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Support and reform of C95 trainer competence -
Development of a uniform training package and
certification process for C95 trainers –

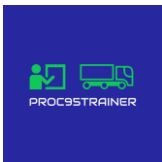
ProC95Trainer

2021-1-AT01-KA220-VET-000033160

**Result 3:
The training methodology
and
transferability guide**

**Final Version
31.8.2023**

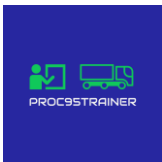
Työteho-seura ry
Pirita Niemi
Susanna Korpi



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Introduction

This document is Result 3 of the ProC95Trainer project, produced in cooperation between the project partners. The document offers the reader the possibility to use the training material produced by the project and provides guidelines and examples for the implementation of a wide range of C95 training in the transport sector.

The training methodology and transferability guide include the following sections:

- Knowledge and skills related to C95 trainer competences (R1),
- Framework “how to plan a good C95 training day” (Didactic skills) using digital methods,
- Maintaining and developing C95 trainer competences (Training material R2, On-line testing platform R4),
- Some examples of using the skills and knowledge from the training,
- Lessons learned from the project.

The overall aim of this is to support the implementation of C95 ProTrainer training, its portability and its sustainable use beyond the end of the project.

Chapter 1: ProC95Trainer Competence

The first result of the Pro C95 Trainer project was the creation of a competence map for the trainer. In order to achieve this objective, questionnaires were developed to determine the level of importance of the professional competencies that C95 trainers must have in the development of their activity in training and transport companies. These questionnaires represented the initial task of this project and were addressed to transport and logistics companies and also to C95 trainers in order to identify their needs.

For trainers they could identify their training and digital needs in order to meet their objectives in the field of both initial and continuous training.

In view of the results of these surveys we can see, as has been commented in the report, the great importance that both the transport / logistics companies and the trainers themselves give to new technologies or digital skills.

It is clear that regardless of the country of origin (each with its own specificities), there is variation in the knowledge and skills of trainers and it is important to train digital skills especially for C95 trainers, as their average age is relatively high and this skill will be increasingly needed in the future.

As C95 trainers regularly update their skills, as required by law, it is important that these trainings are dynamic and participative, whereby one of the main starting points for the development of the training should be to increase the motivation and interest of the participants in the subject being trained.

Also these dynamics and digital/teaching skills should serve two main objectives, which are:

- Facilitate the teacher the delivery of classes.
- To prevent students from disconnecting from the class.

To achieve this we must coordinate the experience of trainers, with an improvement of their teaching skills and especially digital skills, especially after the experiences received due to the pandemic of COVID, it has been seen how necessary to develop the profession of teacher is necessary to master the digital skills and means of training in e-learning, as there is much training that is taught or will be taught in this way.

Based on the survey made in Result number 1, the consortium has created the following Competence map. This competence map include the following modules that need to be in the training of C95 trainer:

- Methodological competence
- Didactic competence
- Social competence
- Interaction & Communication
- Green competence
- Digital competence

The competence map is attached to this document.

Chapter 2: Didactic principals (Why, What, How)

A: Purpose of ProC95Trainer -training material (why)

The aim of the ProC95Trainer project has been to create a training package to support the pedagogical competence of C95 trainers. The training aims to provide a coherent model to ensure a high quality and uniform way of organising professional qualification training. The need for self-development training for trainers has arisen from the different practices in different European countries, the lack of standardised training and the fact that trainers from very different backgrounds and with different levels of competence may work as trainers in different countries.

The areas of training are based on the project's survey of trainers and drivers, which highlighted the main areas (modules) in which training or further skills are needed.

The material provides a good model of how the training should be delivered. It is suitable for a new trainer with little or no experience in organising training for professional qualifications. Experienced trainers can strengthen and develop their own skills and gain new insights into the design and practical organisation of training.

