ECOWILL
Train-the-Trainer-Seminars Level 1 & 2
Seminar reports
Deliverable D 4.1
August 2012
1. Introduction

In WP 4 DVR was responsible for the TTT-Seminars in all 13 partner countries (DVR-Mastertrainer J. Lau & K. Schulte). Some countries (experienced countries) had only a one day TTT-Seminar for Level 2 and other countries had a two day TTT-Seminar for Level 1 and a one day TTT-Seminar for Level 2. The following matrix shows which was done in WP 4:

<table>
<thead>
<tr>
<th>Date</th>
<th>Country</th>
<th>Level 1 (two days)</th>
<th>Level 2 (one day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th May 2011</td>
<td>Austria</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>20th June 2011</td>
<td>Netherlands</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>21st until 23rd June 2011</td>
<td>Spain</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>22nd July 2011</td>
<td>Great Britain</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3rd August 2011</td>
<td>Croatia</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>30th August until 1st September 2011</td>
<td>Hungary</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>25th until 27th September 2011</td>
<td>Czech Republic</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>29th September 2011</td>
<td>Finland</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>24th until 26th October 2011</td>
<td>Lithuania</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7th until 9th November 2011</td>
<td>Poland</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>21st until 23rd November 2011</td>
<td>Greece</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5th until 7th December 2011</td>
<td>Italy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>14th December 2011</td>
<td>Germany</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>13th until 15th February 2012</td>
<td>Hungary</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>15th March 2012</td>
<td>Germany</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>1st June 2012</td>
<td>Germany</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

For the history of ECOWILL (page 9), the “Golden Rules” (page 18) and the GDE-Matrix (page 19) the DVR used in all countries the same presentations, which are visible on the following pages.

DVR also used the prototypical structure of both seminars, which are published in the handbooks (D 3.1 and D 3.3) used in WP4, to give the master trainers an experience in work with the didactical structure.
2. Prototypical Structure of Driving Instructor Education on Ecodriving in Driver Education (Level 1 Seminar) - Handbook Deliverable D3.1

Organisational structure: Day #1

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 min.</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organisational issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of ECOWILL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experiences</td>
<td></td>
</tr>
<tr>
<td>90 min.</td>
<td>Techniques / Behaviour of Ecodriving</td>
<td>&quot;Golden Rules&quot;</td>
</tr>
<tr>
<td></td>
<td>Shifting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety distance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using momentum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low engine speed/rpm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correct tyre pressure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td></td>
</tr>
<tr>
<td>120 min.</td>
<td>Driving Exercises</td>
<td>6 x 15 min. Driving and Coaching by experienced Master-Trainers as well as Driving and Coaching in small groups</td>
</tr>
<tr>
<td></td>
<td>Applying tasks for observation and using feedback rules</td>
<td>Additional 6 x 5 min. break / buffer time</td>
</tr>
<tr>
<td>60 min.</td>
<td>Evaluation of Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conclusions for driver education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal consequences</td>
<td></td>
</tr>
</tbody>
</table>
## Organisational structure: Day #2

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 min.</td>
<td>The GDE-Matrix as foundation for Ecodriving in driver education</td>
<td><strong>Technical components:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>GDE-Level 1:</strong> How is a target-oriented driver education organised?</td>
<td>GDE-Level 1: How is a target-oriented driver education organised?</td>
</tr>
<tr>
<td></td>
<td><strong>GDE-Level 2:</strong> How are situations prepared, accompanied and evaluated?</td>
<td>GDE-Level 2: How are situations prepared, accompanied and evaluated?</td>
</tr>
<tr>
<td></td>
<td><strong>Social components:</strong></td>
<td><strong>GDE-Level 3:</strong> How do driving motives and driving purposes influence Ecodriving? How to deal with it in driver education?</td>
</tr>
<tr>
<td></td>
<td><strong>GDE-Level 4:</strong> How do attitudes affect Ecodriving? How to deal with it in driver education?</td>
<td>GDE-Level 4: How do attitudes affect Ecodriving? How to deal with it in driver education?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comment:</td>
</tr>
<tr>
<td>60 min.</td>
<td>Practical training dealing with car handling issues (GDE-Level 1)</td>
<td>Levels 3 + 4 are more theoretical. GDE-Level 5 is integrated into the seminars e.g. in countries without theoretical education there will be special theoretical in-car-teaching module. There is already an existing approach from the &quot;Hermes&quot; project. It is necessary to be more flexible in the sense of GDE-Level 5 and look for a country-specific approach.</td>
</tr>
<tr>
<td>15 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 min.</td>
<td>Practical training dealing with traffic situations (GDE-Level 2)</td>
<td>3 x 20 min.</td>
</tr>
<tr>
<td>15 min.</td>
<td></td>
<td>3 x 5 min. buffer time</td>
</tr>
<tr>
<td>30 min.</td>
<td>Ecodriving in theory (group) and respectively one-on-one conversation in car (GDE-Level 3 and 4)</td>
<td>3 x 20 min.</td>
</tr>
<tr>
<td>30 min.</td>
<td></td>
<td>3 x 5 min. buffer time</td>
</tr>
<tr>
<td>90 min.</td>
<td>Conclusions / Consequences how to operate own Train-the-Trainer Seminars</td>
<td></td>
</tr>
</tbody>
</table>

### End of seminar:

1. Standardised qualification test.
2. Presentation of certificates.
3. Final wrap-up and goodbye to certified driving instructors / Master-Trainers.
Ecodriving in Driver Education

**theoretical lessons**
- ECOWILL qualified Trainer/Coach
- License Class B
- Golden Rules and Silver Rules
- GDE-Matrix
- Coaching

**practical lessons**
- Ecodriving contents should be integrated as “normal driving style” on different levels of proficiency

**examination**

**curriculum**
3. Prototypical Structure of Driving Instructor Education on Short-Duration-Training (Level 2 Seminar) - Handbook Deliverable D3.3

Organisational structure of the full-day train-the-trainer seminar: Day #3 (Day #1)

<table>
<thead>
<tr>
<th>Time</th>
<th>Contents</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Min.</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organisational issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of ECOWILL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participants’ expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participants’ Ecodriving experiences so far</td>
<td></td>
</tr>
<tr>
<td>30 Min.</td>
<td>Didactical structure of the Short Duration Training</td>
<td>Ecodriving Core Tips of the SD-Training (acc. to &quot;Golden Rules&quot;):</td>
</tr>
<tr>
<td></td>
<td>Description of the Ecodriving techniques relevant in the SD-Training</td>
<td>1. Anticipate traffic flow, enlarge safety distance and make best use of the vehicle’s momentum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Maintain a steady speed at low RPM driving smoothly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Shift up early</td>
</tr>
<tr>
<td>30 Min.</td>
<td>Pedagogical background for training licensed drivers</td>
<td></td>
</tr>
<tr>
<td>150 Min.</td>
<td>Practical Short Duration Training</td>
<td>6x20 min. of driving, either coached by Master-Trainer or the group in the car</td>
</tr>
<tr>
<td></td>
<td>• Observation</td>
<td>additional 6x5 min. &quot;buffer time&quot;</td>
</tr>
<tr>
<td></td>
<td>• Measuring fuel consumption</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Theoretical input</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Purposeful instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discussion of Evaluation</td>
<td></td>
</tr>
<tr>
<td>60 Min.</td>
<td>Consequences for future acquisition/implementation of the SD Training</td>
<td></td>
</tr>
<tr>
<td>30 Min.</td>
<td>Final Q &amp; A session</td>
<td></td>
</tr>
</tbody>
</table>

End of seminar:

4. Standardised qualification test
5. Awarding of the certificate
6. Final wrap-up and goodbye to certified SD-Training coaches
Output WP 3 – Task 3
European standard for “Snack-Training” (Short Duration Training)
(Warsaw 11th October 2011)

Theoretical lesson

- Core tips from the Golden Rules
- Coaching
- 1:1 (Coach/Coachee)
- License Class B
- Public roads
- ECOWILL qualified Trainer/Coach
- QSM-System

Overall driving

- Safe
- Economical
- Environmentally friendly

- Average speed (be careful)

Speeding course

Risk assessment

Time Table

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5 min</td>
<td>1. Warm up</td>
</tr>
<tr>
<td>15-20 min</td>
<td>2. First ride</td>
</tr>
<tr>
<td>5-10 min</td>
<td>3. First feedback</td>
</tr>
<tr>
<td>15-20 min</td>
<td>4. Second ride</td>
</tr>
<tr>
<td>5-10 min</td>
<td>5. Final feedback</td>
</tr>
</tbody>
</table>

Ecodriving Core Tips

<table>
<thead>
<tr>
<th>3 Ecodriving Core Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipate traffic flow, enlarge safety distance and make best use of the vehicle's momentum</td>
</tr>
<tr>
<td>Maintain a steady speed at low RPM driving smoothly</td>
</tr>
<tr>
<td>Shift up early</td>
</tr>
</tbody>
</table>

see also 7 pages description
4. Presentation “History of ECOWILL”

The ECOWILL Project

Ecodriving – Widespread Implementation for Learner Drivers and Licensed Drivers

Welcome to the Level 1 Seminar
19th and 20th December, 2011
Abu Dhabi

German Road Safety Council (DVR)
Objectives:

• The German Road Safety Council was founded in 1969 as an umbrella organisation for governmental and private institutions dealing with road safety issues (220 members)

• DVR core activities:
  ✎ Coordination of activities of governmental and private institutions all over Germany
  ✎ Research and evaluation
  ✎ Development and implementation of new methods and measures to prevent road accidents
'Magic triangle'
Safe, economic and environmentally friendly driving

Identical behavioural patterns

Achievements of DVR and BVF in Germany

1993  Category B Curriculum (BVF)
1995  Guidelines for corporate mobility consulting
1996  ‘Fahr und spar mit Sicherheit’ – safe, economical and environmentally-friendly driving
1998  Eco-Driving – managed by DVR
1999  Integration of Eco-Driving in initial driver training and the practical/theoretical licence tests
2006  Compendium 'Drive Cool – Safe fuel'
Background Knowledge

Long term evaluation (Hamburg Waterworks)

Data from 10/2001 to 08/2002

09/2002

Training activities

Data from 10/2002 to 08/2003

7.263 l/100km

624,341 km

45,348.51 l

- 6.17 %

6.815 l/100km

490,884 km

33,455.91 l

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Evaluation
(Schäfer`s Brot und Kuchen / Schäfer’s Bread and Cakes)

Average fuel consumption (l/100 km)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Test group</td>
<td>16.5</td>
<td>17</td>
<td>17.5</td>
</tr>
<tr>
<td>Control group</td>
<td>17</td>
<td>18.5</td>
<td>18</td>
</tr>
</tbody>
</table>

Long term evaluation
(Hamburg Waterworks)

Changing perception of the training

Unwanted intervention
Develops unexpected dynamism

Impressive effect
Perspective

Highly theoretical, sceptical attitude

Underestimated training develops pars-pro-toto high efficiency and facilitates major changes

Tradition

Assessment

Proof for changeability of the accustomed context

Compact training with practicability and credibility

Vintage training: sensible measure, more safety, less expenses, higher self-determination

Facts
Long-term evaluation
(AMI Leipzig)

I needed high concentration on the application of tips during training
I was astonished that the driving techniques were applicable in real world traffic
I already knew the addressed tips
I did not expect that driving at this low rpm was possible
Applying the tips was quite easy and pleasant
Applying the tips was very exhausting
Following the tips I could drive normally in traffic

Long term evaluation
(Hamburg Waterworks)

Data from 10/2001 to 08/2002

Training activities

Data from 10/2002 to 08/2003

- 21.79 %
- 34.78 %
Accompanying observation
(Schäfer’s Bread and Cake)

<table>
<thead>
<tr>
<th></th>
<th>pre</th>
<th>post I</th>
<th>post II</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 weeks before</td>
<td></td>
<td>2.5 weeks</td>
<td>3 months</td>
</tr>
</tbody>
</table>

May/June 2006
Training activities

Safety

Weighted offences/ driving errors per minute

Test group
Control group

0.1676
0.1228
0.1023
0.0779
0.045
0

0
0.05
0.1
0.15
0.2

pre
post I
post II
Safety

Weighted offences/ driving errors per kilometer

<table>
<thead>
<tr>
<th>Experience</th>
<th>n</th>
<th>Test group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre</td>
<td>0.213</td>
<td>0.1651</td>
<td></td>
</tr>
<tr>
<td>post I</td>
<td>0.1311</td>
<td>0.0474</td>
<td></td>
</tr>
<tr>
<td>post II</td>
<td>0.0938</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the effects of “Eco-Driving”?

- **Cost Savings**: from 3.66% up to 6.17%
  - Long term effect
- **Experience**: Premium training (sensible, safer and more economical driving, greater self-determination)
- **Safety**: Reducing comprehensive insurance damage and third party liability damage (-21.79% resp. -34.78%)
  - Reducing driving errors
'Magic triangle'

Identical behavioural patterns

- safe
- economical
- environmentally friendly

What has happened across Europe?
Actually: “What has already been done with(in) European projects”

- ecodrive.org: Establishing initial standards; Trainer profile
- ECODRIVEN: European Campaign: 2006 - 2008
- ECOWILL: Training mass roll-out: 2010 - 2013
Objectives of ECOWILL

- Comprehensive integration of Ecodriving into learner driver training / education
- Ecodriving training for licensed drivers (variety of target groups)
5. Presentation “Golden Rules”

‘Golden Rules’ of Ecodriving
as defined in ECOWILL project

Rome, April 28, 2011

Ecodriving is the modern and smart way to save fuel and reach your destination swiftly and – most importantly – safely.

Consuming energy/fuel costs money and produces CO2 emissions with a negative environmental impact. Driving at high RPMs significantly increases fuel consumption. Avoidable sequences of acceleration and braking, as well as inappropriate use of air conditioning and electronic equipment, will also lower fuel efficiency.

Following the guideline “Safety First”, the application of Ecodriving tips listed enables a highly fuel-efficient, smart and relaxed driving style with the best environmental effect.

Golden Rules of Ecodriving
Version April, 28th 2011

- Anticipate Traffic Flow
- Maintain a steady speed at low RPM
- Consider that any use of energy costs fuel and money
- Shift up early
- Check tyre pressures frequently at least once a month and before driving at high speed
6. Presentation “The GDE-Matrix”

The ECOWILL Project

Ecodriving – Widespread Implementation for Learner Drivers and Licensed Drivers

“The GDE-Matrix”
Goals of Driver Education

GDE-Matrix for support

<table>
<thead>
<tr>
<th>Knowledge and skills</th>
<th>Risk-increasing factors</th>
<th>Self-evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal characteristics, ambitions and competencies</td>
<td>Role and influence of lifestyle, social position, etc., on driving behaviour</td>
<td>Introspection</td>
</tr>
<tr>
<td>Trip-related context and considerations</td>
<td>Route and Time management Choice of transport means</td>
<td>Self-control</td>
</tr>
<tr>
<td>Mastery of traffic situations</td>
<td>Traffic rules Partnership rules Risk perception</td>
<td>Driving style</td>
</tr>
<tr>
<td>Basic vehicle control</td>
<td>Functions Safety systems Driving physics</td>
<td>Vehicle control</td>
</tr>
</tbody>
</table>

| Thrill of speed Young passengers Alcohol, Fatigue |

| Violation of traffic rules, traffic circumstances, vulnerable road users |

| Insufficient skills System failure Vehicle condition |
7. **Seminar reports**

<table>
<thead>
<tr>
<th>Country</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>22</td>
</tr>
<tr>
<td>Netherlands</td>
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<td>Spain</td>
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<td>Great Britain</td>
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<td>Germany</td>
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</tr>
</tbody>
</table>
7.1 Austria (12th May 2011) – Level 2

Mastertrainer after assessment D3.4:

Ing. Martin Allmer
Stefan Felsenstein
Dipl.-Ing. Karl Karner
Bahram Khabir
Ing. Christian Lenhart
Ing. Martin Mandelmayr
Dipl. Ing. Peter Reif
Gernot Ritter
Ing. Herbert Stipek
Ing. Raimung Stipek
Ing. Josef Wintersteller
Hermann Wirrer
Günter A. Schmidt
Expectations
Conclusions
7.2 Netherlands (20th June 2011) – Level 2

Mastertrainer after assessment D3.4:

Han Rietman
Rob Pater
M. Kremer
B. A. Verbeek
Peter te Walvaalt
Dick van Laar
Expectations

to the trainer
Exchange Experience
How to be better, more engaging?
How to use S.O.T.
Inspiring education (no doubt they will)
Exploration of S.O.T.
How about S.O.T. New Elements
New insight about economic S.O.T.
How to be a S.O.T. to the trainer.

