



SEE-GL

SKILLS AND EMPLOYMENT
ENHANCEMENT IN GREEN LOGISTICS



Co-funded by
the European Union

ESG IN TRANSPORT & LOGISTICS

Training manual



TABLE OF CONTENTS

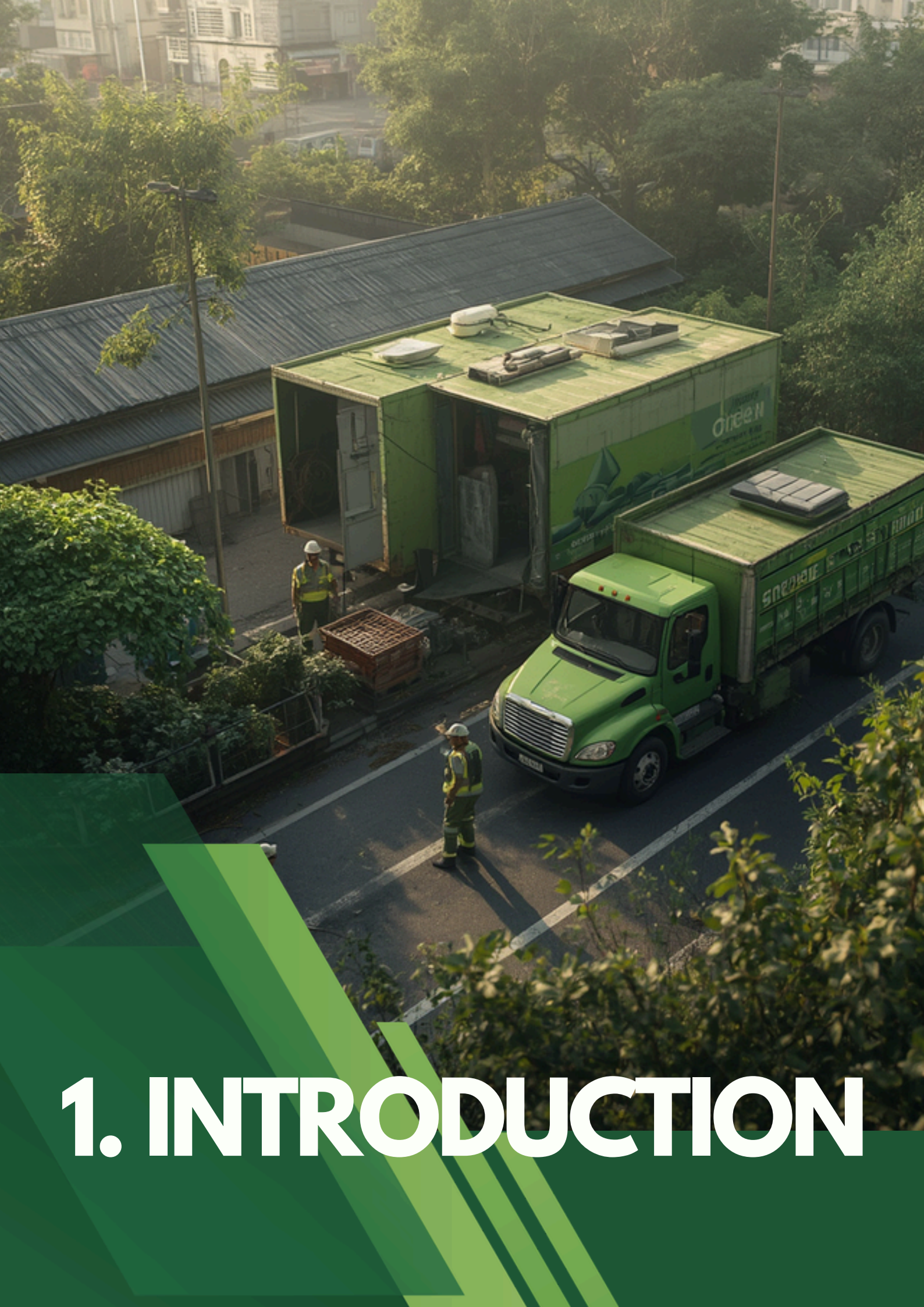
<u>1. INTRODUCTION</u>	5
<u>2. AIMS AND OBJECTIVES</u>	7
<u>3. PARTICIPANTS' PROFILE – WHO IS THIS MANUAL FOR?</u>	9
<u>4. TRAINERS' PREPARATION</u>	11
<u>4.1. Logistical Preparation</u>	12
<u>4.2. Preparation for the Learning Process</u>	12
<u>4.3. Social and Intercultural Preparation</u>	13
<u>4.4. Key reminders</u>	13
<u>5. SESSION PLAN</u>	14
<u>6. TRAINING DELIVERY GUIDELINES</u>	16
<u>6.1. Introduction</u>	17
<u>6.2. Adult Learning Principles and Inclusive Training Approach</u>	17
<u>6.3. Transfer to Workplace Practice</u>	18
<u>7. PROPOSED IMPLEMENTATION PLAN</u>	20
<u>7.1. DAY 1 – FOUNDATIONS: GROUP, CONTEXT AND ESG FRAMEWORK</u>	21
<u>7.1.1. Session 1: Welcome, Getting to Know Each Other & Group Dynamics</u>	21
<u>7.1.2. Session 2: Introduction to ESG in Logistics and Transport</u>	23
<u>7.1.3. Session 3: International ESG Norms and Regulations</u>	25
<u>7.1.4. Session 4: Overview of the day</u>	28

<u>7.2. DAY 2 – PRINCIPLES OF ESG BUSINESS IN TRANSPORT AND LOGISTICS</u>	29
<u>7.2.1. Session 1: Environmental Dimension in Transport and Logistics</u>	29
<u>7.2.2. Session 2: Social Responsibility in Transport and Logistics</u>	31
<u>7.2.3. Session 3: Corporate Governance</u>	35
<u>7.2.4. Session 4: ESG Reporting and Digital Tools</u>	38
<u>7.3. DAY 3 – APPLYING ESG IN A LOCAL CONTEXT</u>	41
<u>7.3.1. Session 1 & 2: Application of Legal Norms in the National Context</u>	41
<u>7.3.2. Session 3: Applying Sustainability Principles in the Local Context</u>	44
<u>7.3.3. Session 4: Curriculum Review and Opportunities for Implementation</u>	47
<u>8. LEARNING AND RECOGNITION</u>	49



IMPRESSUM

Publication title	ESG in Transport & Logistics
Subtitle	Training manual
Project	SEE-GL - Skills and Employment Enhancement in Green Logistics
Programme	Erasmus+ Capacity Building in the field of VET (ERASMUS-EDU-2024-CB-VET)
Project duration	1 January 2025 - 31 December 2026 (24 months)
Deliverable	D3.5 - VET Curriculum for ESG Specialist -Annex
Work Package	WP3 - Creating a Comprehensive Curriculum for ESG Specialists in Transport Logistics
Lead Beneficiary for D5.5	Pučko otvoreno učilište Auto moto centar Nova Gradiška (POU AMC NG), Croatia
Editorial coordination	Pannonia Consulting d.o.o., Croatia (WP5 co-lead)
Project coordinator	Pučko otvoreno učilište Auto moto centar Nova Gradiška (POU AMC NG), Croatia
Year of publication	2026
Language of this edition	English
Project website	https://esg-logistic.eu



1. INTRODUCTION



1. INTRODUCTION

Training manual within the project SEE GL was designed with the aim of strengthening the capacity of trainers, lecturers and professional associates for the implementation of ESG educational program as valuable resource, providing guidance, case studies, and best practices for VET providers.

The transport and logistics sector is among the key areas of the European Union's green transition. In the context of the European Green Plan, climate neutrality and the increasingly pronounced demands of the labor market for sustainable business, it is necessary to strengthen educational institutions and their trainers so that they can transfer current knowledge and practical competences to future drivers, logisticians, dispatchers, operators and managers in traffic.

