



Work Package 6

Training the trainers / Pilot and Revision

Evaluation report



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Lifelong Learning Programme

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1 Introduction

1.1 Objectives of this Report

The objective of this report is to summarise the work undertaken by Work Package 6 for the Wood Energy Training Network (WETNet) project and provide an analysis of the feedback generated from the “train the trainer”/pilot and revision activities. This report fulfils the requirement to deliver Result 4 (Summary of journals of trainers) and Result 10 (Report of the training and evaluation of the reference material test from the trainers).

1.2 Validation of the present evaluation

This report has been validated by the partners and the evaluator on September 16th. In time, the partners of the project will give a feedback of this analysis to the lead trainers and trainees.

1.3 Objectives of Work Package 6: Training the Trainers/Pilot and Revision

The objectives of this work package, as stated in the Application Form are:

- 1 To test and evaluate the training: to make sure the training programme meets the needs of the industry bodies, training centres and woodfuel entrepreneurs and that it will have realised the expectations of the woodfuel entrepreneurs.
- 2 Train the trainers: To train at least five lead trainers per partner country. The lead trainers are accredited and are able to train their colleagues in their own country (dissemination).

1.4 Changes to the Activities, Methodology and Results

As the WETNet project progressed, it became clear that the original activities and methodology described in the application were not the most effective method of achieving the WP6 objectives and did not accurately describe the tasks required. These concerns were discussed in detail during Steering group meetings where partners agreed solutions, which were then agreed with the Leonardo National Agency. The primary concerns with the original proposed methodology included:

Delivery Method for the Pilot Training Courses

It became clear when the partners began to discuss the detail of the pilot courses that the proposed method of only two training courses (one in France and one in Austria), with 15 trainees at each was going to be logistically impossible to run. Where trainees had up to three different languages at each course, it became clear that interpretation was going to be very expensive and also impractical and time consuming in terms of holding detailed discussions on the course content. An improved method of delivery was devised at the Steering Group meeting in Finland in April 2012. It was agreed that fewer trainees would attend the first two courses in France and Austria and that all

would be English speaking¹. This would enable significantly more in-depth discussion. The trainers attending the courses in France or Austria would then deliver the course again in their country. This had further advantages, including a third round of piloting, an opportunity to focus on country specific amendments to the programme and a larger number of Lead Trainers trained.

Consequently, a change in the methodology was agreed through an AARF² in July 2012 and through subsequent discussions with the project's Project Officer from the National Agency.

Certificate

It was agreed that a Certificate of Attendance would be delivered to trainees after the training week, rather than a Certificate of Competence as written in the Application Form. It was agreed that it was not possible to deliver a certificate of competence without a complete evaluation that hadn't been planned within the timeframe of the WETNet project.

1.5 Final Activities and Methodology for the Delivery of WP6

Identifying suitable 'Woodfuel Lead Trainers'

The partners had to identify individuals that would be suitable as 'Woodfuel Lead Trainers', and invite them to attend the WETNet Train the Trainer/Pilot courses. It was agreed that to be suitable lead trainers, individuals had to have significant woodfuel and/or forestry knowledge and be either a trainer or have excellent communication skills. It was the responsibility of each partner country to assess the suitability of individuals as potential Lead Trainers.

Develop Evaluation Methodology

Develop a method of evaluating both objectives of the pilot courses; the suitability of the training programme content and the opinion of the course participants on the 'train the trainer' aspect. For the first two pilot courses where the focus was predominantly on the course content, the following methodology was agreed:

- Each unit of the course is delivered by either John Farquhar or Will Richardson (it was agreed that as training programme authors they had the greatest level of familiarity with the content, therefore best placed to lead the training)
- At the end of each unit there is a discussion involving all trainees on the suitability of the course content, teaching methods and resources (focus group style).
- Two trainers leading the training are responsible for recording the comments and changes to the course.
- A short report is prepared by John Farquhar, summarising the discussions.

For the third round of pilot courses, where the focus was mainly on tailoring the programme content to each country and the train the trainer aspect, the following methodology was used:

¹ One of the French trainees had a lower level of fluency in English and his colleague translated on his behalf.

² AARF: Agreement Amendment Request Form

- A questionnaire was developed for the Lead Trainers delivering the course, to collect feedback on the course content. (See Appendix 2 for template). This uniform method of collecting feedback meant that it was simple for the programme authors to make the changes to the content.
- A second questionnaire was developed for the trainees to complete which focused primarily on the train the trainer aspect of the course (see Appendix 3 for template).

Three Phase Pilot

- 1 **Pilot phase 1, France:** Six trainers from three of the partner countries attended, from the UK, France and Finland. The course was delivered by John Farquhar and Will Richardson. The programme content was revised by Will Richardson and John Farquhar
- 2 **Pilot phase 2, Austria:** Six trainers from the other three partner countries were trained, Estonia, Austria and Turkey. The course was delivered by John Farquhar. The training programme was revised for a second time.
- 3 **Pilot phase 3:** Pilot courses were delivered in the UK, France, Austria, Finland and Turkey³. The courses were delivered by the Lead Trainers that attended the pilot in either Pilot Phase 1 or 2.

1.6 Final revision of the training programme.

A Certificate of Attendance was given to all trainees who attended the complete training course. This report is the overall evaluation of the training programme and opinions of the Lead Trainers.

1.7 Required Results

The Results that should be delivered by WP6 were reviewed in light of the amended piloting methodology and after considering the most effective method of evaluating the content. It was agreed with the National Agency that the following Results would be delivered:

At least 30 lead trainers would be trained (Application Form Result 11, unchanged).

WP6 Evaluation Report (Updated result, replacing Results 4 and 10 from the Application Form).

1.8 Objective of the surveys

The objective of the surveys was to get answers likely to allow the authors of the training to design the programme to closely meet the needs of the trainees.

This means, on the basis of the WETNet Competences Curricula, to provide trainers with methods to prepare in the most efficient way the training of:

³ Note that a phase 3 pilot course was not held in Estonia. As it is a very small country with a very immature woodfuel sector, only two individuals with the required skills and experience to be Lead Trainers could be found. Consequently it was agreed that it would not be possible to deliver a Pilot Phase 3 course in Estonia due to lack of suitably qualified potential Lead Trainers.

- Lead trainers,
- Forestry Entrepreneurs (level 3)(level IV in France),
- Forest workers (level 2) (level V in France).

It should be noted that lead trainers are able to train future lead trainers but also the final beneficiary of the training (wood fuel entrepreneurs, forestry entrepreneurs and forest workers).

1.9 Survey follow up

Where necessary, the answers to the surveys have been translated into English. This final report has been written in French and then translated into English.

A synthesis of the answers has been carried out for each training session in order to take into account the context and specificity of each audience: opinion of the pilots and of the future lead trainers.

A general synthesis has been undertaken.

This synthesis focuses on the improvements to be performed than on the different parts that have appeared as satisfactory.

The objective aimed by the evaluation is to design the programme to fit the needs of the trainees.

Then a general synthesis has been produced. It doesn't intend to cover each observation per se (to consult the details of the different observations, please consult the evaluations forms). This analysis appraises the general situation and offers improvements and suggestions.

2 Trainings delivered and first analysis per country

2.1 Pilot Phase 1: France

Duration:

5 consecutive days, November 26th to 30th, 2012

Attendees (Future Lead Trainers):

Jean-Pol GARDAN, Jean-Patrick GARAMBOIS, Finland (Laura VERTAINEN, Tapani SAURANEN)

Lead Trainers (delivering course):

The trainers are the authors of the training programme: Will RICHARDSON & John FARQUHAR (UK). Christian SALVIGNOL (France) attended part of the course as an observer.

Method:

The training was held in a meeting room for 4 days. Technical visits on field have been organised for 1 day. The pilots have delivered the course in English. One of the French trainers translated the training to one of his colleagues who doesn't speak English. The presence of an English teacher from the Centre was often required.