Expectations of S.O.T.
What is S.O.T.
New Elements
New insight about economic S.O.T.
How to be a S.O.T. to the trainer.

Expectations of S.O.T.
What is S.O.T.
New Elements
New insight about economic S.O.T.
How to be a S.O.T. to the trainer.

Expectations of S.O.T.
What is S.O.T.
New Elements
New insight about economic S.O.T.
How to be a S.O.T. to the trainer.

Expectations of S.O.T.
What is S.O.T.
New Elements
New insight about economic S.O.T.
How to be a S.O.T. to the trainer.

to the seminar
Our view of ECOWILL
More background info.
To know more about economic (S.O.T)
Trainers know how to assess licensed drivers in S.O.T.
Contents of S.O.T.
Eco vehicles
Funding:
More background about economic s.o.t.

expectations

Update
Progress

to myself

Learn more.

Open ear.

Learning from others.

Learning from experience.

Learning from experience.

Learning from experience.

Learning from experience.
Conclusions

SD-Training
Year 1/drive 1/course

5' Warming up
15'-20' first drive observing atmosphere
5'-10' Feedback goals
15'-20' Second drive coaching
5'-10' Feedback

Difficulties

Feedback from drivers
Clear goal for 2nd drive
Something what is good make better

Open Questions

English language

Marketing

Target group | Money | Support |
---|---|---|
B-driver
- professional
- businesses
- private

App

Insurance
Company
Greenpeace

7.3 Spain (21\textsuperscript{st} until 23\textsuperscript{rd} June 2011) – Level 1&2

Mastertrainer after assessment D3.4 and D4.2:

Jose Ant. Martin Reguero  
Demetrio-Francisco Olivares Flores  
Roberto Ramos Garcia  
Luis Alvarez  
Jose Luis Matos Gomez  
Bentamin Diez Gonzales  
Jose Valero Rios  
M Carmen San Jose  
Jose Luis de Francisco  
Vuan Monterde Rabadan  
Kuis Alberto Lotez Escudero  
Jose Luis Puente Varala  
Felix Sureda Alsina
Expectations
Conclusions Level 1
What have we done?

- We talked openly
- We asked questions
- We want an experiment
- We slept into the shoes of the trainer
- We had a look at all cars
- We will see it?
### 7.4 Great Britain (22\textsuperscript{nd} July 2011) – Level 2

**Mastertrainer after assessment D3.4:**

- Steve Johnson
- Nigel Underdorn
- John Hughes
- Jill Vincent Wilson
- Paul Helbig
- Jo Chapman
- Colin Lilly
- Ben Turner
- Ian Winfield
- Steve Croughan
- Mark Hayden
- John Lepine
- Peter Harvey
Expectations
Conclusions
What can help us to offer more trainings:

- Cruise control
- NASA training
- Effective new technology marketing
- Market awareness
- Realism
- Proactive promotion & publicity
- Make publicity
- Integrate as a feature in DASH-USA
- Consumer benefits
- Highlight benefits
- Sell the 'sizzle'
- Make it easier to operate
- Eco-friendliness
- Funding
- Manufacturer involvement
- Offer free training with all new models
- Increase emphasis by USA
- Deafness awareness
- Insurance benefits
- Showroom demo
- Make it look COOL + FUN
- Highlight new features
- Sell new features
- Manufacturer involvement
- Make it easier to operate
7.5 Croatia (3rd August 2011) – Level 2

Mastertrainer after assessment D3.4:

Ekrem Becirevic
Darko Cato
Jure Granic
Roman Kovacek
Robert Kuster
Silven Mamic
Darko Musulin
Boris Novakovic
Josip Ovcaric
Ante Roscic
Davor Spajic
Doriano Zupicic
Mladenko Kordic
Sinan Auspahic
Expectations
Conclusions
Useful open questions for the SD-Training

Warm up
1st drive

1st Feedback

2nd Feedback

- Kako je radilo vaše trio?
- Kako biste ovde razvijali?
- Kako biste povezali ovaj seminar?
- Pro čine se za ovaj treninži?
- Da li ste do sada primijetili neko vijest?
- Josje biste nam porukom iz ove master trainings?

- Kako se osjećate?
- Kako zelite da vam rečem neču?
- Koji korak postavljaš?
- Sva očekujete od treninga?

1. Kako se osjećate nakon pritvorenih novih
2. Jesu li ispunjenova vaše očekivanja?
3. što ste po vama ovoj
4. Predstavljajte li Vašu
5. Da li ste u praksi

stil Eko-vožnje bilo
provjeri rati ovakav
sudjelujete u dosadašnjemu

eco-vožnje?
7.6 Hungary (30th August until 1st September 2011) – Level 1&2

Mastertrainer after assessment D3.4 and D4.2:

Lajos Bozzai
Attila Timko
Laszlo Vörös Endro
Istuan Meszaros
Mihaly Juhasz Csaba
Peter Keri
Agnes Horvath
Geza Ördögh
Gabriella Evansne Sipos
Attila Ostyanszki
Janos Madacs
Conclusions Level 2

Experienced drivers as a target group

- Probably needs more exact measurements
- Needs to explain the use of ECODrive
- Should point more on the 3, 4, 5 level of GDE Matrix
- Nehezéből féle bypass a magam!
**Our main Conclusions**

- Big differences about consumption
- The results speak for themselves
- It is clearer now
- It is not so difficult like it sounds before
- To feel more comfortable to be a coach
- It was practical
- To implement it need more practice
- Paper and pen to remember the targets to write remarks
- Some "honey"
7.7 Czech Republic (25\textsuperscript{th} until 27\textsuperscript{th} September 2011) – Level 1&2

Mastertrainer after assessment D3.4 and D4.2:

- Vera Jakubeova
- Zdenek Kucerik
- Renata Sedlakova (only Level 1)
- Karel Bezdekovski
- Jaroslav Dvorak
- Dalibor Tichy
- Libor Haltmar
- Martina Csonkova
- Bronislav Polasek
- Milan Pazdera
- Petr Malinsky
- Bohumil Pohazka
- Jiri Vondrcuska (only Level 1)
- Robert Franek
Expectations
Safety first

We don’t use the display with fuel consumption

Mistakes while focused on fuel consumption

I made mistakes watching the fuel consumption

downhill - the car doesn’t change to the 4th
Coaching

Define clear goals
Figure out an aim

Before a situation

Coach: How can I support you?
Coach: When should I support you?

During the situation

What are your feelings?
How did you like it?

After the situation

What did you miss?
What specifically:

Use open questions

What is a steady speed for you?
How can I apply it?
What do you do when you overtake?

What influences your speed, when:

How can you reduce fuel consumption?
What rpm do you like to use for shifting?
7.8 Finland (29th September 2011) – Level 2

Mastertrainer after assessment D3.4:

Sari Saarni
Esa Mikkola
Mika Tiitinen
Toni Vuoristo
Anssi Karjaluoto
Tapio Paasimaa
Leif Bondarew
Olli Seppälä
Kari Vaarna
Kaj Wennman
Eira Möttönen
Markku Rintala
Sakari Hopia
Expectations
Conclusions

- We need to be open in the minds
- Interesting
- Some changes in attitudes are possible
- Neutral - there are situations where it works
- I must think if I must change something
- Put together EcoDriving / ECOWILL
- We seen, we do the same things
7.9 Lithuania (24th until 26th October 2011) – Level 1&2

Mastertrainer after assessment D3.4 and D4.2:

Rokas Markevicius
Kastytis Povilaitis
Vitoldas Milius
Arturas Klimka
Alvydas Jankauskas
Mykolas Grinevicius
Ernestas Juskevicius
Andrejus Savcenko
Arturas Pakenas
Kestutis Straždas
Gediminas Keras
Linas Budrys
Expectations
Conclusions Level 1

Overtaking as an example

What are his motives?

Level 3

Būtynė

Saugumas

Saugumas

Sprūdumas

Isvertinimas

Aplinka

What do you know about?

What do you want to do?

Level 1

Galimybė

Pasiruošimas

Greitis

Use the right questions

Galimybės

Manevras

Salvos

Paisižiūros

Distance

Observe behaviour

Open questions

Patirtis

Rizikos vertinimas

Situacijos vertinimas

Althimnas

Deljimno vertinimas
practical experiences part II

Don't know the car will be difficult?
Don't know the route will be difficult?
Use concrete, helpful tips

3 roles are important
Role-taking was useful
New teaching methods
Another aspect of methods
Psychological aspects are important

To praise is better than say the mistakes!
You come also in the roles in life
Something for the future

Useful for my useful for my
personal practical courses
driving

Coaching is possible in driving teaching
Conclusions Level 2

- practical experiences part III

- to be partner in the process
- practice is very important
- we have to listen and to ask
- I like being in three roles
- atmosphere during teaching

- much food for brain
- share the experiences
- the training concept is interesting
7.10 Poland (7th until 9th November 2011) – Level 1&2

Mastertrainer after assessment D3.4 and D4.2:

Radostaw Jaskulski
Andrzej Nagadowski
Piotr Kwapiszewski
Pawel Bill
Kamil Kzujsza
Robert Szpindor
Tomasz Talaruzyk
MichaT Cichosz
MichaT Szlafka
Dawid Zawadzki
Bartosz Kubicki
Zbigniizw Wozwiak
Expectations
Main results from the practical exercises:

- No GFA!

Observation:
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
- Luzie, quick brown fox,
Goal for the evening

After the lesson I will be able to accept all speed limits without any correction from my driving instructor.

- Observe other drivers and their reaction
- Observe other drivers if they use Ecotaining
- Adjust the speed
- Observe the surroundings and avoid stops
- Observe the road
- Observe the distance to the car in front and the road of other drivers
- Neutral: observe safely and economical
- Use the maximum of momentum
- Approaching lights in Neutral
- Road infrastructure for Ecotaining
Coaching in Driver Education

Proposal

- Sandwich
- Information about the driving
- Coachee find solution by himself

- Sandwich
- Cooperation
- Relationship
- Building up awareness
- Motivation

- Sandwich
- Leading to get his own conclusion
- Showing good things

- Sandwich
- Build up satisfaction
- Praising

- Sandwich
- We can suggest him
- Give a positive feedback
Practical experience
Part II

- We had fun and it was meaningful
- To create a good atmosphere
- To come to know the coachee
- Establishing rules before driving
- Establish the goals with the coachee before
- Less information means to remember more
- Concentrate more on one or two tips then everything
- Short message (golden tips)
- To train "try it"
- To give tips in the right situation
- Give information in a clear situation without danger
- To be evaluated by other coaches evaluated us
- The coachee give feedback
Conclusions Level 2
7.11 Greece (21\textsuperscript{st} until 23\textsuperscript{rd} November 2011) – Level 1&2

Mastertrainer after assessment D3.4 and D4.2:

Aikaterini Baskouta
Michelakis Eletherios
Harbis Panagiotis
Liaros Evaggelos
Mertika Aikaterinh
Athanasios Gkountelas
Pliakos Triantafkós
Kostas Maurakis
Dimitri Theodotou
Spyridoula Astarantoumi
Papawikrovleas
Panagiotis Papdimitriou
Expectations
first experiences
with practical
exercises

Διαφορετικά

Ερωτηματικά
gia kapoiou
λεπτομερειας

Αρκετά ένδυσα
πολύ ευτυχία
αυξησης

Φανταστικά

WONDERFUL EXPERIENCE

Διαφορετικά

Οινοπνευματικά
ξίδια

Αλέες Τραμος
ουροντς

Φανταστικά
Conclusions Level 2
7.12 Italy (5th until 7th December 2011) – Level 1&2

Mastertrainer after assessment D3.4 and D4.2:

Piero Orlandi
Fabio Tavecchia
Gabriele Azzi
Manuel Ricardi
Bario Pozzi
Lorenzo Forneras
Rolando Megrello
Cesare Galbiati
Andrea Quercizu
Andrea Ballini
Stefano Galletti
Pierluca Leo
Expectations

to the Seminar

Riferirsi, Qualità, Interazione

Imparare, Confrontarsi

Apprendere, Qualità, Competenza

Concepire, Nuove Tecniche

Improvvisare, Qualità

Visioni, Qualità, Competenza

Scattare, Qualità, Professionalità

Expectations

to the trainers

Imparare, Confrontarsi

Metodo

Interazione, Chiarezza

Praticità, Profondità

Chiarezza, Competenza

Get into the Instructor's Shoes
Conclusions Level 1

- My main conclusion of the 1st day

- DA PROVARO
- POSITIVO MA DIFFICILE
- PASSIONE
- NOVITA'
- INTERESSANTE
- INNOVATIVA
- INTERESSANTE E DIVERTENTE
- NUOVO APPROCCIO
- CRITICA DI GRUPPO
- INTERESSANTE FASE DI APPRENNIMENTO
- EVOLUTION
- IMPEGNO
- INTUITIONE MA EFFICACE
- INNATURAL MA EFFICACE
Learnings from exercises

- Si Bagliando
- Si Impara

- Mettersi in discussione
- Fiducia

- Autovalutazione
- Riflessione sugli errori

- C'è sempre da imparare

- GDE Matrix
- Confronto

- L'importanza dell'approccio tecnico/didattico

- Feedback & Interazioni con Agliens/locutori

- Il confronto fa crescere

- Fare domande

- Interagire
- Non dare nulla per scontato

- Confronto e sintesi

- Incremento delle competenze
Experiences from today
3rd part

What was easy?