This manual aims to:

- improve understanding of the ESG curriculum and its application in the transport and logistics sector,
- train trainers to develop and adapt sustainability-focused curriculum,
- connect regulatory requirements, market trends and concrete examples of good practice,
- encourage the development of competencies needed for the green and digital transformation of the sector.

Special emphasis is placed on practical application – case studies from transport companies, environmental impact analysis, social responsibility in fleet management, driver safety and working conditions, and transparent and accountable corporate governance.

The training for trainers also provides the foundation for further implementation of ESG modules in vocational and adult education programs, with the aim of creating staff who understand sustainability not only as a regulatory requirement, but as a strategic competitive advantage.





1. AIMS AND OBJECTIVES



1. AIMS AND OBJECTIVES

The overall aim of the SEE GL training manual is to strengthen the competences of VET teachers, trainers and adult educators to intentionally integrate ESG (Environmental, Social, Governance) principles into transport and logistics education and training, in order to foster sustainable thinking, responsible business practices, and green transition skills within the sector – while ensuring applicability within the specific national contexts of each partner country.

Through this training manual, we aim to:

- 1. Increase trainers' understanding of ESG frameworks** and their relevance for the transport and logistics sector, beyond regulatory compliance, highlighting ESG as a strategic and competitive advantage at both European and national levels.
- 2. Equip participants with practical and adaptable teaching tools** for integrating ESG topics into existing curricula and training programmes in transport and logistics (e.g. fleet management, driver training, logistics operations, safety and compliance), taking into account national qualification frameworks, legal requirements, and labour market needs.
- 3. Strengthen trainers' pedagogical and facilitation skills**, with a focus on delivering sustainability-related content in an engaging, practice-oriented and learner-centred way within adult education and VET contexts.
- 4. Support trainers in addressing complex and sensitive topics** such as environmental impact, carbon footprint, working conditions of drivers, occupational safety, gender equality, ethical management and corporate responsibility in a structured, evidence-based and nationally relevant manner.
- 5. Enhance participants' capacity to link ESG principles with real-life industry practices**, including national case studies from transport companies, green logistics initiatives, digitalisation processes, and responsible supply chain management models.
- 6. Develop awareness of EU sustainability priorities and their national transposition**, including how European policies and reporting obligations are reflected in national legislation, strategies and sectoral regulations in each partner country.
- 7. Encourage comparative reflection between partner countries**, enabling participants to analyse similarities and differences in regulatory environments, market readiness, and ESG implementation challenges across national contexts.
- 8. Foster peer learning and exchange of practices** among trainers and institutions from different countries, building a shared yet context-sensitive understanding of sustainability challenges and opportunities in the transport and logistics sector.
- 9. Support the transfer of learning into institutional and national practice** by guiding participants to develop concrete follow-up actions tailored to their own educational systems, accreditation frameworks, and sectoral realities after the training.



3. PARTICIPANTS' PROFILE – WHO IS THIS MANUAL FOR?



3. PARTICIPANTS' PROFILE – WHO IS THIS MANUAL FOR?

The SEE GL Manual for Trainers is designed for **VET educators, trainers, curriculum developers and adult education professionals** working in the field of transport and logistics.

The manual specifically targets professionals who:

- deliver education and training in transport, logistics, fleet management, driver training, or related sectors,
- are involved in curriculum development and programme adaptation within VET and adult education institutions,
- aim to integrate ESG (Environmental, Social, Governance) principles into their teaching practice,
- are interested in strengthening sustainability competences within the transport and logistics sector.

Access to Training and Learning Resources

Additional teaching and learning materials developed within the SEE GL project, including curriculum-related resources, presentations, practical exercises, case studies, and supporting documents, are available through the project website and associated dissemination channels.

Participants, trainers, and organisations interested in implementing the curriculum are encouraged to regularly consult project resources for updates, examples of good practice, and additional learning materials.

For further guidance, implementation support, or information regarding the curriculum and training materials, interested stakeholders may also contact any of the SEE GL project partners. Project partners can provide additional information regarding curriculum implementation, ESG-related educational resources, and examples of practical application within the transport and logistics sector.

The most up-to-date information, learning resources, and contact details of project partners can be found on the official project website.



4. TRAINERS' PREPARATION



4. TRAINERS' PREPARATION

This is a Training Manual focused on ESG integration in transport and logistics education, both participants and trainee play a key role in ensuring readiness, professionalism, and active contribution to the learning process.

4.1. Logistical Preparation

- Trainers, with the support of their organizations, are responsible for preparing all practical and logistical aspects related to the training. This includes:
- Familiarizing themselves with the curriculum details, training agenda, venue, timeline, and expectations of participants.
- Ensuring they clearly understand of education procedures and the daily programme structure.
- Staying in contact with the organizing institution regarding any logistical questions or specific requirements before the training.

4.2. Preparation for the Learning Process

The training course is designed as a structured, practice-oriented and collaborative learning experience. Participants are expected to actively prepare for their professional contribution in advance, and the trainers need to prepare for an active learning process focused on practical work.

This includes:

- Reflecting on their personal and institutional learning objectives, particularly regarding ESG integration in transport and logistics education.
- Reviewing national regulations, sustainability priorities, and sector-specific ESG challenges relevant to their country.
- Understanding that learning will take place through applied workshops, curriculum work, peer exchange, case studies, and facilitated discussions, rather than through lecture-based teaching alone.
- Being prepared for active participation, group work, critical reflection, and constructive peer feedback.



4.3. Social and Intercultural Preparation

As the training often brings together professionals from different knowledge levels and institutional backgrounds, social and intercultural preparation is essential.

Participants should be encouraged to:

- Reflect on their prior educational experiences, working environments and institutional cultures, and remain open to comparative dialogue.
- Approach discussions on ESG, sustainability, and sector challenges with professionalism, respect, and openness to diverse perspectives.
- Engage actively in trust-building, cooperation, and collaborative curriculum development processes.
- Familiarise themselves with the group rules and code of conduct, and commit to contributing to a safe, respectful, and inclusive professional learning environment.

4.4. Key reminders

Participants need to be aware that during the joint activities:

- always ask for and respect consent before sharing photos, videos, or personal stories of others
- avoid sharing sensitive content without explicit permission



5. SESSION PLAN



5. SESSION PLAN

DAY	1ST WORKING SESSION	2ND WORKING SESSION	3RD WORKING SESSION	4TH WORKING SESSION
DAY 1 MODULE 1	Welcome, getting to know each other & group dynamics	Introduction to ESG in logistics and transport	International ESG norms and regulations	Overview of the day
DAY 2 MODULE 2	Environmental dimension in the L&T sector	Social responsibility in the L&T sector	Corporate governance in sector L&T	ESG Reporting & Digital Tools
DAY 3 MODULE 3	Application of legal norms in the national context	Application of legal norms in the national context	Applying sustainability principles in the local context	Curriculum Review and Opportunities for Implementation



6. TRAINING DELIVERY GUIDELINES



6. TRAINING DELIVERY GUIDELINES

6.1. Logistical Preparation

This section provides practical guidance for trainers delivering the SEE GL curriculum. It is based on the experience gained during the pilot training for VET providers and follows the principles of adult learning, active participation, peer exchange, and problem-based learning.

Each session should combine theoretical input with practical application. Trainers are encouraged to facilitate discussion, reflection, and collaborative problem-solving rather than relying solely on lectures.

Recommended learning methods include:

- Interactive presentations
- Case study analysis
- Small-group discussions
- Peer learning activities
- Problem-solving exercises
- Reflection sessions
- Practical workplace examples
- National and international comparison activities

A suggested ratio is:

- 30–40% trainer input
- 60–70% participant activity and discussion

6.2. Adult Learning Principles and Inclusive Training Approach

The SEE GL curriculum is intended primarily for adult learners participating in vocational education and training (VET), continuing professional development, and lifelong learning activities. Trainers should therefore apply adult learning (andragogical) principles throughout the training process and recognize that participants may differ significantly in terms of age, professional background, educational level, learning preferences, work experience, digital competences, and prior knowledge of ESG topics.



