

INVENTORY OF GOOD PRACTICES OF FORESTRY TRAINING CENTRES IN EUROPE



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Table of Contents

Table of Contents.....	3
Introduction	4
1. Methodology of our work.....	6
1.1. What is a Good Practice?	6
1.2. Data collection through a survey	7
1.3. Choice of data presentation.....	11
2. Presentation of results	14
2.1. Training Good Practices	14
2.2. Environment Good Practices.....	24
2.3. Safety Good Practices	34
2.4. Equipment Good Practices.....	41
2.5. Inclusivity Good Practices.....	45
2.6. Cooperation & Promotion Good Practices.....	47
2.7. Management & Administration Good Practices	51
3. Visibility, implementation and added value of Good Practices.....	53
3.1. Objectives and methods of the analysis.....	53
3.2. General tendencies.....	58
3.3. Tendencies by category	60
3.4. Long-term perspectives	73
Conclusions	74
Appendixes.....	75
Appendix 1: Survey.....	75
Appendix 2: Initial and definitive Good Practices	84
Appendix 3: Analysis framework.....	87
Appendix 4: Data analysis by indicators	91



Introduction

This report presents the first results of the Elite Forest Training (EFT) project. This project, funded by the Erasmus+ KA2 programme, started in November 2021 and will last 3 years until 2024. It brings together six Belgian, French and Spanish partners: the CFPPA Ariège-Comminges, the Centre Forestier de la région Provence-Alpes-Côte d'Azur, PEFC Occitanie, Natuurinvest/Inverde, CTFC and PEFC Spain.

With this project, we aim to create a Quality Standard for forestry education and training centres. The aim is to improve the quality of forestry and tree care training and to guarantee a level of excellence for forestry training centres. The objective of this standard is not to evaluate the training programmes themselves, but rather to evaluate the whole functioning of the centre. In addition, it assesses the means and the ways training programs are implemented by the centres in their training activities.

Through our work, we contribute to the general and specific objectives set by the European Union in the Erasmus+ K2 funding programme Partnerships for Cooperation.

The target groups of our project are vocational training centres working with young people or with people in further education. Professionals in the forestry and tree care sectors will benefit from our work. In addition, the academic authorities will also be able to join in our approach.

In order to achieve our objectives, we intend to work in three stages. The first step is to make an inventory of Good Practices at European level. Some of these Good Practices are the results of previous international cooperation projects. This report is the product of this work phase.

The next stage of our work will be to draft a standard, taking into account the Good Practices identified, which will serve as a framework for a certification scheme. Finally, we will

create a checklist to evaluate the criteria of the specifications and a manual of recommendations.

With this report we want :

- To draw up an inventory of Good Practices identified by previous European initiatives in relation to forestry and tree care training. We also list the European projects that have implemented them.
- To analyse their impact and integration within training centres or vocational training sectors.
- To facilitate the understanding of the results of the European initiatives by training centres and professionals and to encourage centres to integrate these "Good Practices" with a view to improvement.

We hope that this report will be used by forestry and tree care training centres, but also by academic authorities and professionals to get an overview of the innovations the EU has brought to the forestry sector.

This document is composed of three main parts. In the first part, we detail our working method and the tools we used to collect the data and exploit the information gathered. Secondly, we present the information from our survey in the form of cards, with key information to characterise them.

Finally, we analyse the integration of the Good Practices, i.e. whether they are visible, implemented and attractive. We will formulate some conclusions and recommendations that will be used in the development of the next phases and results of the EFT project, namely :

- Draft a set of specifications, taking into account the Good Practices identified, which will serve as a reference framework for our certification system.
- To create an evaluation checklist and recommendations manual as tools for the proposed evaluation system.



1.

1. Methodology of our work

In this chapter, the general methodology that was followed for the data collection of the activity "Inventory of Good Forestry Practices in Europe" will be presented. The coordinator of this first action was the project partner Natuurinvest/Inverde together with the other five partners. They contributed their expertise and work in all tasks assigned at the beginning of the activity.

1.1. What is a Good Practice?

First of all, we propose to define what a Good Practice is. The following definitions, with references, define it as follows:

- "Good Practice" can be defined in many ways. However, the common thread in most definitions involves strategies, approaches and/or activities that have been shown through research and evaluation to be effective, efficient, sustainable and/or transferable, and to reliably lead to a desired outcome.¹
- "A Good Practice is defined as "an initiative (e.g. a project, a process, a technique) undertaken within one of the programme's priority axes, which has proved successful in one region and has potential relevance for other regions. A proven success means that the Good Practice has already provided tangible and measurable results in achieving a specific objective."²
- "A Good Practice is a concrete example (case study) of the application of a method or technique that has consistently produced superior results to those achieved by

¹ *What are "good practices"?* (2021, 13 October). European website on integration. Retrieved on 26 January 2023 from https://ec.europa.eu/migrant-integration/page/what-are-good-practices_en

² Interreg Europe (2022). Validation of Good Practice - Project Guidance Note. Retrieved 26 January 2023, from <https://www.interregeurope.eu/sites/default/files/2022-01/guidance.pdf>

other means. The case study and related approach are therefore used as a benchmark against which other activities can be measured. Best practice is closely related to the term "state of the art", which is sometimes also used to refer to a collection of examples of good practice"³.

Initially, the project partners gathered examples of Good Practice initiatives from a list of Good Practices that they themselves knew from their own experience. Some of these had been developed by these partners in the context of European projects, and others were known to them from other partners in other countries. But they thought that there might be unknown interesting initiatives needed to be disseminated.

1.2. Data collection through a survey

In order to collect the necessary data to characterise Good Practices in the forestry sector and in forestry vocational training, the project partners conducted a survey⁴.

The objective was to identify the forestry and arboricultural practices considered as Good Practices and to evaluate their integration in the VET (vocational education and training) centres.

The working scale of the research was the European Union, but national, regional or local initiatives were included where relevant.

The survey took the form of a Google Form query and was sent by email to the selected target groups in order to collect information and data as quickly as possible. It was distributed between April and June 2022 in 3 countries (Belgium, Spain and France) and was therefore available in 4 different languages (English, French, Dutch and Spanish).

After the survey was sent out, we followed up (by e-mail and/or telephone) to encourage those target groups who had not responded to do so. This follow-up phone call helped to understand why some people had not responded to the survey, to clarify their answers and to collect additional information on European initiatives in the forest sector.

³ *Example of Good Practice (best practice) / Eltis*. (n.d.). Retrieved January 26, 2023, from <https://www.eltis.org/glossary/good-practice-example-best-practice>.

⁴ For more details on the survey, please refer to Appendix 1, p. 75.

How we selected our target group

Three types of target groups were identified for our survey:

- VET centres are the main targets of our survey. We want to know how they work and how and why they choose which initiatives to implement.
- Professionals in the sector are also targeted. They sometimes implement initiatives that VET centres are not aware of or consider unimportant. These responses may highlight the proximity of forestry schools to the professional sector.
- Institutions, often the decision-makers, are the funders of training and may be behind some initiatives with varying degrees of success.

Here you will find a table of the number of survey recipients, classified by country and target group :

<i>COUNTRY</i>	<i>Training centres</i>	<i>Institutions</i>	<i>Forestry professionals</i>	<i>Total</i>
France	57	32	55	144
Belgium	24	50	17	91
Spain	25	3	10	38
TOTAL	106	85	82	273

The selection of participants for our survey was based on the following criteria:

- Partners who participate with us in other projects and with whom we usually work on a regular basis.
- Other partners who, although not involved with us in other projects, are active in the forestry or tree care sector.
- List of professionals in the sector known by the project partners. These are training centres, forestry professionals and educational institutions. The contact was made in compliance with the RGPD.

These key players are considered to be active and directly involved in the implementation of the future activities and quality framework that this project aims to create. In addition, the target groups were also asked to forward the survey to other partners in their own network.

Building the survey

The content of the Good Practice Inventory Survey questionnaire was structured as follows:

First, an introductory text explained that the survey was part of the project's activities under the European Erasmus KA2 funding.

Afterwards, a few short questions concerning personal data were provided. If the respondents wanted to know our results, they could indicate their e-mail addresses in order to get early access. By giving their personal e-mail address, the respondent also expresses an interest in participating in future project activities.

In addition, the main section of the survey concerning the inventory of EU Good Practice initiatives was divided into six themes:

- Safety and quality
- Pedagogical/didactic approach
- Administrative
- Material
- Environment
- Networking and promotion

Under each category, a number of examples of Good Practice initiatives were listed in closed questions. The respondent was asked to rate or give the score that seemed most appropriate to their professional practice. To do so, he had to choose between the answers proposed by ticking one of the scores mentioned below, ranging from 1 to 5:

- Score 1: unknown
- Score 2: known, but not implemented in your organisation
- Score 3: wishes to implement in the future
- Score 4: implemented in your organisation without added value
- Score 5: implemented in your organisation with significant added value

In addition to the closed questions, the questionnaire included open-questions where the respondent could enter information about other Good Practices if they considered them relevant to our inventory.⁵

Number and type of respondents

A total of 82 people responded to the survey, representing a response rate of 30%. The majority of the respondents were French nationals. In the tables below, you will find the professional distribution of the respondents to the survey.

Number of respondents per country

<i>COUNTRY</i>	<i>Number of people who received the survey</i>	<i>Number of respondents</i>	<i>Response rate by country</i>
France	144	45	31 %
Belgium	91	14	15 %
Spain	38	23	60 %
TOTAL	273	82	30 %

Number of respondents per country and target groups

<i>COUNTRY</i>	<i>Training centres</i>	<i>Institutions</i>	<i>Forestry professionals</i>	<i>Total</i>
France	33	1	11	45
Belgium	6	0	8	14
Spain	19	1	3	23
TOTAL	58	2	22	82

Comments on the survey

Few new Good Practices were proposed in the responses to the survey. Nevertheless, the proposed Good Practices were most often found to be relevant.

⁵ For more details on the survey, please refer to Appendix 1, p. 75.

Based on the results of this survey, some respondents were contacted again by e-mail or telephone to clarify or explain their answers, to propose other ideas or to discuss with them Good Practices that we had not initially identified.

1.3. Choice of data presentation

The results of the survey, personal knowledge of the sector and the interviews carried out enabled the project partners to obtain a list of Good Practices implemented in the forestry sector, both in training centres and among professionals. On the basis of each Good Practice initiative or some related and merged initiatives, an information sheet was elaborated, called "Good Practice Sheet".

We have chosen to present our results in fact sheets in order to make it easier for training centres and professionals to understand the added value and usefulness of existing European initiatives related to Good Practices that have already proved their worth. The aim is to convince VET centres to implement Good Practices where they can be useful and where they are needed in their training centres.

How we built the Good Practice sheets

On the basis of the information and responses concerning the Good Practice initiatives collected in the survey, the information was classified into seven different categories (replacing the six categories we had created prior to the questionnaire survey):

- Training
- Environment
- Equipment
- Accessibility
- Management & Administration
- Safety
- Cooperation & Promotion

Within each category, several Good Practices are presented in the form of cards. These Good Practices are made up of one or more items, which correspond directly to the questions of the questionnaire with closed answers (5-entry answers). The Good Practices detailed in these sheets have been identified on the basis of the results that have been collected according to:

- The responses to the survey that was carried out by each project partner in their respective countries.
- The basis of additional telephone interviews, if necessary, which were carried out for those survey responses that were unclear, with the aim of clarifying them in order to value their contribution.
- Based on information from other related European projects.