- Per Corso
- Prep determinato
- Spiegazione delle 3 regole
- Seguire schema
- SD training
- Auto valutazione
- Non absente
- Sbagliato strada

What was not so easy

- Dimostrare il valore dell'anticipo (secondo)
- Dimostrare l'effettivo risparmio d'energia
- Creare l'ambiente favorevole
- Dimostrare che l'esiquisca non è in contrasto con la sicurezza

- Fare domande aperte
- Fare domande aperte
- Non evitare gli errori
- Non parlare di errori tecnici
- Passaggio da istruttore a coaching
- Convincere il coacere a seguire nella formazione
- Gestire le resistenze/obiezioni
- Non fare critiche negative
- Naturalizza
- Formulare domande aperte

Suggerimenti in guida
- Domande aperte
7.13 Germany (14th December 2011) – Level 2

Mastertrainer after assessment D3.4:

Werner Helfen
Rainer Kiauka
Jörg Paulsen
Stefan Schmidt
Lutz Hase
Klaus Hegemann
Rudolf Schinke
Holger Bleke
Michael Marscheider
Helmut Brenner
Christiane Jordan
Marco Tabbert
Expectations

- Seminar
  - New ideas
  - New methods
  - Teamwork

- Trainer
  - New ideas
  - What is SD-Training?
  - Austausch
  - New Methodik?
  - Tipps - Tricks
  - Coachings - Zeitplan - Übungen

- New
  - Neues für die Umsetzung
  - Neues erfahren

- to my self

- Neues erfahren
Conclusions

mein "-Erlebnis
meine Erfahrungen

Ziel - Satzung
- Vereinbarung
- Einführungsgespräch

Mehr Eigenes
- Führen üben

bessere Formulierung

weniger
- weniger
- mehr

Auswertung
- wenige Zeit für den Akademiker
- Ziele klar formulieren
- Anlauf klar strukturieren

Wenn der gut fährt,
- wird es schwer
- wird es schwierig

Motivation
- Positiv

- Zu hören
- Zurücknehmen
7.14 Hungary (13th until 15th February 2012) – Level 1&2

Mastertrainer after assessment D3.4 and D4.2:

Ferenc Pesoldt
Janos Rabl
Laszlo Jakab
Lovas Zoltan
Elvira Fülöp
Tibor Kapitany
Jakab Miklos
Laszlos Barabas
Zoltan Farago
Vineze Zoltan Tamas
Zoltanne Rakocza Agnes
Expectations

to the group

- Konstruktív hozzálépés
- Kreativitás
- Ősszakció
- Együttműködés
- Kölcsönös Együttműködés
- Beszélés, alkalmazás

Topozadott változás
Tapasztalat cseré
Tapasztalatok megosztása

Expectations
to myself

- Uj ismeret elsağıtása
- Különbség a vezetésben
- Ismeretek megnövekedése
- Tervezés
- Elsojáték
- Szokások fejlesztése
- Maximalis befolyás
- Gondolatmenet, elfogadás
- Almás
- ISMERET
- ISMERETEK

Elajánlás
- Topozadott változás
- Tapasztalat cseré
- Tapasztalatok megosztása
- Különbség a vezetésben
Golden Rules

**Easy**
- Shifting up was easy
- Steady speed was ok
- Interesting to drive in this style

**Not so easy**
- Shifting back - watching the display
- Neutral - it was unnatural
- Low RPM - was like to go out of the car
- Drive in snow with traction

**Overall change of attitudes**
- Difficult to think as a learner
- To think at the examination
- To find the right way

**Culture of Hungary**
- Criteria for examinations

**Radio costs, fuel**
- Switch off heating in the back
Conclusion
Look into the future

How can we introduce it in our system?

There can be resistance by experienced drivers.

We can not teach it in the moment.

It will be a challenge for experienced drivers.

For novice drivers it can be difficult.

What can be introduced?
Experiences from SD-T today

easy
not so easy
7.15 Germany (15th March 2012) – Level 2

Mastertrainer after assessment D3.4 and D4.2:

Michael Schallhorn
Gunnar Sprenger
Michael Reichentrog
Manfred Kamphausen
Annett Engelke
Harry Bittner
Henning Swierski
Guido Kreis
Frank Döblitz
Hans-Otto Ströh
Gert Schmidt
Dieter Quentin
Expectations
7.16 Germany (1st June 2012) – Level 2

Mastertrainer after assessment D3.4 and D4.2:

Roland Richter
Ralf Peinemann
Helga Bayer
Heinz Dieter Zander
Helmut Engelmann
Ulrich Henkel
Short-Duration Training

- Warm up (5'-10' 0,0)
- 1. Fahrrunde (6.2 15'-20')
- Feedback (5'-10' 0,0)
- 2. Fahrrunde (5.4 15'-20')
- Feedback (5'-10')

Schwung nutzen
Voraus- schauen
Abstand
Vergroßern
Früh
Schallen
8. Lessons Learned

Lessons learned

- During the seminar it is absolutely essential to have two professional translators:
  - one translator is overstrained!
  - simultaneous translation need two translators
  - interpretations must be avoided!

- Don`t change the translators during the seminar. They are involved in the group dynamic.

Lessons learned

- The cars must be practical:
  - no automatic gear box!
  - enough space for 5 persons!
Lessons learned

- Moderation cards, cue cards or prompt cards are used in the moderation method. This method was developed in Germany around 1960. The minimum size is 20.5 cm x 9.5 cm. In some countries you can not buy these cards.

- White board pens are not adequate.

- We bring the cards and the pens with us.

Lessons learned

- max. 12 participants

- Observers are ok in the seminar, but the role of them must be clear: they are observers
  - to participate in the discussion costs a lot of time.
  - to observe the practical part is sometimes possible, to train is not possible.
Assessment

- The questionnaire was written in German
- The questionnaire was translated into English and send to the partners
- The questionnaire was translated into national language
- Except Austria and Finland participants failed the assessment.

Lessons learned

- The professional translators from Spain, Croatia, Hungary and Czech Republic said, that there are translations problems (understanding)!
- The questionnaire should be checked by professional translators. Better will be a translation from German into the national language not from English into the national language.
9. Feedback and Executive Summary

Within the WP4 Train-the-Trainer Seminars 186 national Master-Trainer were certified. The higher number of trainers compared to the originally planned output of 156 Master-Trainer results from the additional WP4 seminars in Germany and Hungary.

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of certified trainer</th>
<th>Type of seminar/Number of seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>13</td>
<td>Level# 2</td>
</tr>
<tr>
<td>Croatia</td>
<td>14</td>
<td>Level# 2</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>12 + 2 (only Level 1)</td>
<td>Level# 1 + 2</td>
</tr>
<tr>
<td>Finland</td>
<td>13</td>
<td>Level# 2</td>
</tr>
<tr>
<td>Germany</td>
<td>32*</td>
<td>Level# 2</td>
</tr>
<tr>
<td>Greece</td>
<td>12</td>
<td>Level# 1 + 2</td>
</tr>
<tr>
<td>Hungary</td>
<td>22</td>
<td>Level# 1 + 2</td>
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<tr>
<td>Italy</td>
<td>12</td>
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<tr>
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<td>6</td>
<td>Level# 2</td>
</tr>
<tr>
<td>Poland</td>
<td>12</td>
<td>Level# 1 + 2</td>
</tr>
<tr>
<td>Spain</td>
<td>13</td>
<td>Level# 1 + 2</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>13</td>
<td>Level# 2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>186</strong></td>
<td>1</td>
</tr>
</tbody>
</table>

* two more Mastertrainer (Schincke, Danker)

1 Additional DVR-Mastertrainer Jochen Lau & Kay Schulte

In addition to the 186 national Master-Trainer in ECOWILL countries, 23 Master-Trainer were qualified in non ECOWILL countries (11 in Switzerland → Level# 2 and 12 in Abu Dhabi → Level# 1 + 2). This was achieved thanks to the efforts of the Quality Alliance of Ecodriving in Switzerland and the continuous dissemination efforts of EFA.
Feedback-Forms

The general idea of the Feedback-Forms was to provide a detailed insight on the Train-the-Trainer seminars from the perspective of the participating instructors. This was planned by DVR in a two-step approach. At first the feedback from the participants was collected at the end of each seminar. Each participant had the opportunity to comment the seminar comparing the results with his original expectations. This feedback is part of each country specific seminar report. The results were part of the continuous quality management of DVR providing suggestion how to improve the seminar, materials and its content. These results were summarized in regular lesson learned updates also provided to the consortium partners.

In order to get more information and have closer look on the long term effects of the seminar DVR compiled a standardized Feedback-Form and sent it out to each consortium partner several months after the seminar. The results are part of the continuous improvement idea and are supposed to help each partner in preparing the WP5 seminars in each country. If any obstacles or problems are identified this can be ruled out before further seminars are conducted.

The template was provided in English by DVR and was translated into national language by each partner. Partners were asked to summarize the feedback of all participants if possible. In order to give a complete insight on the provided feedback all forms were included the way they were returned to DVR. For a better overview the comments are summarized according to pan-European similarities in the “Executive Summary” section of this report.

It has to be taken into account that participants of the WP4 seminars must be considered as top level experts on Ecodriving and teaching. This was one of the important success factors in order to guarantee a good quality for upcoming seminars of WP5. Therefore the feedback provided is a valuable contribution in order to improve the seminars a guarantee a sustainable infrastructure in each country. Even though the number of feedback forms returned is limited in terms of statistical relevance the information and insights provided must be considered as highly valuable for the project and upcoming national activities.
General feedback summarized in average school grades

<table>
<thead>
<tr>
<th>Country</th>
<th>Practical Part</th>
<th>Theoretical Part</th>
<th>Materials</th>
<th>Trainer</th>
<th>Overall</th>
</tr>
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<tbody>
<tr>
<td>Finland Level 2</td>
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<td>3,0</td>
<td>2,8</td>
<td>3,6</td>
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<td>Germany Level 2</td>
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<td>3,0</td>
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<tr>
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<td>3,7</td>
<td>3,4</td>
<td>3,8</td>
<td>3,7</td>
</tr>
<tr>
<td>Hungary Level 1 + 2</td>
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<td>3,7</td>
<td>3,8</td>
<td>4,0</td>
<td>3,8</td>
</tr>
<tr>
<td>Italy Level 1 + 2</td>
<td>3,7</td>
<td>3,8</td>
<td>3,3</td>
<td>3,6</td>
<td>3,7</td>
</tr>
<tr>
<td>Lithuania Level 1 + 2</td>
<td>3,7</td>
<td>3,7</td>
<td>3,7</td>
<td>3,7</td>
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<tr>
<td>Poland Level 1 + 2</td>
<td>3,0</td>
<td>3,0</td>
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<td>3,0</td>
<td>3,0</td>
</tr>
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<td>Spain Level 1 + 2</td>
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<td>3,5</td>
<td>3,7</td>
<td>3,7</td>
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<tr>
<td>Croatia Level 2</td>
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<td>3,0</td>
<td>3,0</td>
<td>3,0</td>
<td>3,0</td>
</tr>
<tr>
<td>Czech Republic Level 1 + 2</td>
<td>3,0</td>
<td>2,0</td>
<td>2,0</td>
<td>3,0</td>
<td>3,0</td>
</tr>
<tr>
<td>Austria Level 2</td>
<td>2,5</td>
<td>3,5</td>
<td>2,5</td>
<td>3,5</td>
<td>3,5</td>
</tr>
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<td>United Kingdom Level 2</td>
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The feedback on the Train-the-Trainer seminars is very positive. The trainer and their work are very much appreciated. Feedback from "expert countries" is a little bit more reserved which may be due to the fact that participating trainers in those countries are considered to be top level experts on Ecodriving even before the seminar.

Besides giving grades participants were asked to give additional comments on the seminar. The comments are summarized below. Only comments reflecting the opinion of more participants are included in this summary in order to provide a pan-European perspective on the seminar and identify commonalities. Yet it is interesting to have a closer look on the country specific comments provided in the partner sections above in order to identify potentials for improvements in each country.
Feedback on Train-the-Trainer Seminar (WP4)

Improvements
- More time to:
  - practise coaching
  - practise and experiment with Ecodriving techniques under various traffic conditions
  - discuss and interact with the other Master-Trainers

- Improvement of materials’ translation (esp. qualification test)

- More technical background information on Ecodriving

Open Questions
- Seminar Contents
  - More detailed information on Coaching and GDE Matrix and how to apply it
  - Data on saving impact of the individual techniques/ tips (esp. fuel cut off vs. neutral)

- ECOWILL Project
  - Further opportunities of improvement/ additional certification
  - Project plan on marketing of SD-Training to raise drivers’ awareness

Additional Information
- ECOWILL Project
  - More detailed manual on topics like GDE-Matrix
  - Ongoing information of national Master-Trainers (project progress/ next steps)
  - Digital format of all contents (CD-ROM); interactive materials
  - Webpage for trainers to exchange experiences

- SD-Training
  - Marketing and dissemination materials (e.g. flyers, films, related presentations) to commercialize the product

- Ecodriving
  - Practical examples, case studies, successful projects

- Further TTT-Seminars
  - Update regarding new technologies (hybrids, electrics and gas)
  - Information concerning on-board devices
Experiences with Ecodriving Contents

- Level #1
  - The acceptance of Ecodriving in learner driver education is high
  - The seminar helped to be more methodic and efficient when training learner drivers

- Level #2
  - The acceptance of Ecodriving on part of licensed drivers is somewhat low
  - To be convincing, instructors must have different examples for various traffic situations in store

Other Comments

- Ecodriving should be integrated into re-education of drivers, whose license has been suspended because of traffic rules violations

- There should be an annual meeting of coaches from all countries with changing location

Summary of Experiences (DVR Perspective)

- Coaching method is highly appreciated as additional tool

- Most participants appreciate the opportunity to exchange experiences with colleagues and experts

- Most participants enjoy to experience the practical relevance of Ecodriving

Lessons learned

- Useful to include controversial issues (like using neutral) to start discussion and overcome prejudices

- Integration of important stakeholders in the Train-the-Trainer seminars was very useful

- It proved effective to discuss the most common errors after the qualification test to ensure a common understanding

Outlook on WP5 and WP6 activities

- TTT-Seminars are considered as a good start for Ecodriving dissemination, yet there is still some work to do:
  - Adjusting the handbooks based on comments and expertise of participants
  - Fostering exchange of experiences within the group of Master-Trainers
  - Supply of required materials supporting the instructor (marketing-, information- and teaching materials)
Annex 1
Feedback Forms (Countries)
Feedback on TTT-Seminar:

- **Practical part**
  - Very helpful: 4
  - Helpful: 3
  - Less helpful: 2
  - Not helpful: 1

- **Theoretical part**
  - Very helpful: 4
  - Helpful: 3
  - Less helpful: 2
  - Not helpful: 1

- **Provided materials**
  - Very helpful: 4
  - Helpful: 3
  - Less helpful: 2
  - Not helpful: 1

- **Trainer**
  - Very helpful: 4
  - Helpful: 3
  - Less helpful: 2
  - Not helpful: 1

- **Overall**
  - Very helpful: 4
  - Helpful: 3
  - Less helpful: 2
  - Not helpful: 1
Suggested improvements for the TTT-Seminar:
  o “using the Austrian way and not focusing on measuring 1st and 2nd ride only”
  o “a wider circle of Mastertrainers in Austria would be useful”

Still unsolved/ open questions:
- Seminar contents (e.g. "Golden Rules", Coaching, technical/ theoretical background, etc.)
- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)

Additional information materials (Requests, comments and ideas for further information materials):
- ECOWILL project
  o “an annual meeting about achievements and further projects would be interesting”
- SD-Training
  o “send information material regularly”
- Ecodriving background information
  o “list of all available ecodriving tipps”
- Further TTT-Seminars

Experiences with Ecodriving contents (What has been done since the TTT-Seminars?):
- Level #1

- Level #2
  o “people like the short duration trainings, the concept works”
  o “the program for the short duration training is too tight and not enough convincing to the customer”

Other comments (not reflected in the categories above):
“from time to time meetings of trainers to discuss their experiences”
Netherlands

No feedback from participants of level 2 seminar in
Spain

**Summarized Feedback on TTT-Seminar as provided by RACC:**

- **Practical part**
  
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- **Theoretical part**

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- **Provided materials**

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- **Trainer**

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- **Overall**

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**Suggested improvements for the TTT-Seminar:**

- It is important that the trainers improve the planning and organization of the practical sessions in both levels in order to take advantage over the time and knowledge.
- The language used in the certification test must be more concrete: it is not clear at all.
- More knowledge about new technologies and its implementation in learning.
- Will be very useful extend the practice time in both levels in order to have time to acquire all the information.
- More specific content relative the mechanical part of the vehicle and its interaction with the new way of learn.

