Training of trainers is divided into 6 modules, which will cover:

- Basic learning theories for training design and implementation,
- Role of the trainer,
- Planning and preparation of the training,
- Implementing the training,
- The importance of follow-up,
- evaluation & quality control.

Each module is divided into subtopics, which are closely related to the activities (with methodology), which will take place during Training of trainers.

	Modules and topics	Methods
1.	Basics learning theories for training design and implementation	
	a. Learning styles: Understanding the learner	Story-telling and analysis: The teacher I liked most
	b. Bloom's taxonomy & Learning cycle	Game & Reflection
	c. Cultural Dimension of teaching and learning Intercultural Sensitivity	Lecture Intercultural Game
2.	Role of the trainer	
	a. What distinguishes a good from a bad trainer/educator/ lecturer/facilitator?	Simulation
	b. Possible group dynamics and how to handle them?	Reflection
	c. Useful facilitation techniques	Role play
	d. Challenges and useful strategies	Whispering group
3.	Planning and preparation	
	a. From training concept to training design	
	b. Setting and using learning objectives	
	c. Overview about general interactive methods	
	d. Working groups to implement what the participants have learned so far	Group-work
4.	Implementing the training	
	a. Demonstration of result of the working groups	Presentation and reflection on best practices
	b. How to conduct a good debrief?	Brainstorming questions based on the "Focused conversation Method"
	c. Which method fits the topic?	Interactive method using cards

d.	Practicing different training methods	Experiment and reflection / intercultural games
5.	The importance of the follow-up	
a.	Using e-learning and learning platforms to sustain learning success	
b.	Peer-Coaching among the lectures	Overview about the method and trial session
c.	Using feed-back	
6.	Evaluation and Quality control	

Next sub-chapters offers theoretical framework and basic premises of the topics & sub-topics of Training of trainers.

2.1.

basic learning theories of training design & implementation

LEARNING STYLES: UNDERSTANDING THE LEARNER

Each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.



By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

See below 7 learning styles:

- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** You prefer using sound and music.
- **Verbal (linguistic):** You prefer using words, both in speech and writing.
- **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.
- **Logical (mathematical):** You prefer using logic, reasoning and systems.
- **Social (interpersonal):** You prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.¹

BLOOM'S TAXONOMY

There is more than one type of learning. A committee of colleges, led by Benjamin Bloom, identified three domains of educational activities:

- Cognitive: mental skills (Knowledge)
- Affective: growth in feelings or emotional areas (Attitude)
- Psychomotor: manual or physical skills (Skills)

¹Overview of learning styles. Available at: <http://www.learning-styles-online.com/overview/> (11.2.2012)

Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

				EVALUATION		
				SYNTHESIS	Appraise	
				ANALYSIS	Arrange	Assess
		APPLICATION	Analyze	Assemble	Choose	
		COMPREHENSION	Apply	Appraise	Collect	Company
KNOWLEDGE	Compute	Calculate	Calculate	Compare	Criticize	
Cite/Recite	Describe	Demonstrate	Categorize	Construct	Estimate	
Count	Discuss	Dramatize	Compare	Create	Evaluate	
Define	Explain	Employ	Contrast	Design	Judge	
Draw	Express	Examine	Debate	Formulate	Measure	
List	Identify	Illustrate	Differentiate	Integrate	Compare	
Name	Locate	Interpret	Examine	Manage	Recommend	
Record	Report	Operate	Inventory	Organize	Relate	
Relate	Restate	Practice	Question	Plan	Solve	

underline	Review	Schedule	test	Prescribe	Summarize
Identify	Tell	Sketch	Point out	Combine	Weigh
Label	Change	Choose	Select	Develop	
Locate	Confirm	Classify	Subdivide	Originate	
Recognize	Transform	Show	Survey		
Select	Restate	Report	Distinguish		
State	Distinguish				
Write	Generalize				
	Predict				
	Defend				

Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories listed the simplest behavior to the most complex:

			ORGANIZATION
		ADAPTION	Construct
	COMPLEX OF OVERT RESPONSE	Adapt	Create
MECHANISM	Calibrate	Build	Design

		GUIDED RESPONSE	Adjust	Co-ordinate	Change	Produce
	SET	Copy	Build	Demonstrate	Develop	
PERCEPTION	Adjust	Determine	Illustrate	Maintain	supply	
Distinguish	Approach	Discover	Indicate	operate		
Hear	Locate	Duplicate	Manipulate			
See	Position	Initiate	Mix			
Smell	Prepare	Inject	Set up			
Taste	Place	Repeat				
Touch						

