Erasmus+

SMM   -   IO3

Training Contents for the SMM

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INTRODUCTION

The present Intellectual Output is part of the work of the "*Strategic partnership*" of the project "School Mobility Manager" - 2016-1-IT02-KA201-024701 funded under the Erasmus + Programme – Key Action 2 – School Education – Call 2016 according to the horizontal priority of the Programme "*Sustainable investments, efficiency in the educational systems*".

The partnership consists of 6 partner organizations from 4 different countries (Austria, France, Italy and Slovenia) that are combining and valorising their respective competences, experiences and networks in education, training, career services and best practices identification in order to contribute to innovate and to improve the operational management of schools by the "School Mobility Manager figure" development and improvement.

In Italy recently a national law is establishing guidelines in order to foster and implement in the educational system institution (Schools) a new figure: the "School Mobility Manger". Despite a spread interest and numerous practices developed by public and private bodies regarding mobility management especially in northern Europe and in the main European capitals, This figure is still not "institutionalized" and innovative and necessitated both to help 'implementation of sustainable mobility policy is to improve the management efficiency of schools. The implementation of such a figure, however, is likely to be ineffective and poorly concrete if not backed up by specific training for school staff that will be affected by this "reform" and the identification and / or increase of the operational links with other modes actors (in public and private) involved in the processes and interventions of mobility management.

In this framework , are specific objectives of the project:

- *Identifying, transferring and implementing innovative practices realized at European level in the framework of mobility management to the school context;*
- *Developing, on the basis of the identified practices, operative and innovative models and tools to be implemented by the "school mobility manager"*
- *Contributing to the development/improvement of the training activities for school staff involved in mobility management activities.*

The Intellectual Output 3 - Training Contents for the SMM–has been finalized in the second part of the project. Itbenefits and moves from the previous partnership work carried out for Intellectual Output 2 – VADEMECUM (e.TOOLKIT e.guide) for School Mobility Manger aimed atidentifying and re elaborating suitable practices in the framework of the Mobility Management (methodologies, approaches and operative tools) to be retained and adapted for the School MobilityManager.

Coming from a more "speculative" phase of the SMM Project, the present Output is more intended to concretely develop and implement a training model for the School Mobility Manager and to give additional advice and support to Schools, VET organization, training providers and other relevant stakeholders who intend to put into practice training activities for staff involved in the School mobility management processes and/or activities.

Last but not the least, the IO3 has also benefited of:

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-Tools implemented by the partnership during Intellectual Output 2 work;
-Feedbacks, findings and direct impressions collected from partners on the occasion of the final Partnership Transnational Meetings occurred during the project life;
-Precious contributions, experiences and recommendations collected from relevant stakeholders during the different Multiplier Events conducted in each partner context during the project .

The IO3 has been finalized by *MCG Soc. Coop.* in close cooperation and by the precious contribution of the whole partnership.

A BRIEF METHODOLOGICAL NOTE

According to the general methodology for IO3 implementation and order to implement the contents of the present IO, the IO3 coordinator (*MCG Soc. Coop*) proceeded as follows:

Step 1 - Partner organizations have been firstly further involved in the analysis (under a "*learning areas' perspective*") of the IO2 – "Vademecum e.Toolkit" produced during the first part of SMM project.For this analysis a Working tool (WT1) has been provided by the IO3 Coordinator (*MCG soc. Coop*), composed by *Specific Learning Areas,Transversal Learning AreasAttitudes* concerning School Mobility Manager Profile firstly identified by the partnership on the occasion of the Focus on IO2 "Vademecum- e.toolkit " had during TNM2 in Paris (FR).

In fact, the aims of the WT1was:
- to support partner organizations in a further analysis of the last and definitive version of the "Vademecum (e.guide +e.Toolkit)";
- to executively identify/validate and/or to integrate/modify Specific and Transversal Learning Areas and Attitudes related to the SMM profile;
- to support didactic methodological approach definition.

On this basis each partner implementedthe analysis and the Working Tool and provided ashared and collective feedback on that.

All partners sent out their feedbacks to the IO3 coordinator basing and/or integrating their comments directly on the WT1 format. On this basis the IO3 coordinator re elaborated the feedbacks and conclusions received into a final document (containing complete *Specific Learning Areas, Transversal Learning Areas Attitudes concerning the School Mobility Manager and possible* didactic methodological approach for the different learning areas) presented and validated by partners on the occasion of the 3rd TNM held in Vienna (AT).