**Still unsolved/ open questions:**

- Seminar contents (e.g. “Golden Rules“, Coaching, technical/ theoretical background, etc.)
  - A more complete introduction of the coaching and how it is used in ecodriving before any other content of the seminars.
  - Technical contents relative new technologies and its correct use must be updated.
  - The coaching as the principal tool to develop this seminars requires time to be recognize by the participants. Then, this must be explained perfectly in order to take advantage of all the content.
  - A better explanation of the GDE Matrix. It is difficult to understand and also to explain to other driving instructors.

- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)
  - It is a project with future, but it is interesting that DGT introduces the ecodriving in driving school curricula as soon as possible. Which plans do you have about it?
  - Requires a high quality control check in order to maintain the same level as the first seminar herd in Madrid. How are you going to handle this?
  - The ECOWILL project (and the UE) will participate in the tasks to create the SD training as a standard inside each participant country?
  - How RACC will help ECOWILL to be implemented in public administration directives relative transport and specially ecodriving?
**Additional information materials** *(Requests, comments and ideas for further information materials):*

- **ECOWILL project**
  - It is required a better structured and complete manual.
  - Material relative the DGE Matrix is necessary in order to understand it.
  - The project must keep informed the national trainers about the ECOWILL update.
  - Will be useful to give marketing material for the national ECOWILL trainers.
  - Digital format of all the contents (CD-ROM)

- **SD-Training**
  - Improvement of the manual is required.
  - Also, materials for a marketing campaign are necessary in order to commercialize the product.
  - A guide about European costs of this product will be interesting in order to harmonize the prices.

- **Ecodriving background information**
  - It is required more mechanical information.
  - Will be more interesting have a NATIONAL background about the ecodriving rather than a Germany history of ecodriving.
  - European activities held in the past. Examples, case studies and other successful projects of the same topic or relative.

- **Further TTT-Seminars**
  - Must include information about new technologies of road safety and others that affects directly over the ecodriving.
  - A section about hibrds, electrics and gas motor vehicles will be interesting to have.
  - Information about the instruments that measures the fuel consumption (updates).
Experiences with Ecodriving contents (What has been done since the TTT-Seminars?):

- Level #1
  - Collaboration to create a national standard for the ECOWILL seminars (Level 1 and level 2)
  - Participation as a trainer in the Barcelona TTT seminars held on 24-26 of January.
  - Participation as an observer in order to keep track of quality while trainers develop the seminars.

- Level #2
  - Collaboration to create a national standard for the ECOWILL seminars (Level 1 and level 2)
  - Participation as a trainer in the Barcelona TTT seminars held on 24-26 of January.
  - Participation as an observer in order to keep track of quality while trainers develop the seminars.
  - Last October (2011) while the RACC Road show in Barcelona, trained approximately 90 people under the SD Training techniques of the ECOWILL project.

Other comments (not reflected in the categories above):
Feedback on TTT-Seminar as provided by individual participants as members of CNAE (EFA member / driving school association in Spain):
Feedback no. 1/3

Comentarios relativos al seminario

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Que mejoras sugiere para el curso:
Dado que va dirigido a la formación de determinados formadores, con alto grado de especialización, entiendo que se debe potenciar tanto la parte teórica como la práctica, con más contenidos y ejercicios.

Cuestiones aún sin resolver/Preguntas abiertas respecto a/al:
- Contenido del seminario (ejemplo: “Reglas de Oro”, Coaching, Conocimientos técnicos/teóricos, etc.)

- Proyecto “ECOWILL” (ejemplo: Siguientes pasos, participación en futuras actividades, resultados, etc.)
Material adicional (Solicitud, comentarios e ideas relativos al material informativo):
• Proyecto ECOWILL
• Curso intensivo (SD-Training)
• Antecedentes de la conducción eficiente
• Futuros seminarios TTT

Experiencias relativas a los contenidos de la conducción eficiente (Qué se ha hecho desde los cursos TTT?):
• Level #1
• Level #2

Otros comentarios (no reflejados en las categorías anteriores):
Consultas realizadas a los profesores que impartieron el curso quedaron sin una respuesta adecuada por su parte.
Cuestiones relativas a la conducción eficiente con vehículos híbridos o con cambios automáticos (tiptronic, caja automática, DSG, etc.) quedaron pendientes. Es un tema muy interesante dada la proliferación de este tipo de vehículos.
Feedback no. 2/3
Comentarios relativos al seminario

- Parte práctica

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**Que mejoras sugiere para el curso:**
Creo que pocas mejoras se pueden sugerir, debido a la buena gestión por parte de la organización del mismo. Quizás y como único detalle, la valoración de conocimientos adquiridos por el método de evaluación empleado.

**Cuestiones aún sin resolver/Preguntas abiertas respecto a/ al:**
- Contenido del seminario (ejemplo: “Reglas de Oro”, Coaching, Conocimientos técnicos/teóricos, etc.)

Los contenidos fueron expuestos con un alto grado de participación por parte de todos los integrantes, de tal manera que no quedaron cuestiones por resolver, aunque el modo de evaluación lo considero que fue demasiado alto en el nivel de exigencias y en la forma de evaluación con preguntas multirespuesta, por lo que creo que en los próximos cursos la forma de evaluación no se debiera realizar de manera tan exhaustiva.

- Proyecto “ECOWILL” (ejemplo: Siguientes pasos, participación en futuras actividades, resultados, etc.)

Se están llevando a cabo con unos resultados muy aceptables. En cuanto a la participación en futuras actividades del proyecto, estaré siempre dispuesto a colaborar.

**Material adicional (Solicitud, comentarios e ideas relativos al material informativo):**
- Proyecto ECOWILL
  Practico e innovador.

- Curso intensivo (SD-Training)
  Adecuado y de aplicación.

- Antecedentes de la conducción eficiente
  Diferente en cuanto a la metodología.

- Futuros seminarios TTT
  Dispuesto a realizarlos cuando se asiguen.
Experiencias relativas a los contenidos de la conducción eficiente (Qué se ha hecho desde los cursos TTT?):

- **Level #1**
  En el campo de integración de la conducción eficiente para la formación de conductores noveles, dentro de nuestro centro de formación, se está llevando a cabo para todos los alumnos, con un resultado más que aceptable y con una aplicación en su conducción in situ de la cual la seguimos mediante el contacto con los alumnos que realizaron la formación en nuestras aulas.

- **Level #2**
  En cuanto a las experiencias para impartir y dirigir seminarios de conducción eficiente para instructores y conductores con permiso de conducir, decir que estamos en proyecto de realizarlos a medio plazo de tiempo.

**Otros comentarios** (no reflejados en las categorías anteriores):

El curso se puede considerar diferente al resto de cursos que he realizado en los últimos años, sobre todo por el método, sistema y objetivo impartido.

Cabe destacar la magnífica labor realizada por la organización del RACC en cuanto a los medios, horarios, atención y servicio, haciendo especial mención a las traductoras, ya que sin ellas no se pudiera haber realizado el curso ni en el tiempo establecido ni tampoco con la forma, en especial con la transmisión de ideas y conocimientos que se aportaron.
Feedback no. 3/3
Comentarios relativos al seminario

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Que mejoras sugiere para el curso:
higher technical education teachers (about technology of the engines)
well translated text of the tests

Cuestiones aún sin resolver/Preguntas abiertas respecto a/al:
- Contenido del seminario (ejemplo: “Reglas de Oro”, Coaching, Conocimientos técnicos/teóricos, etc.)
  higher technical education teachers

- Proyecto “ECOWILL” (ejemplo: Siguientes pasos, participación en futuras actividades, resultados, etc.)

Material adicional (Solicitud, comentarios e ideas relativos al material informativo):
- Proyecto ECOWILL

- Curso intensivo (SD-Training)

- Antecedentes de la conducción eficiente

- Futuros seminarios TTT

Experiencias relativas a los contenidos de la conducción eficiente (Qué se ha hecho desde los cursos TTT?):
- Level #1

- Level #2

Otros comentarios (no reflejados en las categorías anteriores):
United Kingdom

At the time of finalising this deliverable the UK had sought feedback from trainees but had not yet compiled the responses.
### Feedback on TTT-Seminar:

- **Practical part**
  
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- **Trainer**
  
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- **Overall**
  
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### Suggested improvements for the TTT-Seminar:

- The qualification exam (Test for the trainers), which trainers take at the end of the TTT seminar contains some unclear questions and offers unclear answers to some questions. It is necessary to change or adjust such questions and the answers to them.
Still unsolved/ open questions:

- Seminar contents (e.g. “Golden Rules”, Coaching, technical/ theoretical background, etc.)

- An improvement has been suggested in the form of a better and more precise explanation of the application of eco driving rules in the vehicles that have automated transmission, for there are more and more of such vehicles in use. And also maybe to give some rough estimates (in percentages) how much longer we are going to drive according to Ecodriving style. Students ask such questions, despite the fact that the primary goal is fuel economy, CO₂ emission reduction and driving safety, not duration of the journey.

- It is necessary to further explain the consequences of driving in neutral (coasting). Explain the situation when it can be used and whether it is appropriate to implement it into short Ecodriving trainings.

- There were some differences in driving styles, for example, acting on the uphill and downhill in the context of applying Ecodriving rules, because there was only talk about driving on the flat part of the road, and people have questions about some other grounds not necessarily just city driving. The configuration of the terrain and road networks often requires a change in driving technique.

- It is proposed to provide better and clearer differentiation between the process of starting a vehicle with a cold engine and warming up the engine at idle before departure, as the instructions of some car manufacturers differ from the rules of Ecodriving, as there is a growing number of vehicles and engines with new technologies.
- It is proposed to more clearly indicate the use of additional devices in the vehicle, such as, how to use air conditioning in the context of Ecodriving, etc.
- It is proposed to give some clear instructions on what happens with the engine at lower revs in terms of possible damage and hybrid vehicles

- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)
- Inclusion of the new powertrain technologies (hybrid, EV) in the program.

Additional information materials (Requests, comments and ideas for further information materials):
- ECOWILL project

- SD-Training

- Ecodriving background information
  Information or some kind of case studies that show some safety results after Ecodriving trainings. Beside that piece of information, cost effectiveness, it is very important and interesting for the fleet operators.

- Further TTT-Seminars

Experiences with Ecodriving contents (What has been done since the TTT-Seminars?):
- Level #1

- Level #2
On August 3rd 2011, a level 2 seminar was held in the City of Zagreb (in the premises of Energy Institute Hrvoje Požar). On that occasion, 14 participants attended DVR seminar and at the end were certified for further multiplication of the TTT seminars and short duration trainings.

On June 30th 2013, Croatian Auto Club (HAK) organised Train-the-Trainer seminar in City of Zagreb (in the premises of HAK). On that occasion, 20 participants attended the seminar and at the end were certified for execution of short duration Ecodriving trainings. By the professional background, all of them are certified examiners, meaning that another group of qualified people with long lasting experience in coaching were employed for the training seminar (20 years of experience on average). After this seminar we covered all Croatian regions with our qualified Ecodriving trainers.

Near future plan is to educate the last group of 22 HAKs examiners (September 29th - not yet fully fixed date) and then continue to aggressively work on implementing Ecodriving directly into driving schools with our team of 56 trained trainers. However, EIHP and HAK already prepared national action plan for further ECOWILL training seminars for all driving school instructors.

Till now we organised two trainings for City of Zagreb employees (53 of them) and one more group needs to be educated. We also trained a group of free Ecodriving training winners (Euroherc insurance company was sponsor). 13 winners came to our Ecodriving training and were all very satisfied. One participant gave a radio interview inviting everyone to go through Ecodriving training because it is very useful.

We also arranged promo price for short-duration Ecodriving trainings with our partner HAK. This price is going to be valid for the period of ECOWILL project duration.

Other comments (not reflected in the categories above):
Some training participants said that in their opinion is (for more accurate results) better to have first driving round (free stile) before theoretical part than theoretical part and the last Ecodriving stile round in the car. Just a little bit different training order.

HAK (Croatia Auto Club) comment:
Coaches have confirmed their previous knowledge and got a new experience and new perspective on driving techniques. The obvious indicators are the effects of applying the rules of Ecodriving through fuel savings in training and everyday driving. They agree that this is a new approach to increase the drivers’ awareness to reduce fuel consumption, and bring greater attention and concentration while driving. However, it is perfectly clear that Ecodriving short duration training is only the initial start of application of Ecodriving rules and that expected results can only be achieved in the long run. The actual effects depend entirely on someone’s individual driving style and therefore it is important to implement training and continue our work to increase awareness and education.

More than 70 personal trainings have been carried out, both for citizens and companies, that passed the short eco driving training. The Feedback after Ecodriving training is very positive and it refers to achieving the goal of ecodriving. Citizens and company representatives who have undergone a short training very positively spoke about the effects of training and savings in fuel consumption, which on average range from 1.2 to 2.3 l/100 km. With all the trainings it has been confirmed that the second drive in which Ecodriving rules were applied reduces fuel consumption, and individual results are influenced by numerous factors and circumstances.
### Feedback on TTT-Seminar:

- **Practical part**
  - 4: Very helpful
  - 3: Helpful
  - 2: Less helpful
  - 1: Not helpful
  - 8: 3: Very helpful
  - 0: Helpful
  - 2: Less helpful
  - 0: Not helpful

- **Theoretical part**
  - 4: Very helpful
  - 3: Helpful
  - 2: Less helpful
  - 1: Not helpful
  - 8: 3: Very helpful
  - 0: Helpful
  - 2: Less helpful
  - 0: Not helpful

- **Provided materials**
  - 4: Very helpful
  - 3: Helpful
  - 2: Less helpful
  - 1: Not helpful
  - 9: 2: Very helpful
  - 0: Helpful
  - 0: Less helpful
  - 0: Not helpful

- **Trainer**
  - 4: Very helpful
  - 3: Helpful
  - 2: Less helpful
  - 1: Not helpful
  - 11: 0: Very helpful
  - 0: Helpful
  - 0: Less helpful
  - 0: Not helpful

- **Overall**
  - 4: Very helpful
  - 3: Helpful
  - 2: Less helpful
  - 1: Not helpful
  - 9: 2: Very helpful
  - 0: Helpful
  - 0: Less helpful
  - 0: Not helpful
Suggested improvements for the TTT-Seminar:
- I would integrate correcting the mistakes by instructors into the education of licensed drivers.
- The project could support the tutoring of 1-2 learner drivers for each trainee in order to get feedback from the practical implementation.

Still unsolved/ open questions:
- Seminar contents (e.g. “Golden Rules”, Coaching, technical/ theoretical background, etc.)
- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)
  o Are there further opportunities of improvement for the trainees/ training participants?
  o If there is opportunity, I would like to take part on further trainings to share and improve my experience.