Analysis:

- Except from one French attendee, all have a high knowledge in forestry training and have a recent knowledge of wood energy training.
- It should be remembered that the programme is a base on two target audiences (Forestry Entrepreneurs and forest workers)
- The duration of training for each unit or sub-unit is therefore to be estimated by the trainers depending on their country and the target audience. The durations indicated on the programme are just an indication to help the trainer in the preparation of his course.
- The order of the unit has been reviewed, for a better coherence in the progressive learning process.
- The examples given during the programme are strongly United Kingdom oriented, which is normal since the UK authors know the situation in their own country. However, it is agreed that they are very useful and that they represent a model that can be modified or adapted by each country if needed. They can also be adapted to illustrate a regional specificity.
- Technical visits on site are estimate to be very useful and necessary to a good skills learning process.
- The time dedicated to theoretical training is too short as well as the time dedicated to visits on site.
- The attendees (future lead trainers) would have liked to experience a real practical training to forestry operations (harvest of the products, wood chipping, transport undertaking).

2.2 Pilot Phase 2: Austria

Duration:

5 consecutive days, 25th February to 1st March, 2013

Attendees (Future Lead Trainers):

Ulo KASK, Mikk LINK (Estonia), Isik TASKIRAN, Kojak SADESSIN (Turkey), Helga PREFERHOFFER, Henning FLESSNER (Austria)

Lead Trainers (delivering course):

John FARQUHAR (UK).

Method:

The training was held in a training centre during 1 day. Technical visits on field have been organized on 4 days.

Analysis:

- According to the trainer: “The planned itinerary was changed slightly on the first day due to my concerns about covering all the material in the very limited time. Therefore, we dropped a couple of the site visits which dealt with harvesting systems, as all the trainers were very familiar with harvesting operations.”
- This alteration of the schedule left us with about 2 - 2.5 days in the classroom with the remainder of the time on site visits to a boiler manufacturer, sawmill, papermill, district heating plant, woodfuel supply depot amongst other things.
- It was a very interesting course, with everyone realising both the differences between countries and also the similarities. We managed to cover the material in enough depth that we could decide on the various additions and changes; I am now in a positions to make the final changes to the material.

2.3 Pilot Phase 3:

1. Austria
2. Finland
3. United Kingdom
4. Turkey
5. France

2.3.1 Austria

Duration:

5 days dispatched on 3 months, 22nd of March 2013, 9th and 16th of April 2013, 7th and 15th of May 2013.

Attendees:

5 attendees from different regions of Austria and all working in wood energy related areas (forest owners, boiler operators, trade in wood energy for farmers unions).

Trainers:

Helga PRETTERHOFER and Henning FLESSNER

Method:

4 different venues have been visited to allow work on the field.

Analysis:

This second session benefits from a programme already improved after the first session in France. The programme is assessed as very complete, detailed, adapted and well developed programme.

The preparation work by the trainers has mostly consisted in adapting the content to the Austrian context.

The main observations made are the following:

- Graphics and examples are specific to UK and must be adapted to the training country.
- Some others need to be updated, it has to be specified for users.

- In a European program the measurement units should be European.
- Some pictures have been changed to illustrate the situation in Austria, especially for the harvest operations. The use of the cable yarder is very common in Austria and should be treated more specifically.
- Information about storage of products needs to be completed including benefits and drawbacks of each solution.
- The sustainable management concept needs to be more explicated. In that aim, it's essential to demonstrate the importance of the wood product
- New use of wood must be approached more completely in unit 5.
- Unit 6, the figures quoted could would be imprecise and the arguments used inaccurate in order to promote the use of wood energy.
- A great number of themes of the training have been treated on field in real conditions (4 different venues). In the trainers' opinion, this method offers optimum results to assimilate complete skills and knowledge.
- It is practical, it brings examples that come from every day professional experience and useful and very appreciated contacts with the professionals. It is suggested to follow up these contacts through collaboration within networks via internet on a European level.

Analysis according to the target audience

- A better combination theoretical/practical is likely to improve the training.
- News related to wood energy should be treated during the training.

2.3.2 Finland

Duration:

6 days 9th-10th April 2013, 6th May 2013, 10th May 2013, 16th May 2013 and 21st-22nd May 2013.

Attendees:

6 attendees all from the training sector.

Trainers:

Laura VERTAINEN, Tapani SAURANEN, both trained during the 1st session in France. A 3rd trainer has also delivered the course: Tero VESISENAHO.

Method:

Alternating training and practical training on several sites.

Analysis:

From the lead trainers:

- A few slides to introduce the training programme and its aims, globally for each unit would be a plus.

- It is unrealistic that in the 5 days the subjects that are covered in the programme can be entirely absorbed for use in the long term.
- The content of some unit is not developed enough for Finland as opposed to other countries. As an example, many methods and essential technologies commonly used in Finland aren't part of the programme. The question is to know if complements must be added later on, after a larger experience of the training in Europe.
- Forestry entrepreneurs and forest workers (the target audience) need a very practical approach (how, why, when, what...to do?)
- The operational cost, the productivity, the legal aspects must be talked about in the programme. Many topics which are at the same time complicated and important must be included in theory and practically with the dedicated audience.
- Those trained have asked for more practical training versus theoretical.
- Breaks have been asked on regular basis. To listen and to learn is easier in short periods of time. (Trainees were inattentive after one hour of course).
- Practical examples of professional life were considered as very instructive.
- To be in position to get close and "touch" the forestry machines has been considered as an instructive experience.
- More interactive training methods have been asked for.
- The time of training is considered as too short to cover the whole programme.
- From the trainees opinion the day of practical training out on field has been considered as the best part of the training.

Therefore, lead trainers consider that this training course might not be the right method for trainees to acquire knowledge.

Regarding the teaching tools, the following observations have been made:

- Reduce text on each slide
- Warning: too much information is hard to digest
- Unusual abbreviations must be explained
- The programme can be improved with more pictures and graphics
- Calculations and calculations sheets must be more precise and must go with user's instructions.
- All measure units should be using the same metric system.
- A relaxed atmosphere keeping very professional improves the learning process; it's also an emotional process.
- The client's needs should be underlined strongly in the chapter dedicated to the product delivery and it should appear clearly in the training.

According to the trained audience:

- Familiar field, but still something new.
- I have known most of the things before.
- Excursions are important.
- Enough time for discussions, not too tight time schedule.
- Day seems not to be enough.

- Especially international and country specific issues were new for me.
- There is a continuous need to update the skills and knowledge.
- Cooperation with other countries should be kept alive.
- Many new harvesting technologies.

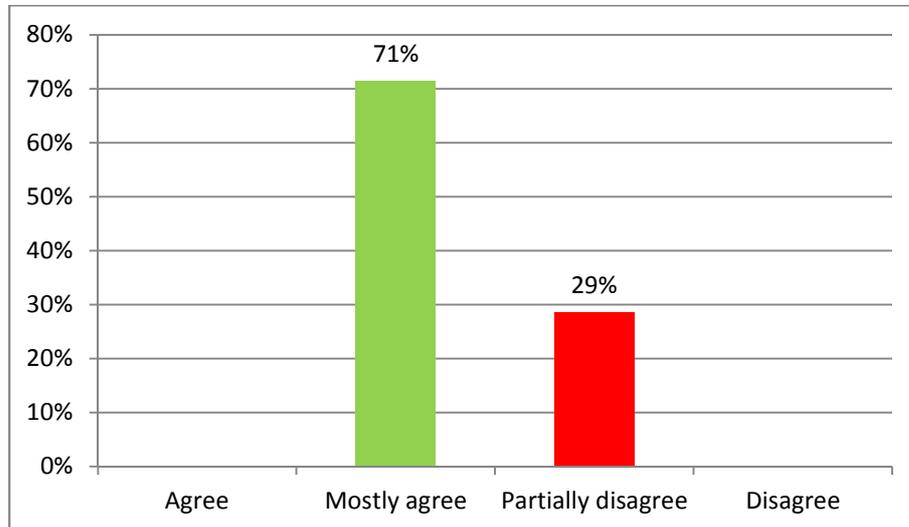


Figure 1 Attendees who have learnt new ideas for methods of delivering woodfuel training