Adult learners bring valuable professional and personal experiences into the learning environment. Rather than viewing participants as passive recipients of information, trainers should recognize them as active contributors whose experiences enrich discussions, case study analysis, and problem-solving activities. Learning should build upon participants' existing knowledge and encourage them to connect new concepts with real-life workplace situations.

A **learner-centred approach** is strongly recommended. Trainers should facilitate learning through dialogue, reflection, collaboration, and practical application rather than relying exclusively on traditional lecture-based teaching. Participants should be encouraged to share examples from their own institutions, compare practices across organizations and countries, and critically reflect on challenges related to sustainability and ESG implementation.

The **training environment** should be inclusive, respectful, and supportive of diversity. Trainers should ensure that all participants have equal opportunities to contribute, regardless of their professional role, age, gender, cultural background, language proficiency, or level of experience. Different perspectives should be welcomed and treated as opportunities for learning and professional exchange.

To support effective adult learning, trainers are encouraged to:

- create a safe and respectful learning environment,
- encourage active participation and peer learning,
- connect theoretical concepts with practical workplace examples,
- use questioning techniques that stimulate reflection and critical thinking,
- adapt explanations and activities to the knowledge level of the group,
- provide constructive feedback and positive reinforcement,
- acknowledge and value participants' professional experiences,
- use a variety of learning methods to accommodate different learning preferences.

Whenever possible, learning activities should be based on realistic situations from the transport and logistics sector. Case studies, practical exercises, group discussions, simulations, problem-solving tasks, and workplace examples are often more effective than lengthy theoretical presentations. Such methods help participants understand how ESG principles can be applied in everyday professional practice.

Trainers should also remain flexible throughout the training process. Adult learners may have different expectations, learning speeds, and levels of familiarity with sustainability concepts. Continuous observation of group dynamics, regular feedback collection, and adaptation of activities are essential for maintaining engagement and ensuring that learning outcomes are achieved.

Special attention should be given to accessibility and inclusion. Training materials should be clear, structured, and available in accessible formats whenever possible. Participants with disabilities or specific learning needs should be provided with appropriate support and reasonable adjustments to enable full participation in all learning activities.

Ultimately, the role of the trainer within the SEE GL programme is not only to transfer knowledge but also to facilitate learning, encourage professional reflection, support collaboration, and inspire participants to integrate ESG principles into their own educational and professional practice.



6.3. Transfer to Workplace Practice

A key principle of the SEE GL curriculum is the transfer of learning into real workplace situations. Trainers should continuously encourage participants to connect ESG concepts, discussions, and activities with their own professional responsibilities and organisational context. Since many participants may already be employed in transport, logistics, fleet management, warehousing, compliance, safety management, administration, or related sectors, learning should be linked to practical business challenges and opportunities whenever possible.

Throughout the training, trainers should encourage participants to reflect on:

- how ESG principles are currently applied within their organisation,
- which environmental, social, and governance challenges exist in their workplace,
- how sustainability requirements affect operational processes,
- which improvements could realistically be introduced,
- how ESG principles can contribute to business performance, risk reduction, and organisational development.

Work-based learning activities should support participants in observing, analysing, and evaluating real business practices. Whenever possible, participants should be encouraged to use examples from their own organisations, identify areas for improvement, and discuss practical solutions with their peers.

Examples of workplace-oriented learning activities may include:

- analysing existing organisational policies and procedures,
- identifying ESG risks and opportunities,
- reviewing sustainability-related indicators and performance data,
- evaluating environmental, social, or governance practices,
- proposing improvement measures,
- reflecting on stakeholder expectations and compliance requirements.

Trainers should emphasise that ESG is not a separate business activity but a cross-cutting approach that influences decision-making, operational efficiency, employee wellbeing, environmental performance, compliance, and long-term organisational sustainability.

At the end of each training day, participants should be encouraged to identify practical ways in which the knowledge gained can be applied within their own professional environment. This approach supports continuous learning, strengthens the relevance of the training, and increases the likelihood of successful implementation after the programme has been completed.



7. PROPOSED IMPLEMENTATION PLAN



7. PROPOSED IMPLEMENTATION PLAN

7.1. DAY 1 – FOUNDATIONS: GROUP, CONTEXT AND ESG FRAMEWORK

7.1.1. Session 1: Welcome, Getting to Know Each Other & Group Dynamics

Duration: 90 minutes

Learning objectives

Participants will:

- become familiar with the project and curriculum,
- establish a collaborative learning environment,
- identify their expectations and professional backgrounds,
- understand the structure of the training programme.

Recommended methodology

Activity	Duration
Welcome and introduction	15 min
Professional Introduction Circle	20 min
Expectations and Concerns Wall	15 min
Curriculum and project overview	20 min
Discussion: The role of trainers in adult education	20 min

Suggested activity

ESG Experience Map

Participants introduce themselves and briefly explain:

- their institution,
- experience in transport/logistics education,
- current sustainability challenges they observe.



Reflection questions

- What sustainability issues are most visible in your sector?
- Do You currently address any ESG or sustainable topics in your teaching practice?

Trainer Tips

The primary objective of this session is not only to introduce participants to the training programme but also to create trust, engagement, and a positive group dynamic. Trainers are encouraged to use creative icebreakers and interactive activities that help participants get to know one another while modelling learner-centred and participatory teaching approaches.

Adult learners often learn most effectively through experience, interaction, and reflection. Therefore, trainers should feel free to adapt activities according to the group size, cultural context, participants' backgrounds, and available time.

Examples of suitable activities include:

Partner Search with Candies or Cards

Participants receive coloured candies or cards and must find their matching partner or group. After introducing themselves to one another, they present their partner to the rest of the group. This activity promotes communication and helps participants establish initial connections.

Introduce Your Partner

Participants work in pairs and interview each other for several minutes. Instead of introducing themselves, each participant introduces their partner to the group. This encourages active listening and creates a more personal learning atmosphere.

The ESG Connection Web (String Activity)

Participants stand in a circle while the trainer holds a ball of string or yarn. After introducing themselves, the trainer holds one end of the string and throws the ball to another participant. Each participant introduces themselves and shares one sustainability-related challenge or expectation before passing the string onward while holding a part of it.

Once everyone has participated, a visible web is formed.

The trainer may conclude:

"Just as this web connects every participant in the room, ESG connects different people, organizations, decisions, and activities. Sustainability is not a separate topic—it influences every aspect of transport, logistics, education, and everyday professional practice."

This visual metaphor often creates a memorable introduction to ESG thinking.

Experience Mapping

Participants place sticky notes on a board under headings such as:

- My experience
- My challenge
- My expectation

This helps trainers understand the profile of the group and tailor subsequent discussions.



Human Continuum

Participants position themselves along an imaginary line in response to statements such as:

- "My organization is already actively implementing ESG principles."
- "I feel confident teaching sustainability topics."
- "ESG is mainly a reporting requirement."

The activity encourages discussion and highlights the diversity of perspectives within the group.

Trainers Tips

This activity itself is less important than the outcome. Trainers should focus on creating an atmosphere of openness, mutual respect, participation, and curiosity. The first session sets the tone for the entire training programme and should demonstrate the same learner-centred, interactive, and inclusive teaching approaches that participants are later encouraged to apply in their own educational practice.

7.1.2. Session 2: Introduction to ESG in Logistics and Transport

Learning Outcomes

1. Explain the concept and basic principles of ESG and its importance for sustainable development in the logistics and transport sector.
2. Distinguish ESG components and relate them to practical examples in logistics and transport.
3. Describe the connection between ESG approaches, business efficiency, and corporate social responsibility.
4. Recognize the role of employees and management in implementing ESG principles and developing a culture of sustainability.

Recommended methodology

Short lecture (30 min)

Recommended Teaching Methods: Interactive presentation, guided discussion, brainstorming, case study analysis, peer learning.

Trainer introduces:

- ESG concept
- EU Green Deal
- ESG relevance for transport and logistics
- Labour market trends

Case Study Activity (40 min)

Present a transport company facing:

- rising fuel costs,
- customer sustainability requirements,
- reporting obligations.