Step 2–Starting from the validated results of the IO3 first step, partners, coordinated by MCG (IT) and BEST (AT) have been consecutively involved in:

- The definition of the Training Modules (Units) that form the SMM Training path scheme according to the defined Learning areas;

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- The construction of the contents of the 6 Training Modules (Units) that form the SMM Training path scheme according to their specific competences and field of experience;
- Specifically Italian and Slovenian partners have been also further involved in the identification of the specific contents (Modules)and of the target persons to be involved in testing the training contents and in defining training methodologies and contents to be tested with identified targets.

Step 3–According to the defined contents Italian and Slovenian partners have tested the Training Contents in specific Training Sessions (Seminars) carried out on the basis of specific and agreed Guidelines (IO4) whose finalization has been coordinated by BEST (AT).

In order to receive useful inputs and feedbacks according to the testing, IO3 coordinator provided partners with two further Working tools (WTs):

WT2- Case Study – Description;
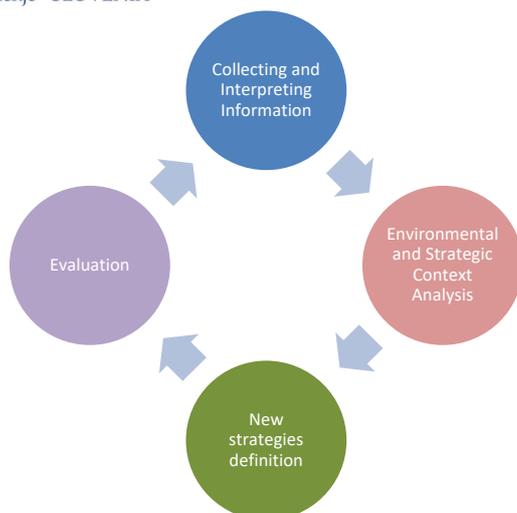*WT3–Key Actors - Interview.*

The Case Study is a research method used for complex issues in order to extend the previous experience or to strengthen what is already known from previous studies. It is particularly used in social sciences because it allows to underline and to put emphasis on the context analysis of different events or conditions and their relation.
This is the reason why It has been considered particularly suitable for IO3 above mentioned purposes.
Specifically, WT2 consists on a case study description outlines that could be used by partners in order to identify and describe the target experiences/events realised in the framework of Training contents testing.

Considering the kind of events, the SMM cases are "real" and have been presented considering the different actors involved, their characteristics and behaviours. The fact that the Cases have been really experienced by partners is an added value, because it means that a problem has been addressed and a decision has been taken. A minimum of 1 Case Study – description (1 per target activity) per partner have been foreseen.

WT1 has been consequently useful to the whole partnership in order to reflect about the experience realised, and to the IO3 coordinator in order to deep analyze it, in order to provide suitable recommendations for the future implementation of the Training Contents according to the following analysis scheme:

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Collecting and Interpreting Information

Environmental and Strategic Context Analysis

Evaluation

New strategies definition

Each partner autonomously decided if implementing the WT1 during the different events or immediately after and how (i.e. by an internal meeting, by singular actors reflection …)

WT3 consists in four interview models for the Key Actors involved in the above mentioned events.
1)	Organization Program Managers;
2)	Trainers; Coaches/Tutors;
3)	Final beneficiaries – of National Testing ;
4)	Stakeholders.

A minimum of 4 interviews (1 per key actor) per partner have been foreseen. Each partner autonomously decided if collecting more interviews and how (i.e. face-to-face, by phone, email...). Interviews' focus is about the repercussions of the experience carried out on the organization, in order to get inputs for the future. WT3 has been consequently useful to the whole partnership in order to reflect about the experience realized, and to the IO3 coordinator in order to deep analyze it, especially in terms of lessons learnt and impact. For simplifying the work partnership decided to use tools also provided by BEST for implementing the testing sessions for having final feedback to be used for final version of the Training Contents creation.

Taking into consideration also feedbacks and results collected during TNM4 held in Slovenia about both Training contents structure and Testing sessions definition and implementation, the partnership, coordinated by MCG Soc. Coop. and in close cooperation and exchange with IO4 Coordinator (BEST – AT), finalized the present IO3 Contents in its final version.

