



SELECTED E-LEARNING IN VOCATIONAL TRAINING GOOD PRACTICES COLLECTION

Conclusions and recommendations



Conclusions and recommendations



The 24 good practices show us a range of approaches, methodologies, tools and products implemented to meet the needs of people who find it difficult to acquire and improve their competences they need to work or live in the knowledge society.





Conclusions and recommendations

Focusing on the 24 best practices and on the lessons their performers have learnt, it is possible to underline a few points in conclusion.

Each conclusion is followed by one or more related recommendations.

Each conclusion has been linked with a specific level of the system of e-learning:



Macro Level of the system: the level of policies

Meso Level of the system: the level of organizations

Micro Level of the system: the level of the classroom.



Conclusion 1.

Macro
Level

Meso
Level



E-learning has to be seen as a well-established learning strategy. A vision that contrasts presence learning and open learning has been overcome by the awareness that e-learning represents a *medium* to be used together with other methodologies and techniques in relation to specific training goals that has to be achieved.



Conclusion 2.

**Macro
Level**

**Meso
Level**



Good working partnerships between public and private actors represents a key factor in adding value to e-learning, especially if their commitment is based on a coherent and long-term plan. This involves the capacity to develop wide and articulated networks that can improve the efficacy of interventions in all territorial contexts, in order to ensure that it continues to evolve with all needed professional skills and an appropriate financial support.



Conclusion 3.

**Macro
Level**

**Meso
Level**



The examined good practices show the need for improving quality of e-learning training services, paying attention to well-defined and precise standards.



Conclusion 4.

**Macro
Level**

**Meso
Level**



The impact of the development of e-learning both on education and vocational training systems requires a change in different aspects of the curricula.



Conclusion 5.

**Meso
Level**



Lessons learnt from the good practices of developing and delivering e-learning products and services show how central structural and organizational issues are to develop e-learning services.



Conclusion 6.

**Meso
Level**

**Micro
Level**



The technological development is improving the quality of didactic interaction between training organisations and users. Most best practices based their excellence on the innovative quality of learning methodologies and learning support they used.



Conclusion 7.

**Meso
Level**

**Micro
Level**



The development of new tools opens up a set of opportunities in situations where tools seemed to be rather limited only a few years ago, for instance, in the field of training for disabled people or in the areas where it is difficult to be widely penetrated by the training organizations. On the other hand, the resilience of technological tools makes it possible to use, creatively, technologies that were developed for specific purposes in totally different contexts, in an innovative way.



SELECTED E-LEARNING IN VOCATIONAL TRAINING GOOD PRACTICES COLLECTION

End