

Increased institutional capacity in Danube navigation by boosting joint transnational competences and skills in education and public development services



## **Transnational implementation method**

**Act. 3.2** - Development of new transnational  
innovative learning tools and associated  
implementation method

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## LIST OF ABBREVIATIONS

CCNR	Central Commission for the Navigation on the Rhine
CER	CERONAV – Romanian Maritime Training Centre
CESNI	European Committee for drawing up Standards for Inland Navigation
CESNI/QP	Working group on Professional Qualifications
CESNI/QP COMP	Temporary Working Group on Professional Qualifications
DS	Danube SKILLS
DTP	Danube Transnational Programme
EU	European Union
ML	Management level
PP(s)	Project Partner(s)
OL	Operational level
WP	Work Package
WPL	Work Package Leader

## 1. INTRODUCTION

The **transnational implementation method main aim** is to provide guidance on the implementation at transnational level of the training programmes established on the provisions of EU Directive 2017/2397 and on the Standards of competence for inland navigation personnel drafted and adopted by CESNI and its subcommittees, such as CESNI/QP and CESNI/QP/COMP, outlining required approval of such training programmes.

## 2. EUROPEAN FRAMEWORK FOR PROFESSIONAL QUALIFICATIONS

### 2.1 EU Directive 2017/2397

On **27 December 2017**, the **Directive 2017/2397** of the European Parliament and of the Council on the recognition of professional qualifications in inland navigation and repealing Council Directives 91/672/EEC and 96/50/EC, was published in the Official Journal of European Union, and **entered into force on 17 January 2018**.

By providing the common standards across the Union necessary to achieve the internal market for workers in IWT, the new EU Directive **streamlines the legal framework related to professional qualifications in the European IWT sector**, which is currently fragmented. The EU Directive will replace a complex set of regional requirements with multilateral and bilateral agreements by a simpler and, more importantly, EU-wide framework for certification and mutual recognition.

**In terms of transposition, Member States shall bring into force** the laws, regulations and administrative provisions necessary to comply with this EU Directive by **17 January 2022**.

**The main objective of this EU Directive is to facilitate labour mobility in the IWT sector by ensuring that skilled workers' qualifications are recognised throughout the Union.**

This new EU legislative framework therefore proposes to extend the scope of the recognition of professional qualifications beyond the level of Boatmasters to all crew members involved in the operation of the vessel, and to base the recognition of the professional qualifications on the competences that are needed for the operation of vessels and to balance the recognition of qualifications with safeguards introducing standards as regards assessment of competence, **approval of training programmes** and monitoring and evaluation of certification and training.

### 2.2 Standards of competences for inland navigation personnel

In view of establishing cooperation between the Union and the CCNR since 2003 which has led to the establishment of the **CESNI- European Committee for drawing up**

**Standards for Inland Navigation** under the auspices of the CCNR, which was created at CCNR's plenary session in June 2015.

In order to provide **harmonised standards for the certification of qualifications**, to facilitate the exchange of information between Member States and to facilitate the implementation, monitoring and evaluation of the EU Directive 2017/2397 by the Commission, the power to adopt acts in accordance with Article 290 of the Treaty on the Functioning of the European Union **should be delegated to the Commission in respect of the setting of standards of competence, standards for medical fitness, standards for practical examination, standards for the approval of simulators and standards defining the characteristics and conditions of use for the database**, to be maintained by the Commission, that is to host a copy of key data related to Union certificates of qualifications, service record books, logbooks and recognised documents.

The harmonisation of legislation in the field of professional qualifications in inland navigation in Europe is facilitated by close cooperation between the Union and the CCNR, and by development of **CESNI Standards**.

The **CESNI, which is open to experts from all Member States**, draws up standards in the field of inland navigation, including standards for professional qualifications. European River Commissions, relevant international organizations, social partners and professional associations are fully involved in drawing up of CESNI standards.