**Practical Activities**

Analysis of ESG practices in a transport company; identification of environmental, social and governance examples from participants' workplaces.

A logistics company wants to introduce ESG principles but employees do not understand their purpose. Participants identify ESG challenges and propose practical measures.

Discussion Questions

1. Which ESG dimensions are involved?
2. What risks exist?
3. What opportunities exist?
4. Why is ESG important for logistics companies?
5. Which ESG component is currently most developed in your organization?

Materials Needed

Presentation, ESG infographic, flipchart, case study worksheet.

Debrief (20 min)

Facilitated discussion linking answers to ESG principles.

Assessment Method

Group presentation and short written proposal of ESG improvement measures. If time permits, it is possible to do this activity or give participants instructions for work in the form of an independent task.

Trainer Tips

Use examples from local transport companies and encourage participants to share their own experiences.

Work-Based Learning (WBL)

Work-based learning activities should enable participants to connect ESG concepts with real-life situations in the transport and logistics sector. According to the curriculum, WBL may be implemented through observation of business processes in logistics and transport companies, analysis of existing ESG practices, simulations of business situations, professional visits, workshops, and case studies. Participants should identify environmental, social, and governance aspects within operational processes and discuss how ESG principles can contribute to improved business performance, transparency, employee well-being, and sustainability.

Suggested WBL activities:

- Observation and analysis of ESG practices in local transport or logistics companies.
- Review of company sustainability initiatives and ESG-related policies.
- Analysis of real business situations involving resource management, employee safety, or corporate transparency.
- Group discussion with industry experts or company representatives.
- Site visits (where possible) focusing on sustainable logistics practices.



Independent Learning Activities

Independent learning should encourage participants to deepen their understanding of ESG concepts beyond the classroom environment. Participants are expected to research available sources, articles, videos, regulations, and examples of good practice related to ESG and sustainable logistics. The curriculum specifically recommends preparing short summaries, reflections, or presentations based on independently collected information.

Suggested Independent Learning Tasks:

- Research examples of ESG implementation in transport and logistics companies.
- Review articles, videos, or reports related to sustainable logistics and responsible business practices.
- Prepare a short presentation describing a good practice example from the participant's country or sector.
- Identify one logistics company and analyse how ESG principles are reflected in its operations.
- Reflect on how ESG principles could be integrated into the participant's own workplace or educational institution.

Optional Independent Assignment

Good Practice ESG Analysis

Participants select a transport or logistics company operating in their country or internationally and prepare a brief analysis covering:

1. Which environmental (E) practices are visible?
2. Which social (S) measures are implemented?
3. Which governance (G) principles can be identified?
4. How do these activities contribute to business performance and sustainability?
5. Which ESG practice could be transferred to their own professional context?

The assignment may be presented orally (3–5 minutes) or submitted as a short written reflection (1–2 pages). This activity supports the development of critical thinking and strengthens the connection between theoretical ESG concepts and practical workplace application.

7.1.3. Session 2: Introduction to ESG in Logistics and Transport

Recommended methodology

The trainer introduces the main international ESG frameworks and explains their relevance for transport and logistics.

Topics should include:

- European Green Deal
- Corporate Sustainability Reporting Directive (CSRD)
- EU Taxonomy
- ESG reporting requirements
- ISO 14001 and ISO 26000
- Sustainable mobility strategies



- ESG requirements within supply chains
- Future regulatory trends affecting transport and logistics

The presentation should encourage questions and discussion throughout rather than functioning as a traditional lecture.

Group Exercise: National ESG Perspectives (40 minutes)

Participants work in country-based or mixed-nationality groups.

Each group identifies:

- one national ESG-related regulation or policy,
- one challenge affecting implementation,
- one opportunity for VET providers and adult education institutions,
- one example of good practice from their country.

Groups prepare a short presentation and compare findings with other countries.

Practical Activities

Regulatory Mapping Exercise

Participants create a simple visual map connecting:

- EU-level regulations,
- national legislation,
- company obligations,
- implications for education and training.

The exercise helps participants understand how international regulations influence local practices.

Case Study

A logistics company operating in several European countries must prepare for new sustainability reporting obligations while maintaining competitiveness.

Participants analyse:

- which regulations apply,
- potential compliance challenges,
- risks of non-compliance,
- opportunities created by ESG implementation.

Work-Based Learning (WBL)

Work-based learning activities may include:

observation of ESG compliance practices within transport and logistics companies,

- review of sustainability reports and corporate ESG policies,
- analysis of how companies address regulatory requirements,
- discussions with practitioners responsible for sustainability, compliance, or quality management.

Participants should identify examples of how international ESG regulations influence daily business operations.



Independent Learning Activities

Participants may:

- research a selected ESG regulation or standard,
- review sustainability reports published by logistics companies,
- analyse examples of ESG implementation in their own country,
- prepare a short summary comparing European and national ESG requirements.

Independent learning should support critical analysis of the relationship between regulation, sustainability, and business practice.

Discussion Questions

1. Why are ESG regulations becoming increasingly important for transport and logistics companies?
2. Which international ESG regulation is likely to have the greatest impact on your sector?
3. What challenges do companies face when implementing ESG requirements?
4. How can VET providers support companies in adapting to new sustainability expectations?
5. Are ESG regulations primarily a compliance obligation or a business opportunity?

Materials Needed

- Presentation slides
- Regulatory overview handout
- Flipchart or whiteboard
- ESG regulatory mapping worksheet
- Case study worksheet
- Internet access (optional)

Debrief (20 minutes)

Facilitated discussion linking participants' findings to broader ESG trends.

The trainer should emphasize:

- the connection between international and national regulations,
- the increasing importance of sustainability reporting,
- the role of education in supporting green and digital transition,
- the need for continuous professional development in ESG-related topics.

Assessment Method

Assessment may include:

- group presentation of national findings,
- completion of the regulatory mapping exercise,
- participation in discussions,
- short written reflection identifying the most relevant ESG regulation for the participant's professional context.

If time is limited, the reflection activity may be assigned as an independent learning task.

Trainer Tips

Avoid presenting regulations as a collection of legal requirements only. Adult learners often engage more effectively when they understand the practical implications behind regulations.



Use concrete examples from transport and logistics companies to demonstrate how regulations influence:

- fleet management,
- fuel consumption,
- procurement decisions,
- supply chain relationships,
- reporting obligations,
- workforce management.

Encourage participants from different countries to compare implementation experiences. Comparative discussion often generates valuable peer learning and helps participants understand that ESG implementation challenges are frequently shared across countries and sectors.

Where possible, use recent sustainability reports from well-known logistics companies (e.g. DHL, Maersk, DB Schenker, DSV, Kuehne+Nagel) to illustrate how regulations are translated into practical business actions. This helps participants move beyond theory and understand the real-world relevance of ESG frameworks.

7.1.4. Session 4: Overview of the day

At the end of the training day, the trainer facilitates a short reflection session aimed at consolidating learning, encouraging knowledge sharing, and preparing participants for the next training activities.

The trainer and participants review the key concepts, examples, and discussions covered during the day. Participants are encouraged to reflect on the most important insights gained, identify topics that were particularly relevant to their professional context, and share any questions or challenges that emerged during the sessions.

Possible reflection questions include:

- What was the most valuable concept or idea you learned today?
- Which ESG topic is most relevant to your professional practice?
- What new perspective did you gain through discussions with other participants?
- How could today's learning be applied in your organization or educational institution?

The trainer also summarizes the main conclusions and clarifies any remaining questions before introducing the next training day.

Participants receive reminders regarding:

- independent learning activities,
- work-based learning assignments,
- recommended reading materials and online resources,
- preparation tasks for upcoming sessions.

Where appropriate, participants may be invited to collect examples, observations, or case studies from their own workplaces to be used in future discussions and practical exercises.

The session concludes with a brief overview of the agenda for the next training day, including learning objectives, planned activities, and any preparatory tasks. This helps participants maintain continuity in the learning process and understand how individual sessions contribute to the overall curriculum and learning outcomes.



