



Training Methodology

Prepared by CPIP



Executive summary

This document has been prepared in order to define and describe the training activities foreseen in Clean Air project. Comunitatea pentru Invatarea Permanenta – CPIP from Romania is coordinating the activity of developing the training methodology in the context of the base for all further activities done in the project. On the other hand, the contribution of the other partners is foreseen in terms of responsibilities for national content and development.

The training activities are developed in order to assure the relevance of the developed materials, to adjust them accordingly to stakeholders' feedback and to start creating training activities. As stated in the application (pages 34-38), four products are foreseen to be developed within the Clean Air project:

1. OUTPUT 1 - Curriculum for teachers from primary and secondary schools

The purpose of this output is to highlight the development of the curricula which will be decisive point for building the whole structure of the training, its length in time, the range of information, which will be presented to trainees.

The new curricula which will be elaborated within the project realization it's a primary task and one of the main project results. The curricula will describe amount of information as well as its distribution according to the time schedule.

2. OUTPUT 2 - Training content for the classes lessons prepared in the multimedia way.

The purpose of this output is to develop the training materials which will be written in English by the different partners in charge of the chapters and then, once tested,



evaluated and agreed, translated into national languages for piloting tests and the final release.

3. OUTPUT 3 - Pilot testing

The Pilot testing aims at further supporting the development and implementation of two phases. First phase will be executed on the main target group - teachers from primary and secondary schools in the rural areas. This training will be executed by trainers of the partners' staff and the trainee will be teachers (20 teachers from each country).

Second part of the pilot testing will be executed by trained teachers with participation of the children and youngsters from primary and secondary schools (min. 30 children).

4. OUTPUT 4 - Open Educational Resources (OER)

This platform will consist of the website and e-learning tool which will contain possible to download or print training content. All uploaded there content will be free of charge and possible to use during lessons in various schools. The OER will be available in all partners' languages and English language.



TARGET GROUP DESCRIPTIONS

According to the application form, in the section designated to the Multiplier Events, there are a few mentions about the profile of the participants, as following:

- **For the “Workshop for teachers” (E1, E2, E3, E4, E5)**

The event is meant to be an interactive one, engaging of the target group of the project. This workshop has the purpose to present all projects’ outputs and products.

Each of the participants will receive free of charge project's brochure. Each of participants will be also encouraged to take part in the prepared Open Education Resources. At least 20 local and non-local participants will attend the workshop.

The workshop will be facilitated by the local project staff (project manager and training expert). The feedback session will also serve as an instrument to assess the quality of the workshop – participants will be asked to provide spontaneous reactions on feedback cards (usefulness, relevance, interaction).



This deliverable summarizes the main information on the Clean Air training methodology, thus the materials will be designed in an attractive and usable way and will be integrated into the e-learning platform, available to download on creative common license with the aim of helping partners, institutional stakeholders and other relevant parties implementing the training based on Clean Air development.

Chapter 1, *Introduction*, explains in more details (easy to understand) the subject of this document, how the training activities will be developed, and presents methodology and specific structures.

Chapter 2, *Learners/Representatives Group Selection*, details the procedures for the identification of the learners/representatives groups. It explains how the learners/representatives groups should be selected, what should be the target audience and other relevant specifications.

Chapter 3, *Modules*, gives more details about the training structure, module topics and learning specifications with the purpose to highlight the real performance.

Chapter 4, *Materials*, presents the typologies of materials and documentation to be utilized during the training course in order to be noticed the innovative methods/instruments.

Chapter 5, *Success/Performance indicators*, the various criteria adopted to evaluate the course results through the training activities are described clearly and with precision in chapter 5.



1. Introduction

Taking into consideration the Application form the training materials will be developed both in national language of partners and in English language then teaching materials will be integrated and implemented with e-learning platform.

This package' activities will include improving and updating of the training methodology, updating and developing a content of subject concerned biomass energy module in rural area. The effect of this package will be the curriculum and training materials for European Clean Air.

The Clean Air training methods will be adapted to target group abilities, learning experiences and working conditions. It is noticed that structured and logically related material is absorbed better in order to lead to a high level of performance. The methods/instruments/materials of training must take into account the characteristics of specific target group.

1.1 Overall Training Methodology

Two major targets need to be addressed for training preparation: the definition of the training structure and methodology and the development of training modules. The training methodology is the base for all further activities done in the project. The training activities contribute to the professional training of the involved actors.