The IO3 consists of the following subjects:

A brief reminder on who the School Mobility Manager is or should be according to work and conclusions achieved by the Partnership;
The complete scheme of the Learning Areas and related competences identifying Knowledge, Operational and behavioral abilities/attitudes the SMM Training path is based on;
-	The competence based Training Modules that compose the SMM Training path.

Each of the Module has been structured in an *outline note* presented in this document summing up Objective of the Module, Reference Learning Area, Table of Contents, Related useful documents (including a booklet that exemplify and resumes main contents of the Module), the Related Tools/materials and the suggested Training Methods and estimated duration.

Documents and Materials related to each Training Module (Unit) are presented as "Annexes" to the present document.

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WHO IS THE SCHOOL MOBILITY MANAGER?

In Italy a National Law(*221/28 dec 2015*) is establishing guidelines in order to foster and implement in the educational system institutions (Schools) a new figure: the "School Mobility Manger". According to the law this figure will be chosen in each school on a voluntary basis among teachers and or other schools operators and will be responsible of the following tasks:

➢ *organize and coordinate "home – school – home" transfers of pupils and school staff*
➢ *maintain contacts and connections with transports actors and territorial public institution at municipal level*
➢ *verify solutions to foster and improve mobility services*
➢ *coordinate his work with other schools at municipal level*
➢ *guarantee possible interchanges*
➢ *implement and foster use of "green" means of transports*
➢ *point out to the Regional School Office eventual problems related to disabled people mobility*

According to these "guidelines", to the analysis conducted by project partners and to the IO2 VADEMECUM production, the "School Mobility Manager" is a person (preferably internal to the School institution) who, by his work and tasks carrying out, concretely contributes to the achievement of two important general objectives:

1) To improve life quality of students and their school accessibility;
2) To reduce pollutant and climate-changing emissions in the local context.

In order to do that,his/her main filed of activities concern the following macro processes:

1) Mobility (Displacement)Plan design
2) Mobility (Displacement) Plan implementation

These two macro processes are deeply connected with a transversal macro process:

The relationship management with Local and pertinent Authorities and stakeholders.

Mobility Plan Design

Mobility Plan Implementation

RELATIONSHIP MANAGEMENT WITH LOCAL AUTHORITIES AND STAKEHOLDERS

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Translating this into "competences terms" the School Mobility Manager is a person who:

ANALYSES CONTEXT AND SITUATIONS
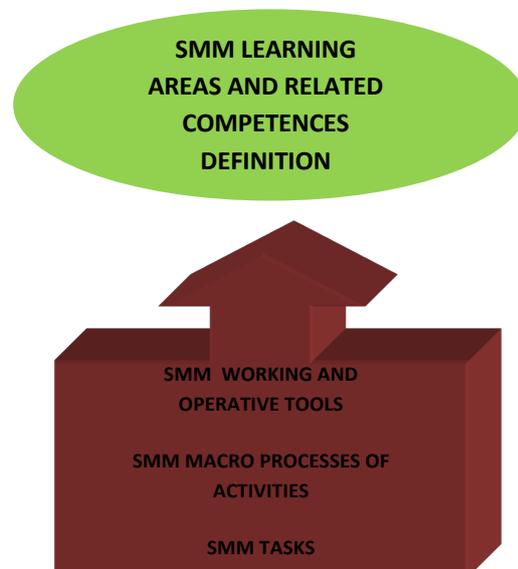
DESIGNES SUSTAINABLE ACTIONS

SELECTS AND MONITORS SUSTAINABLE ACTIONS

MANAGES REALTIONSHIP WHITH KEY ACTORS/STAKEHOLDERS.

THE SCHOOL MOBILITY MANAGER – LEARNING AREAS TO BE CONSIDERED

The process finalized to Learning Areas to be considered for the SMM training path moves, as already mentioned, from the analysis of the macro processes and related activities connected to the tasks of the School Mobility Manager and to the deep analysis conducted by the partnership in the framework of the implementation of the VADEMECUM for the School Mobility Manager (and related Tools).

This process can be described as a "*bottom up*" process that starts form the concrete factors to achieve to more general definitions.