**The purpose of CESNI** is to bring together experts from the Member States of the European Union and the CCNR and other River Commissions and representatives of international organisations with an interest in inland navigation.

**CESNI main mission** is to **adopting technical standards** in various fields, in particular as regards vessels, professional qualification, information technology and crew' members certification.

According to the CESNI Rules of procedures were established **CESNI/QP- Working group on Professional Qualifications** by CESNI Resolution 2015-I-2 and **CESNI/QP COMP** -Temporary Working Group on Professional Qualifications by CESNI resolution 2016-II-4 for approval and elaboration of **Competence Standards of inland navigation personnel**. These Competence Standards will be part of the EU Directive 2017/2397 on the recognition of professional qualifications in inland navigation and will be added within 18 months after the adoption of the Directive, respectively in **July 2019**.

**The following categories of Standards** will be part of the EU Directive 2017/2397, as delegated and implementing acts:

- **Standards for competences;**
- Standards for simulators;
- Standards for practical examination;
- Standards for medical fitness.
- Standards defining the characteristics and conditions of use for the database.

After a constructive work in CESNI/QP/COMP working group, the **following standards of competence** were finished and submitted for approval to CESNI/QP:

- Standard for competence Operational level;
- Standard for competence Managerial level;
- Standard for specific authorization for Boatmaster sailing on inland waterways with a maritime character;
- Standard for passenger navigation expert;
- Standard for liquefied natural gas (LNG) experts;
- Standards for technical and functional requirements applicable to vessel-handling simulators and radar simulators;
- Standards for the administrative procedure for the approval of vessel-handling simulators and radar simulators.

*The last draft content of these standards were send to the involved partners by CER, which is involved by experts in CESNI/QP/COMP and CESNI/QP, together with Brief summary on CERONAV' participation at: CESNI/QP COMP, and CESNI/QP meetings, 23-24 of May 2018-Strasbourg, France.*

On **10 April 2018**, all these standards have been submitted by CESNI/QP to CESNI for analysis and approval during the meeting in **November 2018**.

**All these standards are useful tool for those who have to prepare the new education and training programmes for inland navigation personnel according to the provisions of EU Directive 2017/2397.**

### **3. APPROVAL OF TRAINING PROGRAMMES**

#### **3.1 Member States obligations**

One of the Member States specific' obligation for the transposition of the EU Directive 2017/2397 provisions into the national legislation and for the implementation of these EU Directive requirements into the national education and training system for inland navigation personnel is: **approval of training programmes.**

**Approval of training programmes** is necessary to verify that the education and training programmes comply with common minimum requirements regarding content and organization. Such compliance allows for the elimination of unnecessary barriers to entering the profession, by preventing unnecessary additional examinations from being imposed on persons who have already acquired the necessary skills during their vocational training. The existence of approved training programmes could also facilitate the entry of workers with prior experience from other sectors into the profession of inland navigation, as they could benefit from dedicated training programmes that take account of their already acquired competences.

### 3.2 Legal provisions on approval of training programmes

According to the **Article 19 of EU Directive 2017/2397**, **Member States may establish training programmes** for the persons referred to in Article 4 (deck crew members), Article 5 (passenger navigation experts and liquefied natural gas experts) and Article 6 (Boatmasters- specific authorisations). **Member States shall ensure that such training programmes** leading to diplomas or certificates that demonstrate compliance with the standards of competences, **are approved by the competent authorities** of the Member States in whose territory the relevant education and training institute conducts its training programmes.

Member States shall ensure that the quality assessment and assurance of the training programmes is ensured by the application of a national or international quality standard.

**Member States may approve the training programmes** only if:

- the training objectives, learning content, methods, media of delivery, procedures, including the use of simulators, where applicable, and course materials are properly documented and allow applicants to achieve the standards of competence;
- the programmes for the assessment of the relevant competences are conducted by qualified persons who have in-depth knowledge of the training programme;
- an examination to verify compliance with the standards of competence is carried out by qualified examiners.