B: ProC95Trainer -training material and online platform (what)

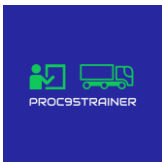
The training of professional qualification trainers is intended to be carried out, for example, in companies, training centres and organisations, where there are trainers whose skills are to be developed. If necessary, participants from partner countries of this project will provide additional guidance on the use of the material.

Training material can be used in classroom teaching, online teaching and in a combination of both (hybrid teaching).

The ProC95Trainer training includes the following elements

- Methodological competence
- Didactic competence
- Social competence
- Interaction & Communication
- Green competence
- Digital competence

The material has been produced using iSpring and is linked to a virtual teacher. The basic material is based on a PowerPoint presentation, accompanied by a talk by the virtual teacher to provide background on the subject area. In addition, the material is embedded with learning videos and various sets of questions and exercises to make learning more activating and to test knowledge.



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The training materials are available in their entirety on the ProC95Trainer website and are available in the language versions of the partner countries (German, Spanish, Greek, Polish, Finnish, English).

After studying this package, the C95 trainer will be able to strengthen his/her skills and learn new ways of delivering a C95 training day. After the training, the C95 trainer will be able to design an appropriate training day taking into account the topic, the available space and the different starting levels of the participants, to use a variety of training methods and to combine different tools and modern learning environments, such as VR, AR and simulations, to activate the students.

C. How to learn with the ProC95Trainer -training material (how)

The training is designed to be delivered mainly in a hybrid model, which means that the training will be instructor-led, but will include independent work components. A video tutorial will be used at the beginning of the training to introduce the purpose and content of the training and provide clear instructions for independent work.

The additional materials included in the training have been designed so that they can be used in contact teaching, but also online, so that, for example, group work can be done on-line for example, in Teams or Zoom breakout rooms.

The training facilitator provides feedback on the progress of the participants and the content of the training plan to be returned, and finally approves the participant's competence to act as a C95 trainer.

The training can also be started physically on site as face-to-face training, where the trainer introduces the content and introduces the use of the online material. An instructional video can be used to help with this, which is also used in completely independent study.

Chapter 3: Train the trainer: Training Path

A: Training path structure

The project's training is based on a training implementation plan, which contains the objectives, content and duration of six different thematic areas.

The implementation plan is attached to this document.

B: Guidelines for independent learning

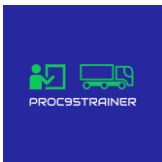
When a VET trainer is studying the training package of the ProC95Trainer project, he/she should keep in mind the idea of professional qualification training at all times. It is important to take notes on how to apply what has been taught in their own teaching and how to use the tips given or how to develop and diversify their own teaching.

When the VET trainer himself studies the ProC95Trainer project training independently, the basic rules of distance learning also apply. For example, here are short instructions for independent learning:

- Go to bed early and wake up at the same time as you would on a normal weekday morning.
- Try to work standing up from time to time if possible or change your position. Don't sit still for long periods, preferably getting up from your chair every half hour.
- Avoid the temptation of the phone. Put your phone on silent and hide it out of sight.
- Make a realistic plan for your day, preferably at the end of the previous day. Try to be as specific as possible in your plans. Also schedule breaks and remember to switch to time off. If you're already on the computer for the day, get away from it and do something completely different in your free time.
- Use the Pomodoro technique: e.g. 25 min work, 5 min break, repeat x 4, then take at least 20 min break.
- Even if you study independently, you can study with others or seek peer support.

If you have the opportunity to study remotely, consider what kind of environment will support your learning. For many, going to the library is useful. A library can make it easier to concentrate on your studies when you are not surrounded by, for example, housework. Leaving home adds structure to your day. However, if you decide to stay home to study, the following tips may help:

- Wear casual clothes. Don't spend the day in nightwear.
- Go to work or to school', i.e. walk outside for 15 minutes before starting work.
- Work in a different space from where you spend your free time, or make a change of space before and after work.
- Don't work from your bed or couch, dedicate them to relaxation.
- Clean up your surroundings to make it easier to concentrate.