SMM LEARNING AREAS AND RELATED COMPETENCES DEFINITION

SMM WORKING AND OPERATIVE TOOLS

SMM MACRO PROCESSES OF ACTIVITIES

SMM TASKS

The analysis mostly focused on the competences (and related knowledge and skills) of each learning area that partners integrated and/or commented with their suggestions.

Finally partnership defined 2 macro kind of Learning Areas

Specific Learning Areas – (related to professional competences of the School Mobility Manager)

Transversal Learning Areas (related to transversal competences of the School Mobility Manager)

Attitudes

Each Learning Area is composed by Competences, Knowledge and Skills arising from the first analysis conducted by the partners.

For Each learning area also presented a list of Methodological Approaches that could be used for the training implementation.

About ICT transversal learning Area partners suggested that this Area could be also taken into consideration as *a pre – requisite* to be already possessed by potential SMMs.

Here follows the final shape of the proposed learning areas for the SMM that takes into consideration and integrates the different feedbacks received by partners.Partners finally identify for the SMM :
- ✓ 3 Specific Learning Areas
- ✓ 2 Transversal Learning Areas
- ✓ 4 main Attitudes

They represent also the basis for the SMM Training path and Training contents definition.

SPECIFIC LEARNING AREA 1 - REFERRED TO MOBILITY (Displacing) PLAN DESIGN
ANALYSING CONTEXT AND SITUATION
DESIGNING SUSTAINABLE ACTIONS

Competences:
To identify needs and possible answers (offer)
To analyze features and data of the target territorial context
To adapt/ design own survey
To be able to adapt tools to the specific context
To be able to basic plan own actions according to the context
To evaluate and select the best solution in the cost benefit ratio

Related Knowledge

To know about regional/national laws and respective EU regulations about sustainable mobility issues

To know about specific actors and stakeholders involved in mobility management planning

To know about local territorial planning main rules and elements (i.e. about local/urban plan already existing ect…)

To know about CO_2 emissions

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To know about features and adequacy of local transport system and lines

To know about existing eco/sustainable mobility good practices at European/National and or Local level

To know about Project Cycle Management elements (main important steps and strategies/methods and tools for planning)

Related skills

To use tools for calculation and generate results according to the specific context situation

To calculate CO_2 emissions

To use tools and analyze results

To organize surveys

To select/basic plan an action

To apply relevant indicators (such as time/cost effects of a planned initiative)

To organize and manage relevant and needed analysis activity involving local stakeholders (i.e. focus groups)

Related SMM VADEMECUM Tools (T1 – T6 and 8)

Possible methodological approach for this Learning Area

□ *Cooperative learning*

□ *Problem Solving*

□ *Learning by doing*

□ *Project Work*

□ *Outdoor Training*

□ *E-Learning*

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SPECIFIC LEARNING AREA 2 – REFERRED TO MOBILITY (Displacing) PLAN DESIGN/IMPLEMENTATION
TO MANAGE REALTIONSHIP WHITH KEY ACTORS/STAKEHOLDERS

Competences:

To be able to involve, motivate and keep motivated relevant actors (*students – families – school staff*) and stakeholders

Related Knowledge

To know about regional/nation laws and respective EU regulations about sustainable mobility issues

To know about specific actors and stakeholders involved in mobility management issues

To know who and how to contact relevant actors and stakeholders (inside and outside its own organization)

To know about motivation methods

To know about funding regulations/programs and possible finance parties

Related skills

To be able to identify and select necessary stakeholders and to address them

To be able to communicate about plans, projects, actions

To be able to understand the impact of possible actions

To be able to use participative processes

Related SMM VADEMECUM Tools (T7 – T10)

Possible methodological approach for this Learning Area

□ *Cooperative learning*

□ *Case Studies*

□ *Brain Storming*

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□ *Outdoor Training*

□ *Workshop*

SPECIFIC LEARNING AREA 3 – REFERRED TO MOBILITY (Displacing) PLAN IMPLEMENTATION
TO SELECT AND MONITOR SUSTAINABLE ACTIONS

Competences:

To be able to design a vision/strategy on sustainable mobility management

To be able to select and plan own actions according to the context, monitor them and adapt actions/ plans when needed

Related Knowledge

To know about Project Cycle Management elements (main important steps and strategies/methods for implementation and evaluation)

To know about existing eco/sustainable mobility good practices at European/National and or Local level

