D3.3

Training Methods

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1. Abstract

The goal of Task 3.3 is to collect the best teaching practices and innovative teaching methods in vocational training, so as to recommend effective training methods for delivering online courses aimed at upskilling construction professionals in the area of Nearly Zero Energy Buildings (nZEBs). These methods should align with the needs of professionals such as installers, engineers, architects, involved in the renovation and construction of energy-efficient buildings. The selected best practices will be used for the creation of the training under the current project.

On the basis of extensive desktop research, the best practices in the partner countries, as well as on the basis of work done on previous projects, namely VET4GSEB, the most appropriate ones for the purposes of the NS4nZEBs have been selected. There are synergies between the VET4GSEB and NS4nZEBs projects in terms of training methods. *However, since the purpose of the VET4GSEB project was to upskill trainers of RES installers and technicians, the target trainers were simply acquainted with the best training methods they could apply in their work*. ***The aim of the NS4nZEBs is to actually train and upskill a range of construction specialists to make them nZEB-ready, we had to carry out a much more in-depth research to select the training methods most suitable for our purposes.***

2. Training needs for nZEB competence

The main objective of the project NS4nZEBs is to increase the number of skilled building professionals in the fields of PVs, smart electrical systems, heat pumps and energy storage including small-scale applications for production of hydrogen in buildings at all levels of the building design, operation and maintenance value chain.

The first task was to review, assess and identify the gaps in the skills of all specialists involved in nZEBs. This was achieved through round tables and surveys with stakeholders.

The following training needs for nZEB competence were identified:

Technical Skills Required

- Energy-efficient envelope construction
- HVAC and renewable energy systems
- Airtightness, thermal bridges, and ventilation
- Sustainable material use and circular construction principles

Transversal Skills Needed

- Digital skills (e.g., BIM, digital site tools)
- Communication and teamwork
- Regulatory compliance and documentation

The next step was to develop respective professional qualification profiles, focusing on what has to be improved and/or upskilled in order to tackle the skills mismatch identified in the surveys. The assessment of the needs of new skills of specialists in RES technologies in buildings show that the trainings should be adapted to the different levels of expertise of the trainees, as some of them need new skills, while other need only an up-skilling.

On the basis of the identified needs gap and the developed professional qualification profiles, we have to select the most appropriate teaching methods so that we can develop efficient curricula and training materials.

In order to be able to select the best and most appropriate ones, first we carried out the following sub- task:

a. Identification of criteria

Criteria for Effective Training Content

1. **Technical and Content Relevance**

- Aligned with EPBD and national nZEB definitions
- Comprehensive: building envelope, HVAC, RES, ventilation, airtightness
- Interdisciplinary: engineering + architecture + digital tools

2. **Competence Framework Alignment**

- Based on EQF levels (4–6+)
- Integrated with ESCO, GreenComp, and DigComp frameworks
- Clear learning outcomes: knowledge, skills, attitude

Key Training Method Criteria

The **training methods** used for upskilling construction specialists in **nZEB (Nearly Zero Energy Buildings)** must go beyond conventional teaching—they must ensure **practical competence**, **engagement**, and **real-**

world applicability. Below are the **essential criteria that training methods should meet**, organized into key pedagogical and functional dimensions:

1. Competency-Oriented

☑ Learning outcomes aligned with real tasks

- Methods must help learners **apply** knowledge and skills to real-life scenarios (e.g. installing insulation or designing passive systems)
- Use **task-based learning**, focusing on **practical challenges** encountered on-site

☑ Clear progression of skills

- From basic awareness → intermediate proficiency → expert application
- Supports **EQF level progression** (e.g., Level 4 for installers, Level 6+ for engineers)

2. **Practice-Based and Experiential**

☑ Learn by doing

- Include simulations, virtual labs, field visits (or VR-based alternatives), and project-based activities

☑ Realistic problem-solving

- Use **case studies**, **building audits**, **energy calculations**, or **retrofit diagnostics**

☑ Scaffolded hands-on activities

- Progressive tasks with increasing complexity, guided by trainer or AI-based tutoring system

3. **Active and Engaging**

☑ Interactive elements

- Quizzes, simulations, drag-and-drop exercises, discussion forums

☑ Peer-to-peer collaboration

- Group projects, breakout room tasks, peer reviews
- Encourages knowledge exchange between junior and senior professionals

