
Economic Commission for Europe

Inland Transport Committee

13 August 2019

English

Working Party on the Transport of Dangerous Goods

Joint Meeting of Experts on the Regulations annexed to the European Agreement concerning the International Carriage of Dangerous Goods by Inland Waterways (ADN) (ADN Safety Committee)

Thirty-fifth session

Geneva, 26-30 August 2019

Item 3 (d) of the provisional agenda

Implementation of the European Agreement concerning the International Carriage of Dangerous Goods by Inland Waterways (ADN):
training of experts

Twentieth meeting of the informal working group on the training of experts

Transmitted by the Government of Germany

Related document:	ECE/TRANS/WP.15/AC.2/2019/25, para. 19
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1. The German delegation would like to bring the following document to the attention of the other Contracting Parties:

Bundesinstitut für Berufsbildung, [Federal Institute for Vocational Education and Training]
Bonn, Germany:

2.2.326 – Expert opinion on the training for masters for the carriage of dangerous goods by inland waterways (Gutachterliche Stellungnahme zur Ausbildung der Schiffsführer für die Beförderung gefährlicher Güter auf Binnenwasserstraßen).

2. The full text (German only) is available on the following website:

https://www.bibb.de/tools/dapro/data/documents/pdf/eb_22326.pdf

3. The Institute has given the following recommendations for action:

“6 Recommendations for action

1. In principle, this opinion recommends that the examination as such be discussed in the relevant bodies. The criticisms were touched on briefly. As matters stand, however, the effort involved would be disproportionately high and extensive (amending the ADN with regard to the examination on special knowledge, changing the examination method with regard to a purely written form, changing the form of the tasks with regard to the exclusive use of closed multiple-choice questions) and the following recommendations for action therefore only refer to the existing examination method. Nevertheless, the introduction of open questions should be taken into consideration, as such questions offer more scope to present an individual performance, e.g. in the form of a sketch, explanations, correlations or opinions.

2. The distractors should **not be reduced**. However, it should be selectively examined to what extent it may be possible to **deviate** from the closed question type. In principle, **adapting the language** seems a low-threshold option. For this purpose, the quality requirements of the PAL center for the development of examination questions and teaching material regarding written questions or sets of questions (...) or the requirements contained in the Guidelines by the Association of German

Chambers of Industry and Commerce (DIHK) for drafting questionnaires and carrying out examinations (...) can provide guidance. These include, for instance:

- Use subject-predicate-object expressions as frequently as possible
- Keep sentences as short as possible; avoid sentences with a complex structure
- Use precise and descriptive words instead of abstract words
- Dissolve and simplify complex word structures; avoid long words by using hyphens
- Choose positive constructions for questions; avoid negative constructions; highlight negations
- Systematically highlight individual words; opt for a layout that will contribute to structuring the questions clearly and easily understandable
- Make texts more comprehensible by adding illustrations
- Set the question apart from the introductory text to the question
- Word questions and answers so that the answer will refer back to question's grammatical construction ("By which...?" - "By a...")
- Phrase logical, plausible, coherent and assimilable answer options that do not contain hidden indications or more than one statement

3. Especially the increased use of **illustrative material** instead of extensive verbal descriptions (stacking, dangerous goods label, marking of the ship etc.) could contribute to counteract the necessity of extending the time made available for answering the questions.

4. With regard to the **time made available for answering the questions**, no clear specification can be made. The language proficiency level of the candidates should not be seen as a criterion for extending the time available. Other measures, such as adapting the examination method as well as the type of questions, seem much more suitable. By **adapting the language**, the time and effort involved in reading and understanding can also be reduced. It should be examined in the bodies to what extent, over the last years, the growing quantity of reference material has increased the **time required to consult** these documents. A good method to **test** this would be to increase the available time in order to **evaluate** this approach in advance. This could be done, for instance, by carrying out mock examinations as part of the training courses. If a time extension is to be implemented, it should be reviewed to what extent this would constitute an unequal treatment of former candidates.

5. Last but not least, the overall **level of training** of the candidates should be surveyed. On the one hand, this will allow for verifying whether the statement in the Dutch opinion is true for the German-speaking and/or European countries. On the other hand, this also makes it possible to draw conclusions on whether the European Directive on the recognition of professional qualifications in inland navigation may bring about a change in the candidates' level of qualification."