Related skills

To be able to choose and plan sustainable suggested actions (from SMM methodology/ tools)

To be able to monitor and evaluate the selected and implemented actions

To be able to apply the adequate motoring and evaluating approach according to the selected and implemented action

Related SMM VADEMECUM Tools (T7 – T10)

Possible methodological approach for this Learning Area

□ *Problem Solving*

□ *Case Studies*

□ *Learning by doing*

□ *Outdoor Training*

IO3 – Training Contents for the SMM

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TRANSVERSAL LEARNING AREA 1 – REFERRED TO MOBILITY (Displacing) PLAN DESIGN AND IMPLEMENTATION

COMMUNICATION

Competences:

To be able to talk to different addressee groups (e.g. public stakeholders, parents, educators, pupils, public in general)

To be able to market/bargain advantages/ benefits

To be able to raise interest and increase participation of target groups

Related Knowledge

To know about effective communication styles in formal and informal situation

To know about marketing principles and suitable tools (e.g. small internet campaign, brochures)

Related skills

To design typical marketing tools
To organize events /promotional activities

Possible methodological approach for this Learning Area

□ *Cooperative learning*

□ *Learning by doing*

□ *Project Work*

□ *Workshop*

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TRANSVERSAL LEARNING AREA 2 – REFERRED TO MOBILITY (Displacing) PLAN DESIGN AND IMPLEMENTATION

ICT

Competences:

To be able to address different groups (e.g. public stakeholders, parents, teachers…)

Related Knowledge

To know effective ICT tools

To know about emerging innovative IT applications that could be applied

Related skills

To be able to use suggested ICT tools and general spreadsheet software (like MsXL), text programs (like MsWORD), presentation software (like Ms PPT) and use of internet/ social media
ICT skills for testing and evaluating existing tools

Possible methodological approach for this Learning Area

□ *Cooperative learning*

□ *Learning by doing*

□ *E-learning*

□ *Workshop*

TRANSVERAL ATTITUDES FOR THE SCHOOL MOBILITY MANAGER

Problem solving

Working adopting a participative approach

Team building

Adaptability to interact in different contexts /situations and towards target groups

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SMM - TRAINING MODULES

The process finalized to Training Modules follows the same approach considered for the Learning Areas definition.

The Contents definition starts from the Learning Areas defined and aims at implementing and detailing each Competence of the reference Learning model. Training Units have been, in fact, constructed in order to be **competence based**.

For that reason each Training Module (Unit) is referred to one or more Learning Areas and is presented and structured as follows:

Each Training Module is presented as an *outline note* summing up Objective of the Module, Reference Learning Area, Table of Contents, Related useful documents (including a booklet that exemplify and resumes main contents of the Module), the Related Tools/materials and the suggested Training Methods and estimated duration .

Training Modules have been structured also taking into consideration possible target of potential beneficiaries of the training (mainly among the school staff) and on the final results of the testing sessions (piloting) held by the pertinent partners.

The work done by the partnership finally defined, for a School Mobility Manager Training Path, **6 Training Modules**: **4** of them are more specifically connected **to the specific professional Learning Areas** a SMM has to "master", **2** of them are more connected to the 2 **transversal Learning Areas** (ICT and Communication).

Here follows the list of the Identified Training Modules:

TM n. 1 – LEGISLATIVE FRAMEWORK
TM n. 2 - THE LOCAL CONTEXT
TM n.3 - MOBILITY MANAGEMENT GOOD PRACTICES
TM n.4- PROJECT CYCLE MANAGEMENT
TM n. 5 - COMMUNICATION AND NETWORKING FOR THE SMM
TM n. 6 - ICT FOR THE SMM

The Training Modules contents and related materials have been implemented by the whole partnership according to partners specific competencies and reference context. Since the purpose is to widely disseminate and make other European contexts and actors make use the SMM Training path, the related contents have been build up taking into account general interest issues for each Module that may be adapted and targeted to reference specific contexts by adding specific reference materials and/or documents.

After the testing phase and the feedbacks received by the audience (staff involved and other involved stakeholders) the partnership has decided to maintain the structure and contents already outlined, specifying and confirming also possible implementation methodologies.