7.2. DAY 2 – PRINCIPLES OF ESG BUSINESS IN TRANSPORT AND LOGISTICS

7.2.1. Session 1: Environmental Dimension in Transport and Logistics

Learning Outcomes

Participants will be able to:

- identify environmental impacts of transport and logistics activities,
- explain the importance of environmental sustainability within ESG,
- recognize opportunities for reducing emissions and resource consumption,
- evaluate practical measures that support greener logistics operations,
- propose environmental improvements applicable to real business situations.

Guided Learning (Approx. 30 minutes)

Interactive Presentation

The trainer introduces the environmental dimension of ESG and its relevance for transport and logistics.

Topics may include:

- Climate change and its impact on transport systems
- Greenhouse gas emissions in logistics and transport
- Carbon footprint and environmental indicators
- Energy efficiency and resource management
- Sustainable supply chains
- Alternative fuels and low-emission technologies
- Circular economy principles
- Environmental management systems (EMS)

• The role of employees and management in achieving environmental goals

Throughout the presentation, participants are encouraged to contribute examples from their own organisations and countries.

Reflection Activity

Before moving to the practical exercise, participants discuss:

- Which environmental challenges are most visible in your organisation?
- What environmental measures are already being implemented?
- What barriers prevent further progress?

The trainer records key observations on a flipchart or digital board.

Practical Example

The trainer presents several real-life examples from the transport and logistics sector, such as:

- implementation of eco-driving programmes,
- route optimisation software,
- reduction of empty runs,
- energy-efficient warehouse operations,
- fleet renewal projects,
- environmental certification initiatives.

Participants discuss which examples could realistically be transferred to their own professional context.

**Recommended Case Study: Fleet Decarbonisation Challenge**

A medium-sized logistics company operating a fleet of diesel trucks has committed to reducing greenhouse gas emissions by 30% within five years.

The company faces:

- increasing fuel prices,
- customer sustainability requirements,
- pressure from supply chain partners,
- upcoming ESG reporting obligations.

Management is considering different solutions but must balance environmental goals with operational efficiency and available resources.

Participants analyse:

- eco-driving measures,
- route optimisation,
- reduction of empty mileage,
- alternative fuels,
- electric vehicles,
- warehouse energy efficiency,
- employee awareness and training.

Group Task

Participants work in small groups and act as an ESG advisory team.

Each group should:

1. Identify the company's key environmental challenges.
2. Evaluate potential environmental improvement measures.
3. Prioritise actions according to impact and feasibility.
4. Develop recommendations for management.

Group Output**Environmental Action Plan**

Groups prepare a short Environmental Action Plan including:

- identified environmental risks,
- proposed actions,
- expected environmental benefits,
- expected business benefits,
- implementation priorities.

Groups present their findings and compare approaches.

Debrief and Reflection (15–20 minutes)

The trainer facilitates a discussion connecting participants' proposals with ESG principles.

Reflection questions:

- Which solution would have the greatest environmental impact?
- Which solution would be easiest to implement?
- How can environmental improvements contribute to competitiveness?
- What role do employees play in achieving sustainability goals?
- Which measures could be applied in your own organisation?

**Independent Learning Activities**

Participants may:

- analyse environmental initiatives within their own organisation,
- research examples of green logistics practices,
- identify environmental indicators relevant to their workplace,
- prepare a short reflection on opportunities for reducing environmental impacts in transport and logistics.

Trainer Tips

Avoid focusing exclusively on technology. Participants often associate environmental sustainability only with electric vehicles or alternative fuels. Encourage them to consider organisational measures such as eco-driving, route planning, maintenance practices, employee engagement, and resource efficiency, which are often easier to implement and provide immediate benefits.

Whenever possible, connect discussions to participants' own professional experiences. Adult learners respond particularly well when environmental concepts are linked to practical workplace challenges, operational efficiency, and real business decisions.

7.2.2. Session 2: Social Responsibility in Transport and Logistics

Learning Outcomes

Participants will be able to:

- explain the concept and importance of social responsibility within ESG,
- identify social risks and challenges in transport and logistics operations,
- recognize the importance of fair working conditions, occupational health and safety, diversity and inclusion,
- evaluate the impact of social responsibility on employee wellbeing, business performance, and company reputation,
- propose practical measures to improve social responsibility within organizations.

Guided Learning (Approx. 30 minutes)**Interactive Presentation**

The trainer introduces the social dimension of ESG and its significance for sustainable business in transport and logistics



Topics may include:

- The concept of social responsibility within ESG
- Sustainable Development Goals (SDGs) and social sustainability
- Working conditions in transport and logistics
- Occupational Health and Safety (OHS)
- Labour rights and fair employment practices
- Driver wellbeing and work-life balance
- Diversity, inclusion and gender equality
- Lifelong learning and employee development
- Community engagement and corporate social responsibility (CSR)
- The relationship between employee satisfaction, productivity, and business performance

Throughout the presentation, participants are encouraged to share examples from their own organizations and discuss common challenges within the sector.

Reflection Activity

Before moving to the practical exercise, participants discuss:

- What are the biggest workforce challenges currently affecting transport and logistics?
- Which social responsibility measures are already implemented in your organization?
- What factors most influence employee satisfaction and retention?

The trainer summarizes the key points and connects them to ESG principles.

Practical Examples

The trainer presents examples of social responsibility initiatives such as:

- driver wellness programmes,
- flexible scheduling practices,
- occupational safety campaigns,
- diversity and inclusion initiatives,
- employee training and career development programmes,
- community engagement projects.

Participants discuss which initiatives could be transferred to their own workplaces.

Recommended Case Study: Driver Wellbeing and Retention

A logistics company is experiencing increasing workforce challenges. Despite growing business opportunities, the company struggles to recruit and retain qualified drivers.

Current issues include:

- driver shortages,
- high employee turnover,
- increasing workload,
- fatigue-related safety concerns,
- limited training opportunities,
- declining employee satisfaction.

Several major customers have also begun requesting information regarding labour practices and employee wellbeing as part of their ESG requirements.

**Group Task**

Participants work in small groups and act as a social responsibility advisory team.

Each group should:

- Identify the key social responsibility issues affecting the company.
- Assess potential risks for employees, management, and business performance.
- Evaluate the impact of these issues on safety, productivity, and company reputation.
- Propose practical improvement measures.
- Prioritize actions according to urgency and feasibility.
- Discussion Topics

Participants analyse:

- working conditions,
- occupational health and safety,
- employee wellbeing,
- gender equality,
- diversity and inclusion,
- lifelong learning,
- communication between management and employees,
- community engagement.

Group Output**Social Responsibility Action Plan**

Groups prepare a short action plan including:

- identified social risks,
- proposed improvement measures,
- expected benefits for employees,
- expected benefits for the company,
- implementation priorities,
- indicators that could be used to monitor progress.

Groups present their proposals and compare different approaches.

Debrief and Reflection (15–20 minutes)

The trainer facilitates a discussion connecting the proposed solutions with ESG principles and sustainable workforce management.

Reflection questions:

- Which social issue presents the greatest challenge for transport and logistics companies today?
- How does employee wellbeing influence safety and operational performance?
- What role does lifelong learning play in workforce retention?
- How can diversity and inclusion strengthen organizational performance?
- Which measures could realistically be implemented in your own organization?

Participants are encouraged to share experiences and examples from their own professional environments.

Work-Based Learning (WBL)

Participants may:

- observe health and safety procedures within transport and logistics companies,
- analyse HR policies and employee support programmes,



- review diversity and inclusion initiatives,
- evaluate communication channels between employees and management,
- identify examples of community engagement and CSR activities.

These activities help participants connect theoretical ESG concepts with real workplace situations and organizational practices.

Independent Learning Activities

Participants may:

- research labour rights and OHS standards relevant to the sector,
- review examples of CSR and employee wellbeing programmes,
- analyse company policies related to diversity and inclusion,
- prepare a short reflection on social responsibility challenges within their own organization,
- identify one example of good practice that could be transferred to their workplace.

Assessment Method

Assessment may include:

- participation in discussions,
- group presentation of the Social Responsibility Action Plan,
- analysis of the case study,
- short written reflection on improving social responsibility within a transport or logistics organization.