**Member States shall notify to the Commission the list of the approved training programmes**, as well as any training programmes whose approval has been revoked and suspended. The Commission shall make this information publicly available.

### 3.3 Roadmap for designing/revising and approval of training programmes

The **approval of training programmes**, are the most important step in the implementation of the provisions of EU Directive 2017/2397 on the recognition of professional qualifications in inland navigation into the education and training system of each country.

**Before the approval of the training programmes must be carried out some important steps**, such as:

- I. Establishing the **list of mandatory training programmes** according to the provisions of EU Directive 2017/2397;
- II. Establishing the **priority in which training programs will be subject to designing/revising and approval by the competent authority**;
- III. **Planning activities for the designing/revising of training programmes**;
- IV. **Planning of equipment/facilities acquisition**; and
- V. Follow the legal procedure for **submitting to approval of training programmes**.



All these steps are already identified and detailed analyzed in the *Policy Support Strategy for Nautical Education, developed under Activity 5.2.*

## 4. IMPLEMENTATION METHOD FOR APPROVAL OF TRAINING PROGRAMMES

### 4.1 Legal provisions for approval of training programmes

For the approval of training programmes it's needed a **specific national legislation** in this respect. This specific legislation shall established the **minimum criteria** needed to be carried out by the providers of education and training programmes in order to organize and carry out authorized education and training programmes for obtaining and extending the validity of the Union certificate of qualification for inland navigation personnel.

**Approved training programmes** have to provide and assure for the beneficiary the minimum level of knowledge, practical abilities and necessary competence for crew members in order to obtain the Union certificate of qualification according to every position on board of the vessel.

### 4.2 Minimum criteria to be meet for approval of training programmes

To organize and carry out a form of approved training programmes, education and training providers must demonstrate that they meet the following **minimum criteria**:

#### 4.2.1 In the field of institutional capacity:

- **to be constituted as a legal person**, according to the applicable legislation in each country;
- **to be authorized as an education and/or training provider**, according to the applicable legislation in each country;
- **to be certified in the field of quality management system**, according to the provisions of EU Directive 2017/2397, Article 19 (*Member States shall ensure that the quality assessment and assurance of training programmes is ensured by the application of national or international quality standards*);

#### 4.2.2 In the field of education and training capacity:

- to have **the structure of the curricula**, the content and the method to carry on the education and training programmes;

- to have the **necessary human resources** to organize and carry on the education and training programmes
- to have the **material support**.

#### 4.3 Structure and content of the training programme curricula, and method to organize and carry on the training programmes

##### 4.3.1 General considerations

The success of any education and training institute depends on effective preparations. Preparation not only involves matters concerning administration or organization, but also includes the preparation of any training programme compendium, course notes, drawings, sketches, etc., which may be necessary.

The **training programme curriculum and didactical materials** should be elaborated carefully. The training programme curriculum and associated didactical materials must be attentively and thoroughly elaborated. This is vital if a clear understanding is to be obtained of what is required, in terms of resources necessary to successfully implement the training programme.

The **following indicative structure of training programme curriculum** should be used throughout all stages of preparation to ensure that all necessary actions and activities are being carried out in good time and in an effective manner. The indicative structure allows the status of the preparation and procedures to be monitored, and helps in identifying the remedial actions necessary to meet deadlines.

The indicative structure of the training programme curriculum content should include, at least, the following items:

- Training programme plan;
- timetable;
- scope;
- objective;
- entry standards;
- training programme certificate
- participants numbers;
- staffing (coordinator, trainers, instructors, technicians etc.);
- training facilities;
- audio, video equipment and materials;
- legal references;
- bibliography.

The training programme curriculum should be discussed with the teaching staff who are to present the training programme, and their views received on the particular parts they are to present. A study of the course curriculum will determine whether the incoming trainees need preparatory work to meet the entry standards. **The detailed teaching curriculum is constructed in learning outcomes format.** Each specific outcome states precisely what the trainee must do to show that the outcome has been achieved. The

teaching staff, who are to present the training programme, should construct notes or lesson plans to achieve these learning outcomes.