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SMM TRAINING MODULES OUTLINE NOTES

• *TRAINING MODULE N. 1 - LEGISLATIVE FRAMEWORK*

OBJECTIVE:
To understand and identify the relevant legislative reference documents and contents (at European and national Level) about Mobility Management Issues and CO2 emissions

REF. LEARNING AREA

SPECIFIC LEARNING AREA 1 - ANALYSING CONTEXT AND SITUATION DESIGNING SUSTAINABLE ACTIONS

TABLE OF CONTENTS

European legislation and relevant documents on the mobility management and CO2 emissions in urban areas

National legislation and relevant documents on the mobility management and CO2 emissions in urban areas

RELATED DOCUMENTS

Training Module n. 1 - Booklet

Italian Law of 28 december 2015, n. 221 "Environment provisions to promote green economic measures and to contain excessive use of natural resources" – art. 5
EC White Paper on Transportation - 2011
Italian Decree of 28 January 2008, Ministry of the Environment and the Protection of the Territory and the Sea, Italy : "Admission to co-financing of the municipalities involved in the environment".
EC Green book on Urban Mobility - 2007
Italian Decree of 20 december 2000, Ministry of environment, Italy : "Financing to municipalities for the mobility government (mobility management)"
Italian Decree of 27 march 1998 - Ministry of Environment, Italy: "Sustainable Mobility in urban areas"

RELATED TOOLS/MATERIALS
SMM/02 – IO2 -VADEMECUM e.toolkit tool T8 "European And National Mobility Rules And Regulaments"

SUGGESTED TRAINING METHODS
E –learning

SUGGESTED DURATION: MINIMUM 6 HOURS

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• *TRAINING MODULE N. 2–THE LOCAL CONTEXT*

OBJECTIVES:
To identify and understand the "state of the art" about Mobility management issues of the context of intervention
To identify and understand relevant and pertinent Local Authorities and stakeholders for the School Mobility Management
To indentify and understand pertinent tools and methods to conduct an analysis finalized to mobility (displacement) planning

REF. LEARNING AREAS
SPECIFIC LEARNING AREA 1 - ANALYSING CONTEXT AND SITUATION DESIGNING SUSTAINABLE ACTIONS

SPECIFIC LEARNING AREA 2- TO MANAGE REALTIONSHIP WHITH KEY ACTORS/STAKEHOLDERS

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Mobility management in the local context of reference: state of the art

The management of relations with the relevant local authorities and the parties involved

Plan urban transport in a sustainable way: tools and methods (analysis phase, displacement plan design, displacement plan implementation, displacement plan monitoring)

RELATED DOCUMENTS

Training Module n. 2 - Booklet

SMM– IO2 - VADEMECUM (e.toolkit and e.guide)

RELATED TOOLS/MATERIALS

SMM – IO2 - VADEMECUM e.toolkit tools from T1 to T10

SUGGESTED TRAINING METHODS

Cooperative learning
Learning by doing
Project Work
Workshop

SUGGESTED DURATION: MINIMUM 18 HOURS

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- ## *TRAINING MODULE N. 3–MOBILITY MANAGEMENT GOOD PRACTICES*

OBJECTIVE:
To identify and understand pertinent practices on the Mobility Management to be adapted and used for planning and implementing sustainable actions to the context of intervention

REF. LEARNING AREA
SPECIFIC LEARNING AREA 1 - ANALYSING CONTEXT AND SITUATION DESIGNING SUSTAINABLE ACTIONS

SPECIFIC LEARNING AREA 3 - TO SELECT AND MONITOR SUSTAINABLE ACTIONS

TABLE OF CONTENTS

Good practices typologies

Good practices transfer methodology

RELATED DOCUMENTS

Training Module n. 3 - Booklet

RELATED TOOLS/MATERIALS

SMM– IO2 - VADEMECUM (e.toolkit and e.guide)
Annex n°1: French good practices table
Annex n°2: European good practices table
Annex n°3: Keys to success and vigilance points table

SUGGESTED TRAINING METHODS
Workshop
Case Study

SUGGESTED DURATION: MINIMUM 12 HOURS

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• *TRAINING MODULE N. 4–PROJECT CYCLE MANAGEMENT*

OBJECTIVE:

To identify and understand pertinent key elements and related tools of the Project Cycle Management to be applied to Mobility (displacement) Plan planning and implementation
To know about funding regulations/programs and possible finance parties