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- Stick to lunch breaks, when you can take your mind off work and study.
- Take a walk outside during your lunch break.

C: Guidelines for trainers and VET organizations

The trainer must ensure that the facilities and equipment needed for the training are available and functional. The access permits, signs and parking areas required for the premises are clear and arriving at the training is easy. Sticking to schedules is essential and professional.

If the training is organized online or hybridly, the functionality of the connections and the user IDs of the online students must be tested, and the link to the training has been sent well in advance of the start of the training.

Pre-registration for the training is important, and in the organization, notifications of participation can be received, for example, by the education secretary. The secretary also ensures that participants receive a certificate or entry for their participation.

If computers or phones are used in contact teaching that need access to the network, wi-fi connections and the network password will be shared with the participants.

In independent online learning, guidance is very important. In high-quality online teaching, the training material is easy to use, self-paced and includes different types of assignments, videos and other material that supports the lecture, as well as tests that measure learning. Feedback surveys can be used to develop more training.

The trainer ensures the following:

- Availability of computers and computer programs
- Do your learners have computers, laptops, or other devices that they can use to edit texts and answer questions?
- Do they prefer to use mobile devices that may not be suitable for text input?
- Does the company or education provider restrict the installation of programs on your learners' devices?
- How stable is their internet connection?
- If learners are expected to use a specific computer program, do they have access to it? If not, then how can access to it be implemented?

The habit or habit of learning/working independently should also be taken into account. Groups of learners who are used to working independently find the strongly instructor-driven structure very restrictive, while others need more support and guidance on their educational path.

Chapter 4: How to plan a good C95 training day

The purpose of professional qualification training is to teach drivers the knowledge and skills they need for their work and to deepen and update existing skills. Competence in initial qualification training is measured by a professional qualification test. In further education, competence can be measured in different ways. The learning outcomes of practical topics can be measured, for example, with a work sample with tasks and their evaluation criteria. A written test can be used to measure skills learned in theory, and an oral survey at the end of a teaching day can also be used to measure what has been learned.

The initial level of training shall be taken into account when planning the training of professional drivers. In initial qualification training, pupils do not, as a rule, have competence in the subject being taught and the learning objectives are defined in such a way that they meet EU requirements. The learning objectives of further training for professional drivers already working in their work are often to deepen existing knowledge, update changed knowledge and update skills. Thus, the planning of goals always starts from the fact that the teacher knows for which group the training is planned. In vocational education and training, it is important to plan learning opportunities so that the learner can, on the one hand, meet practical requirements in the workplace and, on the other hand, be able to modify their work and work environment

With the transfer of training to the online, it is not enough to simply move lectures from the classroom to the camera. The attention span and motivation of learners work differently in distance learning. Instead of long lectures, learners should be enabled to learn in a self-organised way.

As learners take an active and trainers a more passive role in the learning process - this is where learning process facilitators or learning guides come into play! The main task of learning guides is to support and motivate learners individually in their learning processes. They provide structure and guidance and help learners reflect.

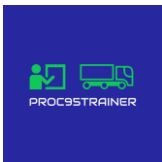
Document the learning process.

Even though documenting individual steps in the learning process often seems tedious, it allows the learner to differentiate between productive and less successful learning efforts and to take them into account more specifically in future work assignments. The learner should document the approach to learning and reflect on the explicit outcome.

When teaching online, instructors can benefit from the monitoring data available. This means that they can easily check how many days a student has been absent from the virtual learning environment; then they can quickly react and check the status of that student and determine why he/she is having difficulty following the course.

Control and evaluate the learning success.

Learning objectives should always be formulated in a concrete, measurable and observable way. Thus, the design of a test that checks a concrete learning objective depends strongly on the components of the learning objective. The same applies in principle to evaluation: I need



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to know exactly where I wanted to go with the training in order to evaluate at the end whether I actually achieved the goal.