Affective Domain

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories listed the simplest behavior to the most complex:

				CHARACTERIZE
			ORGANIZATION	Internalize
		VALUING	Codify	Verify
	RESPONDING	Accept	Discriminate	Qualify
RECEIVING	Behave	Balance	Display	Solve
Sit	Complete	Believe	Favour	Practice
Accept	Comply	Defend	Order	Displace

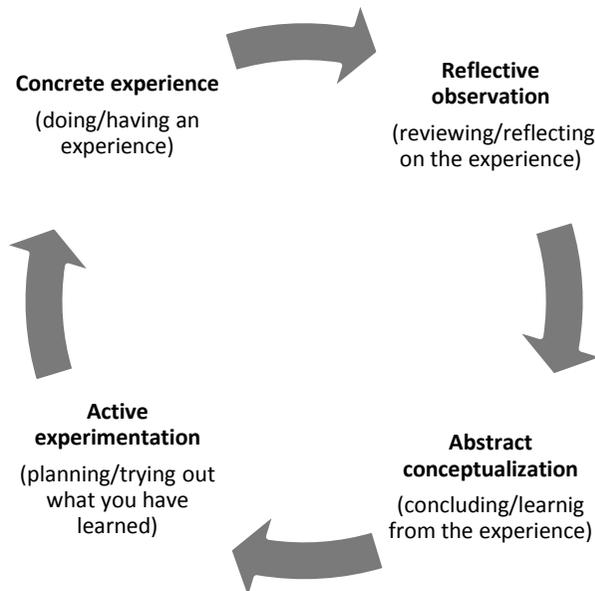
Attend	Co-operate	Devote	Organize	Perform
Develop	Discuss	Influence	Relate	Revise
Realize	Examine	Prefer	Systematize	Propose
Recognize	Obey	Pursue	Weigh	
Receive	Observe	Seek	Adhere	
Reply	Respond	Value	Alter	
Ask		Complete	Defend	
Choose		Initiate	Modify	
Select		Share	Synthesize	
Use			Form	

LEARNING CYCLE

Reflective practice is important to the development of lecturers as professionals as it enables us to learn from our experiences of teaching and facilitating student learning. Developing reflective practice means developing ways of reviewing our own teaching so that it becomes a routine and a process by which we might continuously develop.

Kolb developed a theory of experiential learning that can give us a useful model by which to develop our practice. This is called The Kolb Cycle, The Learning Cycle or The Experiential Learning Cycle. The cycle comprises four different stages of learning from experience and can be entered at any point but all stages must be followed in

sequence for successful learning to take place. The Learning Cycle suggests that it is not sufficient to have an experience in order to learn. It is necessary to reflect on the experience to make generalizations and formulate concepts which can then be applied to new situations. This learning must then be tested out in new situations. The learner must make the link between the theory and action by planning, acting out, reflecting and relating it back to the theory.²



² Clara Davies (SDDU, University of Leeds)

CULTURAL DIMENSION OF TEACHING AND LEARNING INTERCULTURAL SENSITIVITY

Intercultural sensitivity is a cross-cutting issue in all the modules of the training program - Training of effective development cooperation. For this reason the special attention has to be paid to it.

The stages of development of intercultural sensitivity provide elements for observations that can serve to diagnose the position of an individual on the matter of cultural difference. Difference is at the centre of the development of intercultural sensitivity. The stages of reaction to difference are more ethnocentric; there, difference is perceived as immutable and threatening. The stages of openness to difference are ethnorelativist and proactive; here difference is perceived as malleable, as a source of renewal, of equilibrium.

Bennett offers us a conceptual tool we can use to situate certain personal reactions so that we can better discern the criteria for a genuine adaptation to another culture. Bennett's stages are an interesting tool for understanding some emotional movement and classic reactions to culture shock. The typology of the six stages is presented in a linear continuum, which might induce us to think that the development of intercultural sensitivity follows a continuous line of progress. We must therefore pay attention to the inevitable movement back and forth between the stages of openness and frequent regressions to stages of resistance and hostility. The continuum of the stages is not static, and it may happen that individuals will evolve and regress alternately, depending on the circumstances.