Additional information materials (Requests, comments and ideas for further information materials):
- ECOWILL project
- SD-Training
- Ecodriving background information
- Further TTT-Seminars
  o Is there a higher level training available for the training participants?

Experiences with Ecodriving contents (What relevant activities did you perform before the TTT-Seminars?):
- Level #1
  - I used to teach these kind of techniques also before but those techniques were limited to the ones which are in line with the exam requirements. The learner drivers are open to the new techniques; however, I am not sure if they take them on and apply them afterwards.
  - I was partially using the techniques during the driving courses.
  - I teach most of the “golden rules” during the theoretical and practical sessions of the driving education.
  - Shift back to slow down the vehicle.

- Level #2
  o It is easier with licensed drivers, they consider the new information as an added value and they provide more feedback too.
  o I teach the “Shift up early” golden rule.
  o To use the momentum of the car outside the city limits.
What kind of relevant activities do you plan after the training?

♦ **Level1:**
  - To introduce Ecodriving techniques for learner drivers based on the available possibilities.
  - I will teach more and also new techniques of ecodriving.
  - To emphasize the techniques more during driving education in the future.
  - I will partly integrate the acquired knowledge.
  - Due to the official exam requirements it is not possible to fully integrate it into the driving education but I will partly integrate it in line with the opportunities.
  - There are limited opportunities due to the current frame of the exam system.

♦ **Level2:**
  - To introduce Ecodriving techniques for licensed drivers based on the available possibilities (there are more opportunities for them).
  - I will teach more and also new techniques of ecodriving.
  - I will fully integrate these driving techniques at my driving school.
  - I would like to teach short duration trainings.
  - I will try to transfer the knowledge I have learnt here and integrate it into the master instructor education starting soon.

**Other comments (not reflected in the categories above):**

Thank you, it was really good!
The training was very useful for me. I would like to transfer the knowledge I have learnt here.
Thank you.
I enjoyed it a lot. Thank you for the opportunity!
Czech Republic

Feedback on TTT-Seminar:

- Practical part
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful

- Theoretical part
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful

- Provided materials
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful

- Trainer
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful

- Overall
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful
**Suggested improvements for the TTT-Seminar:**
From the feedbacks provided by the attendees of the TTT seminar in the Czech Republic, it could be concluded that in the first place they would next time recommend a more detailed theoretical part in which the rules of ecodriving would be in more detailed explained, ideally with the “physics” behind and with some concrete examples e.g. using quantified data.

Another often mentioned tip for further improvement was to introduce a more “sophisticated” approach in practical trainings in cars via e.g. using “data memorization” of driver’s style behavior for their further analysis. The trainees then better accept the recommendations for eventual adjustment of their driving style and become better prepared for future trainings led by them. The course in which the trainee under guidance of the trainer defines and then tries to achieve goals which are difficult to be assessed in some quantifiable way (e.g. better way of gear shifting) was many participants found at not persuasive enough for changing trainee's driving style and its behaviour on the road.

Furthermore, since the DVR trainers used different language then most of trainees were able to speak to, esp. in the practical training that caused frequent misunderstandings (since there were not professional translators in each car). Another “insufficiency” was in the practical part the existence of only “2” trainers onto a group of 12 trainees which resulted in moments where some trainees lost the “guidance” and did not know what to train. Thus, the master trainer shall be present always in every car used for practical trainings.

**Still unsolved/ open questions:**
- Seminar contents (e.g. “Golden Rules“, Coaching, technical/ theoretical background, etc.)

As already mentioned, the theoretical part shall be more elaborated on the explanation of ecodriving rules, the “physics” behind, how to properly apply and make us of the rule in practice, and possible effects which can be achieved.

- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)

The feedback from the WP4 TTT seminar in the CR was, that consequent SDTs to be found attractive for the target group in the country, shall include some form of the quantified assessment of driver’s performance in the course. Thus, as a result, with the contributions from the trainees and other experts, there was worked out a country-specific WP6 “protocol” which includes a total of 10 areas which are separately evaluated in the course leading to the ultimate number of points which can be compared with other attendees. Among assessed areas, there are both the golden rules of ecodriving, but also road safety (in order to reject doubts raised often that ecodriving may be at the expense of worse road safety), the average fuel consumption and speed on the route recorded (in order to document that ecodriving may result into better fuel economics while lowering time spent on the trip), and also the theoretical knowledge of aspects which influence ecodriving – all always assessed after each training route.
**Additional information materials** (Requests, comments and ideas for further information materials):

- ECOWILL project

- SD-Training

- Ecodriving background information

- Further TTT-Seminars

**Experiences with Ecodriving contents** (What has been done since the TTT-Seminars?):

- Level #1

- Level #2

**Other comments** (not reflected in the categories above):
**Finland**

**Feedback on TTT-Seminar: Feedback no.1/8**

- **Practical part**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful

- **Theoretical part**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful

- **Provided materials**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful

- **Trainer**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful

- **Overall**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful
**Suggested improvements for the TTT-Seminar:**  
More time for discussion

**Still unsolved/open questions:**
- Seminar contents (e.g. "Golden Rules", Coaching, technical/theoretical background, etc.)
  
  None

- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)
  
  Next we should find more funding for course marketing.

**Additional information materials (Requests, comments and ideas for further information materials):**
- ECOWILL project
  We could think about international webpage for the trainers to change experiences and for networking.

- SD-Training

- Ecodriving background information

- Further TTT-Seminars

**Experiences with Ecodriving contents (What has been done since the TTT-Seminars?):**
- Level #1
  
  n/a in Finland

- Level #2

**Other comments (not reflected in the categories above):**
## Feedback on TTT-Seminar: Feedback no. 2/8

- **Practical part**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful

- **Theoretical part**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful

- **Provided materials**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful

- **Trainer**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful

- **Overall**
  - 4 Very helpful
  - 3 Helpful
  - 2 Less helpful
  - 1 Not helpful
Suggested improvements for the TTT-Seminar:

Still unsolved/ open questions:
- Seminar contents (e.g. “Golden Rules”, Coaching, technical/ theoretical background, etc.)
- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)

Additional information materials (Requests, comments and ideas for further information materials):
- ECOWILL project
- SD-Training
- Ecodriving background information
- Further TTT-Seminars

Experiences with Ecodriving contents (What has been done since the TTT-Seminars?):
- Level #1
  n/a in Finland
- Level #2

Other comments (not reflected in the categories above):
Feedback on TTT-Seminar: Feedback no. 3/8

- Practical part
  1. Very helpful
  2. Helpful
  3. Less helpful
  4. Not helpful

- Theoretical part
  1. Very helpful
  2. Helpful
  3. Less helpful
  4. Not helpful

- Provided materials
  1. Very helpful
  2. Helpful
  3. Less helpful
  4. Not helpful

- Trainer
  1. Very helpful
  2. Helpful
  3. Less helpful
  4. Not helpful

- Overall
  1. Very helpful
  2. Helpful
  3. Less helpful
  4. Not helpful
**Suggested improvements for the TTT-Seminar:**
The actual training needs tools. Evaluation material and feedback material is must. You have to understand what has been done already in the country under training.

**Still unsolved/ open questions:**
- Seminar contents (e.g. “Golden Rules”, Coaching, technical/ theoretical background, etc.)
  
  Golden Rules is minimum rules. Can be much more. Less Coaching! Time in the car for one person must be at least 75 minutes!

- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)
  
  Should be a yearly meeting to coaches from every country. Every year in different place.

**Additional information materials** (Requests, comments and ideas for further information materials):
- ECOWILL project

- SD-Training

- Ecodriving background information

- Further TTT-Seminars

**Experiences with Ecodriving contents** (What has been done since the TTT-Seminars?):
- Level #1
  
  n/a in Finland. Nothing much. Planning of the coming courses.

- Level #2

**Other comments** (not reflected in the categories above):

Listen to the coaches, who have done this driver training long time. Safety is more important than economy, so risk analysis is needed.
**Palaute kouluttajakoulutuksesta:** Feedback no. 4/8

- **Käytännön osuus**
  
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- **Teoriaosuus**
  
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- **Käytetty ja jaettu materiaali**
  
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- **Kouluttajan asiantuntevuus**
  
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- **Yleisarvosana koulutukselle**
  
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Kehitysehdotuksia kouluttajakoulutukselle:

Mahdollisia avoimiksi jääneitä kysymyksiä:
• Koulutuksen aiheet (esim. "kultaiset periaatteet", ajovalmennus (coaching-menetelmä), tekninen/teoreettinen taustatieto ym.)
  Positiivisen palautteen korostaminen
  Emphasizing of positive feedback.
• ECOWILL -projekti (esim. projektin eteneminen, osallistuminen jatkotoimenpiteisiin, tulokset ym.)

Oheismateriaalit (toiveet, kommentit ja ideat tulevia materiaaleja varten):
• ECOWILL -projekti
  • Lyhytkestoinen koulutus (SD-Training)
  • Taustatieto taloudellisesta ajotavasta
  • Tulevat kouluttajien koulutukset

Kokemuksset taloudellisen ajotavan koulutuksen (Ecodriving) käytöstä (Mitä toimenpiteitä on tehty kouluttajakoulutuksen jälkeen?):
• Taso 1
  (ei koske Suomea)
• Taso 2

Muita kommentteja:
Hyvä että Euroopassa on samansuuntainen koulutus

It is good that training will be uniform training in Europe.
<table>
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<th>Feedback on TTT-Seminar: Feedback no. 5/8</th>
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**Suggested improvements for the TTT-Seminar:**

**Still unsolved/ open questions:**
- Seminar contents (e.g. “Golden Rules”, Coaching, technical/ theoretical background, etc.)

- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)

**Additional information materials** (Requests, comments and ideas for further information materials):
- ECOWILL project

- SD-Training

- Ecodriving background information

- Further TTT-Seminars

**Experiences with Ecodriving contents** (What has been done since the TTT-Seminars?):
- Level #1
  - n/a in Finland
- Level #2

**Other comments** (not reflected in the categories above):
**Feedback on TTT-Seminar: Feedback no. 6/8**

- **Practical part**
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful

- **Theoretical part**
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful

- **Provided materials**
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful

- **Trainer**
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful

- **Overall**
  - 4 Very helpful
  - 3 helpful
  - 2 less helpful
  - 1 not helpful
Suggested improvements for the TTT-Seminar:

Still unsolved/ open questions:
- Seminar contents (e.g. "Golden Rules", Coaching, technical/ theoretical background, etc.)
- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)

Additional information materials (Requests, comments and ideas for further information materials):
- ECOWILL project
- SD-Training
- Ecodriving background information
- Further TTT-Seminars

Experiences with Ecodriving contents (What has been done since the TTT-Seminars?):
- Level #1
  - n/a in Finland
- Level #2
  We have already decided that the SD Training will be one part of Liikenneturvas Ennakoivan ajamisen koulutus (EAK). Trainers training will be carried out at the end of next year.

Also other possibilities to have been discussed

Other comments (not reflected in the categories above):
Palaute kouluttajakoulutuksesta: Feedback no. 7/8

- **Käytännön osuus**

  4   3   2   1
  □   □   □   □
  Kiitettävä Hyvä Tyydyttävä Välttävä

- **Teoriaosuus**

  4   3   2   1
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  Kiitettävä Hyvä Tyydyttävä Välttävä

- **Käytetty ja jaettu materiaali**

  4   3   2   1
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  Kiitettävä Hyvä Tyydyttävä Välttävä

- **Kouluttajan asiantuntevuus**

  4   3   2   1
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  Kiitettävä Hyvä Tyydyttävä Välttävä

- **Yleisarvosana koulutukselle**

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  Kiitettävä Hyvä Tyydyttävä Välttävä
Kehitysehdotuksia kouluttajakoulutukselle:

Mahdollisia avoimiksi jääneitä kysymyksiä:
- Koulutuksen aiheet (esim. "kultaiset periaatteet", ajovalmennus (coaching-menetelmä), tekninen/teoreettinen taustatieto ym.)
- ECOWILL -projekti (esim. projektin eteneminen, osallistumisen jatkotoimenpiteisiin, tulokset ym.)
- Miten on suunniteltu projektin jatkoa esim. markkinoinnin suhteen, miten saataisiin autoilijat heräämään ja innostumaan Ecowill-koulutuksesta?
- How has the continuation of the project been planned in terms of marketing and raising the awareness of drivers, so that they would become interested in ECOWILL training?

Oheismateriaalit (toiveet, kommentit ja ideat tulevia materiaaleja varten):
- ECOWILL -projekti
- Lyhytkestoinen koulutus (SD-Training)
- Taustatieto taloudellisesta ajotavasta
- Tulevat kouluttajien koulutukset
  - Onko tällä hetkellä suunniteltuja suunnitelmia?
  - Are there there plans fort he moment?

Kokemuksia taloudellisen ajotavun koulutuksen (Ecodriving) käytöstä (Mitä toimenpiteitä on tehty kouluttajakoulutuksen jälkeen?):
- Taso 1
  (ei koske Suomea)
- Taso 2
  - Muutamia EcoDriving-koulutuksia on pidetty yrityksille, muttei varsinaisia ECOWILL kursseja.
  - A few normal EcoDriving trainings have been organised for companies, but not actual ECOWILL trainings

Muita kommentteja:
Palaute kouluttajakoulutuksesta: Feedback no. 8/8

- **Käytännön osuus**

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<th>Kiitettävä</th>
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- **Teoriaosuus**

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- **Käytetty ja jaettu materiaali**

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- **Kouluttajan asiantuntevuus**

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- **Yleisarvosana koulutukselle**

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</table>
Kehitysehdotuksia kouluttajakoulutukselle:
Aikataulu oli todella tiukka ja siinä ei pysytty, jos jatkossa yhden päivän koulutus en tiedä miten sen saisi pysymään.
The schedule was really tight and more time was needed. If these one-day long trainings were organized in the future, I do not know how to cope with it.

Mahdollisia avoimiksi jääneitä kysymyksiä:
- Koulutuksen aiheet (esim. "kultaiset periaatteet", ajovalmennus (coaching-menetelmä), tekninen/teoreettinen taustatieto ym.)

Ok, ei kysymyksiä
OK, no questions.

- ECOWILL -projekti (esim. projektin etenminen, osallistuminen jatkotoimenpiteisiin, tulokset ym.)

Jatkopäivää ja käytännön toimenpiteiden ohjeita olen kaivannut
I have hoped for an extra training day and guidelines for practical measures.

Oheismateriaalit (toiveet, kommentit ja ideat tulevia materiaaleja varten):
- ECOWILL –projekti

Lyhytkestoinen koulutus (SD-Training)

OK, hyvältä tuntuu
OK, fine.

- Taustatieto taloudellisesta ajotavasta

EcoDriving kouluttaja henkilöautopuolelta
An Ecodriving trainer from passenger car trainer
- Tulevat kouluttajien koulutukset

Olikin jo suunnitelmaa kirjeessä 😊
Already mentioed in a message from Motiva to master trainers.
Kokemukset taloudellisen ajotavan koulutuksen (Ecodriving) käytöstä (Mitä toimenpiteitä on tehty kouluttajakoulutuksen jälkeen?):

- Taso 1

  (ei koske Suomea)

- Taso 2

  Len otanut oppilaalta itseltään palautteeseen kohteet tai ainakin osittain, eli ikä oli hyvä ja mitä pitäisi kehittää.. osa osaa kertoa hyvinkin ja osa ei halua kertoa oikeastaan mitään…

  I have collected feedback from each driver (or at least most of them): what was good and what should be developed. Some of them are able to give good respons, but some of them do not want to tell really anything.