REF. LEARNING AREA
SPECIFIC LEARNING AREA 1 - ANALYSING CONTEXT AND SITUATION
DESIGNING SUSTAINABLE ACTIONS
SPECIFIC LEARNING AREA 3 - TO SELECT AND MONITOR SUSTAINABLE ACTIONS

TABLE OF CONTENTS

The Project Cycle Management – PCM
The 6 phases of the PCM
Key PCM Principles
The Logical Framework approach

RELATED DOCUMENTS

Training Module n. 4 - Booklet

ECHO Manual Project Cycle Management
EC Aid delivery methods - Project Cycle Management Guidelines

RELATED TOOLS/MATERIALS

SMM – IO2 - VADEMECUM e.toolkit tools from T1 to T10

SUGGESTED TRAINING METHODS

Project Work

SUGGESTED DURATION: MINIMUM 12 HOURS

- ## *TRAINING MODULE N. 5–COMMUNICATION AND NETWORKING FOR THE SMM*

OBJECTIVE:
To identify and understand pertinent communication and relation principles and tools finalized at making effective SMM different specific activities (analysis, mobility plan design, mobility plan implementation).

REF. LEARNING AREA
TRANSVERSAL LEARNING AREA 1- *COMMUNICATION*

TABLE OF CONTENTS

Communication – Let's try a definition
Effective Communication Its 4 main principles
How to improve communication
Networking
Networking management principles
Networking channels
Useful communication and networking for the SMM

RELATED DOCUMENTS

Training Module n. 5 - Booklet

An introduction to communication skills – E book – All the skills you need - 2016
https://www.skillsyouneed.com/ips/improving-communication.html

RELATED TOOLS/MATERIALS

An introduction to communication skills – E book – All the skills you need - 2016
https://www.skillsyouneed.com/ips/improving-communication.html

SUGGESTED TRAINING METHODS
Workshop
Case Study
Project Work

SUGGESTED DURATION: MINIMUM 12 HOURS

ITET "Girolamo Caruso"
Alcamo - ITALY

Andragoski zavod
Ljudska Univerza
Velenje - SLOVENIA

Associazione ORSA
Palermo - ITALY

BEST
Vienna - AUSTRIA

Eurêka 21 SARL
Paris- FRANCE

MCG Soc. Coop.
Palermo - ITALY

• *TRAINING MODULE N. 6 – ICT FOR THE SMM*

OBJECTIVE:
To understand and correctly use ICT programmes and devices/tools finalized at making effective SMM different specific activities (analysis, mobility plan design, mobility plan implementation).

REF. LEARNING AREA
TRANSVERSAL LEARNING AREA 2- *ICT*

TABLE OF CONTENTS

Analysing the local territory
Organising surveys through the Internet
Collecting and processing data

RELATED DOCUMENTS

Training Module n. 6 - Booklet

Google Earth video lessons
https://youtu.be/bgjMSBXsFZQ
Google Forms video lessons
https://youtu.be/wQ7jNpwdWDs
MSExcel video lessons
https://youtu.be/Er7VVYsNx-k?list=PLb7eq4kMpMAWuujUBERZdn081niHgaIuU

RELATED TOOLS/MATERIALS

SMM – IO2 - VADEMECUM e.toolkit tools:
Analyse the local territory →e.toolkit T1
Organise surveys through the Internet →e.toolkit T3
Collecting and processing data →e.toolkit T1, T2, …, T10

SUGGESTED TRAINING METHODS
E- learning
Learning by doing
Project Work

SUGGESTED DURATION: MINIMUM 12 HOURS

ITET "Girolamo Caruso"
Alcamo - ITALY

Andragoski zavod
Ljudska Univerza
Velenje - SLOVENIA

Associazione ORSA
Palermo - ITALY

BEST
Vienna - AUSTRIA

Eurêka 21 SARL
Paris- FRANCE

MCG Soc. Coop.
Palermo - ITALY

IO 3 - ANNEXES

Training Module n. 1 – LEGISLATIVE FRAMEWORK

Training Module n. 2 - THE LOCAL CONTEXT

Training Module n.3 - MOBILITY MANAGEMENT GOOD PRACTICES

Training Module n.4- PROJECT CYCLE MANAGEMENT

Training Module n. 5 - COMMUNICATION AND NETWORKING FOR THE SMM

Training Module n. 6 - ICT FOR THE SMM