Chapter 5: Example of Implementation

In this section we present an example of the C95 training design process, where the first step was to brainstorm ideas for increasing the diversity and interactivity of training. The brainstorming was done using the Padlet online tool. In the second phase, the individual trainer has written a C95 training day implementation plan in 3 phases, including Evocation, Appreciation, Reflection.

The brainstorming in the Evocation section is basically done with the idea "How to start a training day". The brainstorming has been divided into methodological and didactical aspects, communication and interaction, green aspects and digital aspects. New ideas emerged, for example, the possibility of assessing the skills level of the group of participants through a questionnaire and raising interest through a video on the topic. These could also be used to stimulate discussion on the issue at hand, using tools such as Kahoo and word cloud.

The Appreciation section focused on the delivery of the training. This section highlighted the use of case studies as a basis for discussion as well as for introducing new perspectives and practices. The aim of often C95 training is to influence behaviour and the adoption of new habits. These objectives can also be promoted, for example, by asking opinion questions of trainees, stimulating discussion about the difficulty/ease of changing behaviour, etc.

In the reflection section, the aim was to brainstorm how different methods (methodologies, didactics, interaction, digitalisation) can be used to ensure the success of the training, i.e. how to ensure the transfer of knowledge to the participants. In addition to the traditional test, it is possible to use, for example, competitive questionnaires or word cloud methods and to go over the issues in a refresher course together with the trainees.

Based on these results, the C95 trainer has designed a training implementation plan on the topic "Safe and economical operation of the vehicle using vehicle technology". The plan has been drawn up according to the above breakdown, taking into account the objectives of the group.

LESSON PLAN Example

Theme: Safe and economical operation of the vehicle using vehicle technology

Activity No. 1

Part of the lesson: EVOCATION

The aim of the lesson: • Familiarises the driver with new vehicle technology and helps to take advantage of the opportunities it brings safely and economically at work.

Step 1	Brief description of the activity	Starting the lesson by small talk about the topic .
	Instruction (what you need to tell the students)	Introduce the idea of theme .
Step 2	Brief description of the activity	Discussion about theme by brainstorming method.
	Instruction (what you need to tell the students)	Ask questions from class about the theme whether they have the knowledge and experience about it
Step 3	Brief description of the activity	Gather the main points from students by listening the discussion and write main points down using white board or use digital tools like Wordcloud.
	Instruction (what you need to tell the students)	Write down main points that students come up with, pay attention if there is knowledge about theme .
Step 4	Brief description of the activity	Start making difference about theme .
	Instruction (what you need to tell the students)	Ask students directly about their experience and discuss about it.
Tools for the activity (everything you need to take to the classroom)		Whiteboard and marker. You can also use digital tools like Wordcloud
Estimated time (max. 40 min.)		45 min
Notes		

Theme: Safe and economical operation of the vehicle using vehicle technology

Activity No. 2

Part of the lesson: APPRECIATION

The aim of the activity: Focus the students Safe and economical operation of the vehicle using vehicle technology.

Step 1	Brief description of the activity	Presentation about various vehicle technology.
	Instruction (what you need to tell the students)	Short brief about the subject . Tell the students the very basics about new technology without presentation and make them focus on the subject .
Step 2	Brief description of the activity	Powerpoint (or Prezi or other digital presentation tools) presentation about theme .
	Instruction (what you need to tell the students)	Use selected tool for presentation to support the lecture about theme .
Step 3	Brief description of the activity	Focusing on the theme by deepening the knowledge about it using presentation tool.
	Instruction (what you need to tell the students)	Introduce the various benefits about new technology by using presentation tool as support. Use links/videos as support.
Tools for the activity (everything you need to take to the classroom)		Laptop, internet, projector, blanc paper for notes.
Estimated time (max. 40 min.)		4x45 min
Notes		Use freely any other video links that support the lesson. PP-show used in this lesson have copyrights that prevent to multiply, print or take photos from the show.