Beneficiaries from rural areas, and voivodeships, counties, provinces or regions with majority of the rural areas surrounding bigger cities (of countries) involved into the project will be the main indicators for impact on geographical areas.

But all materials will be available under the creative common license and target to teachers consultants, students, trainers, stakeholders throughout Europe. The project will be made known through European conferences, environmental protection events and publications.

It can be underlined that there is a difference between countries related to how old are children in primary school and secondary school. It was agreed by project consortium that primary target group would be: 6-14 years old and simultaneously the secondary target group would be: 14-19 years old.

With reference to the modules concerning the training methodology, the module 0 and module 5 are addressed to teachers and in the same time the modules 1 - 4 are addressed to the children (6-14 years old).

The main characteristics of the Clean Air training are:

- Simple in form;
- Friendly in access;
- Possible integration between modules;
- Focused materials, feedback and support;
- Ideal for target group and representatives;
- Customization of modules program and training design;
- Provide ongoing guidance and support;
- Provide step-by-step, research-proven materials.



It is essential to select the structure and methodology that will be the most effective for its training environment.

The overall training objectives: what is expected to be achieved through training? In our case the training resources will support the main objective of this project which is to raise awareness of rural communities in the countries covered by the project about the problem of air pollution, its reasons, health effects and possible solutions that can be taken by inhabitants in order to mitigate the problem and reduce local air pollution.

This objective will be achieved by providing training for teachers from rural areas in the topic of air pollution and equipping them with education materials that they will use to teach their pupils and students about the problem. The project focuses on rural areas due to the fact that public awareness of the problem is much lower among rural communities compared with inhabitants of larger cities.

Therefore, the project responds to awareness and education gap that is the most serious within rural areas. The training will put particular focus to empower creativity and innovation, to learn new technologies and methods to participate in positive visions regarding the topic of air pollution. For this aim, existing pedagogical materials will be photos, related videos, expert teachers/representatives etc.

Who needs the training: *and any categories of trainees that will increase training effectiveness?* In our case the training is needed by teachers from rural areas in the topic of air pollution and equipping them with education materials that they will use to teach their pupils and students about the problem.

The expected learning outcomes: what each person trained is expected to be able to do, and expect to know, at different stages and at the conclusion of training.



Depending on the intensity level of the training and content of the modules, the trainees are expected to know about the problem of air pollution, its reasons, health effects and possible solutions that can be taken by inhabitants in order to mitigate the problem and reduce local air pollution; benefits for environment; basic information about air pollution; become familiar with the kinds of methods/instruments resources.

The scope of the training methods, such as face-to-face intensive sessions, provision of reference/specific materials, online available material and courses on an e-learning platform. In the training of Clean Air project, the consortium decided to go with the on-line learning method as ensuring easy access to training materials.

It can be highlight that the online learning program of the training course aims to provide:

- **Competency** to analyzing and identifying needs of representatives of target group; take responsibility of planning development of the main steps for the training program; prepare plan of air pollution management; choose proper range of use positive attitude; to adapt own behavior to circumstances in identifying and solving problems, prepare plan of using suitable instruments for delivering the training activities/methods;
- A **professional and performance training** component that integrates European data and development in to the organization of local activities/actions;
- A good **opportunity to develop practical skills and abilities** in the area of lifelong learning adapted to the requirements of environment.

The training contents is being satisfactory adapted to each country needs and to the European context.



1.2 Training Objectives

Overall objective: The Clean Air is aimed to develop new training methodology, materials for training and integrate into the new curriculum.

This objective will be achieved by providing training for teachers from rural areas in the topic of air pollution and equipping them with education materials that they will use to teach their pupils and students about the problem.

The project will be structured in 3 main phases:

"Development of the curriculum for Clean Air course and web-portal"

"Validations, demonstrations, adaptations"

"Dissemination and Exploitation activities"

Specific objectives in order to achieve the performance:

- support knowledge about OER (Open Education Resources);
- to support positive attitude towards specific target group;
- raising awareness concerning the air quality;
- to promote EU demands regarding the current data;
- promotion of the new learning materials/programe;
- to support improvement of effectiveness of health effects of long term;
- to support transfer of innovations of the air quality to teachers from rural areas;
- to support improvement of quality of life in rural areas;



- to support teaching of pupils and children in the topic of air pollution;
- to support innovations and high performance in rural areas through a high level of educational performance;
- to support awareness of a environment suitable protection.