Each "Good Practice" sheet is a document that summarises the information identified from the survey based on the approach "what, why, how".

Initially, based on the responses to the questionnaire, we obtained a list of 53 Good Practices, grouped into 7 categories. However, from an evaluation of this first list, similarities and links between the different Good Practices were observed. We therefore merged some of the Good Practices into a single factsheet. This reduced the number of Good Practice factsheets and made them more readable.

The result is a new, more concise overview, containing 29 Good Practice sheets and organised into 7 categories.⁶

How to use the Good Practice sheets ?

Potential users of the fact sheets will be :

- Training centre managers who will use them to check whether the mentioned Good Practices should be implemented in their training centre to improve the quality of training and the centre functioning.
- Trainers, to improve their own training or lesson.

Each fact sheet consists of the following parts:

- Category: this is the theme to which this Good Practice belongs.
- Description: a description of what exactly the Good Practice consists of, the items that make it up or are needed to implement it and the benefits of its implementation.
- Executive documents: reference documents for this initiative: specifications, standards, implementation manual, etc.

⁶ For more details on the evolution of the identified Good Practices, please refer to Appendix 2, p.84.

- Scale: the scale at which this Good Practice has been implemented (European, national, local, etc.).
- Projects related to: projects that have initiated or are related to this practice.

Multiplier events have already been organised in Belgium and France to present the first results of the fact sheets. This gave rise to some reactions and remarks from the participants. When relevant and necessary, these comments were taken into account and integrated into the drafting of the fact sheets.

2.

2. Presentation of results

2.1. Training Good Practices

Apprenticeship	
Category	TRAINING
Description	<p>What: Apprenticeship or Dual Training System is a system of vocational training that combines learning in a company and in a vocational training centre.</p> <p>How to :</p> <ul style="list-style-type: none"> • Alternating between professional training and work experience • Integrate the intervention of specialists in the training courses by collaborating with professionals (e.g. professional interviews, professional days). • Integration of forestry visits (of a few days) • Creation of bridges between courses and/or training sectors <p>The relationship between internship locations, companies and vocational training centres is crucial for the follow-up of students' learning. A smooth and continuous relationship between the responsible trainer and the company, special visits and phone calls or e-mails reinforce the learning attitude of the apprentice.</p> <p>Why (interest/objectives) :</p> <p>Giving greater emphasis to practice in vocational training is essential for students to achieve higher skills and competences. Small workshops, practical exercises, real cases in each subject and internships make vocational training more concrete and easier to learn for students.</p>

	<p>On the other hand, close monitoring allows apprentices to benefit from better feedback from both parties (VET centre and company) and a faster reaction capacity to improve their learning.</p> <p>The apprenticeship allows students to have a better vision of what they can do and also to put into practice what they have seen in theory. It also develops professional critical thinking and a better vision of what to expect in the professional world.</p>
Executive documents	<p>Ley Orgánica de Formación Profesional (Spain)</p> <p>Portal of the Alternance (France)</p> <p>Home Dual Learning; Apprenticeship - Employment, Social Affairs and Inclusion - European Commission (europa.eu) European Network of Apprentices - By apprentices, for apprentices</p>
Scale	This Good Practice is being developed on a national scale in various European countries.
Projects related to	Not related to projects

Chainsaw training and assessments for certification according to the European Chainsaw Standards (ECS-ECC) and the EFESC procedure

Category	TRAINING
Description	<p>What: The European Forestry and Environment Skills Council (EFESC) is an organisation made up of industry representatives and organisations that manage and monitor skills certification processes at national level.</p> <p>The objectives of EFESC are to define and maintain minimum standards in outdoor professions such as forestry, landscaping, arboriculture and horticulture. These standards can be applied in all European countries.</p> <p>How to :</p> <p>By setting standards, EFESC contributes to improve health, safety and mobility through the interchangeability of certificates.</p> <p>ECC: Only accredited assessment centres are allowed to display the ECC (European Chainsaw Certificate) logo on the certificates of successful assessors. Find certificate holders, assessors and assessment centres - Efesc</p> <p>ECS (European Chainsaw Standards): first minimum standards developed by the EFESC for safe, ergonomic and efficient work with chainsaws at different levels: European Chainsaw Certificate - Efesc</p> <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> • Certify the skills and competencies of chainsaw users. • To accredit and promote the recognition of individual qualifications in all European partner countries. • Facilitating the mobility of forestry and green space workers within the European Union. • Europe-wide network of training and/or assessment centres. • Interchangeability of certificates.
Executive documents	<p>Manual ECC-01-03-12 (efesc.org)</p> <p>Downloads - Efesc</p> <p>How do I get my certificate? - EFESC</p> <p>Educational videos - EFESC</p>

Scale	This Good Practice is implemented at national level in Belgium, the Netherlands, Spain, France, Germany, Austria, Italy, Romania and the UK.
Projects related to	<p>EFESC was created in 2009 by the members of a European Leonardo project (Inverde (Natuurinvest) Belgium, IPC Netherlands, CTFC Spain, Centre Forestier la Bastide les Jourdans France, KWF Germany, BMNT Austria, Efesc Italia onlus, CPPP Roznov Romania, City & Guilds (NPTC) UK)</p> <p>Informa+ Interreg Alcotra</p> <p>PYREMPFOR Interreg POCTEFA</p>

E-learning and blended environment

Category	TRAINING
Description	<p>What: Use of interactive digital training materials through an LMS (Learning Management System) platform, both 100% online and blended. These training methods allow greater flexibility for both the trainer and the student, without the need to travel to the training centre.</p> <p>How to :</p> <p>LMS platforms (Chamillo, Moodle, etc.) allow for the creation of user-friendly interactive exercises and content to be used during the course. Content can also be downloaded for offline use.</p> <p>The type of content that can be used on these platforms:</p> <ul style="list-style-type: none"> • Quizzes • Online exercises • Videos (with the H5P tool, you can create videos that stop at a specific point and ask the viewer to answer correctly in order to continue the video). • Drawings • Riddle games <p>Please note that to use some of these tools you need to purchase a licence and in some cases they can be expensive (e.g. TH5P or Asynchrone).</p> <p>Why (interest/objectives)</p> <p>Depending on the type of user :</p> <ul style="list-style-type: none"> • Students: They have an overview of their past and future courses. They have access to practical information and course materials. Assessments and certificates of attendance are also available to them through the LMS. This mode allows them to choose what they want to learn and when. It also allows them to learn outside the training centres. In blended learning. It allows them to arrive better prepared for the practical training sessions. • Trainers: They have an overview of their training courses through a dashboard. They have access to participant lists, training pages and evaluations. There are no limits to the creation of materials or evaluation situations.


	<ul style="list-style-type: none"> Administration: They have access to training course registration, evaluations and attendance. They can create automatic reports from the LMS. <p>These modalities allow students to broaden their capabilities and achieve more objectives.</p>
Executive documents	<p>LMS manuals (e.g. Chamillo manual)</p> <p>TOTARA LMS</p> <p>Digital training materials</p>
Scale	This Good Practice is being developed internationally.
Projects related to	Not related to any project.

European tree worker (ETW)	
Category	TRAINING
Description	<p>What: ETW certification carries out operations on and in amenity trees with the aim of keeping the trees healthy and safe. They act on the basis of arboricultural knowledge and take into account conservation issues, environmental protection and safety regulations.</p> <p>How to :</p> <p>The ETW certificate is based on the same regulations throughout Europe. This diploma is mutually recognised by all member countries and leads to international cooperation and cross-border quality. Thus, employees can obtain a highly qualified education, and employers have a highly qualified workforce. At the same time, European cooperation is strengthened.</p> <p>Ensure a safe working environment in accordance with best working practices and European standards.</p> <p>ETW certificate is certified and controlled by the European Council of Arboriculture.</p> <p>Each ETW certification is supervised by an international supervisor from the European Arboricultural Council (EAC).</p> <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> • To ensure a high level of tree care operations, a common level of qualified training and to facilitate the international movement of European tree workers. • To enable each country to have a good chance of obtaining European tenders in fair competition in the field of arboriculture.
Executive documents	ETW Handbook
Scale	This Good Practice was accepted in 25 European countries in 1999.
Projects related to	<p>European Tree Technician (ETT), Leonardo Da Vinci project.</p> <p>Technical Standards for Trees (TEST), Erasmus+ project.</p>

Pedagogical work locations

Category	TRAINING
Description	<p>What: Choose the right learning sites to make the training more effective. The location can be at the training centre or outside, in private or public places. There must be a pedagogical interest.</p> <p>How to :</p> <p>The organisation, choice, number and variety of educational workcamps are linked to:</p> <ul style="list-style-type: none"> the difficulty and level of training difficulties the specific competences and learning techniques of the trainees to be trained the technical level of the trainees trainer/trainee ratio, preferably 5 to 7 trainees per trainer <p>It is essential that the trainer is able to provide personalised training to the trainee.</p> <ul style="list-style-type: none"> available facilities related to the location the workplace should be adapted as much as possible to suit trainees with disabilities <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> Progressive preparation of trainees for the reality of the field Helping trainees to achieve the various training objectives by monitoring their progress individually Test : <ul style="list-style-type: none"> different equipments and product types techniques adapted to the work situation (e.g. ergonomic)
Executive documents	<p>Diploma standards</p> <p>Health and safety France decree</p> <p>Agreements and forestry</p> <p>EFESC: Guidelines on site requirements and equipment for assessment centres/evaluators</p>
Scale	<p>This Good Practice is being developed in France and also in the European member countries of EFESC.</p>
Projects related to	<p>Erasmus+ FIFT</p>

Sign communication in chainsaw training

Category	TRAINING
Description	<p>What: Using basic sign language (e.g. raising an arm) with chainsaw students to communicate with them while they are working with chainsaws on worksites.</p> <p>How to :</p> <p>Trainers and trainees learn the signs before going the work sites.</p> <p><i>Example: To indicate that trainees must cease all activity</i></p>  <p>Why (interest/objectives) :</p> <p>The point is to ensure the safety of trainees and trainers while being able to communicate if the trainees get into a dangerous situation with the chainsaw. When working with the chainsaw, trainees cannot hear their trainers, who must therefore find another way to continue the training while working.</p> <p>Safety advantage: the trainee is quickly corrected by the trainer when he/she does something dangerous. The trainer does not put himself in danger by intervening either.</p> <p>Pedagogical advantage: trainees immediately know what they are doing wrong and can correct themselves, without having to stop everything they are doing for the trainer to join them.</p>
Executive documents	Inverde toolbox document on signs to use in chainsaw training
Scale	This Good Practice was originally suggested in the forestry training centre of Meymac, but has also been implemented at different national levels, such as in Belgium by Inverde and other training centres.
Projects related to	Not related to any project.