Muita kommentteja:
Suomen materiaalit on varmaan helppo saada heti myös englanniksi (on tarvetta)
Finnish materials are probably easily available in English (there is a need for that).
Kiitos ajastasi ja osallistumisestasi koulutuksen kehittämiseen!

Kiitos teille, että pääsin mukaan ☺

Thank you for letting me in the course (in the group of master trainers).
Lithuania

Feedback on TTT-Seminar:

- **Practical part**
  
<table>
<thead>
<tr>
<th>Very helpful</th>
<th>helpful</th>
<th>less helpful</th>
<th>not helpful</th>
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</table>

- **Theoretical part**
  
<table>
<thead>
<tr>
<th>Very helpful</th>
<th>helpful</th>
<th>less helpful</th>
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</table>

- **Provided materials**
  
<table>
<thead>
<tr>
<th>Very helpful</th>
<th>helpful</th>
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<tbody>
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</table>

- **Trainer**
  
<table>
<thead>
<tr>
<th>Very helpful</th>
<th>helpful</th>
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- **Overall**
  
<table>
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<tr>
<th>Very helpful</th>
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</table>
**Suggested improvements for the TTT-Seminar:**
More practical examples from Lithuanian practice.

**Still unsolved/open questions:**

- Seminar contents (e.g. “Golden Rules”, Coaching, technical/theoretical background, etc.)
  
  More practical examples.

- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)
  
  Expand scope of trainings in order to transfer this experience for as big number of driving instructors as possible. Integrate eco trainings into the programmes of driving instructors’ education.

**Additional information materials** *(Requests, comments and ideas for further information materials):*

- ECOWILL project
  
  Practical examples from Lithuania, figures.

- SD-Training

- Ecodriving background information
  
  Promote ecodriving via public relation measures.

- Further TTT-Seminars
  
  More information how to convey information (trainings methodology).

**Experiences with Ecodriving contents** *(What has been done since the TTT-Seminars?):*

2 groups of driving instructors were trained under WP5.

- Level #1
  
  Convey more ecodriving ideas during education of drivers.

- Level #2
  
  Provide trainings.

**Other comments** *(not reflected in the categories above):*
Poland

Feedback on TTT-Seminar:

- **Practical part**
  
<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Very helpful</td>
<td>helpful</td>
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</table>

- **Theoretical part**

<table>
<thead>
<tr>
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<tr>
<td>Very helpful</td>
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</table>

- **Provided materials**

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- **Trainer**

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<tr>
<td>Very helpful</td>
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- **Overall**

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<th>4</th>
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<tbody>
<tr>
<td>Very helpful</td>
<td>helpful</td>
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</tbody>
</table>
**Suggested improvements for the TTT-Seminar:**
1. More informations in shorter time could be better.
2. Theoretical part of TTT-seminar was too long – winded.

**Still unsolved/ open questions:**
- Seminar contents (e.g. “Golden Rules”, Coaching, technical/ theoretical background, etc.)
  1. Knowledge about ecodriving was not precise.
  2. Not fully justified “in neutral” driving.
  3. No datas about financial benefits associated with saving of components.
- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)
  1. Everything is understood.

**Additional information materials** (Requests, comments and ideas for further information materials):
- ECOWILL project
- SD-Training
  1. Films, interesting presentations.
- Ecodriving background information
- Further TTT-Seminars
  1. Advisable – repetition and development in a year.
  2. not necessary.

**Experiences with Ecodriving contents** (What has been done since the TTT-Seminars?)
- Level #1
  1. “In neutral” driving it was a new.
  2. Only few new informations, lectures was too long.
- Level #2
  1. Simple and non-information overload transfer of knowledge.

**Other comments** (not reflected in the categories above):
1. Not enough trainers in practical course
2. Only one new was driving “in neutral gear” getting to the crossroads. Generally I think my knowledge level is higher than informations received on TTT-seminar.
Greece

Feedback on TTT-Seminar:

- **Practical part (Average for 12 participants: 3.8)**

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<tr>
<th>Very helpful</th>
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- **Theoretical part (Average for 12 participants: 3.7)**

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- **Provided materials (Average for 12 participants: 3.4)**

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- **Trainer (Average for 12 participants: 3.8)**

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- **Overall (Average for 12 participants: 3.7)**

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<tr>
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**Suggested improvements for the TTT-Seminar:**

- More emphasis and time for practical training in order to demonstrate more examples of ecodriving techniques under various traffic conditions
- More interactive participation of the master trainers during the practical part of the seminars
- The evaluation/assessment questionnaires need to be focused and adopted to country specific needs and characteristics
- The seminars could be implemented in more days than 3 or/and be repeated in order to have a better understanding and application of Ecodriving techniques, especially for the practical part

**Still unsolved/open questions:**

- Seminar contents (e.g. "Golden Rules", Coaching, technical/theoretical background, etc.)

No major comments on the core of “Golden Rules” etc. Some instructors pointed that they need more time to get more experience in teaching Ecodriving in driving schools and then point some questions.

- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)
  - Most of trainers pointed out that ECOWILL seminars should be not only for B class drivers but for other driver’s license categories, as well
  - Questions for the possibility to produce an training manual for high school and university students
  - Some instructors have mentioned that the seminars should be financed from national or/and EU grants so that all driving instructors in Greece can be qualified to teach Ecodriving in novice and existing drivers
  - The activities of the ECOWILL should be a starting point for producing a national Ecodriving standard and making Ecodriving training mandatory for novice drivers

**Additional information materials (Requests, comments and ideas for further information materials):**

- ECOWILL project
  - Request for the development of interactive material such as training DVDs, driving simulators
  - More assessment/evaluation tools for training in Level 1 & 2
  - More Dissemination activities with various marketing events

- SD-Training
  - Dissemination material (e.g. flyers) with the benefits of ecodriving oriented mostly to licensed drivers in order to be stimulated to be trained in Ecodriving
• Ecodriving background information
  ➢ The same as the seminar contents. Some instructors pointed that they need more time to get more experience in teaching Ecodriving in driving schools and then point some remarks.

• Further TTT-Seminars
  Almost all driving instructors commented that it is necessary to have as many training seminars as possible

Experiences with Ecodriving contents (What has been done since the TTT-Seminars?):
• Level #1
  The acceptance of Ecodriving training in learner drivers is high for almost all driving instructors. Some instructors who had already teaching Ecodriving pointed out that the seminars helped them to be more methodic and efficient when training learner drivers

  The sum of trained drivers for Level1 so far is approx. 180

• Level #2
  As far as concerns level 2 the acceptance from licensed drivers is lower and instructors have to use different examples in various traffic situations when applying Ecodriving techniques during the short duration training

  The sum of trained drivers for Level1 so far is approx. 60

Other comments (not reflected in the categories above):
Ecodriving has to be integrated into the re-training of drivers whose driving license has been suspended because of traffic rules violations due to the safety benefits of ecodriving.
## Italy

### Feedback on TTT-Seminar:

- **Practical part**

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- **Theoretical part**

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- **Provided materials**

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- **Trainer**

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- **Overall**

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<td>3</td>
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</table>
**Suggested improvements for the TTT-Seminar:**
- To implement a specific training for tracks drivers

**Still unsolved/ open questions:**
- Seminar contents (e.g. "Golden Rules", Coaching, technical/ theoretical background, etc.)
  - It would be useful a comparison between the consumes derived from the use of the engine cut off and the use of neutral
- “ECOWILL” project (e.g. next steps, involvement in future activities, results, etc.)
  - Instruments and trucks

**Additional information materials (Requests, comments and ideas for further information materials):**
- ECOWILL project
- SD-Training
- Ecodriving background information
  - Further material about the existent technologies related to Ecodriving
  - More information related to the environment
- Further TTT-Seminars

**Experiences with Ecodriving contents (What has been done since the TTT-Seminars?):**
- Level #1
  - Use of the acquired information during the courses for learning drivers
- Level #2
  - A sort of market research among drivers towards their attitude to attend specific courses about ecodriving
  - A mini course for promotional purposes

**Other comments (not reflected in the categories above):**
Feedback zum TTT-Seminar:

- Motivierter Teil
  - teilnahmslos
  - teilnahmslos
  - teilnahmslos

- Themenreich Teil
  - teilnahmslos
  - teilnahmslos
  - teilnahmslos

- Seminar Abstimmung
  - teilnahmslos
  - teilnahmslos
  - teilnahmslos

Nachrufe angemeldet / offene Fragen:
- Ein Seminar-Video (z.B. "Teilnehmer"/"Coaching, mehrdeutige Bemerkungen/Konflikte, etc.)
- Die "ECOWILL"-Projekt/Co-Orch. Initiativen, Entwicklung konsensfähiger Aktivitäten, Organisationsstruktur
- Aufbau des Jakob, 2.

Bedeutende Informationen/Ergebnisse/Entwürfe: Integrierten und/oder für weitere Information auszuschreiben: (Weitere Informationen)
- ECOWILL-Projekt
- USA Deutschland/Österreich

Weitere Anmerkungen (falls erforderlich) in das oben angemachte Diagramm übernehmen.
## Feedback zum TTT Seminar

<table>
<thead>
<tr>
<th>Seminarstunde</th>
<th>Leitung</th>
<th>Überprüfer</th>
<th>Ergebnis</th>
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</tbody>
</table>

### Rentner/rentnerischer/leichter/nachtraining:
- Ja/Nein
- Themenkreis (z.B. "Garten-Kultur", Gesund, sozialer/therapeutischer Integrierung, etc.)

### Kapitelhöhe (infolge von Tisch/Kissen/oder andere feste Prozesse)
- Ja/Nein
- mittelschweren Prozesses in Rehabilitation Therapie
- leichter/leichter
- sehr schwer

### Mechanik-Training
- ja/nein

**Feedback Format DTT Seminar**

**Erster Feedback Fall**

- Prozessorientiert
- Schon vorhanden
- Neue Vorschläge
- Einfluss
- Bedeutung
- Lassen sich nicht

**Zwischenfall**

- Start
- Fehler
- Neuprogrammierung
- Freigabe
- Fehler

**Zweitfall**

- Schon vorhanden
- Neuprogrammierung
- Fehler
- Neuprogrammierung
- Freigabe

**结论**


**Untersuchungsergebnisse für die TTT-Seminar**


**Nacharbeiten (ausführliche Zusammenfassung)**

- Die Seminarchild-Methode wurde in Zukunft möglicherweise weiter verfeinert und in der Praxis umgesetzt.

**Zusammenfassung**

- Die Seminarchild-Methode hat sich als erfolgreich und hilfreich erwiesen. Es wird empfohlen, die Methode in Zukunft weiterhin zu verfeinern und in der Praxis zu umsetzen.
ECOWILL Assessment
state 31st October 2011
Level 1 and 2
Evaluation and optimizing
Assessment Level 2 (WP 3):

The first questionnaire in German was used in the level 2 seminar in Austria.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>passed in the 1\textsuperscript{st} assessment</th>
<th>failed in the 1\textsuperscript{st} assessment</th>
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</thead>
<tbody>
<tr>
<td>Austria May the 12\textsuperscript{th}, 2011</td>
<td>15</td>
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</table>

This questionnaire was translated into English and given to the project partners for translation into the national language.

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<thead>
<tr>
<th>Assessment</th>
<th>passed in the 1\textsuperscript{st} assessment</th>
<th>failed in the 1\textsuperscript{st} assessment</th>
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</thead>
<tbody>
<tr>
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<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Spain June the 23\textsuperscript{rd}, 2011</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Croatia August 3\textsuperscript{rd}, 2011</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

The monitoring of the assessments in Netherlands and Spain has shown, that there are existing questions about understanding. The reasons for this identified problems in the translations from English into the national language.

A special view was done to questions which were answered in a wrong way by 60% or more of the participants.

In conclusion some questions were changed by DVR and given to the partners for translation into the national language in July 2011.

After optimizing the new questionnaire for the level 2 seminars was used since 11\textsuperscript{th} of July 2011.
Special in UK there was used a questionnaire based on the version from 11th July 2011 with two changed questions (16 and 18).

<table>
<thead>
<tr>
<th>Assessment</th>
<th>passed in the 1st assessment</th>
<th>failed in the 1st assessment</th>
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</thead>
<tbody>
<tr>
<td>UK July the 22nd, 2011</td>
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<td>1</td>
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</tbody>
</table>

The following monitoring identified also problems in the translation into the national languages. In the conclusion the questionnaires from Hungary and Lithuania were optimized for using in the national activities.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>passed in the 1st assessment</th>
<th>failed in the 1st assessment</th>
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</thead>
<tbody>
<tr>
<td>Hungary September the 1st, 2011</td>
<td>11</td>
<td>0</td>
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<tr>
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<td>9</td>
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<td>13</td>
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</tr>
<tr>
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<td>3</td>
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Also the monitoring shows, that it is necessary to explain the contents of questions number 6, 15, 19 and 24 more detailed in the level 2 seminar.