All training materials have to contain information useful for target group/representatives of rural areas. It was emphasized – as a guideline that the training content must be concentrated on the modern education materials in the context of the rural areas.

Trainees should gain at the end of the training experience more knowledge, as a direct result from the learning activity, in problem solving and decision making in several aspects related to the effects of air condition in the activities of rural areas.

1.3 Training provision

The training materials will be developed both in national language of the partners and in English language then teaching materials will be integrated and implemented with e-learning platform.

This package of activities will include improving and updating of the training methodology, updating and developing a content of subject. The effect of this package will be the curriculum and training materials for European Clean Air.

All modules in national language version must be tested during pilot testing. It means that each partner will test 5 modules in national language. To consider



someone as a trained person, it is obligatory for the person/student/trainee to go through and pass the assessment of these modules.

The on-line environment

The transfer of innovations from Clean Air project are based on the transfer of the training resources - power point, word format, web portal and related training methodologies also the contents of the package activities will be integrated into the curriculum.

The volume of the training materials content should be comparable to the one of the Clean Air project, which means that upper limit of the 10 pages (ca. 1800 words/characters per page with a total number of 18.000 characters, Calibri font 12). Also for providing attractiveness materials should contain interactive illustrations/images/schemes but no more than 5 pages.

Expected results

The training courses are intended to provide an intensive and interdisciplinary sequence of on-line work. At the end of the course, participants should be able to:

- Use the Clean Air learning environment/training program and to export the learning experience through their daily activities;
- Ensure an operative integration of Clean Air knowledge into rural areas;
- Communicate the Clean Air knowledge acquired through learning experience/training program to other stakeholders in the area.



2. Learners/Representatives Group Selection

2.1 The need analysis

The training activities that will be carried out within the Clean Air project addresses a wide spectrum of target groups from the rural areas field. The research previously developed in the project identified the users and their knowledge level in regards to the problem of local air pollution.

Taking into consideration the need analysis, it is strongly suggested, to involve and to develop the European current requirements and results with the purpose to lead to a high level of performance and understanding.

The form of training materials should be processed through usual technologies and requirements – using multimedia elements and Web technologies, mainly social networks. In terms of the content, the processed information should be brief, clear and pertinent in order to obtain the expected results.

The survey of the training content has the main purpose to support the real information and the positive impact related to the reduction of local air pollution, such as a diversification of primary energy sources, more efficient actions concerning the quality of the air especially at local level.



2.2 The trainees/representatives

Project consortium includes all the skills, recognized expertise and competencies required to carry out all aspects of the project workplan. This training content will be used by teachers during their lessons in schools.

This product's goal will be to help teachers to teach children in the interesting and at the same time essential way about the problem of the pollution.

The Clean Air project will involve various participants from the beginning. Stakeholders will be involved for methodological consultation during elaboration of the first intellectual output - curriculum. All partners will consult it among teachers in their countries and according to this consultations curricula will be improved.

The consultations will be executed in participation of at least 3 stakeholders from each countries (with a total number of 15 people). The main involvement of stakeholders will be executed during pilot testing. Each partner will involve at least 20 teachers and will do the pilot testing training.

After that participants will fill the evaluation questionnaires and according to the outputs of this survey training content will be improved.

The biggest involvement of participants will be during multiplier events. Each partner will invite minimum 20 participants for workshop and will present and discussed elaborated products.

The strongest and direct involvement will take place during pilot session, when all testers will have a chance to express their opinion and feedback about training materials, functionality of e-learning platform. At this stage participation of end

users/learners is especially important because of the provided opinions, which will help to keep the project outputs at highest level.

In addition, thanks to dissemination via social media, potential users will have occasion to communicate with project consortium and to suggest own ideas: minimum 500 individuals will be engaged with the online sites.

More than a simple visit, the website enables visitors to learn more about the project, consult/login/download Intellectual Outputs and most importantly interact with the training content of Clean Air project. On the other hand, the project will inform relevant partners from other EU projects (e.g. LiFE) about own outcomes.

This channel of dissemination will extend to maximum interest of stakeholders. As an additional activity each partner will publish information about project once in branch periodic for teachers but also in the local newspapers distributed in the rural areas.

Admission conditions:

- Successful completion of the general course and requirements;
- Fill in the previous experience table in order to have a clear input.