The first three stages are:

- denial [there is no difference],
- defense [against the difference] and
- minimization [of the difference];

they are more ethnocentric, while the second three stages are:

- acceptance [a new way of seeing],
- adaptation [a new way of acting] and
- integration [a new way of being];

these stages are ethnorelativist.³

³ Bennett, Milton J.: *A Development Model of Intercultural Sensitivity*.

2.2.

role of the trainer

WHAT DISTINGUISHES A GOOD FROM A BAD TRAINER/EDUCATOR/ LECTURER/FACILITATOR?

The question arises as to what it means to be a good trainer. A good trainer can be defined as a trainer who helps the participants to learn. He or she contributes to this in a number of ways. The trainer's role goes well beyond information giving. The trainer is having a range of key roles to play in the education process.

Apart from the knowledge, the trainer should have a proper attitudes & behaviors, for example:

- Stay relaxed and calm;
- Be open and honest;
- Be a good listener; observe, record, observe, record...;

- Do not panic when the group is silent; wait patiently for them to think about what they want to say;
- Do not interrupt people;
- Do not make judgments of people's responses (for example, saying that 'this is good, and that is bad') or humiliate anyone;
- Do not let arguments dominate the discussion; encourage participants to re-focus on the main topic;
- Be aware of language barriers; let people talk in the language they are most comfortable in (and ask someone else to translate if necessary);
- Use visual aids and body language to help overcome language barriers;
- Have eye contact, stand up and move around, speak slowly, use your voice (intonation);
- Make it as interactive as possible - involve and engage participants. Ask questions and invite participants to tell their stories;
- Use humor if natural for you, and smile;
- Choose words, stories, numbers, and cases that capture interest (use real examples to illustrate your points);
- Address concerns, questions, issues as raised by participants, while sticking to the main messages you want to get across;

POSSIBLE GROUP DYNAMICS AND HOW TO HANDLE THEM?

As a trainer you have not only to observe and facilitate the work of the group, but also to evaluate the development of group dynamics,

and effectively intervene, if the group dynamic hampers the effective implementation of the training. According to Tackman's model, a group goes through five major stages in the development of a group process (group dynamics):

- formation,
- storm,
- getting normal,
- maximum output capacity,
- parting.⁴

Stage	Attributes	Main tasks for the trainer
Formation	<ul style="list-style-type: none"> • The participants have not yet decided, what role they should accept, or don't know what roles the others will accept • On a non-verbal level the participants are communicating diffidence • Nobody wants to "stick their neck out ", mediocrity is supported 	<ul style="list-style-type: none"> • Explain the goals of the training, discover doubts • Encourage participants to formulate their own goals • If the participants are not acquainted - conduct an introduction session • Establish norms and rules of work • Carry out the first assignments of the work plan
Storm	<ul style="list-style-type: none"> • A leader or leaders appear within the group • The participants start manifesting their attitude towards what's going on negative behavior may emerge, i.e. such that could 	<ul style="list-style-type: none"> • Questions to the participants regarding their expectations (diary of wishes and remarks) • Moderate the work • Make sure aggressive behavior is 'de-fused' and the

⁴ What do you know about group dynamics? Available at: <http://www.unep.org/ieacp/iea/training/guide/default.aspx?id=1202> (10.2.2012)

	<p>hinder or sabotage the work of the group</p> <ul style="list-style-type: none"> • Conflict arises • "Difficult" participants emerge 	<p>energy used in a positive way</p> <ul style="list-style-type: none"> • Formation of goals
Getting normal	<ul style="list-style-type: none"> • Acceptance of the training • The participants clearly understand the assignment, take part in discussion, openly express their opinions, learn • The group functions efficiently without trainer's attention, a facilitator may arise from among the members of the group • Cooperation, mutual support and mutual perception 	<ul style="list-style-type: none"> • Secure an efficient workflow and the flow of the training process • Summarize the work of the group, moderate the training • Gather feedback information from the participants
Maximum output capacity	<ul style="list-style-type: none"> • The group starts functioning as an effective group • The members of the group take part in doing the assignments, bringing in their ideas, analyzing the ideas of the others 	<ul style="list-style-type: none"> • Compare the group's activity with the goals and assess their capability to apply the knowledge they receive in exercises and assignments • Evaluation of the work of the group against established criteria
Parting	<ul style="list-style-type: none"> • Summarizing the results of the work • Determining the prospects of cooperation • Exchanging contact information 	<ul style="list-style-type: none"> • Comparing the results of the group process with the tasks of the training • Stimulating the preparation of individual plans • Expressing gratitude for the creative work