**Learning outcomes** are trainee-oriented, in that they describe an end result which is to be achieved by the trainees as a result of learning process.

In many cases, the learning process is linked to a skill or work activity and, to demonstrate properly the attainment of the objective, the trainee response may have to be based on practical application or use, or on work experience. A training outcome is specific and describes precisely what a trainee must demonstrate his knowledge, understanding or skills as an end product of learning process.

#### 4.3.2 Specific considerations

##### **Scope of the training programme**

In reviewing the scope of the course, the trainer should determine whether it needs any adjustment in order to meet the requirements states in EU Directive 2017/2397, CESNI Standards for competences, and national legislation in the field of professional qualification of inland navigation personnel who transpose the provisions of EU Directive 2017/2397.

##### **Training programme objective**

The training programme objective should be carefully considered so that its meaning is fully understood.

The training programme objective shall be expressed in professional competences that will be achieved by every individual who participate in the education and/or training programme, according to the specific standards for inland navigation personnel (CESNI Standards for competences).

##### **Entry standards**

The entry standards for the participants in the training programme should be established based on the provisions of EU Directive 2017/2397 set out in Annex 1- Minimum requirements for age, administrative compliance, competence, and navigation time, and on the specific national legislation in the field of professional qualification of inland navigation personnel.

##### **Training programme certificate, diploma or document**

Where a certificate, diploma or document is to be issued to trainees to successfully complete the training programme, ensure that this is available and properly worded and that the industry and authorities concerned are fully aware of its purpose and intent.

##### **Training programme intake limitations**

It is recommended to take into consideration limitations regarding the number of trainees who may participate in the course. As far as possible, these limitations should not be exceeded because of the quality assurance of the training programme.

For the practical part of the training programme it is recommended to divide the trainees in small groups (maximum six trainees per group) in order to assure that they can acquire the required practical abilities.

### Staff requirements

It is important that an experienced person, preferably someone with experience in training and curriculum development, is given the responsibility of implementing the training programme. Such a person is often termed a **training programme coordinator**. Other staff, such as **trainers, instructors, laboratory technicians, workshop instructors** etc., will be needed to implement the training programme effectively. Staff involved in presenting the training programme will need to be properly briefed about the training programme work they will be dealing with, and a system must be set up for checking the material they may be required to prepare.

The person responsible for implementing the training programme should consider monitoring the quality of teaching in such areas as variety and form of approach, relationship with trainees, and communicative and interactive skills.

One of the mandatory requirements for approval of training programmes, states in the EU Directive 2017/2397 is: *The programmes for the assessment of the relevant competences are conducted by qualified persons who have in depth knowledge of the training programme.*

### Teaching facilities and equipment

It is important to take into consideration the availability of class rooms, laboratories, workshop and other needed spaces for the development of training programmes in good quality conditions.

These spaces must be fitted with at least the following equipment to support and carry through the work of training programme:

- blackboards/whiteboards and writing materials;
- apparatus in laboratories;
- machinery and related equipment in workshops;
- suitable equipment for practical applications in training campus;

### Teaching aids

Any training aids such as: training programme compendium, course notes, presentations, didactical movies, instructor manual etc., should be constructed or check for availability in order to be bought.

### Audio-visual aids

Audio-visual aids may be recommended in order to reinforce the learning process in some part of the training programme. The following points should be borne in mind:

- video projectors for various presentations, movies etc.;
- computer equipment, for computer-based training;
- electricity supply must be checked and every precaution must be taken to ensure that the equipment operates properly and safely. It is important to use a proper screen which is correctly positioned. It may be necessary to exclude daylight in some cases.

### Reference documents

The content of the training programme, and therefore its standards, reflects the requirements of all the relevant international legislation and the provisions of other legal requirements in this field (i.e. EU Directive 2017/2397, CESNI Standards for competence, model courses, various publications etc.).