PREVIOUS EXPERIENCE	Not totally	In a certain degree	Totally agree
Previous trainings concerning the effects of air pollution			
Previous trainings in the requirements of green			

jobs			
Responsibilities in developing some strategies for improvement of air quality			
Responsibilities in implementing online and offline strategy in the field of air condition and its health effects			
Experience in European work / European projects			
Interest in delivering the training content to other relevant learners			
Experience in working on e-learning platforms			

ICT resources will be updated according to the latest trends to follow the updated training methodology and to support attractiveness and simple access to the training.

Training needs will be investigated to adapt a vocational training platform oriented to the EU priority improving quality assurance systems in VET (Vocational Education and Training), also with a focus on new skills requested for green jobs.



3. Modules

3.1 Training structure

The objective of the training is to provide participants with the required knowledge and practice to use the Clean Air knowledge and components as needed in the current society.

The outcome of the need analyses confirmed project assumptions in regard to the transfer of the modules developed in Clean Air project. Important information is visible in updating and developing modules partners that should focus on the needs of teachers and pupils/students.

It can be noticed that this is the main reason why all existing materials and new methods/instruments have to be developed and adapted to the requirements of the target group.

According to the common decision training content transferred from base Clean Air project has to be updated in the context of target group's needs, which means that all training materials have to contain information useful for residents of rural areas.

It was emphasized – as a guideline that the training content must be concentrated on the modern methods/instruments in the context of the quality of the air and its effects.

The materials will be designed in the attractive and usable way and integrated into the e-learning platform, available to download on creative common license. The extended curriculum will be made available in English language and all partner languages. The project's web site will be developed as a portal Clean Air.



ICT resources will be updated according to the latest trends to follow the updated training methodology and to support attractiveness and simple access to the training.

Training needs will be investigated to adapt a vocational training platform oriented to the EU priority improving quality assurance systems in VET, also with a focus on new skills requested for green jobs.

The training materials will be written in English by the different partners in charge of the chapters and then, once tested, evaluated and agreed, translated into national languages for piloting tests and the final release.

All partners will start to work on preparation relevant training materials. It will be prepared on the common templates and there will be limited amount of the high quality content. After preparation of this content there will be executed quality cross checking done by responsible partners.

With the purpose to achieve a high level on interest and performance the training materials will be in compliance with definitions for the trainees' achievements (EQF - European Qualifications Framework definitions).

EQF - European Qualifications Framework definitions

<p>"Learning outcomes":</p>	<p>Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence</p>
<p>"Knowledge":</p>	<p>The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.</p>
<p>"Skills":</p>	<p>The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).</p>
<p>"Competence":</p>	<p>The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in</p>

	terms of responsibility and autonomy.
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3.2 Module design

After having evaluated the potential participants' needs and interest level, the training modules have been developed to be accessed in a flexible and customizable manner, according to the capabilities and existing skills of the trainees/learners/representatives.

The topics to be covered during the training are the following:

MODULE 0 - INTRODUCTION
MODULE 1 – WHAT POLLUTES THE AIR
MODULE 2 – IMPACT OF THE POLLUTION ON HUMAN HEALTH
MODULE 3 – SOLUTIONS FOR CLEAN AIR ENVIRONMENT
MODULE 4 – PREVENTION AGAINST POLLUTION
MODULE 5 – EDUCATION ABOUT CLEAN AIR PROTECTION
ELABORATION OF THE FILM KAS (PL)
BUILDING OF OPEN EDUCATION RESOURCE MODULES ON ICT BASIS AND PROJECT WEBSITE AS ENTRY POINT New Edu (SK)



Distribution of the modules - Partners responsibility:

Module	Name of the module	Partner
0	INTRODUCTION	Comunitatea pentru Invatarea Permanenta – CPIP, Romania
1	WHAT POLLUTES THE AIR	Stowarzyszenie Krakowski Alarm Smogowy – KAS, Poland
2	IMPACT OF THE POLLUTION ON HUMAN HEALTH	ASOCIACION AGENCIA PROVINCIAL DE LA ENERGIA de Granada – APEGR, Spain
3	SOLUTIONS FOR CLEAN AIR ENVIRONMENT	Ciste nebe o.p.s. – CN, Czech Republic
4	PREVENTION AGAINST POLLUTION	New Edu, n.o Slovakia
5	EDUCATION ABOUT CLEAN AIR PROTECTION	Stowarzyszenie ARID – ARID, Poland

Module curriculum development:

1. Typology of the target groups;
2. Module name;
3. Learning outcomes;
4. Learning methods;
5. Duration to accomplish the module;
6. Evaluation methods

Module content development:

Common frame for partners to develop the modules

- * Information about basic terms, basic concepts;
- * Introduction in the module (easy to understand);
- * Principles of clean air protection and effects;
- * Characteristics and problems;
- * Ecological aspects regarding the condition of environment;
- * Use for rural development and practices.