☑ Reflection and self-assessment

- Encourages learners to reflect on how they would apply knowledge to their own work

4. **Flexible and Personalized**

☑ Adaptive learning paths

- Systems adjust based on learner's role (e.g. architect vs. site worker) and skill level

☑ Modular structure

- Enables learning in short bursts ("microlearning"), which is ideal for professionals with limited time

☑ Asynchronous + synchronous mix

- Combines independent study with real-time expert webinars or live Q&A

5. **Digitally Supported and Accessible**

☑ Multi-platform usability

- Mobile, desktop, and offline options for onsite use

☑ Accessible to all learners

- Meets **accessibility standards** (e.g. WCAG) with subtitles, transcripts, readable fonts, etc.

☑ Integration with real digital tools

- Training on software used in nZEB planning (e.g., PHPP, BIM, energy simulation tools)

6. **Assessment-Integrated**

☑ Ongoing formative assessment

- Includes mini-tests, skill checklists, project reviews

☑ Final certification or validation

- Methods should allow demonstration of skills (e.g., portfolio, final project, test)

☑ Real-world application evaluation

- Assessment should involve **application of knowledge** to a simulated or real project

7. **Supported by Skilled Trainers**

☑ Trainer upskilling built-in

- Trainers are trained to use interactive digital tools and blended methods

☑ Mentoring and coaching methods

- Direct support for learners through structured mentoring or on-demand coaching

8. Contextualized and Localized

☑ Region-specific examples

- Reflect local climate, materials, regulations, and building typologies

☑ Culturally and professionally relevant

- Uses **industry language**, trade-specific content, and relatable visuals/examples

3. Materials and methods

With these criteria in mind, we were able to carry out research – both desktop and based on case studies provided by partners. Synergies have been established between the VET4GSEB and NS4nZEBs projects. We have based our research on some of the findings of the VET4GSEB project regarding the identified skill gaps. Those findings were used as a beacon to guide us in the right direction. However, since the aim of the VET4GSEB project was to train **only trainers** of RES installers and technicians, that is, the scope of the said project was much narrower; we widened the scope of our research, because the objective of the NS4nZEBs is to develop training suitable for all specialists involved in nZEBs. In addition, the focus of our research was on various successful projects in the area of training construction specialists for nZEB.

3.1. RESULTS

The following best practices were examined thoroughly and evaluated on the basis of ***target audience***, ***objective***, ***format*** and ***success factors***.

1. Train-to-NZEB (EU Horizon 2020 Project)

Target Audience: Construction workers, site managers, technicians

Objective: Improve practical nZEB renovation and construction skills

Platform Design:

- Modular online content (theory) + in-person workshops
- Simulation-based tools (e.g., envelope detailing, airtightness testing)
- Learning Management System (LMS) with learner tracking

  Success Factors:
- Hands-on competence confirmed in physical training centers
- Multilingual materials tailored to national contexts
- Collaboration with real nZEB demo buildings

  Impact: Over 5,000 professionals trained across 7 countries.

2. CraftEdu

Region: Central and Eastern Europe

Target Audience: Skilled trades (masons, plasterers, HVAC installers)

Format:

- Online learning modules focused on energy efficiency practices
- Videos, step-by-step photo sequences, quizzes
- Printable job aids for on-site use

  Key Feature: Occupational role-specific modules, e.g., how to install wall insulation with minimal thermal bridges

  Success Factor: Addressed low digital skill barriers with easy navigation and mobile optimization

3. FutureLearn & Coventry University – "Construction Ethics & Safety"

Audience: Entry- and mid-level construction professionals

Methodology:

- Scenario-based videos of safety issues on a virtual site
- Role-play simulations (decide as a supervisor, inspector, or worker)
- Discussion forums with peers from different countries

  Effectiveness: Boosted learners' decision-making in ethical gray areas and promoted peer learning

4. Bosch Thermotechnology Training Portal

Audience: HVAC technicians and service engineers

Platform Design:

- Modular courses with interactive diagrams and “choose-your-own path” troubleshooting
- Live instructor-led webinars and certification quizzes

  Practical Skills Emphasized: Boiler commissioning, fault diagnosis, maintenance workflows

  Result: Measurable improvement in service accuracy and reduced site call-backs

5. Khan Academy Style Approach – “BIM for Beginners” (Autodesk)

Target: Entry-level architects, engineers, and site planners

Tools Used:

- Micro-videos (2–5 min) on each BIM function
- Interactive sandbox projects for software use
- Downloadable datasets for practice

  Strength: Applied learning in a simulated digital twin environment

  Result: High course completion and improved self-reported software competence

Analyzing these five case studies reveals **clear, evidence-based conclusions** about what makes training methods effective for improving **practical skills via e-learning**, particularly in construction and technical fields:

- **Blended and Hybrid Approaches Enhance Practical Skill Transfer**

- **Conclusion:** The most effective training often combines **theory online** with **in-person or simulated practice** (e.g., Train-to-NZEB, Bosch Portal).
- **Why:** Practical skills require tactile feedback, observation, and repetition. Blended methods ensure learners apply what they see in realistic contexts.

- **Role-Specific and Modular Design Increases Engagement**

- **Conclusion:** Courses tailored to specific job roles (e.g., HVAC technician) and structured into small, focused modules lead to better retention (e.g., CraftEdu, Autodesk BIM).
- **Why:** Learners engage more deeply when content is directly relevant to their daily tasks and not overwhelming.

- **Interactivity and Simulations Boost Decision-Making Skills**

- **Conclusion:** Scenario-based simulations and interactive elements (e.g., FutureLearn, Bosch) are highly effective for building practical judgment and problem-solving skills.

- **Why:** These tools replicate the complexity of on-site conditions in a safe, scalable way and allow learners to learn from mistakes.

➢ **Visual and Step-by-Step Demonstrations Are Essential**

- **Conclusion:** Use of video walkthroughs, 3D diagrams, and annotated sequences (e.g., CraftEdu, Bosch) is essential for skill acquisition.
- **Why:** Construction and technical work are visual by nature—learners need to *see* procedures, not just read about them.

➢ **Community and Peer Learning Support Behaviour Change**

- **Conclusion:** Peer discussion forums and role-play (e.g., FutureLearn) reinforce best practices and encourage reflection.
- **Why:** Social learning fosters deeper understanding and accountability, particularly around topics like ethics, safety, and team-based workflows.

➢ **Accessible and Mobile-First Platforms Ensure Adoption**

- **Conclusion:** Courses that are **easy to navigate**, available on mobile, and require minimal tech skills (e.g., CraftEdu) have higher uptake, especially among blue-collar learners.
- **Why:** Many construction workers are not desk-based or digitally fluent, so training must adapt to their environment.

The most successful e-learning for practical skills is **visual, interactive, modular, mobile-friendly, and blended** with real-world applications. It must align closely with the learners' job role and learning environment.

4. Discussion

4.1. UBIQUITOUS BLENDED LEARNING

Having analyzed all cases specified above, it was decided that an enriched type of ubiquitous blended learning, incorporating various educational strategies, should be employed for the training under the project.

Ubiquitous learning is the ability to learn at any time, anywhere, thanks to access to information and educational resources through technological devices. It is an educational approach that harnesses digital

technologies to provide opportunities for continuous and personalized learning; it refers to the constant opportunity for learning experiences and media transfer/communication that our constant computing connectivity provides. Any situation can provide an opportunity for learning, with or without computers; the increased pervasiveness of computer technology and especially the internet means any situation can become a purposeful instructional experience; not only can people learn at any time, but they can receive media that is explicitly learning-focused

With the ubiquitous blended learning method, trainers and trainees gradually adapt to the advancement of educational technology but are still supported by the usual method of doing face-to- face (though online, but in real time).

Ubiquitous Blended learning is a formal education method including digital and online media that helps students learn over time, place, and speed. Trainers in mixed learning processes in vocational education, tend to adopt different approaches to teaching as well as mixed learning designs.

Based on these findings, ubiquitous blended learning is very influential in vocational education, for the following advantages:

✓ **Anytime, Anywhere Access**

- Learners can study at their own pace, during commutes, on job sites, or at home.
- Supports *non-traditional learners* with irregular schedules or part-time availability.

✓ **Personalized and Adaptive Learning Paths**

- Systems can adjust content based on a learner's role, knowledge level, or learning style.
- Increases relevance and motivation, particularly for adult learners in upskilling programs.

✓ **Just-in-Time Learning**

- Provides **real-time support** for tasks: e.g., a technician can watch a 2-minute video on installing a heat pump *right before doing it*.
- Reduces reliance on memory and minimizes errors on site.