Theme: Safe and economical operation of the vehicle using vehicle technology

Activity No. 3

Part of the lesson: REFLECTION

The aim of the activity: Students to summarise information they received.

Step 1	Brief description of the activity	Summary the main subjects about theme .
	Instruction (what you need to tell the students)	Make the short summary about the theme using the presentation material used in activity 2.
Step 2	Brief description of the activity	Students think in groups what pros and cons new technology have against old technology.
	Instruction (what you need to tell the students)	Tell the students to make the groups of three persons. Ask the groups to write down facts for and facts against about new technology have against old technology. Students can use laptop or smartphone to search information due to this practise.
Step 3	Brief description of the activity	Short summary from step 2 and discussion about pros and cons. Teacher analyse if the information suggested by students is valid. Open discussion is used as rection to measure learning.
	Instruction (what you need to tell the students)	Write down plusses and minuses to the white board from each group. Teacher can discuss the information with students if the suggested idea is related to the subject or is it valid.
Tools for the activity (everything you need to take to the classroom)		Laptop(s), projector, white board and marker, note sheets, smartphones, internet.
Estimated time (max. 40 min.)		2x45min
Notes		Teacher must be an expert on the field of automotive industry to discuss and/or decide if the presented information is valid and related to the subject.

Chapter 6: Lessons learned from the pilots

The ultimate objective of the testing phase is to test the materials and methods designed by the project partners to follow the material processing process in order to adapt it to the target group and the needs of the labor market.

The project partners have identified 6 areas and related modules. The modules are defined according to the needs identified in the different training paths and the specific needs of C95 trainers in all partner countries. Each module is described as a unit of learning outcomes, knowledge, skills and attainable competence.

The partners run pilots for 5 trainers in each partner country for 8 hours.

The pilots presented a competence map and a training path, presented interactive learning materials and participants tested it. Their questions and suggestions were recorded and the test leader monitored the event, taking notes. The development proposals and criticisms were analysed at the partners' cooperation meeting and changes and improvements were made to the material based on them.

Conclusions

In general, participants found the training to be beneficial and helpful in enhancing the learning experience. Participants also appreciated the focus on green thinking and ecology in the transport sector, as it provided them with valuable knowledge and skills that they can apply in their work as C95 trainers.

In particular, participants commented on the quality of the learning material, which was well-organized, and engaging. They also appreciated the flexibility of the potential to be provided by a blended learning format, which will allowed them to learn at their own pace and on their own schedule. Overall, participants felt that the course will be effective in preparing them to become better C95 trainers with a strong focus on digital tools and green/sustainable thinking. Overall, while participants found the course to be valuable and effective, they felt that there was room for improvement in terms of interactivity, customization, and accessibility. Participants expressed their satisfaction with the prospects of the training material on the C95.

In general, the training material was satisfying. The training responded to the trainer's needs and especially the didactic competence module. was seen as a useful developer of the trainer's competence.

The free-form comments praised the ease of use of the material and the fact that you can progress at your own pace. We were satisfied with the amount and content of the material.

The only negative comment was related with the avatar of the Modules that some participants felt it wasn't that useful. Apart from this the comments was positive.

A few development suggestions were given in the feedback survey, the size and layout of the texts are corrected, more illustrations could be added and the question texts clarified.

Technical challenges were observed e.g. The font size of the subtitle was too small for some, or the subtitles went over the slide. The questions in the material were intended to be more

clear and to have more synonyms for the answers to be written. More pictures were also needed.

- All these comments were taken into account and repairs have been made to the material.

A few participants also felt that the course could be more tailored to their specific needs and interests, as the material felt somewhat generic and not always relevant to their work as C95 trainers. They suggested that the course could benefit from more customization or personalization options, such as allowing participants to choose certain modules or topics based on their interests or job responsibilities.