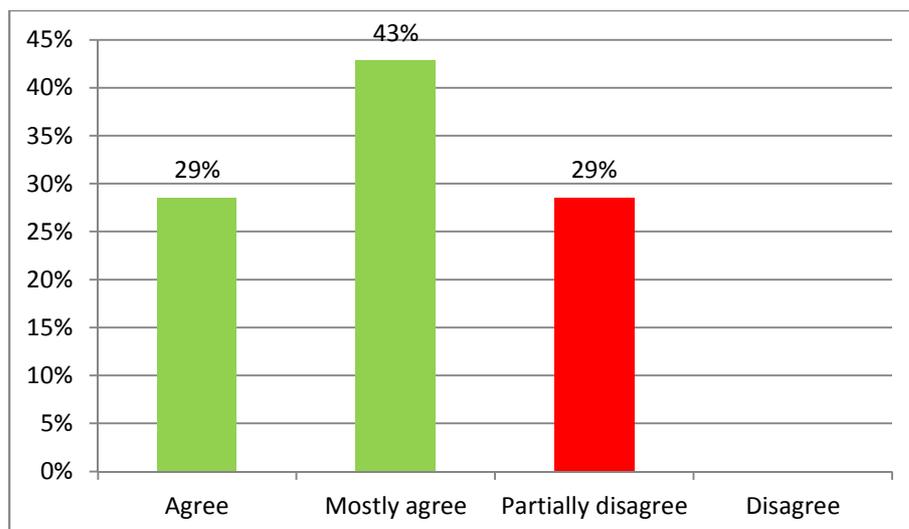


Figure 2 Attendees who have expanded their knowledge

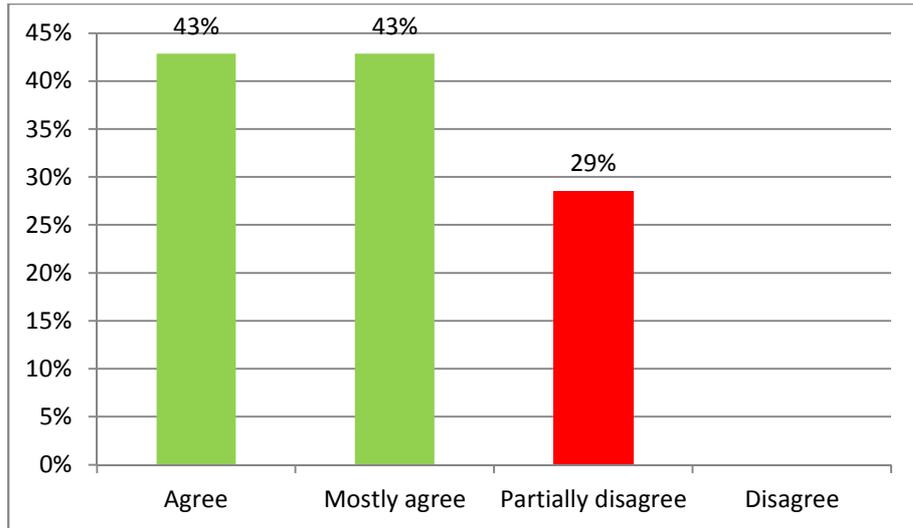


Figure 3 Attendees who have the knowledge to deliver the training programme

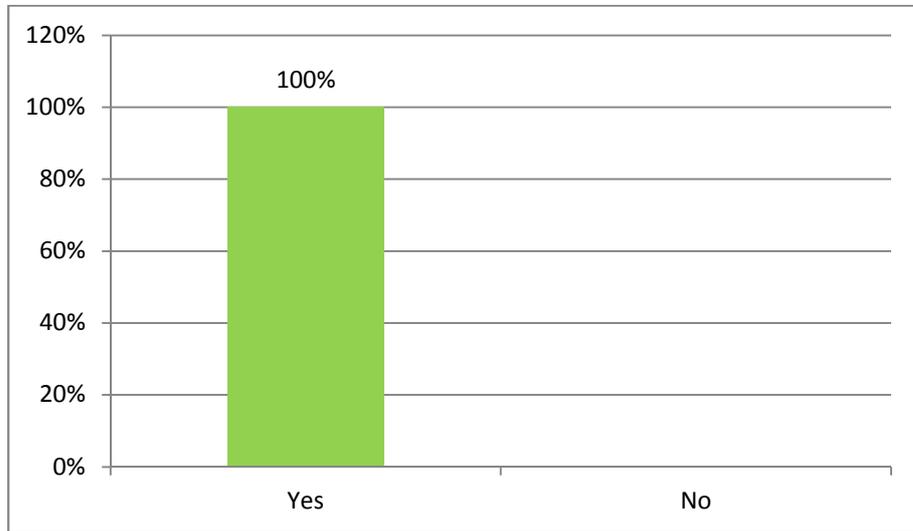


Figure 4 Training course met their expectations

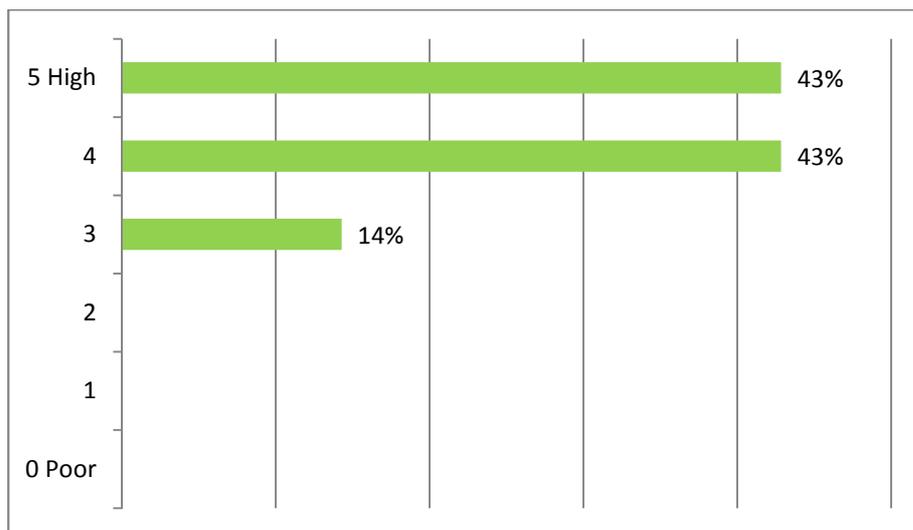


Figure 5 Opinion on the venue

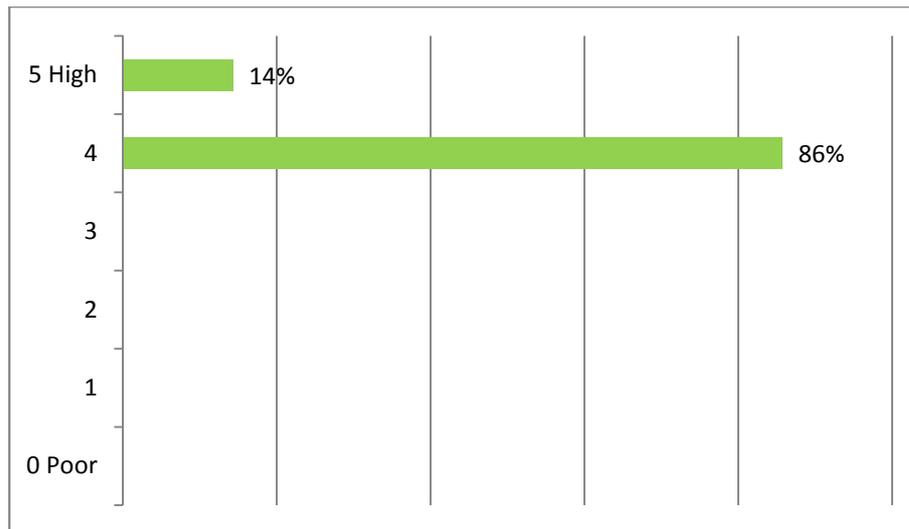


Figure 6 Opinion on the administrative arrangements

2.3.3 United Kingdom

Duration:

3 days: from May 13th till May 15th 2013

Attendees:

10 attendees from Scotland, England, Wales and Ireland. Seven are from vocational training sector and three are from the professional sector.

Trainers:

Will RICHARDSON and John FARQUHAR.

Method:

Work in classroom and on site.

Analysis:

According to Lead Trainers

Please note: The trainers are also the authors of the programme.

- Practical measurements exercises have been done during a platform visit.
- Reorganisation of some of the text within the units has been judged necessary.
- The following training method has been tested with success: Use of power point slides to present data, team discussion on specific topics under the management of the trainer and work on practical exercises.