Train the trainers	
Category	TRAINING
Description	<p>What: Centres need to maintain the skills of technical trainers and develop new skills.</p> <p>How to :</p> <ul style="list-style-type: none"> • Establish a general protocol (internal and external evaluation, frequency of evaluation and areas for improvement, establishment of self-evaluation keys for trainers). • Trainers are regularly coached/reviewed by another trainer or someone from outside the organisation. • The training centre conducts an annual review of trainers' training needs in order to establish an individual improvement pathway and to assess technical trainers on their continued competence. • It is also important to set up regular meetings between trainers within the same training centre so that they can share their knowledge, opinions and teaching experiences. <p>Why (interest/objectives) :</p> <p>This ensures that trainers are able to transfer their "know-how" and maintain a high standard of training.</p>
Executive documents	<p>Mapping of competences</p> <p>Individual interview form</p> <p>Specific training programmes (e.g. ECC Train the Trainer programme, ECC Train the Trainer programme and methodology, Forestry EduTrainer)</p>
Scale	This Good Practice is currently being developed at European level.
Projects related to	<p>https://mestres-poctefa.fr/fr/home-francais/Interreg POCTEFA Mèstres</p> <p>Forestry Edu trainer</p>

2.2. Environment Good Practices

Environmental impact - Recycling	
Category	ENVIRONMENT
Description	<p>What: Implement procedures to reduce waste and consumption of primary resources and promote recycling.</p> <p>How to :</p> <ul style="list-style-type: none"> • Traceability and monitoring of waste treatment • Recycling (green waste, white waste) • Oils • Water reuse • Buying sensibly to reduce waste • Water and electricity saving systems • Replacement of waste with biodegradable or easily recyclable materials. • Choosing life-long products and tools • Dry toilets <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> • Respecting the planet and its resources • Protecting forests against fire and pests • Promoting the circular economy • Achieving the Sustainable Development Goals • Adapting training to today's society, teaching more sustainable habits
Executive documents	<p>Directive 2008/98/EC of the European Parliament and of the Council of 19 November 2008 on waste and repealing certain Directives</p> <p>European Union Water Reuse Regulation Directive</p> <p>Recommendations of the 2030 Agenda: ODD 13, ODD6, ODD12</p>
Scale	This Good Practice was initially recommended at the international level, and mandatory at the European level.
Projects related to	Not linked to a project

Implication in environmental projects	
Category	ENVIRONMENT
Description	<p>What: Organising or participating in environment-related projects:</p> <ul style="list-style-type: none"> • Information or awareness-raising day • Environmental project with pedagogical interest • Fair, exhibition, demonstration... • Publication of forestry sector news <p>How to :</p> <ul style="list-style-type: none"> • "PEFC Seed" (PEFC action for the International Forest Day) • International Forest Day • Forest Nature • Propopulus • Stand at forestry and agricultural fairs (e.g. Expobiomasa) • Attendance at trade and training fairs • Be a member of related inter-branch organisations • Awareness-raising actions on Sustainable Forest Management labels • Support or partnership with organisations involved in sustainable forest management and environmental issues (e.g. PEFC/FSC campaigns). <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> • Raising awareness of the ecological issues in the area • Improving the image of the centre • Diversifying the skills of trainees • Getting more partnerships
Executive documents	Documents related to each particular initiative.
Scale	This Good Practice can be implemented anywhere internationally at the initiative of the VET centre.
Projects related to	MIDMACC Life Project Life+Reb LIFE Soria ForestAdapt Go Madera

Trainees as agents against climate change

Category	ENVIRONMENT
Description	<p>What: Integrate into the different training courses, the components related to sustainable forest management, the associated Good Practices and their importance:</p> <ul style="list-style-type: none"> • The principles of sustainable forest management and the Good Practices to be respected in the forest • The associated forestry regulations • Existing sustainable forest management labels • Digital and paper tools to implement these Good Practices (Pictocitane, geoportal,...). • New technologies to limit the impact on the forest <p>How to :</p> <p>These training modules could include a theoretical component and a field component, involving professionals from the sector (ONF, CNPF, operators, PEFC, etc.) and practical work.</p> <p>A study trip to another country/region can also be an opportunity to learn about other ways of doing things.</p> <p>Participate in exhibitions and fairs to discover innovations:</p> <ul style="list-style-type: none"> • Visiting work sites in sensitive areas (rivers, steep slopes, high public access) • Visit to a plantation or natural forest renewal site. • Visit of a forest with several forestry actors, to understand the complexity of the forest balance (hunter, naturalist, tourist office, operator). <p>Why (interest/objectives) :</p> <p>The forestry sector is essential in the transition to a green economy. To provide confidence, it has market mechanisms that guarantee sustainability: Forest Certification.</p> <p>It is important to involve everyone (public sector, private sector and society) in the transformation of the forest sector and its value chain towards sustainability. To this end, there is a need for awareness raising and training</p>

	on the importance of sustainable forest management to promote environmental benefits and increase its productivity in the bio-economy.
Executive documents	FORESTEUROPE Sustainable forest management PEFC ST 1003:2018-Requirements National sustainable forest management standard European Union Timber Regulation (EUTR) No. 995/2010 New EU Forest Strategy for 2030 Forest Law Enforcement, Governance and Trade (FLEGT) - Proposal for an EU Action Plan
Scale	This Good Practice is being developed internationally.
Projects related to	Forest Green Commerce

Sustainable Development certification	
Category	ENVIRONMENT
Description	<p>What: Sustainable development certifications attest to the quality of sustainable development approaches implemented by training centres for their trainees, who are committed to a dynamic of continuous improvement towards the UN Sustainable Development Goals (THE 17 GOALS Sustainable Development (un.org)) and the 2030 Agenda for Sustainable Development.</p> <p>How to :</p> <p>Training centres have many ways of engaging in this dynamic, which can often be accompanied and made more visible by certification.</p> <p>Examples at general school level (national) :</p> <ul style="list-style-type: none"> • France: Eco-school certification, E3D label • Spain: Escuela Verde certification • Belgium: MOS schools and eco-schools <p>Example during the Good Housekeeping Practices workshops:</p> <ul style="list-style-type: none"> • PEFC certification • ETFQualiTerritories (in France) • FSC certification <p>Why (interest/objectives) :</p> <p>It is important that forestry training centres are involved in this process, as it makes their commitment to green practices and sustainable development goals visible.</p> <p>It places forestry work in the context of green jobs.</p> <p>It is also increasingly important for trainees to develop their citizenship and understanding of today's challenges.</p>
Executive documents	<p>https://www.eco-ecole.org/</p> <p>E3D label</p> <p>Projeto Escola Verde</p> <p>Home MOS (mosvlaanderen.be)</p>

	PEFC FSC ETF QualiTerritoires
Scale	National and international level (PEFC and FSC)
Projects related to	"Graine de PEFC" ("PEFC seeds").

Sustainable purchasing policy

Category	ENVIRONMENT
Description	<p>What: Integrate environmentally friendly practices into procurement policies for forestry supplies and equipment that promote the sustainable management of forest resources.</p> <p>How to :</p> <ul style="list-style-type: none"> • Purchase of supplies respecting sustainable forest management <p><i>For the office with the purchase of sustainable and/or certified supplies:</i></p> <ul style="list-style-type: none"> • PEFC or FSC certified stationery products (post-it notes, envelopes...) and other paper products (tissues, toilet paper, paper cups...). • "Green inks" with recyclable print cartridges for printers (e.g. "Imprim Vert", European Ecolabel) • PEFC/FSC certified wood furniture • Choose local trade as much as possible. <p><i>For forestry equipment :</i></p> <ul style="list-style-type: none"> • The purchase of organic oils. • The purchase of oil absorption kits to deal with breakdowns and breakages in the forest and limit the amount of oil spilled on the ground. <p><i>For trainers, trainees and staff :</i></p> <ul style="list-style-type: none"> • Choose PEFC/FSC-certified publishers when selecting paper-based training materials. • Promote the provision of sustainable clothing for uniforms (forest fibres, upcycling...). • Introduce PEFC-certified products from the food sector (honey, ham, mushrooms, berries, etc.) into the kitchen menus. • Choose local trade as much as possible. • Work with actors/suppliers who are certified as having sustainable forest management and who comply with the same specifications. • When placing orders, encourage partner suppliers to enter into these certification processes by explicitly requesting that they have certified products.

	<ul style="list-style-type: none"> • If they are certified, check their certificate of commitment (e.g. PEFC certificate). • Put their quality logo on your orders wherever possible. For example, use PEFC/FSC certified printers and ask them to put their logo on the printed brochure. <p>Tools for the implementation and monitoring of these practices:</p> <ul style="list-style-type: none"> • Staff training with the establishment of a privileged referent in terms of environmental quality (linking Corporate Social Responsibility and Sustainable Development Objectives). • Commitment to quality procedures (ISO 14 001, PEFC, FSC, etc.) • Implementation and monitoring of traceability and evaluation tools. • Annual internal and external audit. <p>Why (interest/objectives) :</p> <p>The implementation of this Good Practice allows us to respect the planet and its resources, having a better sustainable management of the activity. Furthermore, it allows us to contribute to the SDGs and promotes the sensitivity of future forest workers to the environmental demands of today's society.</p>
Executive documents	PEFC certified products finder FSC-certified products finder PEFC trademark rules, PEFC ST 2001:2020 FSC Trademark Rules FSC-STD-50-001 V2-1 ES.
Scale	This Good Practice is being developed internationally.
Projects related to	PEFC Campaigns

Use of renewable resources

Category	ENVIRONMENT
Description	<p>What: The training centre should use renewable resources as much as possible.</p> <p>How: This means that the energy used for heating, cooling or electricity must come from renewable or environmentally friendly energy sources and must ensure low carbon emissions.</p> <p>If the heating medium used is wood :</p> <ul style="list-style-type: none"> • Include a minimum percentage of certified wood in the supply (e.g. 50% of the wood chip supply must come from PEFC/FSC certified forests). • Buy from certified companies (PEFC/FSC or other quality system), which are the only companies that can sell PEFC/FSC certified firewood. • Use wood that comes from the school's own forest. <p>Depending on the location, the training centre could promote self-consumption by installing solar panels for the electricity of the facilities. In addition, the centre implements energy saving measures based on better insulation and the installation of technologies to control energy consumption.</p> <p>Why (interest/objectives) :</p> <p>The effort to combat climate change by reducing global warming accelerated and strengthened since the Paris Agreement in 2015. Central to this is the issue of energy; specifically, our global energy consumption and dependence on fossil fuels.</p> <p>In support of the global climate agenda, the EU has proposed targets for 2030 to move to a low-carbon economy and reduce greenhouse gas emissions by 40%. In addition, it proposes that 27% of energy should come from renewable sources and that energy efficiency should be improved by 30%.</p> <p>In short, this Good Practice would allow us to reduce the carbon footprint, improve CSR policy (by respecting sustainable development objectives) and address fuel poverty.</p>
Executive documents	Carbon footprint standard

	Search for PEFC certified products Search for FSC-certified products
Scale	This Good Practice is being developed internationally.
Projects related to	ClimACT Tr@sener Social Green Interreg Europe