<u>MODULE 0 - INTRODUCTION</u>
Partner responsible: Comunitatea pentru Invatarea Permanenta - CPIP

Task range	Preparing training materials about: principles of clean air protection and effects, their use and applying; basic terms, measures, values etc.	
Learning outcomes	The learner/representative has knowledge:	About the level of the air pollution; benefits of high quality air; benefits for environment; become familiar with the kinds of air pollutants and types of energy resources; become familiar with the ways of affecting the quality of air because of negative actions of people.
	The learner has skills of	apply knowledge regarding the air of a

	being able to:	high quality with definitions/terms
	The learner has competence of:	analyzing and identifying needs of his/her situation in regards to air environment;

General module contents:
<p>General module includes:</p> <ul style="list-style-type: none"> • information about basic terms, measures and values concerning air environment; • online forums for discussions; • main glossary for all Clean Air modules; • links to useful websites.
<p>General module motivation:</p> <ul style="list-style-type: none"> • become familiar with the areas of air environment; • become familiar with basic measures, values and equations; • become familiar with the kinds of pollutants and its effects; • become familiar with the ways of affecting the air environment.
<ul style="list-style-type: none"> • What is air environment? • Which laws apply in the local sector? • How can we measure the quality of air? • What kinds of activities can be used for teachings about air pollution? • How can be developed the new education methods?

- How to reduce the air pollution?
- What types of education instruments for air condition are used?
- How can learning air environment be transmitted?

Glossary

Air environment – general information, values and measurement

Air pollution – general information, effects and current situation

MODULE 1 - WHAT POLLUTES THE AIR

Partner responsible:

Stowarzyszenie Krakowski Alarm Smogowy – KAS

Task range	Preparing training materials about: causes of what pollutes the air (negative effects); basic terms, measures, definitions for air pollution, description how it manifests, current information about the topic. Case studies showing on practical and good example how to recognize an air environment which is polluted. Disadvantages of air pollution. Waste management in context of air pollution.	
Learning outcomes	The learner has knowledge:	About what air pollution is; ways of manifesting; ways of improving; effects of air pollution about waste management in the context of air condition.
	The learner has skills of being able to:	select and apply of basic methods/education materials, tools, and information in the area of air

		pollution and waste management.
	The learner has competence of:	to be able to understand a plan and implement the recommendations of that plan regarding the improvement of air state in local sector; choose proper range of use to adapt own behavior to circumstances in solving problems in the context of air environment.

What pollutes the air module contents:

- Principles of recognizing air environment.
- Choosing the main reasons of air pollution.
- Air environment.
- Exploitation in the landscape development and environmental practice

What pollutes the air module includes:

- online text in the form of lessons with the verification of acquired knowledge
- animation and video movies;
- online forums for discussions;
- links to useful websites.

What pollutes the air module motivation:

- become familiar with the negative effects of air pollution and its forms;
- become familiar with the condition of air environment;
- become familiar with the causes of air pollution;

<ul style="list-style-type: none"> become familiar with the possibilities to change the negative condition of air.
Air pollution and its place among the environment
Current situation
Processing of air condition for health situation
Glossary

MODULE 2 – IMPACT OF THE POLLUTION ON HUMAN HEALTH
Partner responsible: ASOCIACION AGENCIA PROVINCIAL DE LA ENERGIA de Granada – APEGR

Task range	Preparing training materials about: effects and consequences of the impact of the pollution on human health; basic terms, measures, definitions for air pollution and human health, description on how it involve, information about latest, state of the art solutions/methods/instruments, and their use. Case studies showing on practical and best example on how to recognize the impact of pollution. Disadvantages of the pollution on human health.	
Learning outcomes	The learner has knowledge:	about what impact of pollution is; ways of recognizing; ways of reducing; consequences of human health; technical requirement of methods for fight against pollution.
	The learner has skills of	select and apply of basic positive methods, tools, material and

	being able to:	information to fight in the area of pollution on human healthy and to reduce the negative effects.
	The learner has competence of:	to be able to understand a plan and implement the recommendations of that plan regarding impact of pollution on human health; to adapt own behavior to circumstances in solving problems in the field of pollution on human health.