The main observations are the following:

- Add indications about the effects of the wood energy activity in rural areas.
- Add a comparative list between fossil energies and renewable energies.

According to the Course Participants

- More visits of woodfuel installations would have been a plus.

- One trainee commented that more training time would have been preferred, however understood the necessity
- One trainee felt that the sampling site visit should have been better prepared
- Exploitation and chipping operations are treated insufficiently.
- The exercises that were worked on were really appreciated and can be adapted to the level of the trainees.

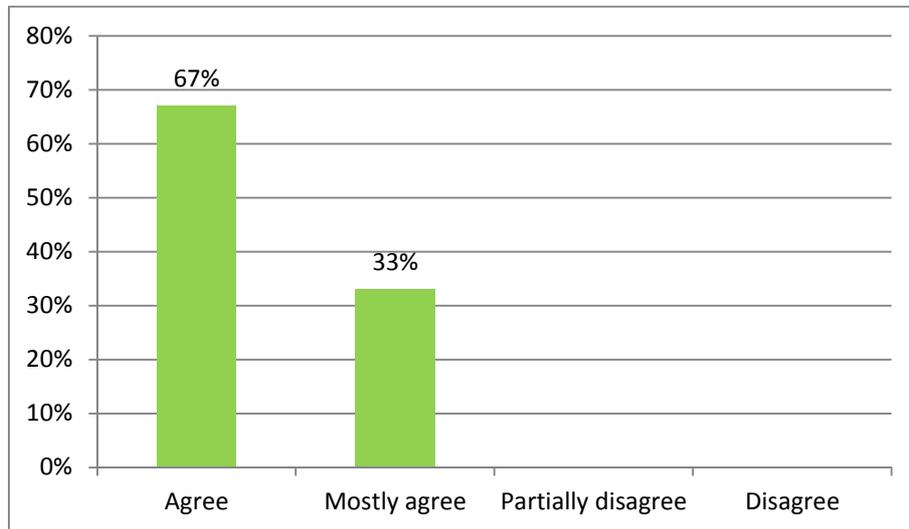


Figure 7 Attendees who have learnt new ideas for methods of delivering woodfuel training