If time is limited, the written reflection may be assigned as an independent learning activity.

Trainer Tips

Adult learners often have strong opinions and personal experiences regarding working conditions, safety, management practices, and employee relations. Encourage respectful discussion while ensuring that conversations remain solution-oriented and focused on organizational improvement.

Use real examples whenever possible. Topics such as driver fatigue, staff shortages, workplace safety, employee wellbeing, and skills development are familiar to most participants and often generate valuable peer learning.

Emphasize that social responsibility is not only a moral obligation but also a business necessity. Companies that invest in employee wellbeing, safety, inclusion, and professional development are often more productive, resilient, and attractive to both employees and customers.



7.2.3. Session 3: Corporate Governance

Learning Outcomes

Participants will be able to:

- explain the principles of corporate governance within the ESG framework,
- identify governance risks and compliance challenges in transport and logistics organisations,
- recognize the importance of transparency, accountability, and ethical decision-making,
- evaluate the role of management and stakeholders in sustainable business practices,
- propose measures that strengthen governance and organizational integrity.

Guided Learning (Approx. 30 minutes)

Interactive Presentation

The trainer introduces the governance dimension of ESG and its importance for sustainable business operations.

Topics may include:

- The meaning of Governance within ESG
- Corporate governance principles
- Transparency and accountability
- Ethical leadership and decision-making
- Compliance and regulatory obligations
- Anti-corruption policies
- Risk management and internal controls
- Stakeholder engagement
- Corporate reputation and trust
- Governance challenges in transport and logistics companies

The trainer should connect governance principles with practical business situations and encourage participants to reflect on governance practices within their own organisations.

Reflection Activity

Participants discuss:

- What characteristics define a well-governed organisation?
- Which governance challenges are common in the transport and logistics sector?
- How can poor governance affect employees, customers, and business partners?
- The trainer records key observations and links them to ESG principles.

Practical Examples

The trainer presents examples such as:

- transparent procurement procedures,
- supplier assessment systems,
- whistleblowing mechanisms,
- codes of ethics,
- compliance monitoring systems,
- stakeholder communication practices,
- governance failures that resulted in reputational or financial damage.

Participants discuss which examples are applicable to their own organisations.



Recommended Activity

ESG Governance Review

Participants review a fictional company's ESG policy and governance framework. The company presents itself as sustainable but has several weaknesses in its governance practices.

Participants analyse the provided documentation and identify:

- governance weaknesses,
- ethical risks,
- compliance issues,
- stakeholder concerns,
- potential consequences for business performance and reputation.

Group Task

Working in small groups, participants act as governance auditors.

Each group should:

- Identify governance-related risks.
- Assess their potential impact.
- Determine which issues require immediate action.
- Propose corrective measures.
- Develop recommendations for management.

Group Output

Governance Improvement Plan

Each group prepares a short action plan containing:

identified governance risks,
proposed corrective actions,
expected benefits,
responsible stakeholders,
indicators for monitoring progress.

Groups present their findings and compare different approaches.

Discussion

- How can governance influence sustainability performance?
- Participants explore questions such as:
- How does transparency support sustainability goals?
- Why is ethical leadership important for ESG implementation?
- What happens when governance structures are weak?
- How can stakeholder trust influence long-term business success?
- Which governance practices are most important for transport and logistics companies?

- Debrief and Reflection (15–20 minutes)

The trainer facilitates discussion linking governance principles with environmental and social dimensions of ESG.

Reflection questions:

- Can strong environmental and social programmes succeed without good governance?
- Which governance risks are most common in your professional environment?



- How can governance contribute to business resilience and competitiveness?
 - What governance improvements could be implemented in your organisation?
- Participants are encouraged to share examples from their own workplaces.

Work-Based Learning (WBL)

Participants may:

- analyse organisational structures and decision-making processes,
- review company policies related to ethics and compliance,
- examine risk management procedures,
- evaluate stakeholder communication practices,
- identify governance strengths and weaknesses within their own organisations.

Where possible, participants should compare governance approaches used by different organisations in the transport and logistics sector.

- Independent Learning Activities

Participants may:

- review codes of ethics from transport and logistics companies,
- analyse governance sections of sustainability reports,
- research examples of governance failures and their consequences,
- identify governance risks within their own professional environment,
- prepare a short reflection on how governance influences organisational performance.

Assessment Method

Assessment may include:

- participation in discussions,
- governance policy analysis,
- presentation of the Governance Improvement Plan,
- short written reflection on the relationship between governance and sustainability.

If time is limited, the written reflection may be assigned as an independent learning activity.

Trainer Tips

Governance is often perceived by learners as the most abstract ESG pillar. To increase engagement, focus on practical examples and everyday organisational situations rather than legal terminology alone.

Encourage participants to connect governance principles with familiar workplace issues such as communication, decision-making, accountability, conflict of interest, procurement procedures, safety reporting, or supplier management.

Adult learners frequently have direct experience with both effective and ineffective management practices. Creating opportunities for discussion and reflection can generate valuable insights and help participants recognise that governance is not only a management responsibility but a foundation that enables environmental and social sustainability initiatives to succeed.



7.2.4. Session 4: ESG Reporting and Digital Tools

Learning Outcomes

Participants will be able to:

- explain the purpose and importance of ESG reporting,
- identify key ESG reporting requirements and regulatory frameworks,
- recognise relevant environmental, social, and governance indicators,
- collect, organise, and interpret ESG-related data,
- use basic digital tools to support ESG reporting and monitoring,
- evaluate the importance of transparent reporting for stakeholders and business performance.

Guided Learning (Approx. 30 minutes)

Interactive Presentation

The trainer introduces the fundamentals of ESG reporting and the role of digital tools in collecting, analysing, and communicating sustainability data.

Topics may include:

- Purpose and benefits of ESG reporting
- Difference between financial and non-financial reporting
- Overview of CSRD, EU Taxonomy and GRI standards
- ESG indicators commonly used in transport and logistics
- Data collection and data quality principles
- Stakeholder expectations regarding ESG information
- Introduction to digital tools for ESG reporting
- Practical examples of ESG reports from transport and logistics companies

The trainer should demonstrate how ESG indicators support decision-making, compliance, and continuous improvement.

Reflection Activity

Participants discuss:

- Which ESG data is already collected in your organisation?
- What challenges exist when collecting sustainability-related information?
- Which ESG indicators are most relevant for your professional environment?

The trainer links responses to the reporting requirements discussed during the presentation.

Practical Examples

The trainer presents selected examples of ESG reports from transport and logistics companies and demonstrates how sustainability information is translated into measurable indicators.

Examples may include:

- fuel efficiency reports,
- emissions monitoring,
- occupational safety indicators,
- employee development metrics,
- governance and compliance indicators.

Participants discuss the usefulness of different indicators and reporting approaches.



Practical Workshop

ESG Indicators Analysis

Participants work with sample ESG indicators, such as:

- fuel consumption,
- greenhouse gas emissions,
- accident rates,
- training hours,
- employee turnover,
- absenteeism,
- fleet utilisation,
- supplier compliance indicators.

Group Task

Working in small groups, participants act as ESG reporting teams.

Each group should:

- Determine which data should be collected.
- Identify possible sources of information.
- Assess how frequently the data should be monitored.
- Evaluate potential challenges in data collection.
- Propose suitable digital tools for managing and analysing the information.

Workshop Output

Mini ESG Dashboard

Groups prepare a simple ESG dashboard or reporting template containing: selected ESG indicators,

- data sources,
- reporting frequency,
- responsible persons or departments,
- proposed visual representation of results.

Where possible, participants may use Excel, Google Sheets, or other available digital tools.

Discussion

Participants discuss:

- Which indicators provide the most useful information for management?
- Which indicators are easiest or most difficult to collect?
- How can digitalisation improve ESG reporting?
- How does transparent reporting influence stakeholder trust?
- What risks arise when ESG data is inaccurate or incomplete?