Impact of the pollution on human health module contents:

- principles of the human health;
- measurement against the pollution- methods and instruments;
- measurement of impact pollution regarding existing technology;
- possibility of fighting against the impact of pollution through education materials/instruments/resources.

Impact of the pollution on human health module includes:

- information about the basic terms and measures relating to impact of pollution on human health;
- animations and videos;
- online forums for discussions;
- links to useful websites.

Impact of the pollution on human health module motivation:

- become familiar with the consequences of pollution on human health ;

<ul style="list-style-type: none"> • become familiar with the methods of measurement the existing impact of pollution; • become familiar with the possibilities of reducing the impact of pollution on human health.
Impact of pollution
Measurement of impact
Effects on human health
Condition of air pollution in local environment
Current pollution reasons
Glossary

<u>MODULE 3 – SOLUTIONS FOR CLEAN AIR ENVIRONMENT</u>
Partner responsible: Ciste nebe o.p.s. – CN, Czech Republic

Task range	Preparing training materials about: principles and solutions for clean air environment; basic terms, measures, values, definitions for clean air condition and quality, information about latest, state of the art methods/solutions. Case studies showing on practical/suitable example how to maintain a clean air condition and how to take care of. Advantages of high quality of clean air taking into account the European solutions/proposals.
Learning outcomes	The learner has knowledge: about what clean air environment is; ways of working in a clean air environment; ways of maintain the

		high quality of air; benefits of a clean air existence; technical requirement of about waste management.
	The learner has skills of being able to:	select and apply of basic methods/instruments, tools, materials and information in the area of clean air environment and waste management.
	The learner has competence of:	to be able to understand a plan and implement the recommendations of that plan regarding proper quality of air in an environment; choose proper range of use to adapt own behavior to circumstances in solving problems and in maintaining a clean air environment.

Solutions for clean air environment module contents:

- principles and solutions of clean air environment;
- options/methods for improving the state of air;
- exploitation in landscape development and clean air environment;
- effects of having a clean air environment;
- methods/measures to keep the clean air environment.

Solutions for clean air environment module includes:

- online text in the form of lessons with acknowledgement;
- animation and video movies;
- online forums for discussions;
- links to useful websites.

<p>Solutions for clean air environment module motivation:</p> <ul style="list-style-type: none"> • become familiar with the area of clean air environment and its principles; • become familiar with the possibilities of having and living in a clean air environment; • option for using clean air for relax.
The importance of having a clean air environment
Brief history of existing (not only) solutions for obtaining a high quality of air
Education materials (attractive) concerning the solutions for clean air environment
Glossary

<p><u>MODULE 4 – PREVENTION AGAINST POLLUTION</u></p>
<p>Partner responsible:</p> <p>New Edu</p>

<p>Task range</p>	<p>Preparing training materials about: principles of prevention against pollution; basic terms, measures, values, definitions for prevention description of how it works, information about latest, state of the art instruments/methods, and their use and applying in the fight against pollution. Case studies showing on practical and good example of how to adopt a measure of prevention (what are the requirements). Advantages of prevention and disadvantages of air pollution.</p>
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Learning outcomes	The learner has knowledge:	about what prevention is; ways of working; ways of implementing; benefits of prevention methods; technical requirement of air pollution fighting strategies based on current technologies;
	The learner has skills of being able to:	select and apply of basic methods, tools, materials and information in the area of prevention against pollution
	The learner has competence of:	to be able to understand a plan and implement the recommendations of that plan regarding proper methods of prevention against pollution; to adapt own behavior to circumstances in solving problems concerning the prevention against pollution

Prevention against pollution content of the module:

- principles of prevention and its conversion into positive impact;
- measuring the purpose, direction, and methods of the prevention against pollution.
- ecological aspects of the construction/approval of existing methods of prevention against pollution;
- use for rural development and practices.

Prevention against pollution module includes:

- online text in the form of lessons with acknowledgements;



- animation and video movies;
- online forums for discussions;
- links to useful websites.

Prevention against pollution module motivation:

- become familiar with knowledge of prevention against pollution;
- become familiar with knowledge of pollution and its effects;
- become familiar with knowledge of ways of measuring the existing methods of prevention;
- become familiar with knowledge about the basic types of prevention against pollution.