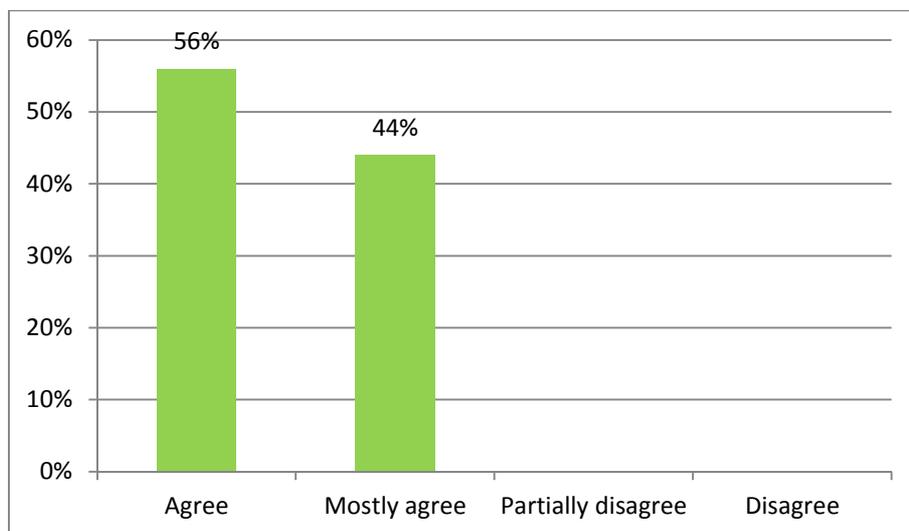


Figure 8 Attendees who have expanded their knowledge

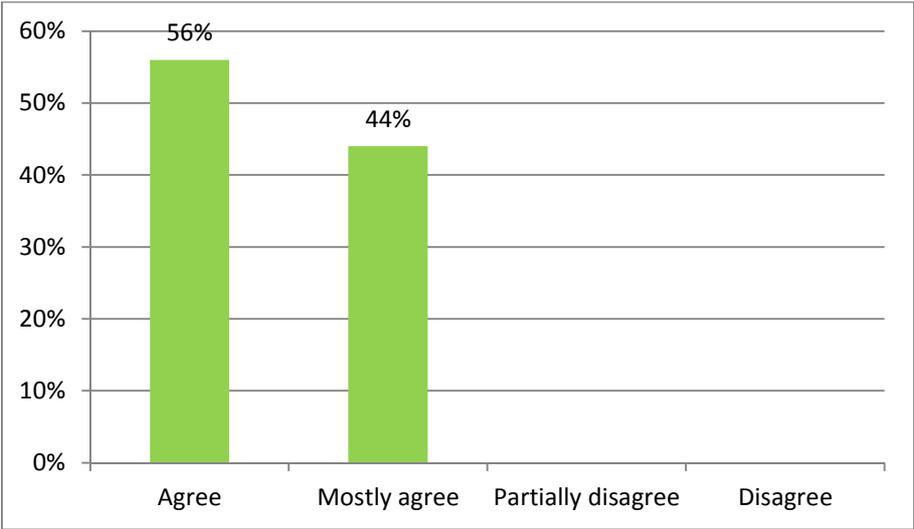


Figure 9 Attendees who have the knowledge to deliver the training programme

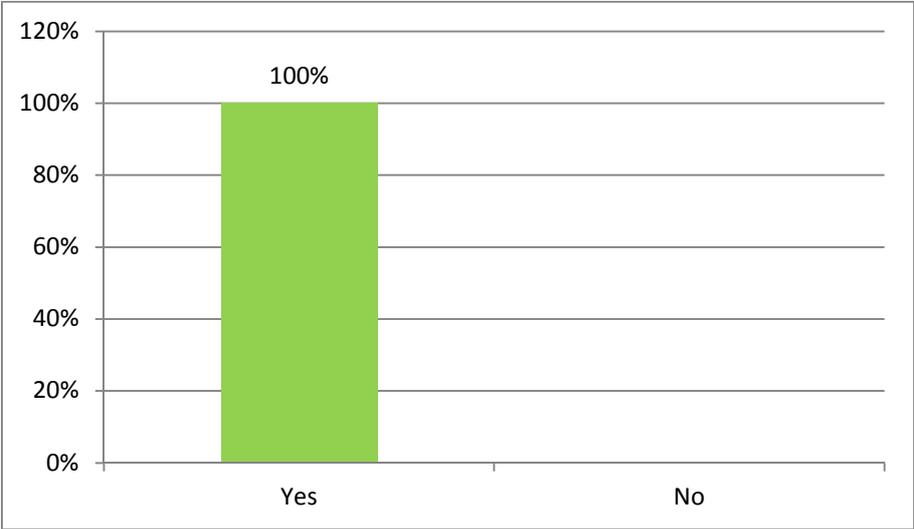


Figure 10 The event met their expectations

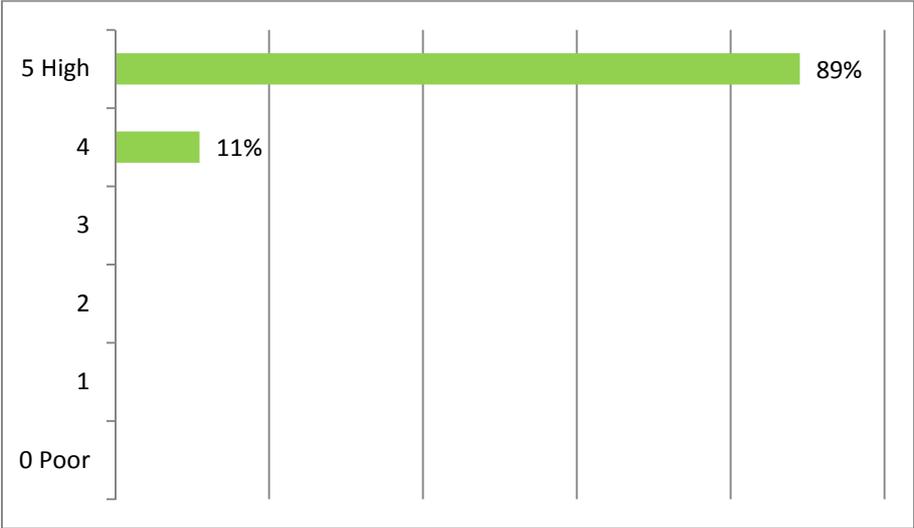


Figure 11 Opinion on the venue

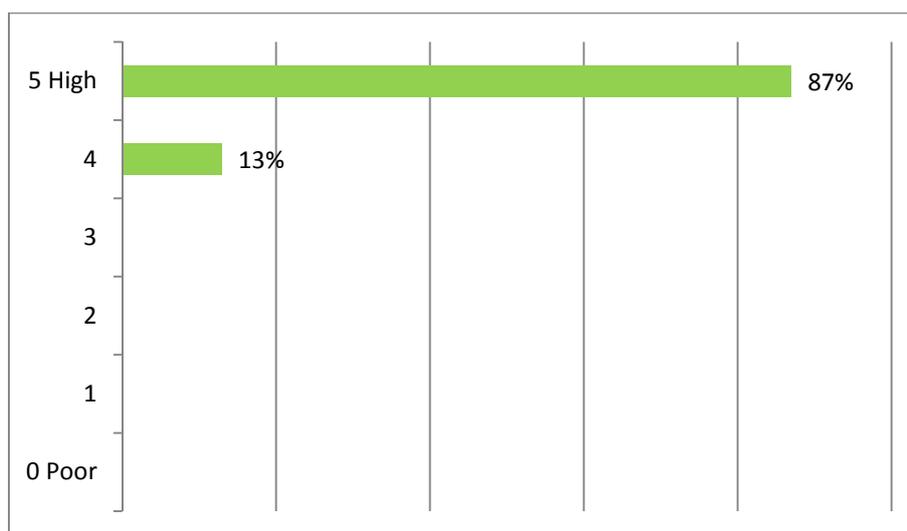


Figure 12 Opinion on the administrative arrangements

2.3.4 Turkey

Duration:

Four days, from June 11th till 14th 2013

Attendees:

13 attendees: 9 coming from forestry public institutions and 4 coming from private forestry companies.

Method:

3 days in the classroom and 2 days out in the field.

Trainers:

Isik TASKIRAN, Ozden GORUCU, Omer EKER, Mehmet YILDIZ. Isik TASKIRAN attended the Train the Trainer course in Austria.

Analysis:

According to the trainers

- It is good that the programme has been adapted with Turkish examples.
- Discussions about energy needs and the situation of the main energy sources in the country. The discussion specifically addressed the situation of renewable energies and the worldwide energy policy.
- The training methods have been highly interactive which has reached its goal.
- Case studies and topical issues are necessary.
- The exploitation and the product transport in Turkey with comparisons to other countries were on of the discussion topics.
- Other topic: exploitation machines, chipping machines, harvest methods and transport even if all of those methods are rarely used in turkey.

- Some points in the programme seem redundant through the different units but are not listed.
- The wood energy/health and wood energy/environment aspect needs to be deepened.

According to the trained audience

- Duration of the training should be longer
- New ideas, new experience, additional information.
- The course is sufficient as it is.

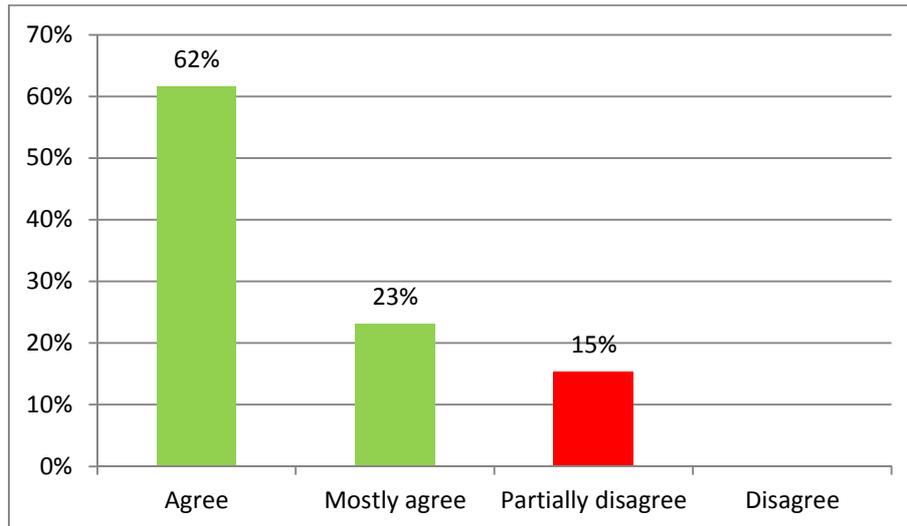


Figure 13 Attendees who have learnt new ideas for methods of delivering woodfuel training

