

Meeting in Huittinen: from 02-03-2026 to 05-03-2026

Work package: 'Innovative teaching and learning practices'

Day 1: in school, SATAKUNNAN KOULUTUSKUNTAYHTYMA (Finland)

Content of the proposed activity:

> Day 1: In school (Sataedu):

1/Team building activities.

2/Innovative teaching and learning practices (sharing good (proven) practices):

- Technology-driven learning.
- Work-based learning (WBL).
- Multidisciplinary and collaborative learning.
- Sustainability-focused practices.
- Digital competence development.
- Personalized and inclusive learning.
- Entrepreneurial skills development.
- Cross-cultural and international training.
- Industry collaboration and innovation.
- Lifelong learning and upskilling.

3/Dissemination activities.

Several themes are clearly discussed in the meeting document, while others are only indirectly mentioned or not discussed.

The strongest connections are to work-based learning, technology-driven learning, digital competence, personalized learning, industry collaboration, and lifelong learning.

Theme	Discussed?	How?
Technology-driven learning	Clearly discussed	Students use truck camera systems, Scania fleet-management data, vehicle mapping, and live vehicle views. Driving performance is analysed using real operational data.
Work-based learning (WBL)	Strongly discussed	Third-year students spend a substantial part of their studies—often more than 50%—in companies. Workplace learning is integrated with licensing, company practice, and competence demonstrations.
Multidisciplinary and collaborative learning	Partly discussed	The curriculum combines vocational logistics studies with languages, mathematics, physics, digital skills, arts, and working-life competences. Collaboration also occurs between teachers, students, companies, and international project partners.
Sustainability-focused practices	Clearly discussed, but mainly through efficiency	Environmental and economical driving are taught using fleet data. Students learn to reduce fuel consumption, improve rolling distance, and reduce unnecessary braking. For example, one student reduced fuel consumption from 32 to 28 litres on a route.

Theme	Discussed?	How?
Digital competence development	Clearly discussed	Digital skills are part of the common curriculum. Students also work with vehicle-management systems, camera technology, data analysis, and digital performance monitoring.
Personalized and inclusive learning	Partly discussed	Students can select optional competence areas according to their interests and company placements, such as timber transport or construction machinery. The school also redirects students who change interests. However, explicit inclusive-learning methods are not described in detail.
Entrepreneurial skills development	Not clearly discussed	The document refers to working-life competences and cooperation with companies, but it does not specifically describe entrepreneurship education, business creation, innovation projects, or entrepreneurial learning activities.
Cross-cultural and international training	Clearly discussed	The meeting involved partners from Finland, Belgium, and France. It refers to long-term EU and Erasmus collaboration, international visits, and cooperation between educational institutions.
Industry collaboration and innovation	Strongly discussed	Companies provide work-based learning opportunities, participate in competence assessments, and cooperate with the school. The curriculum is adapted to company needs, and industry-related technologies are used in training. The new logistics building and fleet modernisation also support innovation.

Theme	Discussed?	How?
Lifelong learning and upskilling	Strongly discussed	Adult education is a major part of the programme. There are two adult intakes each year for career changers, unemployed people, and other adults. Programmes are relatively short and employment-oriented. The document even mentions a 77-year-old student completing the bus-driver qualification.

Overall assessment

The document most strongly demonstrates these themes:

1. **Work-based learning**
2. **Industry collaboration and innovation**
3. **Technology-driven learning**
4. **Digital competence development**
5. **Lifelong learning and upskilling**
6. **Cross-cultural and international training**
7. **Sustainability through economical and environmental driving**

The following themes are present but less developed:

- Multidisciplinary and collaborative learning
- Personalized and inclusive learning

Entrepreneurial skills development is not explicitly addressed.

Day 2: in transport company AH-Trans Oy, Lähteenperäntä 60, 32700 Huittinen, Finland

- Understand the Finnish context.
 - Using smart technology and practical training.
 - Eco-driving and sustainable practices.
 - Attracting young talent by making learning engaging and modern.
- > Meeting assessment: Have the predefined objectives been achieved? Where do we need to make adjustments?
- > Report of the meeting and tasks.

All four themes are discussed in the interview, although some are more explicit than others.

Theme	Discussed?	How?
1. Understanding the Finnish context	Strongly discussed	The interview provides detailed insight into Finnish transport conditions: the company's operations in Huittinen and eastern Finland, Finnish vocational education, collective wage agreements, working-time regulations, military service, driver shortages, and the effects of the Russian timber ban and pulp-mill closures. It also discusses Finnish infrastructure limitations, such as the shortage of gas-fuelling and electric-charging stations.
2. Using smart technology and practical training	Strongly discussed	Practical training is a central topic. The interviewee recommends close cooperation between vocational schools and transport companies, with students learning progressively in the workshop, shadowing drivers, and eventually driving themselves after obtaining a licence. Technology is discussed through GPS tracking, driver-hours monitoring, fuel-consumption analysis, and the change from Econen to the more modern Co-Driver telematics system.
3. Eco-driving and sustainable practices	Partly to strongly discussed	The company continuously monitors driver behaviour and fuel consumption, using this information for driver feedback, truck allocation, and purchasing decisions. The interview also considers gas, electric, and hydrogen-powered vehicles. However, the discussion focuses more on fuel efficiency, operational feasibility, costs, and infrastructure than on formal eco-driving training or a wider sustainability strategy.
4. Attracting young talent through	Strongly discussed	The company seeks to attract young people through school-industry cooperation, hands-on learning, mentoring, real work tasks, and a staged pathway from

Theme	Discussed?	How?
engaging and modern learning		workshop experience to driver shadowing and employment. The interviewee also visits SatEdu annually to speak with first- and second-year students about work expectations and driver behaviour. The learning approach is modern in its practical and technology-supported elements, although the file does not explicitly discuss digital learning platforms, gamification, or social-media recruitment.

Overall interpretation

Strongest emphasis is on:

- **Practical, staged training**
- **Close cooperation between schools and companies**
- **Use of telematics and data for fleet and driver management**
- **Retention through flexibility, mentoring, and suitable working conditions**
- **Adapting training and recruitment to the Finnish operating environment**

Eco-driving is present, particularly through fuel-consumption monitoring and alternative-fuel discussions, but it could be made more explicit. There is no clearly description of a formal eco-driving course, specific fuel-saving targets, or measured environmental outcomes.

A concise way to express the findings would be:

The Finnish transport company combines local contextual knowledge, practical vocational training, telematics, and flexible employment practices to develop and retain drivers.

Sustainability is addressed mainly through fuel monitoring, efficient driving, fleet decisions, and consideration of alternative fuels, while young talent is attracted through hands-on, progressive, and school-linked learning pathways.