Debrief and Reflection (15–20 minutes)

The trainer facilitates a discussion connecting ESG reporting with the environmental, social, and governance dimensions previously covered.

Reflection questions:

- Which ESG indicator would be most valuable for your organisation?
- What improvements could be made to current reporting practices?
- How can ESG reporting support business performance and decision-making?
- What role does data quality play in sustainability reporting?

Participants are encouraged to share reporting practices and challenges from their own organisations.



Work-Based Learning (WBL)

Participants may:

- review existing ESG or sustainability reports,
- analyse company performance indicators,
- observe data collection procedures,
- identify departments responsible for ESG-related information,
- examine reporting processes used within transport and logistics organisations.

Where possible, participants should compare reporting approaches across different organisations and sectors.

Independent Learning Activities

Participants may:

- research ESG reports published by logistics companies such as DHL, Maersk, DSV, or DB Schenker,
- analyse selected ESG indicators and reporting methodologies,
- explore GRI standards and reporting requirements,
- prepare a short summary of reporting practices relevant to their professional field,
- reflect on opportunities to improve ESG data collection within their own organisation.

Assessment Method

Assessment may include:

- participation in workshop activities,
- completion of the ESG dashboard exercise,
- analysis of ESG indicators,
- group presentation of reporting solutions,
- short written reflection on the role of ESG reporting and digital tools.

If time is limited, the reflection activity may be assigned as an independent learning task.

Trainer Tips

Many participants may initially perceive ESG reporting as a complex compliance requirement. Focus on demonstrating how sustainability data can support everyday management decisions, operational efficiency, risk management, and communication with stakeholders.

Use practical examples and simple indicators before introducing more advanced reporting concepts. Adult learners often engage more effectively when they can immediately see the relevance of data to real workplace situations.

Whenever possible, demonstrate the use of familiar tools such as Excel or Google Sheets before discussing specialised ESG software solutions. This approach helps participants build confidence and understand that ESG reporting starts with collecting reliable data and using it effectively to support continuous improvement.



7.3. DAY 3 – APPLYING ESG IN A LOCAL CONTEXT

7.3.1. Session 1 & 2: Application of Legal Norms in the National Context

Learning Outcomes

Participants will be able to:

- identify national legislation and regulations related to ESG principles in transport and logistics,
- interpret legal obligations affecting companies and educational institutions,
- compare ESG-related regulatory frameworks across partner countries,
- analyse practical challenges related to ESG implementation,
- evaluate the role of VET providers in supporting compliance and sustainability transitions.

Guided Learning (Approx. 30 minutes)

Interactive Presentation

The trainer introduces the relationship between European ESG frameworks and national legislation.

Topics may include:

- EU sustainability policies and their national transposition,
- national ESG-related legislation and sector regulations,
- environmental obligations affecting transport and logistics,
- occupational health and safety requirements,
- labour rights and social responsibility regulations,
- governance and compliance requirements,
- implications for education, training, and workforce development.

The trainer should emphasise that while ESG frameworks are often developed at European level, implementation takes place primarily through national legislation and sector-specific regulations.

Reflection Activity

Participants discuss:

- Which ESG-related regulations have the greatest impact on organisations in your country?
- Which legal requirements are most difficult to implement?
- How do educational institutions contribute to ESG compliance?
- The trainer records key observations and identifies common themes across countries.

Comparative Exercise

National ESG Framework Analysis

Participants work individually, in small groups, or according to their professional sectors.

Each group prepares a short presentation covering:

- national and local legislation relevant to ESG,
- key obligations affecting transport and logistics companies,
- implementation challenges encountered by organisations,
- examples of good practice from the local context,
- implications for vocational education and training providers.



Participants are encouraged to identify both strengths and gaps within existing regulatory and educational frameworks and to reflect on how ESG requirements influence workforce development and training needs.

Optional International Comparison

If participants have experience working with international partners, multinational companies, or organisations from other countries, they may also share examples of different regulatory approaches, implementation practices, and educational solutions.

This exchange of experiences can help participants better understand how ESG principles are applied across different contexts and identify transferable practices that could support improvements within their own organisations or training institutions.

Facilitator Note

The objective of this activity is not only to review legal requirements but also to encourage participants to reflect on how legislation, sustainability policies, and labour market needs influence education, training programmes, and organisational development within their own local environment.

Peer Learning Activity

Following the presentations, participants compare similarities and differences stated in their presentations.

Topics for comparison may include:

- environmental regulations,
- labour protection requirements,
- sustainability reporting obligations,
- governance and compliance frameworks,
- workforce development initiatives,
- integration of ESG topics into education and training.

The trainer facilitates discussion and highlights common regional challenges.

Practical Activity

ESG Compliance Scenario

Participants analyse a fictional transport company operating in multiple countries.

The company must ensure compliance with various national and European ESG requirements while maintaining operational efficiency.

Participants identify:

- applicable legal obligations,
- compliance risks,
- potential penalties,
- opportunities for improvement,
- staff training needs.

Group Output

National ESG Compliance Guide

Each team prepares a brief compliance guide including:

- relevant legislation,
- key obligations,
- responsible stakeholders,
- implementation recommendations,
- implications for training and professional development.

Groups present their guides and receive feedback from peers.



Discussion Questions

- Which ESG requirement is currently creating the greatest challenge for companies?
- How do national regulations differ from one country to another?
- Which areas show the greatest level of harmonisation across Europe?
- How can educational institutions support companies in meeting ESG obligations?
- What competencies will future workers need to navigate changing regulatory requirements?

Debrief and Reflection (15–20 minutes)

The trainer summarises the main findings and encourages participants to reflect on the relationship between regulation, sustainability, and professional practice.

Reflection questions:

- What surprised you most when comparing national frameworks?
- Which regulatory approaches could be transferred to your own country?
- What role should VET providers play in preparing learners for ESG-related obligations?
- How can education contribute to more effective implementation of sustainability policies?

Participants are encouraged to identify actions they can implement within their own institutions.

Work-Based Learning (WBL)

Participants may:

- review national legislation affecting transport and logistics operations,
- analyse company procedures related to legal compliance,
- observe how organisations implement ESG-related obligations,
- interview managers or compliance officers regarding regulatory challenges,
- compare company practices with legal requirements.

The focus should be on understanding how legislation influences everyday business decisions and operational procedures.

Independent Learning Activities

Participants may:

- research ESG-related legislation applicable in their country,
- compare national regulations with European requirements,
- review government strategies or policy documents related to sustainability,
- prepare a short summary of key legal obligations affecting the transport and logistics sector,
- reflect on how regulatory changes may influence future workforce needs.

Assessment Method

Assessment may include:

- presentations,
- participation in comparative discussions,
- analysis of compliance scenarios,
- preparation of a National ESG Compliance Guide,
- short written reflection on the implications of ESG legislation for transport, logistics, and education.

If time is limited, the reflection may be assigned as an independent learning activity.

**Trainer Tips**

Avoid turning the session into a legal lecture. Adult learners often engage more effectively when regulations are linked to practical workplace situations, business decisions, and real compliance challenges.

Encourage participants to compare experiences and learn from one another. Differences between their insights often generate valuable discussion and help participants understand both the opportunities and challenges of ESG implementation.

When possible, focus on practical implications rather than legal terminology. Participants should leave the session with a clear understanding of how legislation affects transport and logistics operations, workforce requirements, and the future development of vocational education and training.

7.3.2. Session 3: Applying Sustainability Principles in the Local Context

Learning Outcomes

Participants will be able to:

- apply ESG principles to their own professional and educational environment,
- identify sustainability challenges and opportunities within their organisation or institution,
- design practical ESG-related learning activities,
- develop realistic implementation plans adapted to local needs,
- evaluate the potential impact of ESG initiatives on learners, organisations, and stakeholders.

Guided Learning (Approx. 20–30 minutes)**Interactive Presentation**

The trainer introduces practical approaches for integrating ESG principles into educational and organisational settings.