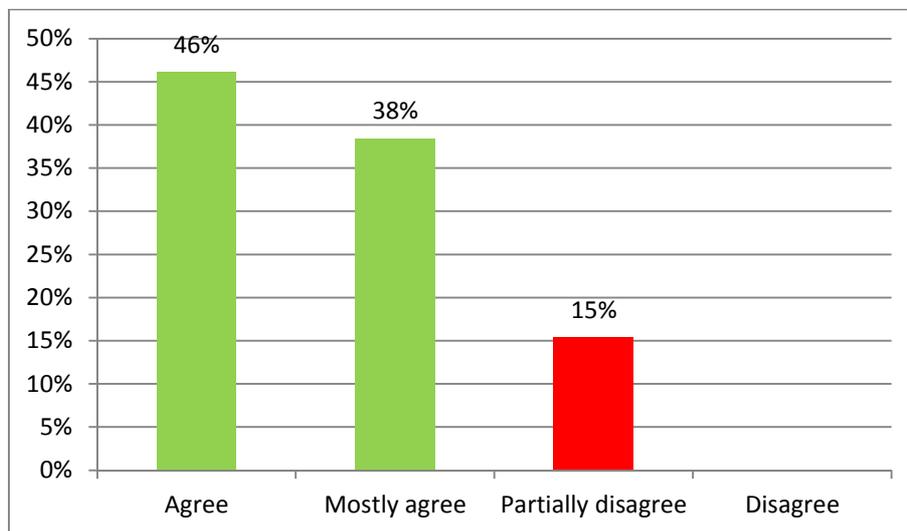


Figure 14 Attendees who have expanded their knowledge

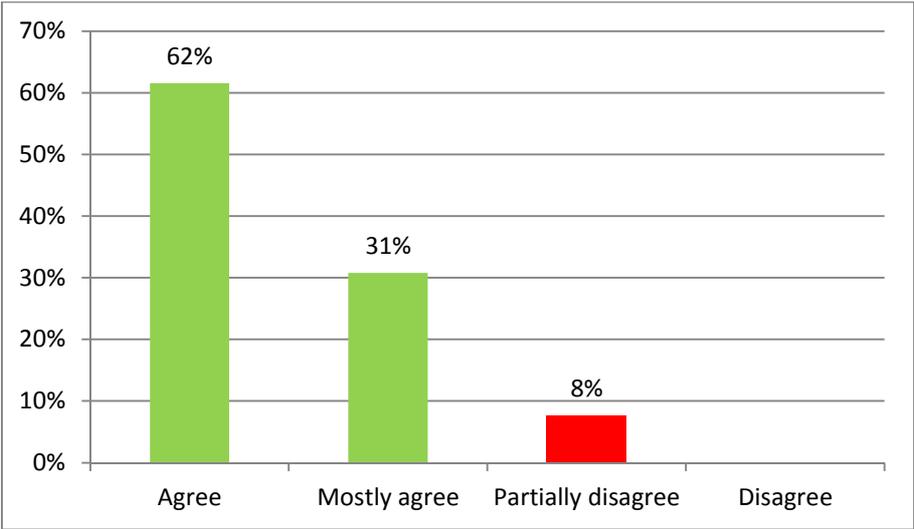


Figure 15 Attendees who have the knowledge to deliver the training programme

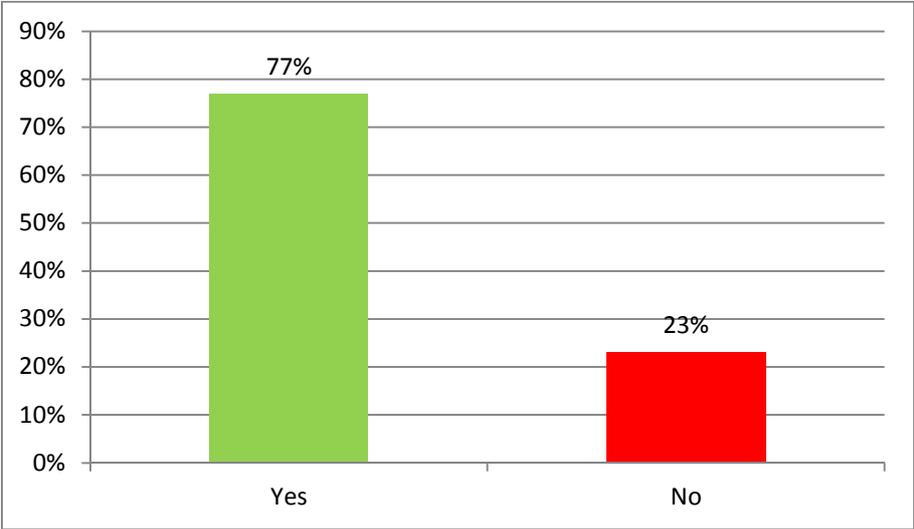


Figure 16 Event met their expectations

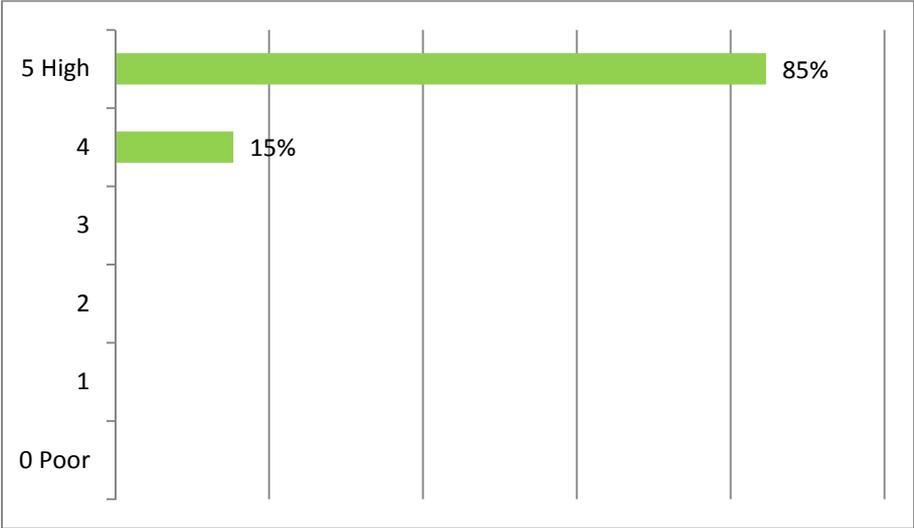


Figure 17 Opinion of venue

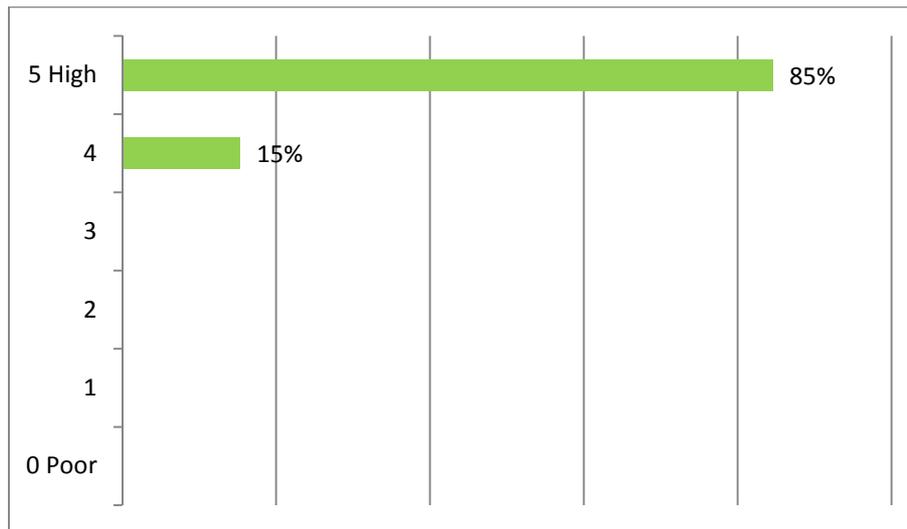


Figure 18 Opinion on the administrative arrangements

2.3.5 France

Duration:

5 days, from June 17th to 21st 2013

Attendees:

7 attendees: 3 trainers from the Centre Forestier; 1 trainer from a Spanish training centre (Catalonia, Spain); 1 trainer from a wood research organisation (Piemonte, Italy); 2 trainers from French training centres (Ardennes and Normandy); The Centre Forestier has initiated a French network of 4 centres providing wood energy training. The 2 French trainers are from these centres.

All are forestry trainers but none have an experience in wood energy except from the Italian trainer.

Method:

4 days in classroom and 1 day in field.

Trainers:

Jean-Pol GARDAN and Jean-Patrick GARAMBOIS, both trained during the 1st pilot in France.

Analysis:

According to trainers

- References to United Kingdom should be replaced or completed by European references.
- Adopt the metric system and the Euro.
- The power point slides as a tool are appreciated in particular thanks to the numerous illustrations.
- During the training plan, to have little material to be presented hydrometer, woodchips etc.
- The notion of industry quality woodchip isn't present enough. Although, important industrial projects are in sight.

- The rules and regulations part needs to be presented in each part of Unit 3.
- Unit 5 could be more developed for Forestry Entrepreneurs, specifically in terms of forest certification and economic profit. One could integrate for example the effect of grants on the profitability of boilers and skidding.
- Sustainable management that is defined can't apply to all foresters.
- Unit 6 requires more examples of buying price calculations, selling price, and ratio depending on the wood humidity.
- Cooperatives structures and platforms should be mentioned.
- There is an existing norm AFNOR for the wood quality.

According to the trained audience

- Trainers should make the link with the territorial policy and the social aspects management.
- The experience and the examples coming from non-partners countries could be added.
- If the theoretical aspects of the training are consequent, on the other hand the visits on technical sites are insufficient and the use of material is non-existent: skidding material, chipping, humidity test practical exercises, grading controls...
- The development of wood energy will have very important implications in terms of silviculture and forestry. The training only flips through those environmental aspects which are nevertheless crucial in the development of this activity.
- The training method is perceived as too didactic. The intervention of forerunner entrepreneurs in this activity would be beneficial.
- The trainers' skills will only be acquired after a complementary practical training perceived as compulsory.
- As it is, the training meets the needs of an audience seeking information. As it is about training forestry entrepreneurs and forest workers, a complementary practical training is compulsory.

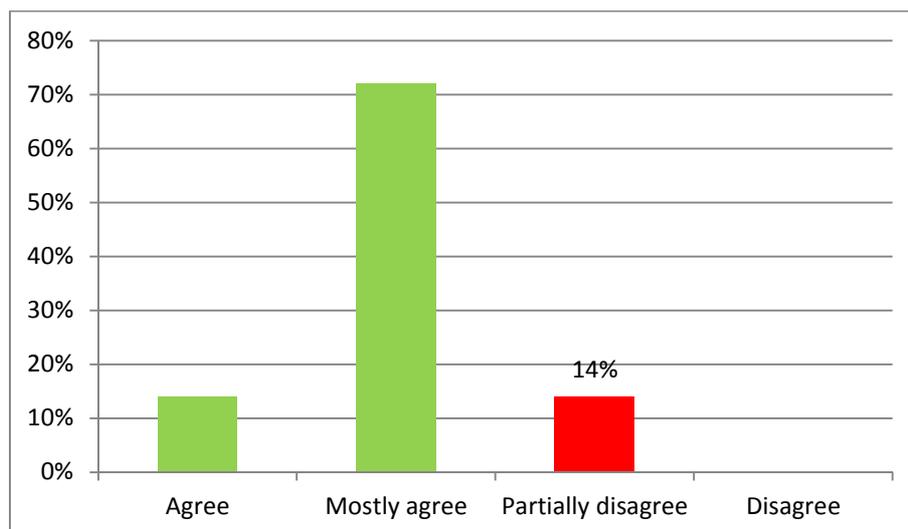


Figure 19 Attendees who have learnt new ideas for methods of delivering woodfuel training