✓ **Increased Engagement and Autonomy**

- Learners are more engaged when they control when, where, and how they learn.
- Encourages lifelong learning and continuous professional development.

✓ **Seamless Integration with Work Environments**

- Through mobile apps, augmented reality (AR), or wearable tech, training can blend into everyday work.
- Enables *learning in context*—which improves retention and performance.

✓ **Facilitates Collaborative and Peer Learning**

- Learners can share tips, ask questions, or collaborate via forums, messaging, or video calls—regardless of location.
- Builds community and supports informal learning.

✓ **Inclusivity and Accessibility**

- Supports diverse learners, including those in rural or remote areas.
- Can accommodate different languages, literacy levels, and learning formats (e.g., visual/audio-based).

✓ **Continuous Feedback and Real-Time Analytics**

- Tracks progress, flags knowledge gaps, and enables dynamic course adjustment.
- Helps trainers and learners measure outcomes and respond promptly.

In Summary:

Ubiquitous learning is ideal for dynamic sectors like construction and energy renovation—it offers flexible, role-adapted, and context-aware training that fits the learner's reality.

4.2. PEDAGOGICAL PRINCIPLES FOR THE ONLINE NS4nZEBs COURSE

Competency-Based Learning (CBL)

CBL emphasizes the mastery of specific, job-relevant skills. Learners progress upon demonstrating proficiency, making this ideal for practical roles in construction.

Microlearning

This method delivers short, focused lessons (typically 5–10 minutes) that are easier to digest and retain. Microlearning suits mobile workers who may only have brief periods to engage with content.

Scenario-Based Learning

Learners are placed in realistic job scenarios where they make decisions and see the consequences. This mirrors on-site decision-making and reinforces knowledge in context.

Blended Learning

Combines online theory with in-person practical sessions or workshops. While not mandatory, blended learning enhances skill transfer and confidence.

Mobile-First Design

Courses should be accessible on smartphones and tablets to cater to on-site learning. This design increases engagement and learning continuity.

4.2.1. Recommended E-learning methods

Method	Description	Why Effective for nZEB
Interactive Video Tutorials	Step-by-step guides on installation and retrofitting tasks	Visual, repeatable, and ideal for hands-on construction work
3D Visualizations & AR Models	Enable virtual interaction with building components	Improves spatial understanding of complex systems
Virtual Site Walkthroughs	Immersive 360° environments for guided exploration	Simulates real-world settings safely and scalably
Knowledge Checks & Simulations	Quizzes, drag-and-drop tasks, digital twin exercises	Reinforces theoretical concepts and simulates practical tasks
Peer Discussion Forums	Learner-led exchanges of practices and insights	Builds a community of practice and collective problem solving
Digital Badging & Certification	Digital proof of progress and achievement	Motivates learners and supports employability

Social learning and debates lead to the implementation of the Flipped Classroom.

4.2.2. The Flipped Classroom

But what is a flipped classroom, exactly?

The flipped classroom inverts the traditional learning experience. Lectures are shared outside of class time for individual review as homework, and classroom time is reserved for class discussion and interactive projects. The principal goals of flipping are as follows:

- To make the classroom an active learning environment
- To enable trainees to learn at their own pace, and
- To give the instructor more time to teach each trainee individually, rather than the class as a whole.

Because a flipped classroom typically involves a blend of online and face-to-face learning, the pandemic sparked a deeper interest in this approach. A combination of synchronous and asynchronous learning can fit into the model of a flipped classroom, whether it takes place completely within a virtual classroom, a hybrid model, or a pure in-person learning environment.

5 Benefits of the flipped classroom

Instructors have flipped their classrooms on the basis of a handful of key benefits:

✓ *Flipping allows students to learn at their own pace*

Under the traditional lecture model, instructors must teach their curriculum within the allotted classroom time, based on the rate at which the "average" student can absorb the material. Students listen and take notes, passively receiving the lecture information. If a student has trouble with a concept, they have to either interrupt and ask a question, or do their best to keep up and request an explanation outside of class time.

By contrast, students in flipped classrooms can review any part of a recorded lecture or take breaks as needed. This type of self-paced learning is especially important for trainees in VET. It empowers all students to take control of their learning. If they're unsure about a concept or have encountered some practical issues, students can come to class prepared with specific questions and have ample class time to discuss them.