- Although the material was made on the basis of a needs assessment and surveys, and a competence map was drawn up on the basis of them, it was not possible to meet everyone's special needs with this material. However, the proposal is interesting.

Finally, some participants expressed concerns about the accessibility of the web-based learning material, particularly for those with limited internet access or technology skills. They suggested that the course could benefit from more guidance or support in navigating the online platform and accessing the material.

- This proposal was responded to by adding to the material, in the form of videos, an introduction to each module and clarifying the instructions for using the online platform.

Some participants felt that the course could benefit from more interactive elements, such as quizzes or games, to help reinforce the material and keep them engaged. They also suggested that more opportunities for group discussions or collaboration could be included, as this would allow them to share their experiences and learn from one another.

- More questions were added to the material in the form of a competence test. Additional materials for each module are available especially for use in contact teaching, and there are plenty of group assignments and topics for discussion.

The participants (30 trainers) in the pilots evaluated the content of the training as follows (response rate 100%) 5- Excellent, 4-good, 3-average, 2-poor, 1- very poor

1. Relevance of all the training material (0 piste)

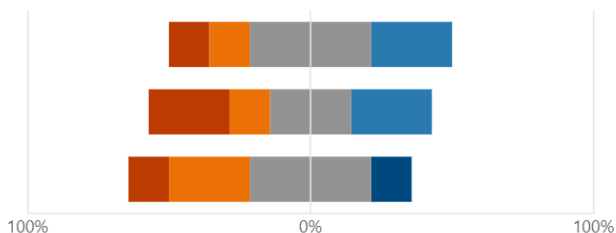
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Would you rate the overall quality of the programme and training path?

How valuable was the programme in helping you gain new knowledge and skills?

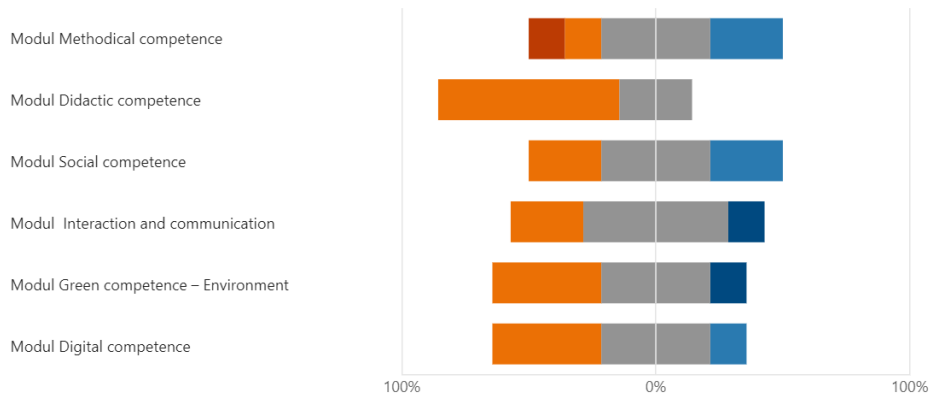
Does the tested material meet your needs and why?