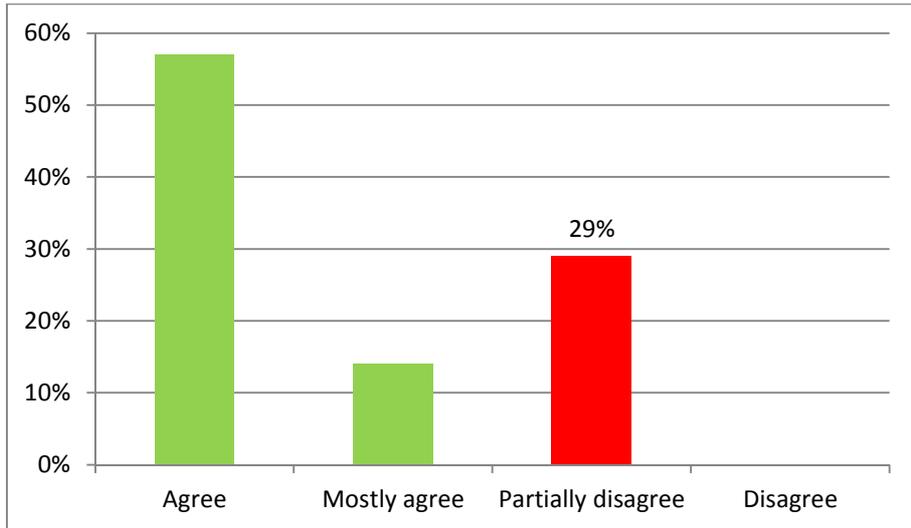


Figure 20 Attendees who have expanded their knowledge

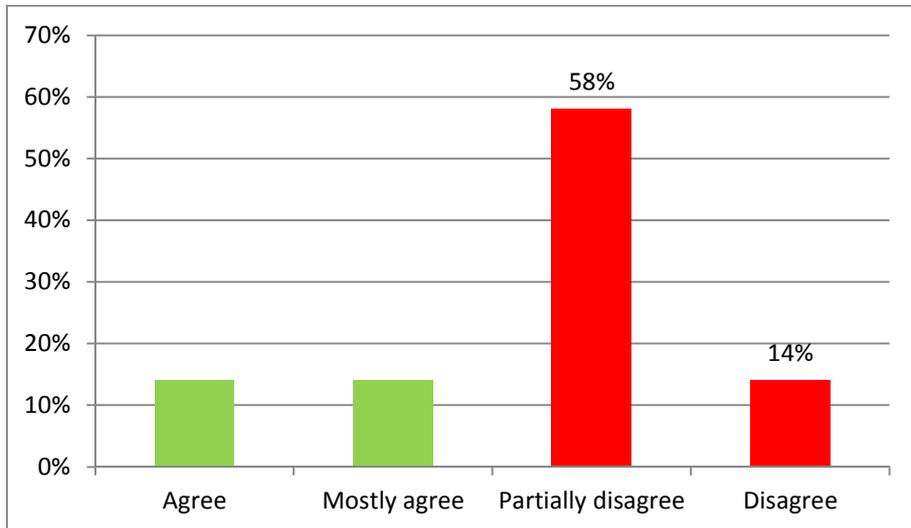


Figure 21 Attendees who have the knowledge to deliver the training programme

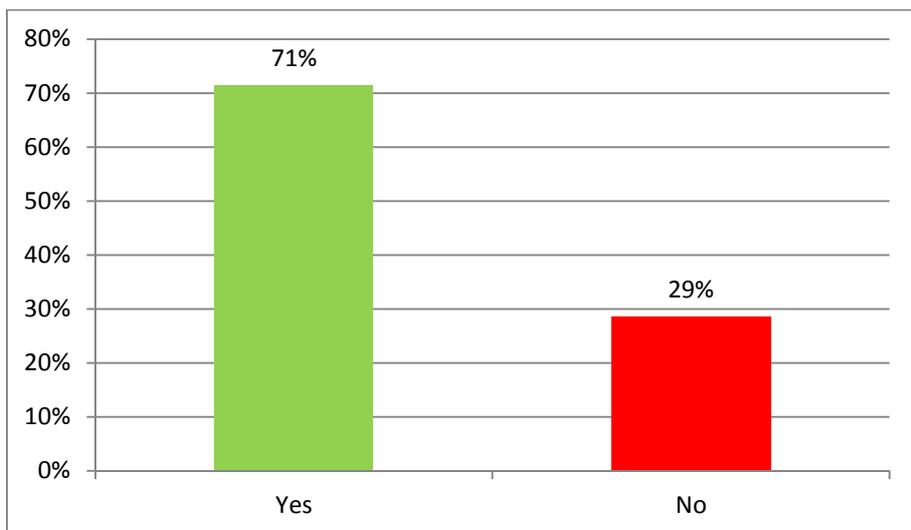


Figure 22 Event met their expectations

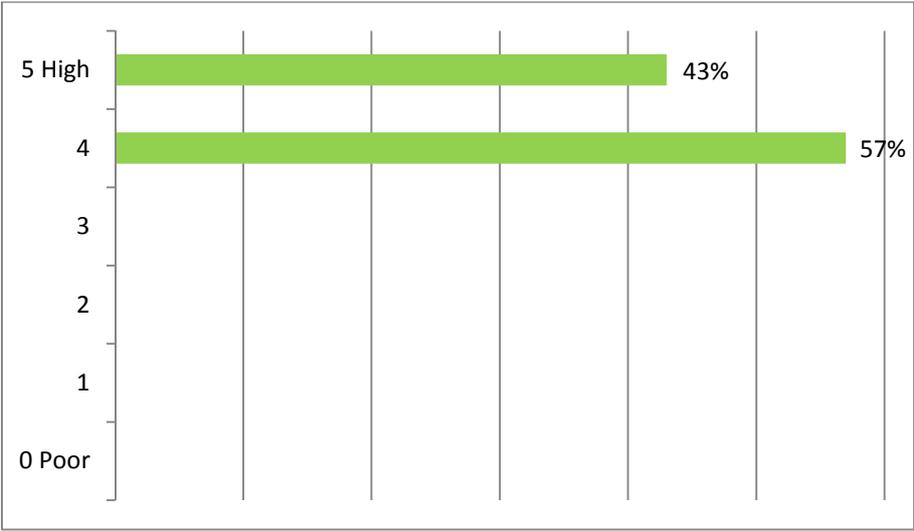


Figure 23 Opinion of venue

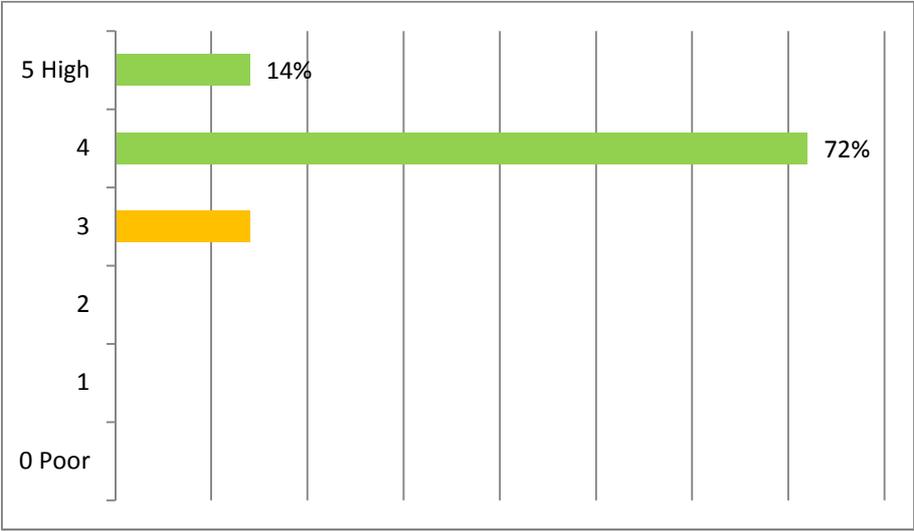


Figure 24 Opinion on the administrative arrangements

3 Final Syntheses

3.1 About the evaluation itself

The evaluation process has globally been satisfactory and the results are enough to try a meaningful synthesis.