✓ *Flipped learning is customized, active, and engaging*

When trainees cover foundational material before class, instructors in the flipped classroom can devote class time to engaging trainees through active learning. Group problem-solving, student presentations, and whole-group discussions allow trainees to learn through experience, test their comprehension, apply their knowledge, and absorb the content.

Instructors are also able to craft in-class activities that are customized to their students. Armed with data from

video analytics, they can ensure that students have engaged with the pre-class

content. Online quizzes also help instructors gauge each student's level of comprehension and guide the classroom experience based on that information.

✓ *Flipped lecture videos help students review for exams and master the content*

For more than a decade, universities have been recording traditional classroom-based lectures. Based on the experience of schools that use lecture capture technology, students often go back to recorded lectures as a study aid during midterm and final exam periods.

Flipped classroom videos can offer the same benefit as recorded in-class lectures. When pre-class materials are made available, students can go back and review those resources to better prepare for tests and exams. The ability to search for words or phrases in the recordings or play the recordings at variable speeds also helps students quickly pinpoint particular sections of the video.

✓ *Flipped content can be richer through curation and continuous improvement*

While trainers have always curated additional resources in order to complement their own lectures, flipped learning makes that process even more effective and accessible. Because students are consuming lesson material outside of class, teachers can assign films, games, and readings, using short videos they record to tie it all together. Digital tools also expand the options for what instructors can incorporate into these lesson plans.

And as time goes on, flipped instruction benefits teachers by making better use of their own time and resources.

✓ *Students in flipped classrooms may show better learning outcomes*

With more opportunities for interaction with the teacher, collaboration with other students, problem-solving practice, and self-paced learning, research shows students in flipped classrooms may have better short-term learning outcomes. The key is implementing flipped classroom strategies well and in a way that appeals to student sensibilities.

The ubiquitous learning model allows for the implementation of many learning strategies.

4.2.3. Adaptive Learning Method

Adaptive learning — or adaptive teaching — is the delivery of custom learning experiences that address the unique needs of an individual through just-in-time feedback, pathways, and resources (rather than providing a one-size-fits-all learning experience).

4.2.4. Microlearning

Microlearning is a way of providing short, focused pieces of content to an audience. It's not a new idea, and the effectiveness of microlearning has been debated within the learning and development industry. Bite-sized courses don't necessarily equal good learning. However, in the right context, it can be highly effective.

Modern workplace learners want to access elearning courses on mobile devices, on the move and in stolen pockets of time – on trains, over breakfast, before meetings. If you want to gain traction for your content, you should consider how to target those tiny windows of opportunity. Mobile microlearning is one method of offering on-the-go learning on any device.

When designing microlearning, it's key that the bite-size learning format isn't used as a vehicle to deliver lots of content randomly. That would misuse the small amounts of time modern learners have and disable the learning from sticking. The best microlearning tools utilize the pockets of time effectively, not overloading the learner with information which is unlikely to lead to worthwhile changes in behavior.

Benefits of microlearning

- ✓ ***Requires less time to consume the content***

The #1 reason working people say they are not engaging in vocational training is because they don't have the time.

Microlearning is how you will learn parts of what you need to learn in small bits, although with reduced time investments, and additional benefits that trainees can utilize on a daily basis.

✓ ***Increases learners' engagement***

Even people with great attention spans can struggle to remain engaged in long learning sessions. However, when people know that their learning or training will take only a few moments, it's much easier for them to sit through.

✓ ***Improves knowledge retention***

As we mentioned, knowledge is more likely to be retained when we recall it over and over again.

Microlearning allows constant training, with the knowledge that is retained over time.

✓ ***Enables learning on the go (mobile learning)***

Microlearning works in synergy with mobile learning so that you can learn on the go. Short, bite- sized

lessons make it easy to fit into a busy schedule. Learn (nearly) anywhere, any time.

✓ ***Supports self-paced learning***

Microlearning allows people to find a way of learning that works for them. Rather than having to conform to a rigid, structured course of learning, they can find a flexible solution in microlearning.

✓ ***Enables personalized learning***

Microlearning allows you to construct your learning paths with short, informative pieces of learning, which don't incorporate extraneous information.

And, of course, for any knowledge to be truly acquired, it has to be periodically revised. Here, we have to point out the role of yet another method – Gamification.

4.2.5. Gamification

Gamification in vocational training involves integrating game-design elements into learning experiences to enhance engagement, motivation, and knowledge retention.