### Bibliography

Any useful supplementary source material is identified by the training programme designers and listed in the training programme curriculum. The list should be supplied to the participants so that they are aware additional information can be obtained, and at least two copies of each book or publication should be available for reference in the training institute library.

### Timetable

The timetable should be estimated based on the general needs of the trainees and the availability of instructors and equipment.

### Assessment

Learning outcomes describe an outcome which is to be achieved by the trainees. Of equal importance is the fact that such an achievement can be measured objectively through an evaluation which will not be influenced by the personal opinions and judgements of the examiner. Objective testing or evaluation provides a sound base on which to make reliable judgements concerning the levels of understanding and knowledge achieved, thus allowing an effective evaluation to be made of the progress of trainees in a training programme.

## 4.4 Teaching technique

In the **preparation stage**, trainers must follow, at least these steps:

- identify of the section of the curriculum which is to be dealt with;
- read and study thoroughly all the curriculum elements;
- obtain the necessary didactical manuals or reference documents which cover the training area to be presented;
- identify the equipment which will be needed, together with support staff necessary for its operation;
- it is essential to use a lesson plan, which can provide simplified format for coordinating course notes and supporting activities. The lesson plan breaks the material down into identifiable steps, making use of brief statements, possibly with keywords added, and indicating suitable allocations of time for each step;
- the curriculum is structured in learning outcome format and it is thereby relatively straightforward to assess each trainee's grasp of the subject matter presented during the training activity. Such assessment may take form of further discussion, oral questions, written tests or selection-type tests, such as multiple-choice questions, based on the objectives used in the curriculum. Selection o-type tests and short-answer tests can provide an objective assessment independent of any bias on the part of the assessor;

- check the rooms to be used before the training programme is delivered. Make sure that all the equipment and apparatus are ready for use and that any support staff are also prepared and ready.

In the **delivery stage**, trainers must follow, at least these steps:

- always face the people you are talking to; never talk with your back to the group;
- talk clearly and sufficiently loudly to reach everyone;
- maintain eye contact with the whole group as a way of securing their interest and maintaining it;
- maintain interest and interaction between members of a group;
- emphasized the points or statements who are more important; to ensure that such points or statements are remembered, they must be restated a number of times, preferably in different words;
- if a blackboard/whiteboard is to be used, any writing on it must be clear and large enough for everyone to see; use colour to emphasize important points, particularly in sketches;
- it is only possible to maintain a high level of interest for a relatively short period of time; therefore, break the lecture up into different periods of activity to keep interest at its highest level, speaking, writing, sketching, use of audio-visual material, questions, and discussions can all be used to accomplish this. When a group is writing or sketching, walk amongst the group, looking at their work, and provide comment or advice to individual members of the group when necessary;
- when holding a discussion, do not allow individual members of the group to monopolize the activity, but ensure that all members have the chance to express opinions or ideas;
- if addressing questions to a group, do not ask them collectively; otherwise, the same person may reply each time. Instead, address the questions to individuals in turn, so that everyone is invited to participate;
- it is important to be guided by the curriculum content and not to be tempted to introduce material which may be too advanced, or may contribute little to the training programme objective;
- finally, effective preparation makes a major contribution to the success of a lecture. Preparedness and good planning will contribute to putting things right, poor training cannot be improved by advanced equipment, but good training can overcome any disadvantages that lack of equipment can present.

#### 4.5 Necessary human resources

Training staff involved in teaching, coordination and evaluation process must be qualified according to the type and level of training, education, coordination and evaluation they are participating to.

The training programmes have to be conducted by qualified persons who:

- have a deep knowledge of the training programme;
- understand the specific objectives of the training programme;



- are licensed in the specialty for which the training is being carried out and/or are holders of a certificate of competence for managerial level and/or hold an appropriate teaching degree;
- have appropriate training in instructional techniques and training methods;
- have appropriate training in evaluation methods;
- are certified as an instructor for training on simulator equipment, for training programmes in which professional training and / or evaluation are conducted on a simulator equipment;
- have the ability in using training equipment, teaching aids etc.;
- have the ability to design didactical materials, plan the learning process

#### 4.6 Material support

The providers of education and training programmes must have the necessary facilities for organization and deployment of the education and/or training programmes, which will be necessary for meeting the competences requirement by the applicants.