Existing methods/instruments for prevention against pollution - principles, values and measurement

Power of pollution

Basic rules for developing education materials based on prevention instruments regarding air pollution

Environmental aspects of air pollution (including prevention)

Glossary

MODULE 5 – EDUCATION ABOUT CLEAN AIR PROTECTION

Partner responsible:

Stowarzyszenie ARID

Task range	Preparing training materials about: principles of education about clean air protection; basic terms, measures, values, definitions of clean air protection, information about latest, state of the art technologies/instruments/methods for education about clean air protection. Case studies showing on practical and best examples of how to use an education material about clean air protection. Advantages of existing education materials based on clean air protection.	
Learning outcomes	The learner has knowledge:	about what education about clean air protection is; ways of working; ways of implementing; technical requirement of delivering the education materials concerning the clean air protection;
	The learner has skills of being able to:	select and apply of basic methods, tools, materials and information in the area of education about clean air protection
	The learner has competence of:	take responsibility of planning development of his education materials; knowledge on using education instruments based on clean air protection for own purposes ; choose proper range of use education methods; to adapt own behavior to circumstances in solving problems regarding education about clean air protection.

<p>Education about clean air protection content of the module:</p> <ul style="list-style-type: none"> • principles of education about clean air protection and its conversion into positive effects/impact; • power of education materials/content concerning the clean air protection; • ecological aspects of the construction of education materials/instruments based on clean air protection; • use for rural development and practices.
<p>Education about clean air protection module includes:</p> <ul style="list-style-type: none"> • online text in the form of lessons with acknowledgements; • animation and video movies; • online forums for discussions; • links to useful websites.
<p>Education about clean air protection module motivation:</p> <ul style="list-style-type: none"> • become familiar with knowledge of education about clean air protection; • become familiar with knowledge about the basic types of education materials/values related to clean air protection.
<p>Education about clean air protection - principles, values and measurement</p>
<p>Basic rules for developing and adopting education materials about clean air protection</p>
<p>Environmental aspects of education based on clean air protection</p>
<p>Glossary</p>



3.3 Training materials

The transfer of innovations from Clean Air project are based on the transfer of the training resources - power point, word format, web portal and related training methodologies also the contents of the package activities will be integrated into the curriculum. All materials (photos, pod casts, film, and text) will be produced by the partners and will be copyright-cleared.

The volume of the training materials content should be comparable to the one of the Clean Air project, which means that upper limit of the 10 pages (ca. 1800 words/characters per page with a total number of 18.000 characters, Calibri font 12). Also for providing attractiveness materials should contain interactive illustrations/images/schemes but no more than 5 pages.

Taking into consideration the Application form the training materials will be developed both in national language of partners and in English language then teaching materials will be integrated and implemented with e-learning platform.

Structure for the content

<p>Intellectual Output:</p> <p>The name of the partner:</p> <p>Country:</p>
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The name of the module	
Target group involved	
Current information about the topic (Limit: 5000 characters)	
Causes and description of how it manifests (Limit: 5000 characters)	
Effects and management in the context of the topic/module (Limit: 5000 characters)	
Principles of the specific module (Limit 1000 characters)	
Basic terms/measures of the module/topic (Limit: 5000 characters)	
Training materials (tasks, case studies, exercises)	
Short description of the materials (Limit: 1000 characters)	
The format of the materials/resources (paper, film, photograph)	
Link of the online resources (film or video resources)	
Specific images (to support the purpose of the resources)	
Setting – Indoor/Outdoor	



Duration	
Materials	
No of Learners/Representatives	
Individual or group work	
Step by step guide (Limit 5000 characters)	

5. Success indicators

An assessment questionnaire/survey based on multiple choice questions will be developed, in order to evaluate the knowledge that has been acquired through the course and the trainees' overall performance capacity. The assessment will take place on the on-line environment, at the last of each module.

A specific users satisfaction questionnaire will also be employed in order to check the understanding acquired by participants. This will be especially useful during the piloting and first editions of training, in order to eventually correct and redesign in preparation for further editions.