3. E-LEARNING EDUCATIONAL RESOURCES (0 piste)

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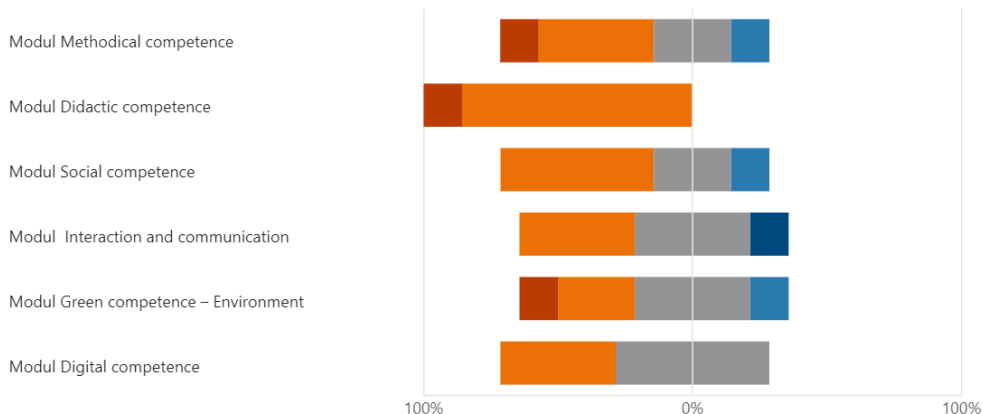
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2. CONTENT OF THE TRAINING PATH (0 piste)

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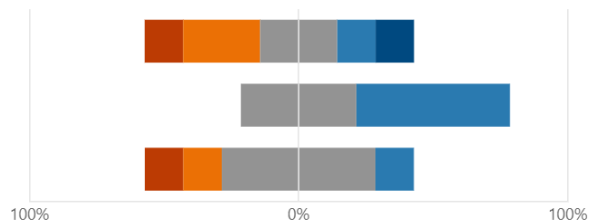


4. IMPACT (0 piste)

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Do you improve your motivation to take part in the training?
Did the training enhance your flexibility and mobility on the European Job Market?
Did the participation in the training have positive impact?

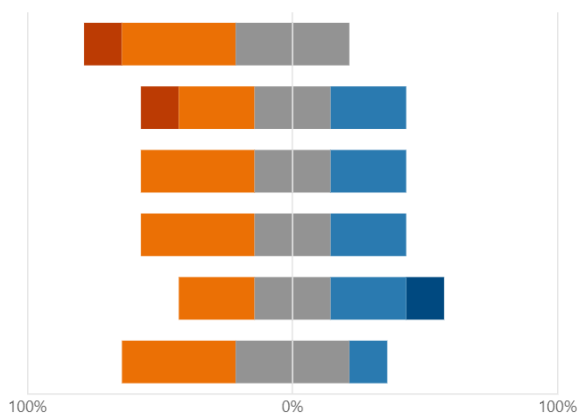


5. Sufficiency of the training materials and efficiency of the process (0 piste)

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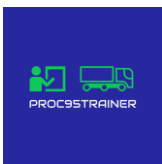
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The Quantity of information provided
The Quality of the content explained
Language and layout of the materials
Material is clear and easy to understand?
Video animation (avatar) are useful
Sound files are useful



Some narrative comments:

- It is a material for the pedagogical extension of the trainer.
- The training material was very understandable and useful
- Easy to understand material and quick transitions
- Wide variety of thematic modules
- Comprehensive information and modern topics
- Easy to handle and understand
- Broad coverage of the whole material
- Knowledge tests
- The possibility to learn anytime and anywhere
- Combination of written and audio content



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- The training material was very useful.
- The material worked properly and was effective
- Some modules are not very pedagogical.
- In some modules there are still issues that need to be discussed in more detail
- Reduce the amount of technical information in some modules.

ANNEX 1

Competence Map

ANNEX 2

Training Path

ANNEX 3

Padlet Screenshots

How to plan a good day of further training? Part 1: How do you start a training day?

How do you arouse the interest of the participants? How do you clarify previous knowledge on the topic of the day? How do you find out what students expect from the day?