The education and training providers are also required to have, at least:

- **for the theoretical part of the training programme:** ordinary class room facilities and an overhead projector and in addition, a demonstration table would be advantageous;
- **for the practical part of the course:** training vessels, training campus, thematic laboratories, laboratories for computer-assisted training, equipment, devices etc. and simulators.

#### 4.7 Approval process of training programmes

After meeting the legal requirements mentioned above, the education and training providers can **submit for approval**, to the national competent authority, the education and/or training programme/programmes.

**Verification of the education and training providers** regarding the fulfilment of minimum criteria will be achieved by a verification committee who will analyse the file submitted by the education and training providers.

As verification result, the committee will write an ascertainment report that will be the base of issuing the approval document for training programme.

**The approval document** will be identified with serial number and issuing date and will be registered in the records register for authorized education and training providers.

According to the provisions of **EU Directive 2017/2397, Article 19, point 5**: *the list of approved education and training programmes, as well as any education and training programmes whose approval has been revoked or suspended, will be send to the Commission by the designated national competent authority. The Commission shall make this information publicly available. The list shall indicate the name of the training programme, the titles of diplomas or certificate awarded, the body awarding the diploma or certificates,*

*the year of entry into force of the approval, as well as the relevant qualifications and any specific authorisations to which the diploma or certificate gives access.*

#### 4.8 Monitoring process of approved training programmes

**Monitoring process** consist of **permanent monitoring** by the national competent authority of the continuous fulfilment by the education and training providers, of the minimum criteria for approval.

Monitoring process consist also of **periodical evaluation** through inspections initiated by the national competent authority.

Monitoring process will be **carried out by the committee** who verified the education and training providers before issuing the approval documents.

## 5. DANUBE SKILLS ACTIVITIES IN SUPPORTING THE IMPLEMENTATION OF THE EU DIRECTIVE PROVISIONS

### 5.1 Public consultations of the relevant stakeholders

The support provided after public consultations is accomplished through the deliverable document developed under Activity 3.1 - **Preliminary report on current legislative framework, procedures and practices governing qualification in inland navigation in the project countries**. Each project partner involved in this activity which is also involved directly or indirectly in education and/or training and certification of inland navigation personnel in Danube region, analysed and assessed as accurately as possible the provisions of the Directive (proposal) and the future perspective of the IWT education and training system, by comparison with the existing situation in each partner country and the necessary steps forward for the implementation of a harmonized standard for the recognition of professional qualifications in inland navigation in all Danube riparian countries.

### 5.2 Gap analysis and impact evaluations of nautical qualifications

The **transnational gap analysis and impact evaluations for nautical qualifications** subsequently completed summarizes common and specific national problems obstructing the implementation of the EU Directive 2017/2397 on the recognition of professional qualifications in inland navigation in all Danube riparian countries.

For each Danube riparian country was developed the Gap analysis and impact evaluations for nautical qualifications, and the work on these documents made aware of the education and training institutions, and also the main relevant stakeholders and policy decision makers on the problems which can be occur during the implementation of the EU Directive provisions into national legislation with minor and major impact such as:

**Minor impact, requiring short term duration for their implementation, are:**



- reviewing/changing of the national legislation on minimum requirements for training of inland navigation personnel;
- reviewing and/or designing of the existing and or/new curricula of specific training courses and the approval of the mandatory training courses; and in parallel,
- reviewing/ changing of the national legislation regarding the certification of professional qualifications of inland navigation personnel and the approval of training programmes, as the case may be.