USEFUL FACILITATION TECHNIQUES

Good facilitation techniques should:

- Help the participants to be comfortable with each other
- Create a fun and interesting learning environment
- Boost the energy levels of training participants
- Organize interesting and productive group work activities
- Use participatory activities which enable dynamic reviews of what has been learnt
- Increase group activity so that training participants can expand on the new knowledge they have received and localize that knowledge⁵

CHALLENGES AND USEFUL STRATEGIES

According to Barsky, there are 10 basic challenges facilitators face when working with a group of people, regardless of if the group shares the same sentiment or if they are at odds with each other. To loosely paraphrase Barsky's ideas, the challenges include:

- Different agendas
- Lack of focus
- Dominant personalities
- Interruptions
- Lack of vocal participation
- Lost attention, miscommunication
- Defensiveness

⁵ Creative facilitation techniques – Workshop resources 1

- Lack of transparency
- Confusion about the decision

One of the more important challenges in the group setting can result from a lack of focus, such as when there is not defined agenda or a specific enough timeline for the training. When working with a smaller group or outspoken group, you may need to empower group members to have some ownership over the topics or agenda. Clearly emphasizing the separate issues helps keep people focused on the topic on hand. While planning the timeline or schedule before the training begins will be more up-front work, the time you invest may eventually save you time and headaches later in the process.⁶

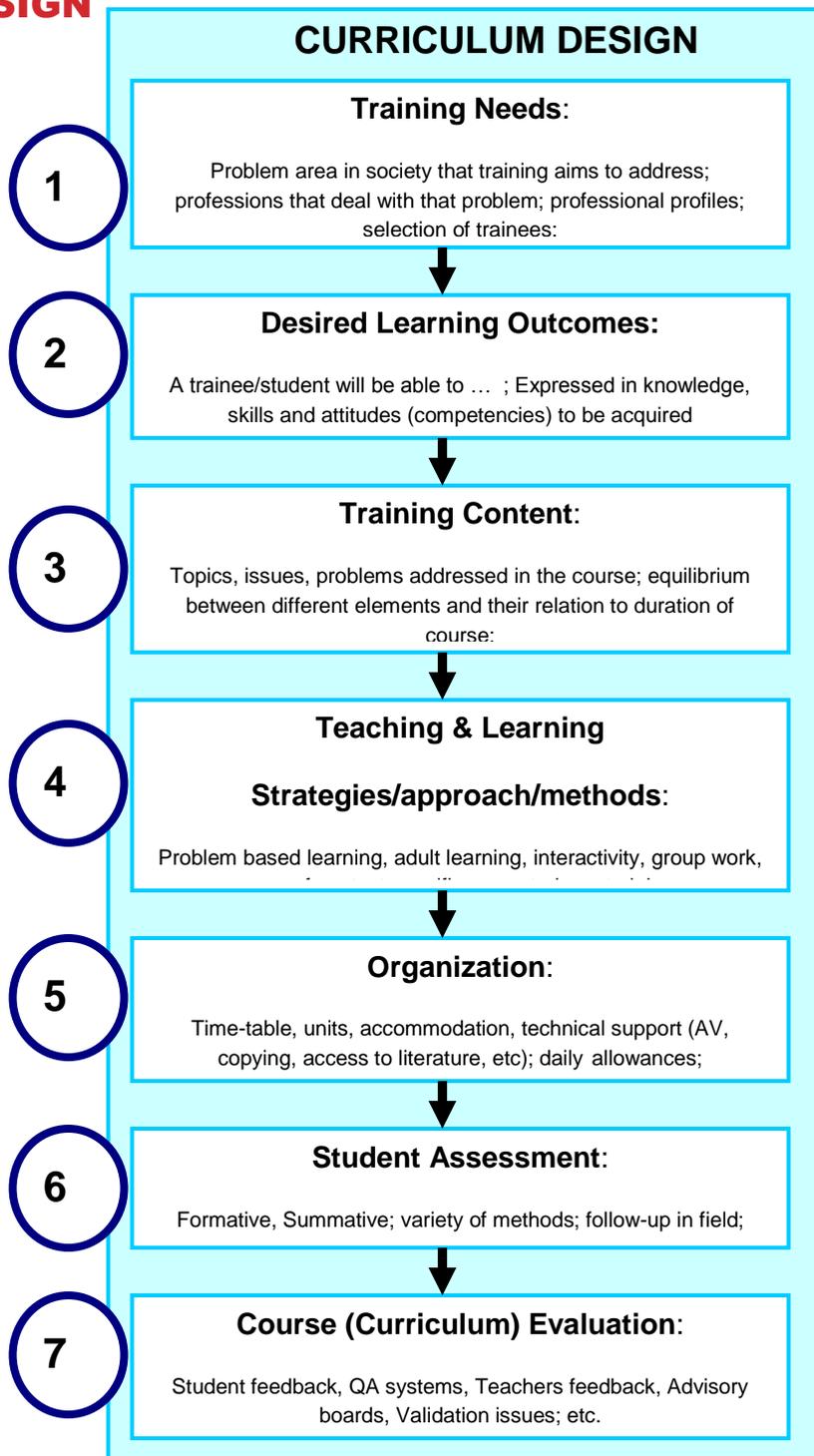
⁶ Barsky, A. E. (2007): Conflict resolution for the helping professions