Evaluation level and type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
1. Reaction	<p>Reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example:</p> <p>Did the trainees/teachers/like and enjoy the training? Did they consider the training relevant? Was it a good use of their time? Level of effort required to make the most of the learning. Perceived practicability and potential for applying the learning.</p>	<p>Feedback forms based on subjective personal reaction to the training experience.</p>	<p>Can be done immediately the training ends.</p> <p>Very easy to obtain reaction feedback</p> <p>Important to know that people were not upset or disappointed.</p> <p>Important that people give a positive</p>

			<p>impression when relating their experience to others who might be deciding whether to experience same.</p>
<p>2. Learning</p>	<p>Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience:</p> <p>Did the trainees/teachers learn what intended to be taught?</p> <p>Did the trainees/learners experience what was intended for them to experience?</p> <p>What is the extent of advancement or change in the trainees after the training, in the direction or area that was intended?</p>	<p>Typically assessments or tests before and after the training.</p> <p>Methods of assessment need to be closely related to the aims of the learning.</p> <p>Measurement and analysis is possible and easy on a group scale.</p> <p>Reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment.</p>	<p>Relatively simple to set up, but more investment and thought required than reaction evaluation.</p> <p>Highly relevant and clear-cut for certain training such as quantifiable or technical skills.</p> <p>Less easy for more complex learning such as attitudinal development, this is famously difficult to assess.</p>

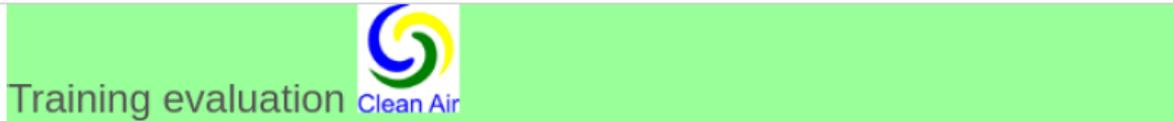
<p>3. Behavior</p>	<p>Behavior evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and several months after the training, depending on the situation:</p> <p>Did the trainees/teachers put their learning into effect when back on the job?</p> <p>Were the relevant skills and knowledge used</p> <p>Was there noticeable and measurable change in the activity and performance of the trainees/teachers when back in their roles?</p> <p>Was the change in behavior and new level of knowledge sustained?</p> <p>Would the trainee be able to transfer their learning to another person?</p> <p>Is the trainee/teachers aware of their change in behavior, knowledge, skill level?</p>	<p>Observation and interview over time are required to assess change, relevance of change, and sustainability of change.</p> <p>Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool.</p> <p>Assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements.</p> <p>The opinion of the trainee, which is a relevant indicator, is also subjective and unreliable, and so needs to be measured in a consistent defined way.</p>	<p>Measurement of behavior change is less easy to quantify and interpret than reaction and learning evaluation.</p> <p>Simple quick response systems unlikely to be adequate.</p> <p>Management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning.</p> <p>Evaluation of implementation and application is an extremely important assessment - there is little point in a good reaction and</p>
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		<p>Assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria.</p>	<p>good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging.</p> <p>Behavior change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation below.</p>
<p>4. Results</p>	<p>Results evaluation is the effect on the business or environment resulting from the improved performance of</p>	<p>It is possible that many of these measures are already in place via normal</p>	<p>Individually, results evaluation is not particularly</p>

	<p>the trainee - it is the acid test.</p> <p>Measures would typically be business or organizational key performance indicators, such as:</p> <p>Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.</p>	<p>management systems and reporting.</p> <p>The challenge is to identify which and how relate to the trainee's input and influence.</p> <p>Therefore it is important to identify and agree accountability and relevance with the trainee/teachers at the start of the training, so they understand what is to be measured.</p> <p>This process overlays normal good management practice - it simply needs linking to the training input.</p>	<p>difficult; across an entire organization it becomes very much more challenging, not least because of the reliance on line-management, and the frequency and scale of changing structures, responsibilities and roles, which complicates the process of attributing clear accountability.</p> <p>Also, external factors greatly affect organizational and business performance, which cloud the true cause of good or poor results.</p>
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5.1 Tools for evaluation process:

<https://form.jotform.com/81191862284966>



Name

Training/Course



Overall, how satisfied were you with this training?

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
Overall satisfaction	<input type="radio"/>				

Have you attended this training before?

Yes No

For what reasons did you attend this training?



How satisfied were you with the following?

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
Training modules	<input type="radio"/>				
Ease of registration on the platform	<input type="radio"/>				
Time to finish one module	<input type="radio"/>				
Quality of modules	<input type="radio"/>				



Would you recommend this training to others?

- Yes No

Comments