**Assessment Level 1 (WP 4):**

<table>
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<tr>
<th>Assessment</th>
<th>passed in the 1st assessment</th>
<th>failed in the 1st assessment</th>
</tr>
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<td>13</td>
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<tr>
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<td>11</td>
<td>0</td>
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<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Lithuania October the 26th, 2011</td>
<td>11</td>
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</tr>
</tbody>
</table>

The monitoring identified problems in the translation into the national languages. In the conclusion the questionnaires from Hungary and Lithuania were optimized for using in the national activities. Also the monitoring shows, that it is necessary to explain the contents of questions number 1, 13, 15 and 21 more detailed in the level 1 seminar.
Lösungsbogen
Englisch
1st Version

ECOWILL
Train-the-Trainer Seminar Level 2

Qualification Test

Name, Surname: __________________________________________

Location: ______________________________________________

Date: _________________________________________________

_____________________________________________________
Signature
1. The ECOWILL Ecodriving Short Duration Training shall
   a. convey Ecodriving completely within shortest time
   b. be a teaser for more extensive Ecodriving trainings (x)

2. How many practical rides are conducted in the SD-Training?
   a. 1
   b. 2 (x)
   c. 3

3. What is the coach to do during the first ride?
   a. observing and evaluating the coachee’s capabilities (x)
   b. actively train the coachee
   c. confront the coachee with mistakes observed

4. Which specific Ecodriving contents shall be addressed and trained within the Short Duration Training?
   a. all tips (“Golden Rules”) for a full picture of Ecodriving
   b. the focus is on the three Ecodriving core tips (x)

5. What are the three Ecodriving core tips?
   a. shifting-up early (x)
   b. removing ballast from the vehicle
   c. anticipating traffic flow, enlarging safety distance and making best use of vehicle’s momentum (x)
   d. switching-off engine at longer stops
   e. maintaining a steady speed at low RPM driving smoothly (x)
   f. making economic use of vehicle’s electrical consumers

6. Why is the SD-Training designed as a 2-ride-seminar? (Please mark the wrong answer)
   a. to reduce the influence of external factors
   b. to increase comparability of measured data
   c. to increase credibility of measured data
   d. to keep the training as short as possible (x)
   e. to prolong the share of practical driving in the training

7. What is expected from the coach in the second practical ride?
   a. the coach gives practical tips (x)
   b. the coach gives comments, but no recommendations for improvements
   c. the coach just observes without commenting
8. What has to be conveyed to the coachee in total?
   a. a maximum of tips beyond the three Ecodriving core tips
   b. a maximum of contents in the framework of the three core tips (x)
   c. the three core tips completely

9. The coachee of the Ecodriving Short Duration Training shall
   a. achieve a defined maximum knowledge
   b. recognize the individual potential of Ecodriving (x)
   c. achieve fuel saving expert status

10. The coach has to:
    a. foster the impression of a teacher-learner situation
    b. put pressure on the driver to ensure learning success
    c. utilize the driving school setting to convey knowledge
    d. avoid to force behaviour against the acceptance of the coachee (x)

11. Which requirements must the training vehicle fulfill?
    a. the vehicle must be a truck
    b. the vehicle must have a device to measure fuel consumption (x)
    c. the vehicle’s gross weight may not exceed 3.5 tons (x)
    d. the vehicle must be owned by the coachee

12. Where are the theoretical training parts taking place?
    a. in a classroom
    b. in vehicle while driving
    c. in vehicle in standstill (x)

13. How does the coach define the individual training contents?
    a. according to the observed driving behaviour during the first ride (x)
    b. jointly with the coachee (x)

14. Why is the coach given that much creative freedom in the training?
    a. because Ecodriving is an issue as complex
    b. to enable the coach to adjust the route to changing traffic conditions during the training
    c. to ensure a training that is tailor-made for the coachee (x)
15. How shall the coach react to deep-dive questions (i.a. fuel shut-off, Ecodriving on electric vehicles)?
   a. of course, the coach will answer these kind of questions in detail (x)
   b. the coach only supplies short information due to limited time (x)
   c. the coach refers to optional follow-up trainings for advanced Eco-Drivers (x)

16. During both rides, the average speed is measured
   a. to counter the impression of slowing down with Ecodriving (x)
   b. to motivate playful competition for best saving results
   c. average speed is not measured, because it has proven counter-productive (x)

17. The Coach is in the three-fold role of
   a. liaison teacher
   b. driving expert (x)
   c. partner within the training situation (x)
   d. referee
   e. driving examiner
   f. protector against all kind of damages (physically, psychologically, materially) (x)

18. Why shall the "engine switch-off" recommendation be avoided in the Short Duration Training?
   a. due to drivers' resistance against this specific recommendation (x)
   b. due to its marginal saving impact
   c. because it is harmful to the engine

19. Which approach towards the tips shall the coach convey?
   a. the tips must be seen in relative terms depending on the specific traffic situation (x)
   b. only applying selective tips is acceptable, as well (x)
   c. the tips are of general validity and must all be applied (x)

20. The Ecodriving Short Duration Training wants to
   a. convey theoretical information on Ecodriving and its technical background
   b. convey a safer and fuel-efficient driving style in a hands-on manner (x)
   c. educate the participants to drive hesitantly
21. **Any feedback for the coachee must follow the principles:**
   a. list and evaluate the mistakes of the coachee in detail
   b. **highlight positive performance of the coachee (x)**
   c. agree with the coachee on targets determining the training contents(x)
   d. cut back the self-evaluation of the coachee to size

22. **Choice of route and training plan must fulfill the following criteria:**
   a. route profile as uniform as possible without anything exceptional
   b. **as many opportunities as possible to practice tips (x)**
   c. **external impediments (traffic jams, road blocks, events, etc.) already to be ruled out in planning phase to the extent possible (x)**
   d. on roads with lowest possible traffic density (i.a. in industrial area)

23. **What has to be avoided strictly in the Short Duration Training?**
   a. overstraining the coachee by information overload (x)
   b. involving the coachee into the process of designing the training
   c. that the coach behaves as a partner
   d. praising
   e. fostering an examination scenario (x)

24. **What are the necessary skills of a coach to operate a successful Ecodriving Short Duration Training?**
   a. experience in intervention trainings in real-world traffic (x)
   b. **ability to motivate participants (x)**
   c. **knowledge on restraints and prejudices against Ecodriving (x)**
   d. ability to win through against wants and expectations of the participants
   e. large and - in particular - sufficiently powerful vehicle

25. **What are the relevant success factors in the SD-Training?**
   a. managing coachees’ objections and prejudices in a clever way (x)
   b. fuel savings of min. 20%
   c. raising the coachees awareness of the dangers of traffic
   d. eventually teaching the participants how to drive right after all
   e. **individual adaptation of the training to the coachee’s needs and skills (x)**
   f. ensuring the implementation of all tips without exception
26. Please mark the **wrong** statements:
   a. Ecodriving tips are identical for diesel and gasoline driven vehicles (x)
   b. Ecodriving is always faster than the usual driving style (x)
   c. Anticipatory driving is basic for Ecodriving
   d. The participants’ driving behaviour has only marginal influence on the vehicles’ fuel consumption (x)
   e. Ecodriving is significantly improving road safety

27. Please mark the **correct** statements:
   a. The saving of fuel must be priority in the SD-Training in order not to lose the coachees’ acceptance
   b. The topic of safety is nothing but a side aspect in a training focused on Ecodriving
   c. “Safety first” only applies to inexperienced drivers
   d. On the flat, it is dangerous to drive with clutch disengaged
   e. Driving downhill one should disengage the clutch and let the car roll in order to build up maximum momentum
   f. Ecodriving teaches a relaxed driving style with the optimum speed within the traffic given (x)
   g. Ecodriving teaches to build up as much speed as possible to prolong the subsequent phase of letting the car roll off-gear in fuel-efficient mode

28. When driving uphill:
   a. Engage highest possible gear and push the accelerator to the metal
   b. Avoid full load/full throttle acceleration in any case and use lower gear if necessary (x)

29. Coaching within the Short Duration Training means:
   a. To define targets jointly with the coachee (x)
   b. To support the coachee to achieve the agreed targets (x)
   c. To hand out a checklist to the coachee displaying the mistakes made
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   e. To ask the coachee to assess whether he/she considers the settled targets as achieved

30. Which statements regarding GDE-Matrix are correct?
   a. GDE-Matrix gives an overview on the Good Drivers on Earth
   b. GDE-Matrix illustrates all the influences on driving behaviour (x)
   c. GDE-Matrix shows which levels are relevant to influence behaviour (x)
Lösungsbogen Englisch
- vor Überarbeitung – Stand Juni 2011

Eingesetzt in Holland, Spanien und Kroatien

ECOWILL
Train-the-Trainer Seminar Level 2

Qualification Test

Fragen, die 2/3 oder mehr falsch beantwortet haben, sind markiert und mit einem Kommentar versehen

Name, Surname: ________________________________

Location: _____________________________________

Date: _________________________________________

_____________________________________

Signature
1. The ECOWILL Ecodriving Short Duration Training shall
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   e. maintaining a steady speed at low RPM driving smoothly (x)
   f. making economic use of vehicle’s electrical consumers

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    a. the vehicle must be a truck
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Wurde in Kroatien explizit behandelt, so dass die Frage von allen richtig beantwortet wurde.

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    a. in a classroom
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Changed Assessment Level 2 after seminars in Netherlands, Spain and Croatia
July 2011

ECOWILL
Train-the-Trainer Seminar Level 2

Qualification Test

Name, Surname: __________________________________________

Location: ________________________________________________

Date: ____________________________________________________

_____________________________________________________

Signature
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6. Why is the SD-Training designed as a 2-ride-seminar with identical routes?
   a. to reduce the influence of external factors
   b. to increase comparability of measured data
   c. to increase credibility of measured data
   d. to make the SD-Training boring
   e. to reduce the preparation time, so that the coach can sleep longer

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   b. highlight positive performance of the coachee
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   d. negatively contradict the self-evaluation of the coachee

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   a. GDE-Matrix gives an overview on the Good Drivers on Earth
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ECOWILL
Train-the-Trainer Seminar Level 2

Qualification Test

Name, Surname: ________________________________

Location: _____________________________________

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______________________________________________
Signature
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   c. the three core tips completely

9. The coachee of the Ecodriving Short Duration Training shall
   a. achieve complete knowledge on Ecodriving
   b. recognize his individual potential of Ecodriving
   c. achieve fuel saving expert status

10. The coach has to:
    a. foster the impression of a teacher-learner situation
    b. put pressure on the driver to ensure learning success
    c. threaten the coachee to seize his driver license
    d. avoid to force anything against the will of the coachee

11. Which requirements must the training vehicle fulfill?
    a. the vehicle must always be a bus with 30 seats
    b. the vehicle must have a device to measure fuel consumption
    c. the vehicle must be a passenger car
    d. the vehicle must always be owned by the coachee

12. Where are the theoretical training parts taking place?
    a. in a classroom
    b. in vehicle while driving
    c. in vehicle in standstill

13. How does the coach define the individual training contents?
    a. according to the observed driving behaviour during the first ride
    b. jointly with the coachee

14. Why is the coach given that much creative freedom in the training?
    a. because Ecodriving is an issue as complex
    b. to enable the coach to adjust the route to changing traffic conditions during the training
    c. to ensure a training that is tailor-made for the coachee
15. How shall the coach react to very specific questions (i.a. fuel shut-off, Ecodriving on electric vehicles)?
   a. of course, the coach will answer these kind of questions in detail
   b. the coach only supplies short information due to limited time
   c. the coach refers to optional follow-up trainings for advanced Eco-Drivers

16. During both rides, the average speed is measured
   a. to counter the impression of slowing down with Ecodriving
   b. to motivate playful competition for best saving results
   c. average speed is not measured, because it has proven counter-productive

17. The Coach is in the three-fold role of
   a. priest
   b. driving expert
   c. partner within the training situation
   d. referee
   e. driving examiner
   f. responsible person for the learning process

18. Why shall the "engine switch-off" recommendation be avoided in the Short Duration Training?
   a. due to drivers' resistance against this specific recommendation
   b. due to its marginal saving impact
   c. because it is harmful to the engine

19. Which approach towards the tips shall the coach convey?
   a. the tips must be seen in relative terms depending on the specific traffic situation
   b. only applying selective tips is acceptable, as well
   c. the tips are of general validity and must all be applied

20. The Ecodriving Short Duration Training wants to
   a. convey theoretical information on Ecodriving and its technical background
   b. convey a safer and fuel-efficient driving style in a hands-on manner
   c. educate the participants to drive hesitantly
21. Any feedback for the coachee must follow the principles:
   a. list and evaluate the mistakes of the coachee in detail
   b. highlight positive performance of the coachee
   c. agree with the coachee on targets determining the training contents
   d. negatively contradict the self-evaluation of the coachee

22. Choice of route and training plan must fulfill the following criteria:
   a. route profile as uniform as possible without anything exceptional
   b. as many opportunities as possible to practice tips
   c. external impediments (traffic jams, road blocks, events, etc.) already
to be ruled out in planning phase to the extent possible
   d. on roads with lowest possible traffic density (i.a. in industrial area)

23. What has to be avoided strictly in the Short Duration Training?
   a. overstraining the coachee by information overload
   b. involving the coachee into the process of designing the training
   c. that the coach behaves as a partner
   d. praising
   e. fostering an examination scenario

24. What are the necessary skills and requisites of a coach to operate a
   successful Ecodriving Short Duration Training?
   a. experience in intervention trainings in real-world traffic
   b. ability to motivate participants
   c. knowledge on restraints and prejudices against Ecodriving
   d. the coaches ability to overcome the desires and expectations of the
   participants
   e. large and - in particular - sufficiently powerful vehicle

25. What are the relevant success factors in the SD-Training?
   a. managing coachees’ objections and prejudices in a clever way
   b. fuel savings of min. 20%
   c. fostering coachees’ idea to be fastest in traffic
   d. eventually teaching the participants how to drive right after all
   e. individual adaptation of the training to the coachee’s needs and skills
   f. ensuring the implementation of all tips without exception
26. Please mark the **wrong** statements:
   a. Ecodriving tips are absolutely identical for diesel and gasoline driven vehicles ❌
   b. Ecodriving is always faster than the usual driving style ❌
   c. anticipatory driving is basic for Ecodriving
   d. the participants’ driving behaviour has only marginal influence on the vehicles’ fuel consumption ❌
   e. Ecodriving is significantly improving road safety

27. Please mark the **correct** statements:
   a. the saving of fuel must be top-priority in the SD-Training in order not to lose the coachees’ acceptance
   b. the topic of safety is nothing but a side aspect in a training focused on Ecodriving
   c. "Safety first" only applies to inexperienced drivers
   d. on the flat road, it is dangerous to drive with clutch disengaged
   e. driving downhill one should disengage the clutch and let the car roll in order to build up maximum momentum
   f. Ecodriving teaches a relaxed driving style with the optimum speed within the traffic given ❌
   g. Ecodriving teaches to build up as much speed as possible to prolong the subsequent phase of letting the car roll off-gear in fuel-efficient mode

28. When driving uphill:
   a. engage highest possible gear and push the accelerator to the metal ❌
   b. avoid full load/ full throttle acceleration in any case and use lower gear if necessary ✔

29. Coaching within the Short Duration Training means:
   a. to define targets jointly with the coachee ❌
   b. to support the coachee to achieve the agreed targets
   c. to hand out a checklist to the coachee displaying the mistakes made
   d. to clearly point out the coachee’s weaknesses
   e. to ask the coachee to assess whether he/ she considers the agreed upon targets as achieved ✔

30. Which statements regarding GDE-Matrix are correct?
   a. GDE-Matrix gives an overview on the Good Drivers on Earth
   b. GDE-Matrix illustrates the technical and social factors of driving behaviour ❌
   c. GDE-Matrix shows which levels are relevant for a good learning process ✔
Lösungsbogen UK
Stand 11th of July 2011

ECOWILL
Train-the-Trainer Seminar Level 2

Qualification Assessment

Fragen, die 2/3 oder mehr falsch beantwortet haben, sind markiert und mit einem Kommentar versehen

Name, Surname: ________________________________

Location: _____________________________________

Date: _____________________________________

_____________________________________

Signature

_____________________________________

Signature
1. The ECOWILL Ecodriving Short Duration Training shall
   a. convey Ecodriving completely within the shortest time
   b. is a valuable introduction to Ecodriving

2. How many practical rides are conducted in the SD-Training?
   a. 1
   b. 2
   c. 3

3. What is the coach to do during the first ride?
   a. observing and evaluating the trainee’s capabilities
   b. actively train the trainee
   c. confront the trainee with mistakes observed

4. Which specific Ecodriving contents shall be addressed and trained within the Short Duration Training?
   a. all tips (“Golden Rules”) for a full picture of Ecodriving
   b. the focus is on the three Ecodriving core tips

5. What are the three Ecodriving core tips?
   a. shifting-up early
   b. removing ballast from the vehicle
   c. anticipating traffic flow, enlarging safety distance and making best use of vehicle’s momentum
   d. switching-off engine at longer stops
   e. maintaining a steady speed at low RPM driving smoothly
   f. making economic use of vehicle’s electrical consumers

6. Why is the SD-Training designed as a seminar with 2 drives on identical circuits?
   a. to reduce the influence of external factors
   b. to increase comparability of measured data
   c. to increase credibility of measured data
   d. to make the SD-Training boring
   e. to reduce the preparation time, so that the coach can sleep longer

