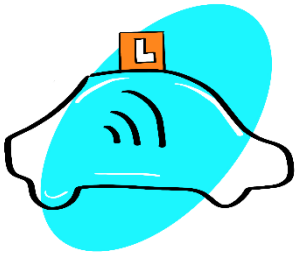

SABIA – Online Driving School

Country name:		SLOVAKIA
Region:		East Slovakia region
City :		Prešov
Public organisation responsible for the initiative	National language	Stredná priemyselná škola elektrotechnická (SPŠE)
	English	Secondary Technical School of Electrical Engineering
Department (if any)		School management
Address:		Plzenská 1, Prešov
Webpage:		www.spse-po.sk
Public organisation representative:		Director of the School

Initiative description

Title:	SABIA – Online Driving School
Features of group/s of beneficiaries	Directly: small transport companies, self-employed workers Indirectly: large transport companies, citizens
Initiative / tool objective	The objective of the tool was to support Driving School – small local company, in their process to match up to changing educational reality during COVID19 pandemic.
Steps / phases / stages of tool / initiative implementation and its activities description	SABIA is a local driving school that provides training for new drivers to obtain driving licenses for motorcycles, cars and trucks. It implements practice rides to renew knowledge of driving a car or motorcycle, practice rides to renew knowledge of new regulations and also implements accredited safety training for drivers and transport workers. The offer of the SABIA driving school is also attractive for new young drivers who were interested in obtaining a driving licence even during a pandemic. However, the operation of driving schools and other registered persons for the offering of compulsory basic qualification courses and regular training was obliged to comply with strictly restrictive rules such as the following: the driver and instructor have to cover their face appropriately (nose and mouth with a proper face mask). After each driving and simulator training, the interior of the vehicle, in particular, the steering wheel and a gear lever had to be disinfected. During the training aimed at driving motor vehicles of groups A – motorbikes, each of the course participants had to have their helmet and appropriate protective equipment which are used in such training when driving this type of vehicle, e.g. protective gloves. It was not easy to meet these conditions, and at

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	the time when they were still tightening, the driving school decided to suspend these practical training and it was possible to implement only the theoretical part. At that time they asked the Secondary Technical School of Electrical Engineering for help so that they could switch to online teaching. In this period of lockdown and various restrictions came the help of the school and the preconditions for a new period of driving school online with recruitment – „Start driving school, even if there is a curfew". And it has become the new reality. Initiative implementation process consisted with 5 elements/steps: <u>Step 1.</u> Objective: Consultation on the problem of theoretic training in driving school. There was a thorough analysis of theoretical training which included a mapping of how classical driving school teaching takes place, how many people are in the classroom and what methods and tools are usually used – whiteboards, PowerPoint presentations, pictures and banner demonstrations. Demonstration of the functionality of the application was done on hardware equipment in the school premises. <u>Step 2.</u> Objective: Installation of a PC instructor for theoretical preparation. Finding a suitable software solution for online courses in the theoretical preparation section, where more participants could be involved in one lesson and where teaching materials with quick text samples could be shared with everyone. Webex and Google meet proved to be a very practical tool and except for English, both were also available in a related Czech language. The Webex tool has shown limitations where one lesson can last a maximum of 45 minutes because for the required longer lesson, you would need to purchase a license as a user. Another tool was searched and thus MS Teams (Microsoft) was chosen, where individual meetings had no time limits and it was also available in the Slovak language which suited the driving school instructor the most. In the beginning, SABIA was provided with a room and a swift internet connection directly within the school premises. <u>Step 3.</u> Objective: Creating the first meetings for theoretical training lessons. To start the group teaching of theoretical training, the camera and sound on the PC had to be set correctly, the network accesses were checked and the installation of the Microsoft Teams application was carried out. Creating meetings (lessons) after instructor registration and creating an account was no longer that complicated. In the next step, the instructor got acquainted with the MS Teams environment where it was possible to create invitations for participants on lessons, to create new meetings with the exact date and time. It was also important to inform the instructor how he can invite his students (course participants) to the online room with the help of a code and the created password for entry. <u>Step 4.</u> Objective: Document sharing. Driving school instructors do not necessarily have ICT skills, mostly because they have never undergone significant training in such and the current pandemic has not made it easier. Therefore, SPSE also offered demonstrations on how to search for teaching materials in the form of various videos directly through YouTube channels and then share them with all participants directly during the lesson. This would eliminate the tedious preparation of creating PowerPoint presentations and banner demonstrations. PDF formats in the form of various regulations also did not need to be scanned in this way, but they could be found immediately via the Google browser.

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	<u>Step 5.</u> Objective: Practical implementation of online courses. The teaching of theoretical training was prepared and the tool for video recording of lessons was introduced - in case any student wanted to repeat it or could not get involved in the actual lesson for other reasons (failure of internet connection). The driving school instructor received a perfectly working IT tool from SPSE that could be used during the COVID-19 pandemic with basic IT skills.
Expected result(s)	<u>Initiative / tool organisation dimension (what kind of added-value the initiative / tool brings for the implementing organization?):</u> • Enabling online driving school instruction during a hard lockdown. <u>Beneficiaries dimension (what kind of added-value the initiative / tool brings for the Target Group members?):</u> • Power to support companies in formal/informal education sector by using available educational capacity (knowledge, tools, space)as input to the new activity for MSME.

Transferability

Transferability to other countries (to be assessed by all Project Partners)	• Medium – the initiative / tool can be transferred with the fulfilment of some demanding requirements by adopting organisation
Transferability on country of origin level (to be assessed by all Partner from specific country)	• High – the initiative / tool can be transferred without the fulfilment of demanding requirements by adopting organisation

Necessary resources	Technical infrastructure:
	• Offices:
	  ○ School rooms with infrastructure.
	• Technology:
	  ○ IT infrastructure – notebook, PC.
	  ○ Microsoft applications.

	Knowledge:
	• Competencies of members of implementing team:
	  ○ Knowledge of online tools and their educational capacity.
	  ○ Knowledge on organising education process with online tools.
	• Procedures:
	  ○ Knowledge of the formal licences of the online tools used.

	Types (categories) of costs to be covered: • Public school staff support on IT tools application. Amount of costs to be financed (in EUR): n/a
Key success factors:	• Good organisation at school and company level. • Perfect analyses of the situation faced (organisational and essential context) and proper recommendation.
Key challenges:	• Practical approach in transferring theoretical training into online tools (shortening of theoretical training with the possibility of extending theoretical training lessons online).

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	• Preparing appropriate materials: video recordings , textbook presentation, online test.
Impact on regional economy (general description)	• Support for raising the level of awareness and knowledge of the inhabitants of the region about possibility to use existing public infrastructure to support business and employment. • Support to the company generate value for local and regional inhabitants giving continuous access to educational services and improving competences important during employment processes.

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