2.3. Safety Good Practices

Being prepared to safety and security issues	
Category	SAFETY
Description	<p>What: In order to prepare for security risks, it is necessary to set up training courses and safety protocols specific to the needs of VET centres, and to validate them through some certifications.</p> <p>How: Once the various risks have been identified and prioritised in a formal document (e.g. DUERP in France), the right training and certification must be chosen and the necessary protocols put in place.</p> <p>Examples of certification:</p> <ul style="list-style-type: none"> • Safe use of the chainsaw (European Chainsaw Certification). • Safe working in high trees (European Forestry Worker certificate). • Safe maintenance of vegetation areas (EFESC European Bruscutter Certificate). • First aid certificate (Sauveteur Secouriste du Travail), • Safe electrical use (HOB0). • Certiphyto <p>Examples of training courses:</p> <ul style="list-style-type: none"> • Training for better ergonomics of work techniques (SRT techniques) • Organisation of the work site (workplace safety training) • Fire risk protocol training • CEVESO protocol training <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> • Ensure that trainees and trainers are aware of the risks they may encounter • To protect yourself and others • Prepare your trainees for professional life.
Executive documents	<p>European labour law</p> <p>National Labour Code</p> <p>Descriptive document and reference framework of the training</p>

	Certificate of standards or manuals ILO recommendations
SCALE	It is implemented in all European countries, but there are differences (names, standards, etc.) in the different countries.
Projects related to	Not related to any project

Machine maintenance

Category	SAFETY
Description	<p>What: Implement a policy of regular preventive maintenance of machines.</p> <p>How to :</p> <ul style="list-style-type: none"> • Maintain the equipment in optimum condition according to the manufacturer's instructions. • Do not wait until a component is broken or about to break before replacing it. <p>It is good to involve the trainees, who learn how to take care of their main working tools (e.g. chainsaw).</p> <p>Why (interest/objectives) :</p> <p>Preventive maintenance aims to increase the usability, cost and longevity of production equipment. It prevents many leaks and losses of pollutants in the forest and keeps a company's equipment in reliable working order.</p> <p>It extends the life of equipment and reduces the centre's environmental footprint and expenses.</p> <p>It guarantees the conformity of each machine and the safety of its users.</p>
Executive documents	<p>Manufacturer's instructions</p> <p>Prevention of Environmental Damage Regulation (PEFC)</p> <p>Summary of specific risks</p> <p>European Machinery Directive</p>
Scale	This Good Practice was initially implemented at European level.
Projects related to	Not related to any project

Risk assessment	
Category	SAFETY
Description	<p>What: Risk assessments (general and situational) are essential to check for any health and safety issues that may arise in a workplace and to ensure that workers are aware of them.</p> <p>How to :</p> <p>Many forestry organisations and training centres have two different documents for general and situational risk assessments.</p> <p>The general risk assessment is at the level of the training centres and is an official document required by the national authorities.</p> <p>The situational risk assessment is carried out for each work site. It should be completed before each new work site and communicated to workers and trainees.</p> <p>Why (interest/objectives) :</p> <p>Risk assessment is a major tool for ensuring the safety and health of workers on a construction site.</p>
Executive documents	<p>EU Memento</p> <p>France :</p> <ul style="list-style-type: none"> - DUERP (Document Unique d'Evaluation des Risques Professionnels) - worksite document ("Fiche de chantier")
Scale	This Good Practice is implemented at national level, but a memento has been made at European level on this issue.
Projects related to	Not related to any project

Safety culture

Category	SAFETY
Description	<p>What: The aim of the safety culture is not to act after accidents to prevent them from happening again (safety culture) but to work before accidents happen. Establishing a prevention culture to analyse the risks associated with the activity.</p> <p>How to :</p> <ul style="list-style-type: none"> • Inform and train employees on the risks associated with the activity. • Practices in place to ensure continuous safety training. • Any European trainer or training centre that is looking for new solutions to its safety problems can rely on the Forestry Edu Trainer programme (e.g. students who do not want to wear their Personal Protective Equipment). • To improve the attitude of trainers as leaders and role models. <p>Why (interest/objectives) :</p> <p>It contributes to reduce occupational risks and the number of accidents at work. Through the culture of prevention, the aim is to reduce the number of accidents and dangerous situations encountered in training centres, but also in companies. This is done by constantly working to introduce safe behaviour into the forestry culture.</p>
Executive documents	<p>The EU Codex well-being at work</p> <p>DUERP (France)</p> <p>Decree of December 2016 on health and safety rules on forestry and forestry sites.</p> <p>Module 2 on prevention culture in the Forestry EduTrainer training course</p>
Scale	This Good Practice is implemented at national level throughout Europe.
Projects related to	<p>European law: Well-being at work</p> <p>Forestry EduTrainer, Erasmus+ project</p>

Safety internal management

Category	SAFETY
Description	<p>What: Well-being at work is a very broad concept and covers different categories, such as: safety at work, protection of employees' health, psychosocial constraints (stress, harassment...).</p> <p>How to :</p> <p>Organisations can put in place a wellbeing calendar that includes all annual wellbeing and safety actions:</p> <ul style="list-style-type: none"> • Occupational safety: preventing or limiting damage resulting from a work-related accident. Preventive and corrective actions must be taken to eliminate and control the risk of occupational accidents. • Occupational accidents and illnesses, work equipment and personal protective equipment, fire safety, risk management, welfare cycles, psychosocial welfare • Ergonomics: helping employees to work in a healthy, safe and efficient way. The work environment, work organisation and work equipment should be adapted as much as possible to the physical and cognitive abilities of the employee. • Occupational hygiene: a number of environmental factors are priorities for workplaces (e.g. regulations on ventilation (air renewal), temperature, noise environment and lighting in workrooms, well-being in hybrid workplaces). • There is at least one person responsible for occupational safety in the centre. This person is responsible for ensuring that all work sites comply with occupational health and safety rules. In addition, this person is responsible for proposing improvements to prevent accidents and hazardous situations at work. <p>Why (interest/objectives): Reminding employees and trainees to do things properly and forcing them to challenge themselves at least once a year will improve the quality of work.</p>
Executive documents	The EU Codex well-being at work
Scale	This Good Practice is currently being developed at European level.
Projects related to	Not related to any project.

Safety protocols

Category	SAFETY
Description	<p>What: Establishment of a protocol for the management of accidents or near misses.</p> <p>How to :</p> <ul style="list-style-type: none"> • Conduct an objective analysis of accidents or near misses in order to disseminate information to teachers and learners. • To have a person dedicated to the follow-up of accidents in order to find solutions to optimise the consideration of safety on forestry sites and to provide trainers with assistance in the organisation of sites. • All trainers are trained in first aid. <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> • Reduce the number of accidents. • Prevent and anticipate risk situations.
Executive documents	<p>Bird's pyramid</p> <p>Workplace Protocol</p> <p>Worksite sheet</p> <p>CoHS (Health and Safety Commission) minutes</p> <p>Accident report</p> <p>Health and safety at work : EUR-Lex - c11113 - EN - EUR-Lex (europa.eu)</p>
Scale	This Good Practice is currently being developed at European level.
Projects related to	Not related to any project.

2.4. Equipment Good Practices

Specialised library and resources	
Category	EQUIPMENT
Description	<p>What: The training centre invests in subscriptions to magazines, newsletters, purchases books, videos related to the forestry activities carried out.</p> <p>How to :</p> <ul style="list-style-type: none"> • The library is regularly updated to keep up with recent developments. • Work on a list of essential and mandatory books for each training centre. • The establishment of a digital library shared between several centres could allow access to more resources while limiting costs. <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> • To enable trainees and trainers to train independently and continuously. • To enable trainees who wish to do so to deepen their knowledge. • Establishing links with the sector and partners
Executive documents	Not linked to an executive document
Scale	This Good Practice is implemented internationally.
Projects related to	Not related to any project.

Interactive training practices	
Category	EQUIPMENT
description	<p>What: Learner-centred pedagogies are training pedagogies that place the trainee at the centre of the training.</p> <p>Gamification of learning is an educational approach that aims to motivate students by using game design and play elements in learning environments.</p> <p>The use of innovative and interactive tools, equipment and training materials is important to vary the teaching sequences.</p> <p>Examples of tools: video, audio, machine driving simulator, chainsaw simulator, microphones, camera, virtual reality, e-learning platform, headphones and mobile-phone applications for field trips such as plantnet or ObsIdentify. During fields training, the use of apps to identify plants or animals, or audio guides, makes it more interactive and understandable.</p> <p>How to :</p> <p>This type of innovative equipment or tools should be further promoted and implemented in the different organisations. Training centres need to invest more in digital audio equipment (e.g. room with the necessary equipment for the production of digital tools (camera, microphone, still camera, photo studio)).</p> <p>Trainers themselves need to have regular access to information and courses on how to use these innovative training tools and equipment in order to make their training more comprehensive, challenging and interesting for their trainees.</p> <p>Promoting the creation and production of new interactive training tools and materials. For example: audio and video tool designer, digital tool designer, etc.</p> <p>Why (interest/objectives) :</p> <p>Pedagogical benefits according to the trainers :</p> <ul style="list-style-type: none"> • Maximise enjoyment and engagement by capturing learners' interest and encouraging them to continue learning • Better understanding of the learning material and increased trainee satisfaction • Adding practical time to the trainees

	<ul style="list-style-type: none"> • Discover the basics on a simulator before going on the field • Varying learning sequences • Facilitating fieldwork • Videos can be used by the trainer to film the trainees and then dissect with them what they have done => analyse and learn from mistakes. • Machine simulators are very useful for machine training. <p>In some countries (e.g. Finland) => students have to reach a certain level on the machine simulators before they can use the real machines.</p> <p>E.g. chainsaw or skidder simulators: they allow students to make mistakes. On construction sites, a mistake can often lead to injury or equipment breakage.</p> <p>This equipment should be accompanied by a clear and understandable manual explaining its use.</p>
Executive documents	Regional Training Plan of the Occitanie Region 2023 (France)
SCALE	This Good Practice is implemented at European level.
Projects related to	Not related to any project.

Up-to-date equipments

Category	EQUIPMENT
Description	<p>What: The centre must ensure that its equipment complies with the regulations and the expectations of professionals, and that it is sufficiently efficient and innovative to meet the standard of personal protective equipment required.</p> <p>How to :</p> <ul style="list-style-type: none"> - Make an inventory of available equipment. - Renew Personal Protective Equipment frequently. - Have partnership with suppliers to test innovative equipment. <p>Why (interest/objectives) :</p> <p>Upgrading the equipment allows the centre to :</p> <ul style="list-style-type: none"> - To improve the quality of the training with material that is relevant to the professional environment. - Improving the safety of operators on forestry sites - Improving the professional image of training centres - Attracting more trainees.
Executive documents	<p>Inventory of machines</p> <p>Trainer's PPE tracking sheet</p> <p>Regulation (EU) 2016/425 of the European Parliament and of the Council of 9 March 2016 on personal protective equipment and repealing Council Directive 89/686/EEC.</p>
Scale	This Good Practice is implemented at European level.
Projects related to	Not related to any project.

2.5. Inclusivity Good Practices

Physical accessibility	
Category	Accessibility
Description	<p>What: Adapt the buildings that receive the public to ensure accessibility for all (trainees, families, trainers, external contributors). To have a disability advisor who ensures that everyone can access and use the facilities.</p> <p>How to :</p> <ul style="list-style-type: none"> - Parking: at least one space reserved for disabled people. - Stairs and small steps are replaced or supplemented by ramps. - Lifts - Stair railings - Doors that can be opened by a person in a wheelchair - The surface of the pathway should provide visual and tactile contrast with its surroundings, so that it can be detected with a white cane or on foot. - At least one toilet cubicle must be adapted for wheelchair users. - Having a reference person to help people with disabilities <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> - Ensuring the principle of non-discrimination - To ensure the training of each trainee even in case of injury
Executive documents	<p>National quality standards (e.g. Qualiopi in France)</p> <p>National recommendations (e.g. ERP in France)</p> <p>United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)</p>
Scale	This Good Practice is implemented internationally.
Projects related to	Not related to any project.