7. What is expected from the coach in the second practical ride?
   a. the coach gives practical tips
   b. the coach gives comments, but no recommendations for improvements
   c. the coach just observes without commenting
8. What has to be conveyed to the trainee in total?
   a. As many ecodriving tips as possible
   b. As much useful information as possible based around the three core tips
   c. the three core tips completely

9. The trainee of the Ecodriving Short Duration Training shall
   a. achieve complete knowledge on Ecodriving
   b. recognize his individual potential for Ecodriving and driving more efficiently
   c. achieve fuel saving expert status

10. The coach has to:
   a. foster the impression of a teacher-learner situation
   b. put pressure on the driver to ensure learning success
   c. threaten the trainee to seize his driver license
   d. avoid forcing anything against the will of the trainee

11. Which requirements must the training vehicle fulfill?
   a. the vehicle must always be a bus with 30 seats
   b. the vehicle must have a device to measure fuel consumption
   c. the vehicle must be a passenger car
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12. Where are the theoretical training parts taking place?
   a. in a classroom
   b. in vehicle while driving
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13. How does the coach define the individual training contents?
   a. according to the observed driving behaviour during the first ride
   b. jointly with the trainee

14. Why is the coach given that much creative freedom in the training?
   a. because Ecodriving is an issue as complex
   b. to enable the coach to adjust the route to changing traffic conditions during the training
   c. to ensure a training that is tailor-made for the trainee
15. How shall the coach react to very specific questions (e.g. Ecodriving on electric vehicles)?
   a. of course, the coach will answer these kind of questions in detail
   b. the coach only supplies short information due to limited time
   c. the coach refers to optional follow-up trainings for advanced Eco-Driver

16. What are the core Ecodriving tips as defined within the ECOWILL project?
   a. Drive with low engine speed/ rpm
   b. Use vehicle’s momentum as often as possible
   c. Observe road and traffic flow far ahead

17. The Coach is in the three-fold role of
   a. priest
   b. driving expert
   c. partner within the training situation
   d. referee
   e. driving examiner
   f. responsible person for the learning process

18. What does coaching mean?
   a. To ask a lot of open questions
   b. To create an agreeable learning atmosphere
   c. To ask a lot of closed questions

19. What approach should the coach take regarding the tips?
   a. the tips must be seen in relative terms depending on the specific traffic situation
   b. only applying selective tips is also acceptable
   c. the tips are of general validity and must all be applied

20. The Ecodriving Short Duration Training aims to
   a. convey theoretical information on Ecodriving and its technical background
   b. convey a safer and fuel-efficient driving style in a hands-on manner
   c. educate the participants to drive hesitantly
21. Any feedback for the coachee must follow the principles:
   a. list and evaluate the mistakes of the trainee in detail
   b. highlight positive performance of the trainee
   c. agree with the trainee on targets determining the training contents
   d. negatively contradict the self-evaluation of the trainee

22. Choice of route must fulfill the following criteria:
   a. route profile as uniform as possible without anything exceptional
   b. as many opportunities as possible to practice tips
   c. external impediments (traffic jams, road blocks, events, etc.) already
to be ruled out in planning phase to the extent possible
   d. on roads with lowest possible traffic density (i.a. in industrial area)

23. What must be avoided in the Short Duration Training?
   a. overstraining the trainee by information overload
   b. involving the trainee into the process of designing the training
   c. that the coach behaves as a partner
   d. praising
   e. creating an examination scenario

24. What are the necessary skills and requisites of a coach to operate a
successful Ecodriving Short Duration Training?
   a. experience in intervention trainings in real-world traffic
   b. ability to motivate participants
   c. knowledge on restraints and prejudices against Ecodriving
   d. the coach’s ability to overcome the desires and expectations of the
   participants
   e. large and - in particular - sufficiently powerful vehicle

25. What are the relevant success factors in the SD-Training?
   a. managing trainees’ objections and prejudices effectively
   b. fuel savings of min. 20%
   c. fostering trainees’ idea to be fastest in traffic
   d. eventually teaching the participants how to drive right after all
   e. individual adaptation of the training to the coachee´s needs and skills
   f. ensuring the implementation of all tips without exception
26. Please mark the **wrong** statements:
   a. Ecodriving tips are absolutely identical for diesel and gasoline driven vehicles  
   b. Ecodriving is always faster than the usual driving style  
   c. anticipatory driving is basic for Ecodriving  
   d. the participants’ driving behavior has only marginal influence on the vehicles’ fuel consumption  
   e. Ecodriving is significantly improving road safety

27. Please mark the **correct** statements:
   a. the saving of fuel must be top-priority in the SD-Training in order not to lose the trainees’ acceptance  
   b. the topic of safety is nothing but a side aspect in a training focused on Ecodriving  
   c. "Safety first" only applies to inexperienced drivers  
   d. on a motorway it is dangerous to drive maintaining a steady speed  
   e. driving downhill one should disengage the clutch and let the car roll in order to build up maximum momentum  
   f. Ecodriving teaches a relaxed driving style with the optimum speed within the traffic given  
   g. Ecodriving teaches to build up as much speed as possible to prolong the subsequent phase of letting the car roll off-gear in fuel-efficient mode

28. When driving uphill:
   a. engage highest possible gear and push the accelerator to the metal  
   b. avoid full load/full throttle acceleration in any case and use lower gear if necessary

29. Coaching with Short Duration Training involves:
   a. defining targets jointly with the trainee  
   b. supporting the trainee to achieve the agreed targets  
   c. handing out a checklist to the trainee displaying the mistakes made  
   d. clearly pointing out the trainee’s weaknesses  
   e. asking the trainee to assess whether he/she considers the agreed targets have been achieved

30. Which statements regarding GDE-Matrix are correct?
   a. GDE-Matrix gives an overview on the Good Drivers on Earth  
   b. GDE-Matrix illustrates the technical and social factors of driving behaviour  
   c. GDE-Matrix shows which levels are relevant for a good learning process
Lösungsbogen European English Master

ECOWILL
Train-the-Trainer Seminar Level 2

Qualification Test

Name, Surname: ________________________________

Location: _____________________________________

Date: _________________________________________

_____________________________________
Signature
1. The ECOWILL Ecodriving Short Duration Training shall
   a. convey Ecodriving completely within shortest time
   b. be a teaser for more extensive Ecodriving trainings

2. How many practical rides are conducted in the SD-Training?
   a. 1
   b. 2
   c. 3

3. What is the coach to do during the first ride?
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5. What are the three Ecodriving core tips?
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   e. maintaining a steady speed at low RPM driving smoothly
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6. Why is the SD-Training designed as a 2-ride-seminar with identical routes?
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   a. overstraining the coachee by information overload
   b. involving the coachee into the process of designing the training
   c. that the coach behaves as a partner
   d. praising
   e. fostering an examination scenario

24. What are the necessary skills and requisites of a coach to operate a
   successful Ecodriving Short Duration Training?
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   a. the saving of fuel must be top-priority in the SD-Training in order not to lose the coachees’ acceptance
   b. the topic of safety is nothing but a side aspect in a training focused on Ecodriving
   c. "Safety first” only applies to inexperienced drivers
   d. on the flat road, it is dangerous to drive with clutch disengaged
   e. driving downhill one should disengage the clutch and let the car roll in order to build up maximum momentum
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   a. engage highest possible gear and push the accelerator to the metal
   b. avoid full load/ full throttle acceleration in any case and use lower gear if necessary

29. Coaching within the Short Duration Training means:
   a. to define targets jointly with the coachee
   b. to support the coachee to achieve the agreed targets
   c. to hand out a checklist to the coachee displaying the mistakes made
   d. to clearly point out the coachee’s weaknesses
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30. Which statements regarding GDE-Matrix are correct?
   a. GDE-Matrix gives an overview on the Good Drivers on Earth
   b. GDE-Matrix illustrates the technical and social factors of driving behaviour
   c. GDE-Matrix shows which levels are relevant for a good learning process
Lösungsbogen European English Master

ECOWILL
Train-the-Trainer Seminar – Level 1

Qualification Test

Name, Surname: ________________________________

Place: ________________________________

Date: ________________________________

_____________________________________
Signature
1. Ecodriving in Driving Education means:
   a. Having the "Golden Rules" of Ecodriving learned by heart
   b. Teaching Ecodriving driving techniques from the very beginning of
      driving education
   c. Having an eye on Ecodriving driving style in all practical lessons

2. Ecodriving in Driving Education means:
   a. Addressing these driving techniques only in the education's theoretical
      part
   b. Teaching the driving techniques right from the first driving lesson
   c. Pointing out to the learner driver that - after driver test - two additional
      respective driving lessons are mandatory

3. Ecodriving in Driving Education means:
   a. Supporting and encouraging the learner while applying it
   b. Conveying Ecodriving techniques throughout the entire driving
      education
   c. Having the learner driver recite the "Golden Rules" in form of a poem

4. Ecodriving in Driving Education means:
   a. Conducting an Ecodriving driving lesson shortly before the driver test
   b. Conveying these driving techniques consistently as the current/ modern
      way of driving
   c. Teaching only one, max. two Ecodriving tips in total

5. What are Ecodriving tips as defined within the ECOWILL project?
   a. Shift up early
   b. Reduce unnecessary weight in the car
   c. Anticipate traffic flow to make best use of vehicle's momentum
   d. Let the car roll downhill to build up momentum
   e. Enlarge safety distance
   f. Avoid driving backwards

6. What are Ecodriving tips as defined within the ECOWILL project?
   a. Only drive in 3rd gear
   b. Shift down at an engine speed of about 2,000 rpm
   c. Use vehicle's momentum as often as possible
   d. Increase scope of action by enlarging safety distance
   e. Shift up into next gear at 3,500 rpm

7. What are Ecodriving tips as defined within the ECOWILL project?
   a. Use electrical consumers purposeful and clever
   b. Check tyre pressure twice a day
   c. Always refill just 20 liters of fuel
8. What are Ecodriving tips as defined within the ECOWILL project?
   a. Drive with low engine speed/ rpm
   b. Use vehicle's momentum as often as possible
   c. Observe road and traffic flow far ahead

9. What are Ecodriving tips as defined within the ECOWILL project?
   a. Switch off engine while using vehicle's momentum
   b. Avoid additional weight by unnecessary load
   c. Permanently skip gears

10. What are tasks of the driving instructor in the role of a coach?
    a. Always underline the teacher-learner-situation
    b. Utilise the forthcoming driver test as means to exert pressure for better learning results
    c. Utilise the driving instructor's superiority to promote the conveying of knowledge
    d. Encourage the learner driver to reflection

11. What are tasks of the driving instructor in the role of a coach?
    a. The coach is responsible for the learning process
    b. He encourages the learner driver to reflection by specific questioning
    c. The coach only uses closed questions
    d. He forces the coachee to learn the educational contents by heart

12. What are tasks of the driving instructor in the role of a coach?
    a. The coach decides the learner driver's learning targets on his own
    b. The coach defines the learning targets jointly with the learner driver
    c. The learner driver decides his/ her learning targets on his/ her own

13. What are tasks of the driving instructor in the role of a coach?
    a. The coach supports learner drivers in accumulating knowledge
    b. The coach designs the learning process
    c. The coach actively asks open questions

14. What are tasks of the driving instructor in the role of a coach?
    a. The coach clarifies the importance of learning targets for the learning process
    b. The coach conducts feedback conversations
    c. The coach designs the monitoring of the learning targets
15. What are tasks of the driving instructor in the role of a coach?
   a. The coach agrees with the learner driver on timing and way of commenting
   b. The coach encourages the learner driver to actively and jointly participate in the design of the learning process

16. What are tasks of the driving instructor in the role of a coach?
   a. The coach tries to activate the learner by the means of open questions
   b. The coach uses a lot of open questions
   c. The coach leads target-oriented feedback conversations

17. What does Coaching mean?
   a. To give good lectures
   b. To motivate the learner driver by open questions to describe experiences made
   c. To support the learner driver to achieve the learning targets
   d. To function as a referee in controversial situations

18. What does Coaching mean?
   a. To define targets to be achieved jointly with the learner
   b. To talk about targets and how to achieve them
   c. To put up a list of the mistakes and hand it out as "yellow card"

19. What does Coaching mean?
   a. To ask a lot of open questions
   b. To create an agreeable learning atmosphere
   c. To ask a lot of closed questions

20. What does Coaching mean?
   a. To convey detailed theoretical background knowledge via extensive lectures
   b. To motivate learner drivers to actively learn
   c. To involve the parents as support when punishing
21. Any Feedback Communication with the learner driver must follow the principles:
   a. List and evaluate the mistakes of the learner driver in detail
   b. Highlight positive achievements of the learner driver
   c. Agree on targets concerning the contents of further exercises with the learner
   d. Cut back the self-evaluation of the learner driver to size

22. What is Feedback Communication good for within driving education?
   a. To demonstrate to the learner who is the boss
   b. To activate the learner to doing a self-assessment
   c. To define additional learning targets with the learner
   d. To sell one more driving lesson to the learner

23. What has to be avoided strictly within driving education?
   a. Overstraining the learner by information overload
   b. Involving the learner into the the process of designing exercises
   c. That the driving instructor behaves as a partner
   d. Praise
   e. Emphasising the examination scenario

24. Accompanying the learner commenting his actions is part of a good driving education. What are the respective key rules?
   a. To jointly define, by when comments shall be given (before, during or afterwards)
   b. To give short comments avoiding unnecessary distractions
   c. To provide advices smartly in order to support the learning process
   d. To win through against the learner's wants and expectations
   e. To speak loudly and clearly addressing the learner's mistakes in detail

25. What are key criteria within the ECOWILL project for a target-oriented driving education?
   a. Defining the learning targets before starting the sequence of exercises
   b. A saving result that is at least 40% less than the parents' fuel consumption
   c. Individual adaptation of the exercises to the learner's needs and capabilities of the learner
26. Please mark the **wrong** statements:
   a. Ecodriving tips are identical for diesel and petrol driven cars
   b. Ecodriving is always faster than the usual driving style
   c. Anticipatory driving is basic for Ecodriving
   d. The learner’s driving behaviour has only marginal influence on the vehicle’s fuel consumption
   e. Ecodriving is significantly increasing road safety

27. Please mark the **correct** statements:
   a. The saving of fuel must be top priority in driving education in order not to lose the learner’s acceptance
   b. The topic of safety is nothing but a side aspect as Ecodriving is focussed on fuel saving
   c. "Safety first" only addresses experienced drivers
   d. On the flat, it is dangerous to drive with clutch disengaged
   e. Driving downhill, one should disengage the clutch and let the car roll in order to build up maximum momentum
   f. Ecodriving teaches a relaxed driving style with the optimum speed within the traffic given
   g. Ecodriving teaches to build up as much speed as possible to prolong the subsequent phase of letting the car roll off-gear in fuel-efficient mode

28. When driving uphill:
   a. engage highest possible gear and push the accelerator to the metal
   b. avoid full load/ full throttle acceleration in any case and use lower gear if necessary

29. Coaching means:
   a. to define targets jointly with the learner
   b. to support the learner to achieve the agreed targets
   c. to hand out a checklist to the learner displaying the mistakes made
   d. to clearly point out the learner’s weaknesses
   e. to ask the learner to assess whether he/ she considers the settled targets as achieved

30. Which statements regarding GDE-Matrix are correct?
   a. GDE-Matrix gives an overview on the Good Drivers on Earth
   b. GDE-Matrix illustrates all the influences on driving behaviour
   c. GDE-Matrix shows which levels are relevant to influence behaviour