2.3.

planning & preparation of the training

Planning and preparation of the training are a crucial part of effective teaching, especially for those, who are new to the profession. If you have planned your lessons effectively, you are less likely to experience difficulties and will feel more confident in the teaching situation.

FROM TRAINING CONCEPT TO TRAINING DESIGN



SETTING AND USING LEARNING OBJECTIVES

It is necessary to have clear learning objectives and understand the place of your teaching session, learning objectives in a module and curriculum.

General competencies⁷ which should be acquired by graduate of the whole training program should be set as first. Each module of the training program should have its own specific objectives. In those objectives should be present all general competencies (including knowledge, skills and attitudes)

General competencies	Module 1	Module 2
(General) Competency 1	(Specific) Objective 1 → session 1 Objective 2 → session 2	
Competency 2	Objective 3 → session 3 and 4	
Competency 3		(Specific) Objective 1 → session 1 Objective 2 → session 2
Competency 4		Objective 3 → session 3 and 4
Competency 5	Objective 4 → sesion 1- 4	Objective 4 → sesion 1- 4

⁷ What graduate will be able to do after the training expressed by knowledge, skills and attitudes.

OVERVIEW ABOUT GENERAL INTERACTIVE METHODS

- **Group work**

By setting up small working groups to discuss a particular problem, participants are enabled to express their own ideas and opinions as well as listen to others. Working in small numbers together, each one will be obliged to contribute to the effort. The groups are given a problem to solve and a limited time in which to discuss it and come up with their responses. Each group has to nominate a facilitator and someone to take notes. When the time is up, one of the nominated persons presents the work of the group to the general audience of participants. If the responses from all of the groups are likely to be very similar, the trainer can ask each group to only present its 'different' conclusions to the whole group.

- **Case studies**

Case studies are stories/scenarios that seek to convey the reality of a problem situation. They are helpful in engaging the participants in the issue and making them think about real people and real-life situations, with problems that require realistic solutions. Case studies can be taken from the course documentation or can be devised by the trainer, using the newspapers, court reports, cases known to the trainer, anecdotal reports of real cases, or an amalgam of several sources. If the persons in the case studies are realistic for participants, they are more likely to come up with good

solutions to the problem being addressed. Case studies can also help to create empathy between the participants and the persons whose situation they are examining in the study sessions.

If an exercise involves reading a case study we prefer to give the instructions for the exercise, and then distribute the scenarios, so that participants are not distracted from listening by reading.

- **Simulations**

Simulation is a method based on 'here and now' experience shared by all learners. It involves assigning definite roles to each participant and having them act out a situation according to the given roles. It is carried on long enough to generate responses and reactions based on real feelings as participants need to genuinely 'get into their role'. However, learning takes place without any serious risk because the situation is after all 'make-believe'.

- **Learning games**

Learning games are seemingly fun activities involving all participants. There are rules and regulations and the games may or may not include a competitive element. You may use games to convey feelings and processes which are implied within the game being played, e.g. trust games, leadership games and so on. After the game is over, it is essential that the feelings of the participants are debriefed and consolidated; otherwise it will remain either an icebreaker or an energizer.

- **Ice breaker**

Ice Breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and get into the purpose of the event.

- **Interactive lecture**

An interactive lecture is an easy way for instructors to intellectually engage and involve students as active participants in a lecture-based class of any size. Interactive lectures are classes in which the instructor breaks the lecture at least once per class to have students participate in an activity that lets them work directly with the material.