Adaptation to SLD/ ADHD disorders	
Category	Accessibility
Description	<p>What: Trainers are confronted with two main types of disorders in the classroom or in the workplace: SLD and ADHD.</p> <p>SLD stands for Specific Learning Disabilities. The National Joint Committee on Learning Disabilities defines it as "a disorder of one or more of the basic psychological processes involved in the understanding or use of language, whether spoken or written, which may be manifested by an imperfect ability to listen, speak, read, write, spell or do mathematical calculations". In training, we can see that pupils suffer mainly from dyslexia and dyspraxia.</p> <p>ADHD: this is the acronym for Attention Deficit Hyperactivity Disorder. The WHO defines it as "a persistent pattern of inattention and/or hyperactivity-impulsivity that has a direct negative impact on school, work or social functioning".</p> <p>By extension, it is interesting to look at other disorders that are more of a minority.</p> <p>How to :</p> <p>Using learner-centred pedagogies and knowing how to work with and support trainees with these disorders.</p> <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> - More and more people are living with a recognised learning difficulty or disability that affects their learning. - Responding better to these challenges - Preventing school drop-out
Executive documents	- 2030 Agenda: ODD 4 , ODD 10 , ODD8
Scale	This Good Practice is encouraged at the European level, but often implemented more at the local level.
Projects related to	Not related to any project.

2.6. Cooperation & Promotion Good Practices

European mobility	
Category	COOPERATION & PROMOTION
Description	<p>What: Sending staff or learners to another country for work placements or part of their studies in another training centre or company.</p> <p>How to :</p> <p>The European Commission's Erasmus+ programme funds a significant part of the mobility. Other financial support can be found through regional or departmental grants and apprenticeship support organisations.</p> <p>In order to offer qualitative mobility, it is recommended to :</p> <ul style="list-style-type: none"> - Develop a European network to find the best host partners for students. - Organise small meetings to present mobilities to interested students. - Consider the different ways in which your students can have their mobility experience officially recognised (e.g. Europass, including passing an official exam or formal assessment). <p>VET centres should ensure that the host organisation is able to support learners by carrying out pedagogical and administrative follow-up according to the rules of the Erasmus + programme.</p> <p>Why (interest/objectives) :</p> <p>Thanks to European mobility, students and apprentices in forestry training centres can :</p> <ul style="list-style-type: none"> - discovering forests different from those in which they are used to working - be required to work with different techniques on different sites - practising new forestry strategies - improve their oral expression in another language - acquire many cross-cutting skills, particularly in terms of adaptability

Executive documents	Erasmus+ programme published by the National Agencies. Information on VET European Mobilities : Initiatives in Vocational Education and Training European Education Area (europa.eu)
Scale	This Good Practice is implemented at European level.
Projects related to	Erasmus+ Programme

Participation in forestry and forest-related events

Category	COOPERATION & PROMOTION
Description	<p>What: The training centre organises, visits and/or participates in the organisation of forestry events and becomes part of a professional or alumni network. It also participates in the organisation of trade competitions, such as the sector's entrepreneurship competitions.</p> <p>How to :</p> <p>Communication and dissemination of entrepreneurship competitions, through professionals or alumni networks, can reach a specific target that would otherwise be inaccessible. Sometimes, the association of VET centres with other entities such as banks or companies to celebrate events can reach a wider target.</p> <p>To achieve better visibility, the training centre must create professional quality communication materials, network communication at national or European level and create original and fun activities (ECC demo, Timbersports' Club, etc....).</p> <p>Why (interest/objectives) :</p> <p>Participating in this type of activity allows VET Centres to :</p> <ul style="list-style-type: none"> • Improve their learner recruitment • Repositioning schools at the heart of the sector • Create or maintain a professional network
Executive documents	<p>Premi Quintanes/BBVA Rural Entorn</p> <p>STIHL Timbersports</p>
Scale	This Good Practice is implemented at European level.
Projects related to	Not related to any project.

Collaborative work for competence improvement

Category	COOPERATION & PROMOTION
Description	<p>What :</p> <ul style="list-style-type: none"> -Participate in national or European projects -Being part of European networks -Integrating VET networks, both institutionalised and more informal. <p>How to :</p> <ul style="list-style-type: none"> - Go through your existing informal network - Responding to European calls for projects - Respond to national, sectoral or regional calls for projects - Hiring an international project officer <p>Why (interest/objectives) :</p> <ul style="list-style-type: none"> - Identify common needs and pool innovative knowledge and skills to create something new. - Work towards common recognition of diplomas and certificates. - Keeping up to date with the latest ideas and good practice. - Support between training centres. - Joint training on specific topics. - Creation of innovative or experimental projects at different levels and scales. - Gather and share knowledge and information. - Provide additional funds, subsidies, grants. - Disseminate results and recommendations to other EU partners. - Strengthening the image and visibility of VET.
Executive documents	<p>Erasmus+ K2 Programme</p> <p>EDUFOREST Network</p>
Scale	This Good Practice is implemented at European level.
Projects related to	<p>EduTrainer Erasmus+ project in forestry</p> <p>BLEFT Erasmus+ project</p> <p>MESTRES Interreg POCTEFA</p> <p>PYREMPFOR Interreg POCTEFA</p> <p>Quality Forest Erasmus + project</p>

2.7. Management & Administration Good Practices

Recruitment process	
Category	MANAGEMENT & ADMINISTRATION
Description	<p>What: The training centre has a procedure for accepting candidates for training that also takes into account their life experiences and/or motivations, according to the principles of non-discrimination.</p> <p>How to :</p> <p>Before the opening of the registration, it is necessary to set up :</p> <ul style="list-style-type: none"> - Positive communication about forestry training (social networks, participation in trade fairs and/or professional days). - Quality communication materials (information brochures, website, etc.). - Innovative stands at trade fairs (presence of simulators, forestry tractors, practical demonstrations). <p>In order to select learners effectively :</p> <ul style="list-style-type: none"> - Organise group information sessions with all candidates with a precise presentation of the training pathway. - Use of tests to assess team behaviour and the relationship with failure. - Create physical tests to assess the physical level at the beginning of the training and, to check the candidate's relationship to physical effort and commitment (abandonment or perseverance). - Involve trainers and professionals in the jury committees. <p>Why (interest/objectives) :</p> <p>Early promotion allows us to increase the number of applications to improve selection.</p> <p>The establishment of a selection committee, with well-defined criteria, ensures that future learners are motivated, that the training is fully monitored and that the objectives in terms of success and placement are met. The involvement of trainers and professionals provides a different point of view.</p>
Executive documents	Internal quality standards
Scale	This Good Practice was initially implemented at national level in France.
Projects related to	Not related to any projects.

Quality management process	
Category	MANAGEMENT & ADMINISTRATION
Description	<p>What: The centre has management procedures that enable it to improve the quality of the training it provides. These procedures can be of two types:</p> <ol style="list-style-type: none"> 1. The process of improving the implementation of training. 2. Predefined processes to facilitate administrative management and interaction between learners and the centre (NetYPareo, Chamillo, etc.). <p>How to :</p> <p>To improve the training, the centre can set up an evaluation of the training by the learners and the trainers. Through an anonymous form (paper or digital), learners can give their opinion on the course of the training, the positive points and the points to improve. At the same time, the trainer responds to another survey in which he or she puts the group's attitude, teaching methods, etc. into perspective.</p> <p>The results of these surveys are used to draw up an annual report and to set up indicators to measure the performance of the training centre.</p> <p>For administrative management, the centre can use digital tools that are the interface between learners, trainers and the administration. In this type of system, they can consult timetables, absences, the textbook, monitoring learning progress, etc.</p> <p>Why (interest/objectives) :</p> <p>Digital group management tools facilitate communication between the actors of the training and centralise pedagogical and administrative documents.</p> <p>On the other hand, the value of having the training evaluation is that it allows us to identify risks and problems in the implementation of the training and to correct them in time. In addition, the annual evaluation allows us to be accountable to the training sponsors with reliable and easily collected data.</p>
Executive documents	<p>ISO 9001</p> <p>Quality certification reference framework for organisations providing actions contributing to the development of skills (France)</p>
Scale	This Good Practice was initially implemented at national level in France.
Projects related to	Not related to any projects.

3.

3. Visibility, implementation and added value of Good Practices

3.1. Objectives and methods of the analysis

Classification of Good Practices

All the Good Practices that were the subject of questions in the survey have been grouped together in the standard form of Good Practice sheets presented in the results section above. These sheets are themselves grouped into broad themes which we call "Categories".⁷

The Good Practices sheets are characterised by one or more items. 27 questions concerning 17 Good Practices were asked in the questionnaire survey, we call the answers to these questions items. Each item corresponds to a specific question in the survey. Some Good Practices may include one or more items depending on each Good Practice. The following analysis does not apply to all the Good Practices, but only to those that were the subject of the survey.

<i>Category</i>	<i>Good practice</i>	<i>Article</i>	<i>Question</i>
Category 1	Good Practice 1	Item 1	Question 1
	Good Practice 2	Item 2	Question 2
		Item 3	Question 3
	Good Practice 3	Item 4	Question 4

⁷ For more details, please refer to Appendix 3, p. 87.

Purpose of the analysis

Based on the statistical processing of the questionnaire results, four indicators were built. These indicators make it possible to calculate values that make the results of the questionnaires readable. They can therefore be used to evaluate the items and compare them with each other. They can also be used as a tool for monitoring Good Forestry Practices over time.

The indicators provide baseline values that allow both the identification of general trends and the consideration of the evolution of visibility, implementation and interest of forest sector actors in Good Forestry Practices. In the long term and by repeating the process, these data can be compared with new data. Thanks to this tool, the identified Good Practices can be evaluated in their short, medium or long term evolution.

Building of indicators and associated variables

The four indicators were calculated on the basis of three ratings collected through the responses to the questions:

- The visibility of the item,
- The implementation of the item
- The perceived interest in the item.

They allow basic values to be associated with each item, which can thus be evaluated according to its visibility, implementation, interest and added value for those who have implemented it.

We will now explain the building of each indicator and its associated variables. To do this, and for each of the questions, the number of responses of each type has been merged:

- The total number of responses 1, "unknown", is called S1.
- The total number of answers 2, "known, but not implemented in your organisation", is called S2.
- The total number of answers 3, "desire to implement in the future", is called S3.
- The total number of answers 4, "implemented in your organisation without added value", is called S4.
- The total number of answers 5, "implemented in your organisation with significant added value", is called S5.

Visibility indicator

This indicator was constructed by relating the number of respondents who knew the item to the total number of respondents.

$$\text{That is: } \frac{S1+S2+S3+S4}{S1+S2+S3+S4+S5}$$

This is the number of respondents who are aware of the item. This indicator provides information on the visibility of the item in question. An item that is not well known by forest stakeholders is an item for which a communication effort would allow a better knowledge of the associated Good Practice.