**Major impact, requiring long term duration for their implementation,** these include:

- minimum requirements for deck crew members regarding the completion of approved education programmes, which require a long term process for revision of the national legislation governing education;
- specific authorization for LNG Expert – this is a major problem due to lack of inland vessels powered by LNG in all Danube riparian countries, which means that a specific simulator, whose procurement is a long term and expensive process, is required for practical training;
- use of simulators- this is a problem in most of the Danube riparian countries because of the lack of this type of equipment used for training of inland navigation personnel;

**The transnational gap analysis and impact evaluations on nautical qualifications in Danube riparian countries is an important tool in the establishing the priority in which training programs will be subject to designing/revising and approval by the competent authority.**

### **5.3 Development of two transnational model courses**

In supporting the partner's activity for designing and approval of training programmes in the Danube riparian countries in Danube SKILLS project, Activity 3.2 were developed two transnational model courses:

- **Safety practices in emergency situations during ship operation- Operational level,** and
- **Human resource management and social responsibility on board- Management level.**

The main aim of both transnational model training courses is to assist education and training institutions in the implementation of the EU Directive 2017/2397 on the recognition of professional qualification in inland navigation and in meeting the requirements of CESNI Standards of competence for inland navigation deck crew members, for Operational and Management level.

For each model course was developed the **training programme curriculum** which can be used as a good practice example in the development of the education and training programmes curricula in each education and training institution.

For the model courses were developed also the **didactical materials** consisting in: course compendium, course notes, presentations, practical scenarios, case studies etc., which can be used as good practice example by the education and training institutions. All these didactical materials are available in English language on InfoDanube website and can be downloaded for free for those who are interested, and can be used as useful tools for developing the didactical materials for future mandatory education and training programmes required by the EU Directive 2017/2397.

#### 5.4 Train the trainer sessions

In order to **transfer knowledge and best practices to the project partners**, and to the external experts from education and training institutions of project partners countries, two **Train the trainer sessions** for the transnational model courses were organized in Constanta for Safety practices in emergency situations during ship operation- Operational level and in Bratislava for Human resource management and social responsibility on board- Management level.

**These train the trainer sessions addressed capacity building at:**

- **individual level**- participants in these train the trainer sessions acquired the knowledge and skills that enable them to perform as trainers in such training programmes;
- **organizational level**- education and training institutions received useful tools and guidance for the elaboration of structures, processes and procedures ensuring adequate delivery of approved training programmes and evaluation of the trainees by used of skilled trainers and required theoretical and practical facilities; and
- **institutional level**- appropriate adoption of regulatory procedures enforced by the EU Directive 2017/2397 for the approval of training programmes addressed to inland navigation personnel.

#### 5.7 Pilot courses organized in Danube riparian countries

Based on knowledge and skills acquired during the two Train the trainer sessions and the findings and recommendations of the evaluation report conclude on completion of Activity 3.3 – Organizational capacity building on public entities on nautical qualifications, the project partners involved in education and training activities, will organize **pilot training course** for each of the two transnational model courses.

**In this respect Danube SKILLS project offers knowledge, skills and needed tools to the representatives of education and training institutions to align their practices and procedures to the new legal provisions of EU Directive 2017/2397 and CESNI Standards.**

## 6. CONCLUSIONS

Implementation the provisions of EU Directive 2017/2397 on the recognition of professional qualifications in inland navigation and of the CESNI Standards into the

education and training system in each Member States country is an important step forward to the harmonisation of professional qualification at European level and on the increasing the mobility of the IWT workforce based on the recognition of professional qualifications in all Member States.

In order to achieve these important goals each education and training institutions from EU have to change and/or revised the education and training system addressed to inland navigation personnel to respond to the new requirements for professional qualifications. The most important steps in the implementation of the new European legal framework into the education and training system were developed in Danube SKILLS project and the specific activities performed and documents provided are useful tools and guidance for preparation the legal procedures for designing/revising and approval of training programmes.

**Project website:** [www.interreg-danube.eu/danube-skills](http://www.interreg-danube.eu/danube-skills)