Topics may include:

- Translating ESG principles into everyday practice
- ESG integration in VET and adult education
- Local sustainability challenges and opportunities
- Stakeholder engagement and cooperation
- Small-scale versus long-term ESG initiatives
- Examples of successful ESG implementation projects
- Measuring impact and evaluating outcomes

The trainer should emphasize that sustainability does not necessarily require large investments and that many ESG improvements begin through awareness raising, behavioural changes, and continuous improvement activities.

Reflection Activity

Participants discuss:

- Which ESG issues are most relevant in your organisation or institution?
- What sustainability challenges do your learners, employees, or stakeholders face?
- Which ESG topics could realistically be introduced within your current activities?



The trainer encourages participants to identify practical opportunities rather than focusing only on barriers.

Practical Examples

The trainer presents several examples of ESG-related educational or organisational initiatives, such as:

- introducing eco-driving principles into driver training,
- integrating sustainability topics into logistics programmes,
- implementing waste reduction campaigns,
- promoting occupational health and safety awareness,
- developing community engagement projects,
- introducing simple ESG monitoring activities.

Participants discuss how similar initiatives could be adapted to their own context.

Workshop

Developing a Local ESG Action Plan

Participants work individually or in small groups.

Each participant develops a mini-action plan for their own institution, organisation, or professional environment.

The plan should include:

- ESG topic to introduce,
- target group,
- teaching or implementation method,
- expected outcomes,
- required resources,
- possible implementation challenges,
- indicators for measuring success.

Participants are encouraged to focus on realistic and achievable actions that could be implemented within a reasonable timeframe.

Group Output

Local ESG Action Plan

Each participant or group prepares a short presentation outlining:

- the identified sustainability need,
- proposed activity,
- expected benefits,
- implementation steps,
- success indicators.

Presentation and Peer Feedback

Participants present their action plans and receive constructive feedback from peers and the trainer.

Feedback may focus on:

- feasibility,
- relevance,
- expected impact,
- stakeholder involvement,
- opportunities for improvement.

The trainer facilitates discussion and encourages participants to share experiences and ideas.

**Discussion Questions**

- Which ESG topics are most relevant to your local context?
- What barriers could affect implementation?
- How can educational institutions contribute to sustainability goals?
- Which stakeholders should be involved?
- How can small actions contribute to broader sustainability objectives?

Debrief and Reflection (15–20 minutes)

The trainer facilitates a final reflection focused on transferring learning into practice.

Reflection questions:

- Which idea from today's workshop are you most likely to implement?
- What support would you need to move forward?
- Which ESG topic would have the greatest impact within your organisation?
- How can you encourage colleagues and stakeholders to become involved?

Participants are encouraged to identify one concrete action they will undertake after the training.

Work-Based Learning (WBL)

Participants may:

- analyse sustainability practices within their own organisations,
- identify areas for improvement,
- consult colleagues or management regarding ESG opportunities,
- observe workplace processes that could be improved through sustainability measures,
- collect examples of good practice from local stakeholders.

The emphasis should be on connecting ESG principles with real organisational challenges and opportunities.

Independent Learning Activities

Participants may:

- research local sustainability initiatives,
- analyse ESG practices within their sector,
- identify funding opportunities or support programmes,
- review examples of ESG implementation from similar organisations,
- further develop their action plans after the training.

Assessment Method

Assessment may include:

- completion of the Local ESG Action Plan,
- participation in workshop activities,
- presentation of proposed actions,
- peer feedback contributions,
- short written reflection describing how ESG principles could be applied within the participant's own context.

If appropriate, participants may also submit a revised version of their action plan after the training.

**Trainer Tips**

This session should be highly practical and solution-oriented. Encourage participants to focus on realistic actions that can be implemented within their own organisations rather than developing overly ambitious projects.

Adult learners are often most motivated when they can directly connect learning with their professional responsibilities. Encourage participants to build on their own experiences and organisational needs.

The trainer should emphasise that ESG implementation is a continuous process. Even small initiatives can contribute to long-term sustainability goals and create positive organisational change. Peer feedback is particularly valuable during this session and should be encouraged throughout the workshop process.

7.3.3. Session 4: Curriculum Review and Opportunities for Implementation

Learning Outcomes

Participants will be able to:

- evaluate the relevance and applicability of the ESG curriculum,
- assess the effectiveness of teaching methods and learning materials,
- identify opportunities and challenges related to implementation,
- reflect on their own learning and professional development,
- formulate concrete actions for integrating ESG principles into their educational or professional practice.

Guided Learning (Approx. 20–30 minutes)

Interactive Review Presentation

The trainer provides a brief overview of the curriculum structure and revisits the key topics covered throughout the training.

The presentation may include:

- review of learning outcomes,
- overview of curriculum modules,
- opportunities for adaptation to different contexts,
- additional examples of implementation in real life situations.

The trainer should emphasize how the curriculum combines theoretical knowledge, practical application, reflection, and workplace learning to support the development of ESG competences.



- research examples of good ESG practices from the transport and logistics sector and evaluate their applicability to their own organisation,
- develop a personal or organisational action plan for introducing or strengthening ESG-related activities,
- identify stakeholders who could support ESG implementation within their organisation,
- explore additional resources, regulations, and industry examples relevant to their professional responsibilities,
- continue networking and exchanging experiences, challenges, and good practices with colleagues and industry professionals.

Personal Reflection Activity (Optional)

Participants are encouraged to consider:

- Which ESG topic is most relevant to my current role?
- What ESG-related challenge exists within my organisation?
- What practical improvement could I initiate or support?
- How could ESG principles contribute to better business performance, employee wellbeing, compliance, or sustainability?
- What knowledge or resources do I need to further develop my ESG competences?

This activity supports the transfer of learning from the training environment to everyday professional practice and encourages continuous professional development.

Closing Activity: My Next ESG Step

Each participant formulates:

- one action they will implement following the training,
- one ESG topic they will integrate into their professional practice.

Participants may share their commitments with the group or record them on cards, sticky notes, or a shared digital board.

The trainer may encourage participants to revisit these commitments after several weeks or months as part of their continuous professional development process.

Assessment Method

Assessment may include:

- participation in reflection activities,
- contribution to discussions,
- completion of curriculum evaluation exercises,
- formulation of implementation commitments,
- final self-assessment of learning outcomes achieved during the training.

Trainer Tips

The final session should create a sense of achievement and encourage participants to view ESG implementation as an ongoing professional journey rather than the end of the training process.

Focus discussions on practical application and future opportunities rather than only on evaluation. Adult learners are often most motivated when they leave training with concrete ideas, realistic action steps, and a clear understanding of how newly acquired knowledge can be applied within their own professional context.

Whenever possible, conclude the training on a positive and forward-looking note, highlighting the collective expertise developed within the group and the important role that trainers, educators, and professionals play in supporting the green and sustainable transition of the transport and logistics sector.



8. LEARNING AND RECOGNITION



8. LEARNING AND RECOGNITION

SEE GL – ESG in Transport & Logistics is designed as a structured learning experience based on principles of non-formal and practice-oriented adult education. Learning takes place through direct experience, applied exercises, critical reflection, peer exchange, and active engagement with real-life ESG challenges in the transport and logistics sector.

Throughout the training, learning is supported through:

- experiential workshops and practical ESG integration exercises,
- analysis of national and European regulatory frameworks relevant to transport and logistics,
- group reflection sessions and daily evaluation moments,
- peer learning and exchange of institutional and national practices,
- collaborative work on adapting ESG content to participants' own educational programmes,
- individual and collective reflection on the transfer of learning into local VET and adult education practice.

Learning within SEE GL does not end with the activity itself. The training is conceived as part of a continuous professional development process. Participants are encouraged to use the experience as a foundation for ongoing development, institutional capacity building, and the systematic integration of ESG principles into transport and logistics education.

Recognition of learning outcomes may include certification of participation, documentation of competences acquired, and validation of training implementation within institutions.



SEE-GL
SKILLS AND EMPLOYMENT
ENHANCEMENT IN GREEN LOGISTICS

ESG IN TRANSPORT & LOGISTICS

Training manual



SEE-GL Consortium · esg-logistic.eu



**Co-funded by
the European Union**

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.