Implementation indicator

This indicator was constructed by relating the number of respondents who knew the item to the total number of respondents who knew the item.

$$\text{That is, : } \frac{S4+S5}{S2+S3+S4+S5}$$

Among the respondents who are aware of the item, this refers to those who have implemented it in their professional context. This indicator makes it possible to assess whether or not the item, once known by forestry stakeholders, is implemented within the organisation. A low implementation rate indicates a blockage that should be identified to facilitate the implementation of the associated Good Practice.

Indicator of interest

Of those respondents who are aware of the item, these are the ones who find it interesting. Either the respondent is aware of the item and wishes to implement it in their organisation, or the respondent is aware of the item, has implemented it and thinks it adds value.

$$\text{That is, : } \frac{S3+S5}{S2+S3+S4+S5}$$

The objective is to assess whether forest stakeholders consider that this item brings added value, whether they have implemented it or not. A low level of interest in this item

indicates that either the Good Practice associated with this item suffers from a problem of legitimacy (it may be identified by some forest stakeholders as not being a Good Practice), or the Good Practice associated with this item is poorly understood by forest stakeholders.

Added value indicator

Of the respondents who have implemented it, this is the number who feel that this item adds value.

That is: $\frac{S5}{S4+S5}$

The aim is to assess whether the item, when implemented within the structures, is considered to add value to the organisation. Low added value to use means either that the Good Practice associated with the item may not be a Good Practice, or that the Good Practice associated with the item is not well understood by forest sector stakeholders or is poorly implemented.

Sampling bias

There are several biases in our analysis methods that the reader should be aware of. The method presented here is interesting as a monitoring tool but also to provide a first understanding of the current situation of Good Practices in Europe. However, it remains an experimental and exploratory analysis. The results of the analysis should be taken with caution.

Sample size

The sample consisted of 82 respondents. Not all respondents answered all questions. Therefore, depending on the items, this figure is sometimes slightly lower.

Although sample size is not in itself a variable that could bias the results, an increase in the number of respondents would increase the precision of the values presented below. With 82 respondents, we believe that our values are representative, but these values necessarily include a margin of error that we cannot estimate.

Sample selection

The respondents are not representative of the general population. Each partner selected the target audience for the questionnaire according to their network of contacts. It is

likely that the Good Practices identified by the partners are better known within the partners' network than outside.

This sampling bias is important, as it may distort the values of the results. The values calculated are therefore not representative of forestry professionals in general, but are representative of the sample.

Type of respondents

In order to analyse the integration of Good Practices in VET centres, the sample of respondents was divided into two groups: a sample of VET centres composed of 58 respondents and a sample of professionals, composed of 22 respondents. This division allows us to refine our results and to make visible, for each of the Good Practice, the differences in visibility, implementation, interest and perception of added value according to the category of respondents.

A third category of respondents corresponding to institutions could have been considered. However, the number of respondents in this sample is not representative (two respondents). A statistical treatment of such a sample was not considered relevant.

It is difficult to establish a profile of the people who responded to the questionnaire. Nevertheless, answering the questionnaire is a time-consuming activity for professionals who have little time. In addition, for some respondents, the questions were not easy to understand. Some informal feedback identified this difficulty.

It is also likely that among the groups targeted by the questionnaire, those who chose to respond may have specific characteristics that influence the quality of responses.

Impossible to sort by country

As our partners are different in the nature of their activities (vocational training centre, certifiers, arborists or forest workers), they cannot be representative of the forestry activities in their country. This probably indicates a bias in the responses listed by country.

For example, Inverde is active in, among other things, the arboriculture and tree care sector and is the only partner with a network in Belgium. By isolating the Belgian respondents, it is impossible to know whether the nationality of the respondents influenced the results or

whether the variations in the results are related to the nature of Inverde's activities and therefore to the nature of their network.

3.2. General tendencies⁸

Visibility

In general, the Good Practices we identified are fairly well known by our respondents. Nevertheless, not all items are known in the same way. While some of the items are well known, others are much less so: all items have a visibility between 58% for the lowest score and 99% for the highest score.

Out of 27 items, only 3 are little known with visibility scores below 70%. On the other hand, 9 items out of the 27 are known by more than 90% of respondents. 16 items are fairly well known with a visibility of between 70 and 90%. Generally speaking, even if the Good Practices are well known, there is still a significant margin for improvement to make them more visible.

The *Safety, Equipment* and *Environment* categories are well known. All have a good visibility. On the other hand, the categories *Training, Cooperation & Promotion* and *Management & Administration* are the least known. The least known Good Practices are those related to pedagogical innovations, such as e-learning practices. A particular effort could be made on the categories *Cooperation & Management* and *Training* to improve their visibility.

In general, Good Practices are better known by VET centres than by professionals. Good Practices directly related to the professional world are well known by VET centres. The training centres, in their teaching practices, are close to real professional situations: work tools, PPE, educational work sites, environmental management of forestry work sites and safety protocols have an excellent visibility score among vocational training centres. On the other hand, the Good Practices directly linked to teaching activities are less well known by the professional world.

Implementation

One-third of the items score above 75%. This means that they are often implemented as soon as they are known. This is the case for Good Practices related to *Safety, Equipment* and

⁸ For details of the scores per item please refer to Appendix 4, p. 91.

Management & Administration. For these categories, certain accreditations as well as the regulatory dimension which makes certain practices mandatory, probably reinforce their implementation.

For example, Good Practice regarding the use of personal protective equipment, which is mandatory by regulation, is very well implemented among respondents who are aware of this practice. Or, evaluations of the quality of training by learners are often implemented.

However, other items are implemented in a very variable way. Items in the *Training* and *Cooperation & Promotion* categories are the least implemented. It would seem that items requiring specific skills have difficulties in being implemented to the end. This is the case, for example, for the items concerning hybrid online training and those concerning international cooperation.

Interest

Generally speaking, interest in Good Practices is not unanimous. However, depending on the item, interest varies greatly: attractiveness rates vary between 80% and 30%.

In general, the value of Good Practices is poorly understood, with only two items exceeding 75% and almost half having less than 60%.

The *Equipment* category is considered the most interesting. Good Environmental Practices is also among the most interesting. On the other hand, while the *Cooperation & Promotion* category is maintained, the *Safety* and *Training* categories are considered of little interest.

Added value

In general, the scores recorded by this indicator are higher than those recorded by the "interest indicator". This means that the implementation of a Good Practice improves the perceived added value of that Good Practice. This analysis should be qualified: it can be assumed that respondents who implemented a Good Practice considered that it would add value at the time of its implementation. It is therefore likely that these encouraging scores reflect the fact that the Good Practices have been implemented by an already convinced public, rather than the fact that the Good Practices reveal their added value when used. Our data do not allow us at this stage to measure the effect of these two factors.

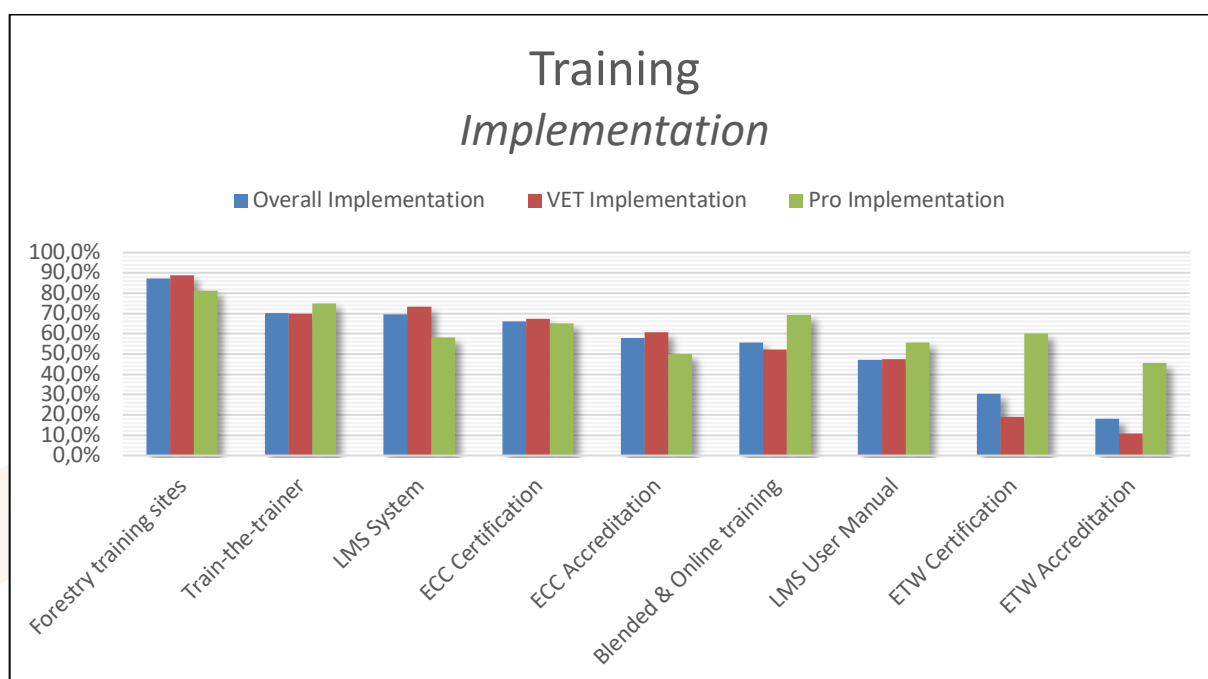
In addition, the scores for "added value in case of implementation" show great disparities between the items. This range from 86% to 48%. In general, the *Safety* and *Training* categories are those that are considered to have low added value among those who have implemented them. However, the details of the items in the *Training* category show strong disparities between items.