- **Debate**

A formal discussion in which an issue or topic is approached from two, completely opposite points of view. These are generally held with strict protocols that determine the procedure for presenting each argument, critique, and rebuttal, and that designate stages for speaking and listening.

- **Brainstorming**

This is an idea generation technique. It consists of a rapid discussion that allows everyone to make their suggestions, or to provide their information. The group is given a topic, and is then asked to come up with opinions, ideas, experiences on the topic, with everyone contributing in a rapid and short way. Ideas are allowed to flow freely, without evaluation. Only a

short amount of time is allowed, as the important thing is the quantity of the ideas, not the quality. The technique allows participants to realize that there can be many ways in which to look at a problem. While the ideas are being collected, use keywords to summarize the ideas on the flipchart. These ideas can then be used as a basis for discussion / further exploration.

2.4.

implementing the training

HOW TO CONDUCT A GOOD DEBRIEF?

Making mistakes at work, although sometimes painful, can be valuable - as long as we learn from them. The same can be said for successes.

Debriefing, when done properly, can yield invaluable information about how to proceed in the future and help to sustain gains and overcome challenges.

There are three important steps to effectively debriefing after a teaching session:

- Setting up the debrief

In setting up the debrief, provide enough time to explore the conversation.

When people have a chance to listen to each other, they trigger new ideas and ways of proceeding. As such, it is important to ensure everyone is polled for their opinion.

Have a result in mind. Put "creating next steps" on the agenda along with categories for discussion such as "How did our decision-making function?" or "How did our team communicate?"

- Cover the essentials

Remember to take a brainstorming approach to the questions which participants are answering about their efforts. This means refraining from explaining why certain actions were taken. Rather, listen to, and record the participant's observations without initial comment.

- Ask what went well

It is important to ask what was successful, so that you can preserve the positive ways in which the task was executed. Identify what the key ingredients were to the success and how these ingredients came to be.

What could be improved?

This can be a sensitive area but it is important to stay open and non-defensive. Use the brainstorming format and be careful not to avoid delicate topics. Speak up. Remember that covering all the bases will help in the long run, especially when it comes to creating next steps.

Don't forget to keep focused on improvement and problem solving and not on personal flaws.⁸

⁸ Newman, J., Grigg, D.: Conducting a successful debriefing.

2.5.

importance of the follow-up

USING E-LEARNING AND LEARNING PLATFORMS

e-Learning is the use of technology to enable people to learn anytime and anywhere. e-Learning can include training, the delivery of just-in-time information and guidance from experts.

A learning platform is an integrated set of resources, tools, and interactive online services for teachers, learners, and others involved in education to support and enhance educational delivery and management.

Both tools helps to sustain the learning process after the Training of trainers will be finished.

PEER-COACHING AMONG THE LECTURES

Peer coaching is a partnership between teachers in a nonjudgmental environment built around a collaborative and reflective dialogue. It is a confidential process through which instructors share their expertise and provide one another with feedback, support, and assistance for the purpose of enhancing learning by refining present skills, learning new skills, and/or solving classroom-related problems. Additionally, the process builds trust and develops strong professional relationships between trusted colleagues.⁹

USING FEED-BACK

Effective feedback should be:

- Immediate
- Specific and accurate rather than general
- Related to the task, not the persons mood or character
- Gives information which can be handled
- Constructive (the person should be able to change - aimed at problem solving)

⁹ Scott, V., Miner, C.: Peer coaching: Implication for teaching and program improvement.

2.6.

evaluation and quality control

As a basic tool for curriculum and instructional improvement, a well planned evaluation can help answer the following questions:

- How is instruction being implemented?
- To what extent have objectives been met?
- How has instruction impacted on its target group?
- What contributed to successes and failures?
- What changes and improvements should be made?

Evaluation involves the systematic and objective collection, analysis, and reporting of information or data. Using the data for improvement and increased effectiveness then involves interpretation and judgment based on prior experience.¹⁰

¹⁰ Fleischman, H., Williams, L.: An introduction to program evaluation for classroom teachers.

Document was written by Juraj Jančovič on a basis of:

- outcomes of the project working group,
- discussions with partner organizations:
 - ✓ Royal Tropical Institute,
 - ✓ Horizont 3000.
- discussions with experts in the field of development cooperation and humanitarian assistance in Slovakia,
- outcomes from the project workshops.

This project has been funded with support from the European Commission.

This publication [document] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.