4.2.6. AI/AR & Virtual Reality

AI-powered Virtual Reality (VR) vocational training is transforming how individuals learn and master practical skills. By utilizing immersive simulations, trainees engage in hands-on learning experiences in a safe, controlled, and cost-effective environment. From welding and electrical work to medical procedures and automotive repair, VR is redefining vocational education by offering interactive, real-world scenarios without the risks and limitations of traditional training methods. Overall, we concluded that AR and VR have the potential to revolutionize the way we approach education and training, providing learners with a more engaging, effective, and cost-efficient learning experience.

For the time being, however, AR and VR can be beyond the financial capacity of most VET providers.

Yet, simpler VR technologies in the form of 'serious games' are considered invaluable in the practical training of the NS4nZEBs project.

4.3. PLATFORM FEATURES AND TECHNICAL CONSIDERATIONS

- **LMS Requirements:** SCORM-compliance, multilingual support, gamification, and progress tracking
- **Analytics Dashboards:** Track learner engagement, completion rates, and performance
- **Modular Course Design:** Content should be structured into beginner, intermediate, and advanced levels
- **Accessibility:** Ensure design supports low-bandwidth access, multilingual learners, and intuitive navigation

To be able to take full advantage of all the latest developments and methods in VET, we need to implement what is known as a content management system, or CMS, to create and store digital content. Recently, this concept has expanded into the world of eLearning. With the advent of learning management systems (LMS), instructors and other eLearning practitioners are able to develop, document, and administer the courses and curriculums that are produced.

E.g.: https://www.capterra.com/p/132935/TalentLMS/

4.4. RECOMMENDATIONS

- Use microlearning and interactive elements for better engagement
- Align certification paths with European frameworks like ESCO and EQF
- Integrate real-world case studies and simulations
- Design adaptive learning paths based on initial knowledge assessments
- Ensure mobile access and offline capability for field conditions

5. THE TRAINING MODEL OF NS4nZEBs

The ubiquitous model will be used, delivered on an e-learning platform, which provides flexibility in learning, with the teacher acting as a guide.

On the Project NS4nZEBs different digital technologies, such as videos, screencasts, interactive presentations and quizzes, as well as 'serious games' will be integrated. Additionally, to realize the

communication and interaction between trainees and with the trainers, too, Zoom or Google Classroom will be used. Another contribution of this method is to create a FAQ site, which will help the trainees to enjoy better learning periods.

It will meet the identified criteria and will be a really successful one, as it will be:

- Technically robust and practically focused
- Learner-centered and digitally enabled
- Context-aware and outcomes-driven
- Sustainable, certifiable, and transferable

6. CONCLUSION

The main objective of the NS4nZEBs project is to increase the number of skilled building professionals in the fields of PVs, smart electrical systems, heat pumps and energy storage including small-scale applications for production of hydrogen in buildings at all levels of the building design, operation and maintenance value chain.

E-learning for nZEB upskilling can significantly enhance the capabilities of construction specialists if built on sound pedagogical principles and designed for practical use. By combining digital tools, scenario-based learning, and certification pathways, these training programs can accelerate the transition to a climate-neutral built environment.

trainees will be provided with comprehensive information through an on- line networking Platform including:

- 10 courses, namely:
    - 1 course for architects;
    - 2 courses for electrical engineers (1 new skills and 1 up-skilling)
    - 2 courses for HVAC engineers (1 new skills and 1 up-skilling)
    - 2 courses for installers (1 new skills and 1 up-skilling)
    - 2 courses for HVAC technicians (1 new skills and 1 up-skilling)
    - 1 course for trainers
- Database of downloadable materials and case studies;

Trainings for specialists from all participating countries will be performed in 2 phases: **1 pilot training in English for 48 trainers and 6 national trainings for 60 trainers each** - in national languages. The expected results are 408 up-skilled specialists who will improve their knowledge and skills, and thus tackle the problem of the shortage of adequately trained specialists in nZEBs.
The trainings will be performed through a hybrid method.

The first phase will be on-line training so that trainees can take full advantage of this flexible, useful and enjoyable training.

The second phase will be a one-day training in presence or online in real time through video platforms. This day will be dedicated to a review of the training materials delivered in the first phase and a Q&A session for explanations and clarifications. In the pilot training, there will also be a discussion for exchange of experience, collection of comments and recommendations for improvement of the training content and the organisation of the training activities.