3.3. Tendencies by category

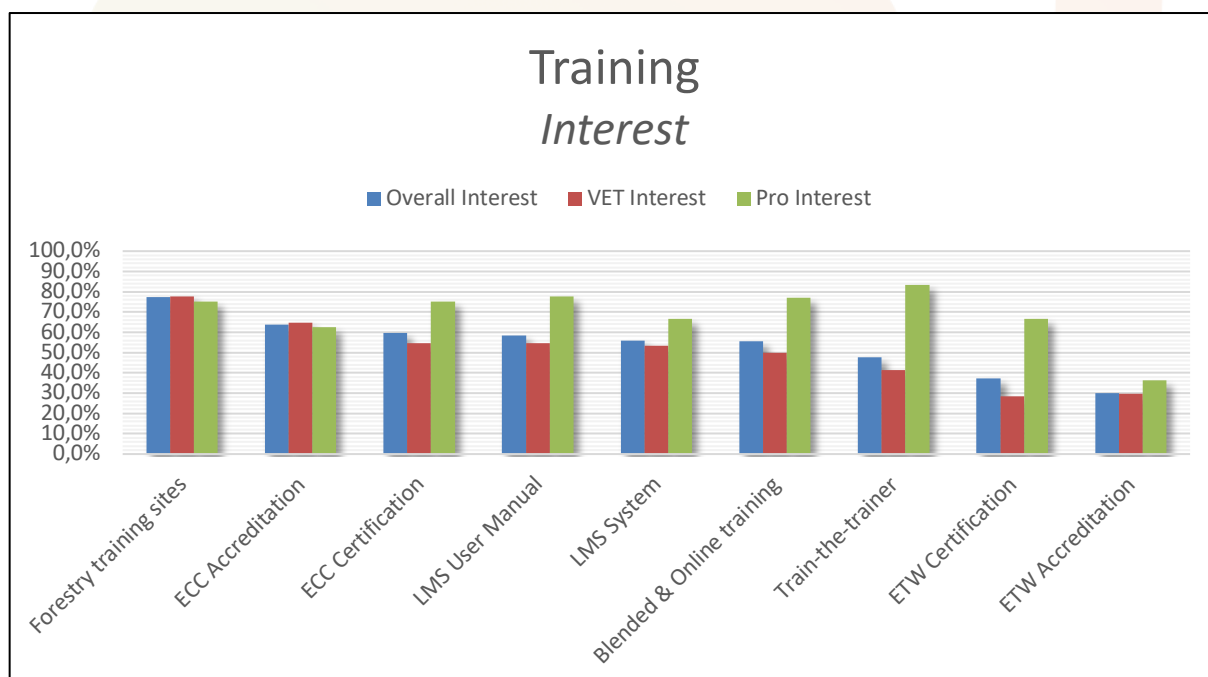
Training



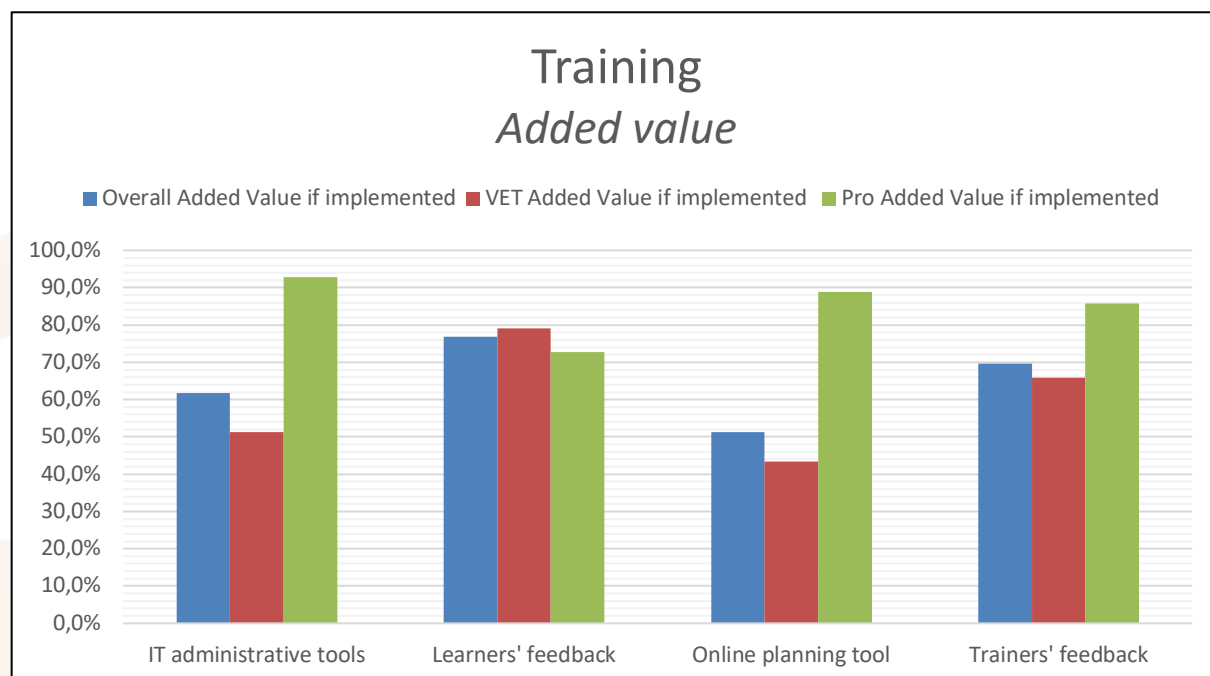
The visibility of items in this category is rather low. Nevertheless, it varies greatly from one item to another: scores range from 62% to 95%. In general, visibility is higher for VET centres than for professionals. This difference becomes more pronounced depending on the item.



The implementation scores for the *Training* category are rather low. They also vary greatly from one item to another, with scores ranging from 18% to 87%. This heterogeneity is more pronounced among VET centres than among professionals. Moreover, these scores are higher among professionals than among VET centres. The example of the ETW-related items is particularly significant as professionals tended to implement it while VET centres implemented it very little.



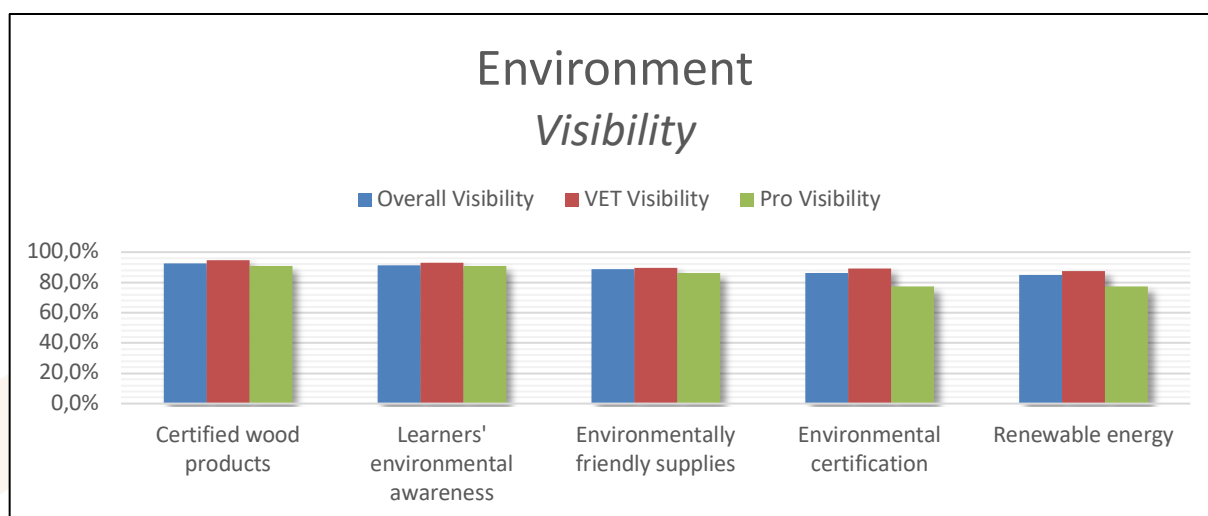
Compared to the other categories, the items relating to *Training* are of little interest. Nevertheless, this statement masks a significant heterogeneity within the different items: scores vary from 30% to 77%. Professionals are more interested in this category than VET centres. However, the results per item are more heterogeneous among professionals.



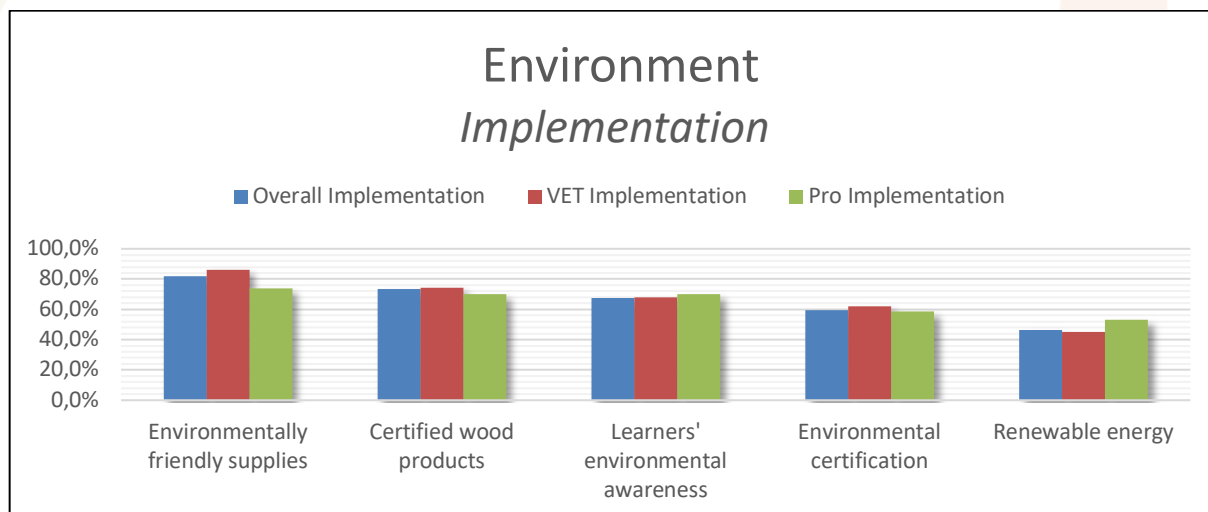
In general, this category is perceived as having little added value to implementation. However, this statement masks significant heterogeneity within the different items: scores vary between 85% and 49%.

We do not comment here on the differences between VET centres and professionals. We have calculated and displayed scores for this indicator, but as the sample size for this indicator is not enough, the scores are not very significant and probably do not reflect the reality on the field.