Methodological aspects

- Use learning materials in several languages
- You also have to take into account the cultural and social diversity in the respective learning group.
- Can the presentation of the training session be subsequently visited?
- You need to actively involve the participants in the training so that the process of understanding and knowledge transfer is supported.
- We bring out the content and goals of the day and ask the participants about goals for their own learning
- You can start with a video that arouses interest and then have a group discussion on the topic at hand without any additional information

Didactical aspects

- Open a trainin day with speech and tell any special considerations to be taken into account, such as the size of the training space and technical possibilities
- find out the level of competence of the participants with a survey and adjust the training to that level at that moment
- Learning arrangements should support the day

Interaction & Communication

- ask the participants to write down the most important topic from previous part of the training. Thereafter each of the participants read it and you can ask additional questions.
- Round of introductions How long is the professional experience of the participants? They line up from the participant with the longest experience to the shortest experience -> Physical activation
- make the summary of the previous material asking questions about main topics
- Give participants small yellow sticky notes and ask them to write down what they are most interested in.
- start the training with an energizer

Green issues

- Use survey tool | What terms come to mind on the topic of green logistics for example slidelizard.com/Lizard
- 1. Arise Interest
Start with an icebreaking activity
Then explaining the importance of the Green Issues - how the logistics are affecting our environment by and interactive game designed in kahoot (or any other platform) ie kahoot whiteboard with info related
- 2. Knowledge
Give participants some time to write examples they know on the field (ie using key words on sticky notes - this could be online too- and sharing with the team)
Then, group them in teams & they could search online two good green practices case studies and they present them to the rest of teams
- 3. Quiz - check the learning input
In the end of the day the trainees should know the negative environmental effects of logistics and some good practices.
We will prepare a Quiz on Genial.ly and we will check their knowledge on it.

Digital tools

- Sanapilvi / Answercroud for what the students know about the topic
- Play a Kahoot to check the know how of the participants

How to plan a good day of further training? Part 2: How do you implement the teaching?

How do you transfer the topic to be taught in such a way that the participants learn, absorb and understand the topic? How do you get participants to participate? How do you motivate the participants to use the knowledge they have learned?

Methodological aspects

- could it be used as a methodology that competent drivers talk about the subject and from there highlight areas that "require" change to be addressed?
- Use video with incorrect behaviour. Participants watch the video without the trainer's commentary and have to note down what they notice. Afterwards they discuss together and the trainer gives feedback.
- It should be kept in mind that drivers already know a lot about it through practice. It would be meaningful to offer them new views or practice the matter in a new way.

Didactical aspects

- In vocational education and training it is important to plan learning opportunities so that the learner can, on the one hand, meet practical requirements in the workplace and, on the other hand, be able to modify their work and work environment

Interaction & Communication

- case studies
- use self-tests on individual communication and conflict management styles
- working in groups

Green issues

- 3. Motivate to use the knowledge
Present the benefits of the knowledge and ask them to think how they could use them
- 2. How do you get participants to participate
Ask the participants to relate what they have already learnt with their real working - everyday routine situation. Especially for the drivers this would be crucial to appeal their real cases.
- Bringing sustainable development and green values to the fore as a separate topic? or so that the matter is taken into account all the time as the day progresses.
- 1. Topic transfer
Presenting the topic in details but with an interactive presentation to attract their attention

Digital tools

- Participants use online translation programmes for technical terms
- use of group work tools (e.g. padlet)
- opinion polls?
- Games and practice tests can be offered to participants to reinforce learning

How to plan a good day of further training? Part 3: How do you ensure the competence of the participants?

Were the right things learned? Did the teaching meet expectations?

Methodological aspects

Didactical aspects

- A written test can be used to measure skills learned in theory, and an oral survey at the end of a teaching day can also be used to measure what has been learned.

Interaction & Communication

- ask to write down at least one thing from the training that they will use in their daily lives from tomorrow
- free discussion about the success of the day
- ask the participants what was interesting for them
- give participants a training evaluation form

Green issues

- 2. meet teaching expectations
Asking them to fill in a final quiz developed in Socrative or any other assessment tool and checking the indicators trainers set in order to check if they reached the target.
- 1. right things learned
Introducing a discussion with the participants and asking how they felt on what they learned

Digital tools

- If needed, on-line test for certificate, using for example H5P-tools
- word cloud and opinion poll
- use online quizzes