The following table sets out the total number of Lead Trainers trained during the seven train the trainer/pilot courses held were through the WETNet project:

Country	Total Number of Lead Trainers
UK	10
France	7
Turkey	15
Finland	8
Austria	7
Estonia	2
Italy	1
Spain	1
Total	51

Table 1 Number of Lead Trainers trained

The individuals trained are mainly from the training sector. Other come from different organizations in the forestry sector and some at last are coming from the professional sector. No forestry entrepreneur has attended the training. To get entrepreneurs or experienced forest workers on board for training keeps being very difficult in every European country. (cf. *Forestry training for target groups that are hard to reach* – La Bastide des Jourdans 1998). However, all individuals who have followed the training, except for Turkey, have an insight on the subject that allows them to determine if the training can have an impact on forestry entrepreneurs and forest workers.

The training has been provided in 5 partner's country out of 6. The number of trainees scores to 51 for 6 partner countries.

Giving an average of 7 trainees per country, more than the 5 initially planned in the application and more than the global total initially planned at 30.

Out of all trainees, 28 come from the training sector.

The project included training Lead Trainers from three additional countries beyond the 6 partner countries. The French partner invited a Spanish and an Italian trainer, and the UK invited an Irish Trainer. This is a real advantage for dissemination

The evaluation forms have been correctly and seriously completed by the lead trainers. They also have been completed by trainees but some of them were incomplete or missing.

The evaluations complete each other given the range of different contexts.

For instance, in France during the 1st training many observations were made about the design, the structure of the programme. During the 2nd training in Austria, observations were more focused on the content of the programme.

In these conditions and to conclude, one can reasonably consider that the evaluation has produced outputs that can be of good value in order to improve the training programme.

3.2 Evaluation's results

Important and consequential work has been carried out by the authors of the programme and they can be congratulated for it.

Clear objectives and adapted contents

- The objectives of the training units are clearly established and realistic.
- The content of the training allows the trainers to prepare the training for the 2 target audiences: Forestry entrepreneurs and forest workers (respectively level 3 and level 2).

More recommendations for the trainer

- It is important to remember that the preparation work for the course by the trainer is essential to meet the needs of the trained audience.
- However, to help the trainers, recommendations should be provided for the exercises to be carried out depending on the trainees' level.

A necessary introduction

- Slides need to be added to introduce the training curriculum (globally and unit-wise) and the aimed objectives outlined at the beginning have been deemed necessary (introduction and background). In addition, it would be useful to remind the role of the trainer in the learning process: the trainer is the one who puts the audience in a situation to acquire the skills aimed by the programme.

A modular training

- Units are to be used globally (all units) or separately as it was initially planned. The trainee that benefits from the training can therefore follow it in its wholeness in one or several sessions. They can also follow it partially (one or several units) to meet their needs.

An interesting consecutive effect

- It has been noticed several times that unit 1 could also be used to promote wood energy as it contains solid arguments to it.

Data to be updated in a sector that evolves constantly

- As the wood energy sector is in a constant state of evolution, the data in the program needs to be constantly updated. The trainers needs to be informed of the updates and a method to facilitate this update needs to be determined. The trainers network WETNet (on internet for instance) could be used on that matter.

A programme that is not totally European yet.

It has been observed that the examples and illustrations of the programme are often specific to the United Kingdom, which is not surprising as the authors are from the UK. It is deemed necessary to modify them for each country. However, it should be noted that the primary authors of the course materials did request on several occasions that partner countries provide case studies and images from other countries, which could be added to the course materials. The promoter notes that this has not been done despite repeated request. So each partner country will have the responsibility to adapt the materials to be country specific. This solution is not the best. As the WETNet training programme has a European aim it would be more relevant to integrate several examples from different European countries, which would allow comparisons useful to the training. This could lead to trainers being inspired by the processes in different countries. This work can be achieved easily with the lead trainers of the who have completed the training process. Overall this programme should first be a European programme and laterally it would be up to the trainers to adapt the material to local context.

Finally, the programme must be European to facilitate its dissemination in any European country. In a similar vein, the metric system and the Euro must be kept as the principal unit. The units used in the UK can be kept as complementary information to facilitate the task of who may be concerned.

Important topics to be broadened:

- Safety and health in harvesting and chipping operations.
- Regulations aspects.
- Development of the wood energy sector, sustainable management and environmental impact.

No recommendation for evaluation – No assessment material

The programme does not hold general recommendations to evaluate the acquired knowledge of the trainees on the base of the training objectives. It does not give recommendations to evaluate each unit and sub-unit. The authors can find useful resources in the ConCert training programme to do so.

The training duration too short

It is widely agreed that a 5 days' training duration is insufficient. This observation appeared quite quickly from the first training session. However, no changes were made and the duration was even shortened in Turkey (4 days) and UK (3 days). The duration appears as being too short mostly when it has to associate practical sessions to theoretical ones. It should be noted that the term of the contract and the related funding did not allow to increase the duration of the course.

A practical training for practitioners

Forestry entrepreneurs and forest workers (main target audience) are challenging to encourage to attend training courses. A course is unlikely to be successful if only a mainly theoretical training approach is adopted. It is widely acknowledged that a practical approach in the field is the most effective teaching method with this type of audience in mind.

This recommendation should clearly appear in the programme to give trainers greater chances of success and ensure high attendance. On the other hand, the training programme has a better chance to meet the needs of forestry entrepreneurs and forest workers if it includes a module on chipping machine operator training.

Lead trainers who do not feel ready

Among the new lead trainers, 28 of them come from the training area. Most feel ready for delivering the course. However, 8 lead trainers state that they do not feel ready to deliver the course while indicating they have not had practical training about harvesting, chipping, delivery and the different measures to be done.

Acquiring new skills has to go by using the theoretical knowledge in a practical way. Considering these 8 attendees, the lead trainer competence will then be acquired when the practical training will have been performed.

Further thinking should be given to find the right way to meet this need.

This result can be explained:

The importance of wood energy sector is different according to the partner's countries. Finland and Austria are leaders while other countries are developing their wood energy industry. Therefore, according to countries, experienced forestry trainers may have poor woodfuel expertise. That is at least the case in France and in Turkey. On the other hand, attendees who had a very high level of knowledge and skills and who had just to be familiarised with the course content and teaching methods are happy with the duration of the course. Anyway, both situations must be considered.

4 Conclusion

51 Lead Trainers have been trained, exceeding the target number of 30.

The training has been performed, tested and evaluated among a number of individuals using a methodology superior to the one initially planned.

The competences curricula matching the training objectives, one can affirm that the training programme meets the needs of the industry and of the forestry entrepreneurs.

By following the pedagogical recommendations coming from the present evaluation, one can affirm that it will have the expected results on entrepreneurs and forest workers.

However, all recommendations coming from this evaluation will have to be taken into account, some of them being compulsory (e.g.: European programme, assessment of training's learning achievement, duration of the training of lead trainers)

Lead trainers coming from the training area are able to train their colleagues in their own country. They will have to take into account the recommendations coming from this evaluation that will appear in the post evaluation versions of the programme. If they can't be trained on the practical aspects, they will have to find assistance in a qualified trainer.

The WETNet training package, once adapted to the recommendations of the present evaluation will help them to prepare the training in optimal conditions and to meet the needs.

Appendix

Appendix 1: Definitions

AARF: Agreement Amendment Request Form

WP6: Work Package 6 - Training the Trainers/Pilot and Revision

Trainer: Used in this context to refer to the person leading the training at a pilot training course

Lead Trainer: Term used to refer to a person who has completed the WETNet Train the Trainer programme, and is therefore qualified to deliver the programme and is considered to be a Woodfuel Lead Trainer.

Trainee: Used in the context of this report to mean a person attending a pilot course, who having completed it will become a Lead Trainer.

Appendix 2: Template Questionnaire for Trainees Evaluation

Appendix 3: Template Questionnaire for Lead Trainer Evaluation

Appendix 4: Feedback Report for Pilot Phase 1

Appendix 5: Feedback Report for Pilot Phase 2