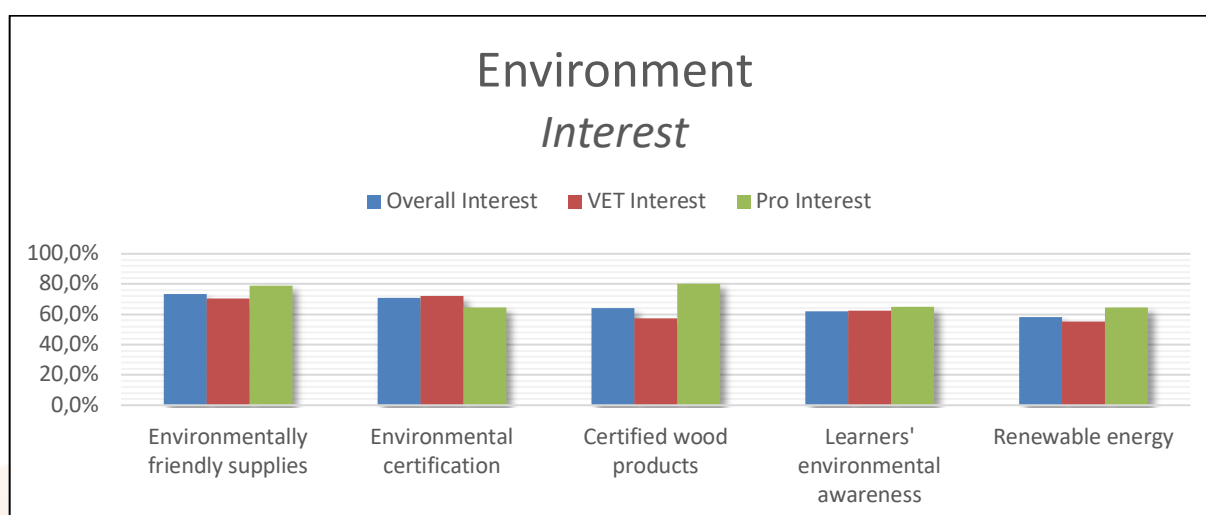
Environment



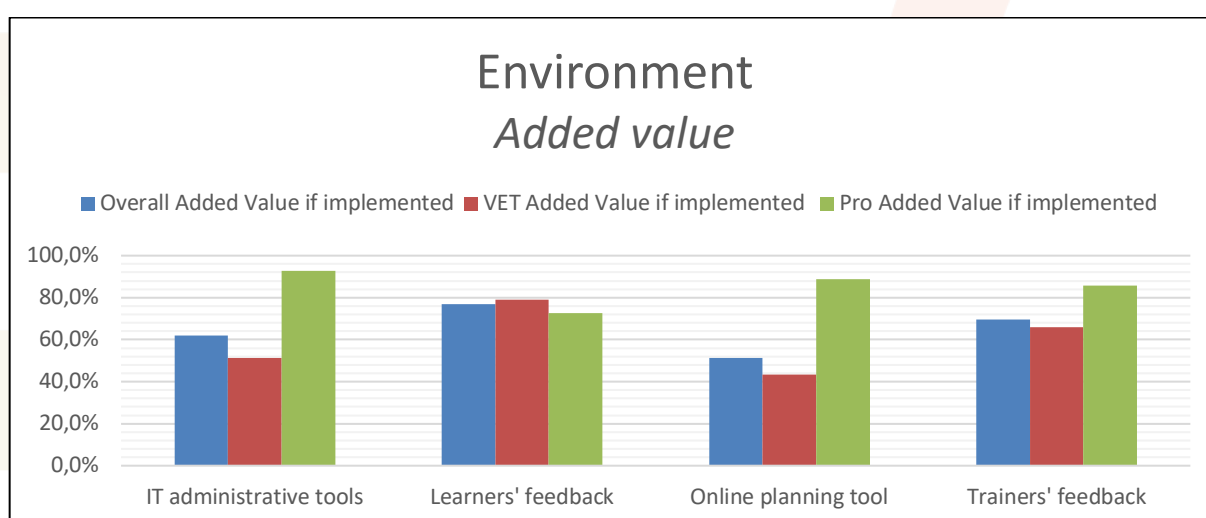
The *Environment* category includes four items. These items are fairly well known, with scores varying between 85% and 93%. VET centres are slightly more familiar with this category than the professionals, but the difference is quite not significant for most items. These scores, although significant, should not hide the fact that there is still room for improvement in terms of visibility in this area.



The implementation of this category varies greatly from one item to another: between 43% and 82%. A quick analysis of these results reveals the existence of major obstacles to the implementation of items related to the *Environment* category. It seems that the least implemented items are those with the highest implementation costs: for example, "renewable energy" and "environmental certification". The difference in implementation between VET centres and professionals is not significant.



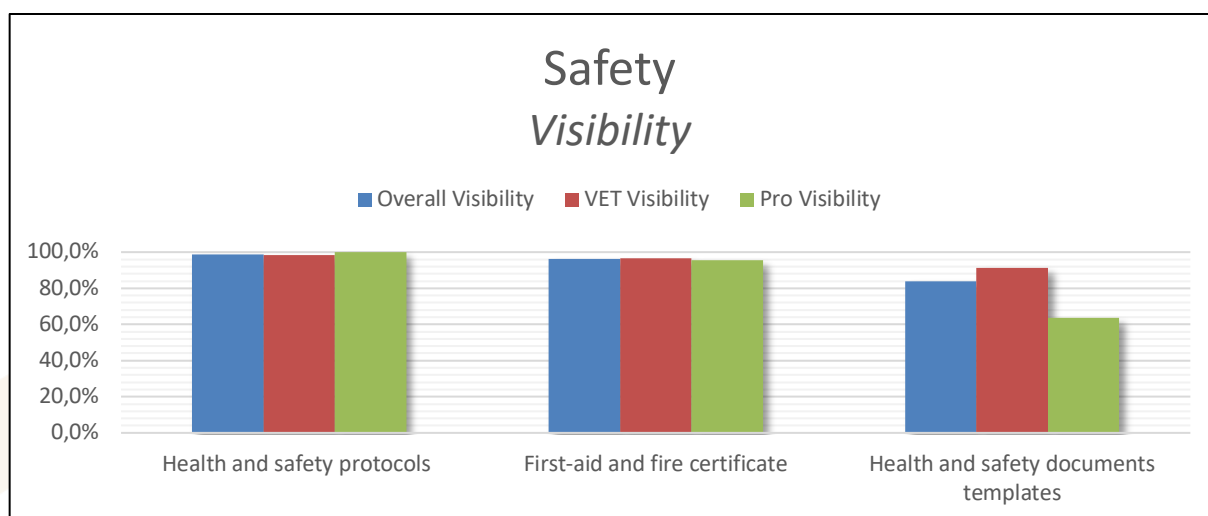
Without being exceptional, this category is of interest compared to the other categories. Interest varies from item to item with scores ranging from 59% to 74%. The difference between VET centres and professionals is not quite significant. With the exception of the item "Certified wood products" for which professionals express a strong interest.



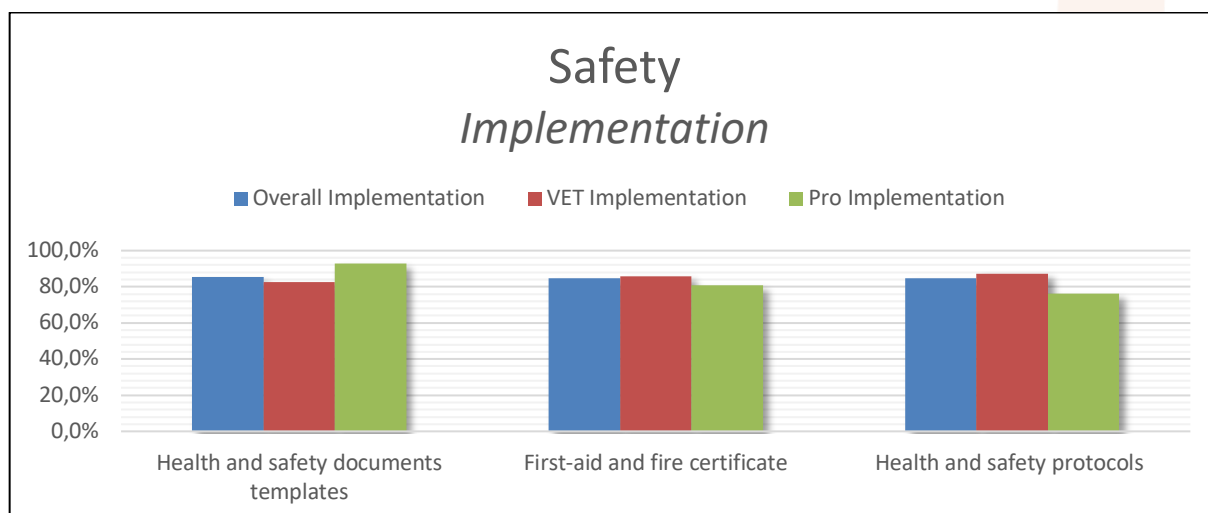
The items related to the Environment category are considered to have a good added value: the scores are between 69% and 78%.

We do not comment here on the differences between VET centres and professionals. We have calculated and displayed scores for this indicator, however the sample size for this indicator is not enough. Scores are not significant and probably do not reflect the reality on the field.

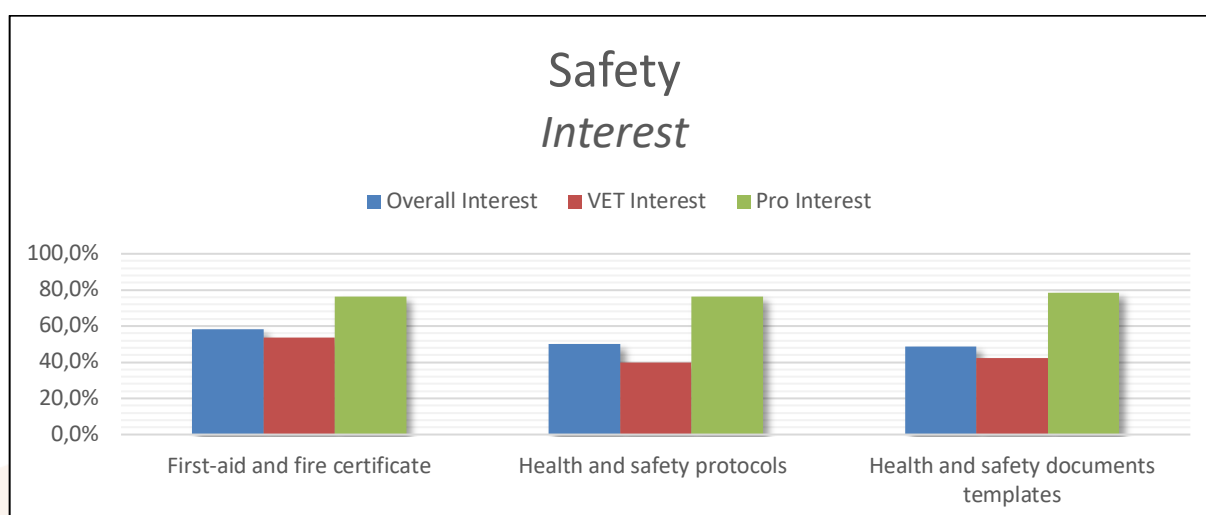
Safety



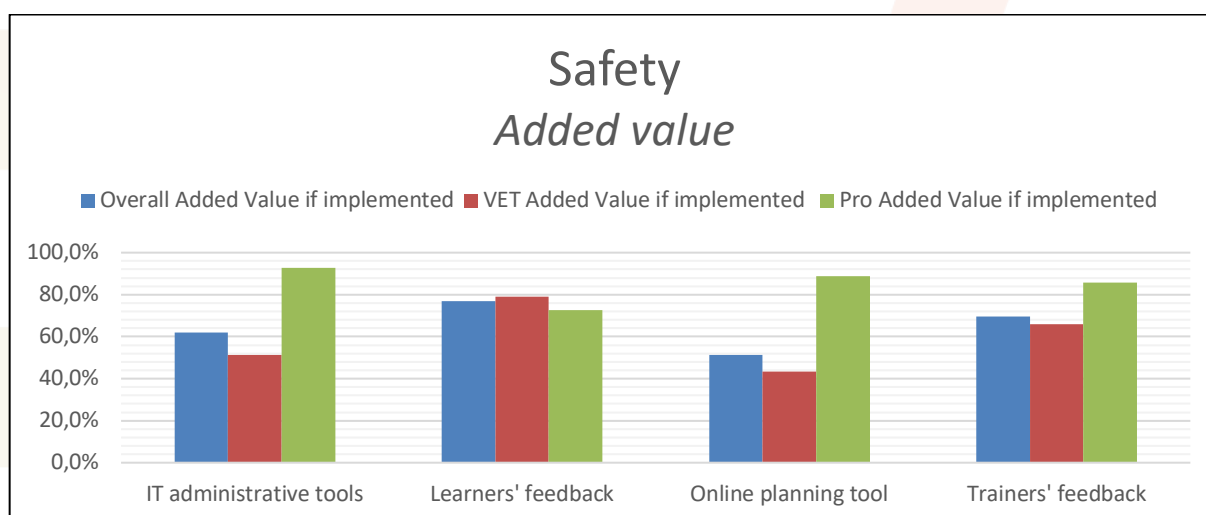
The items associated with this category are very well known: their scores vary between 84% and 99%. This is probably related to the mandatory nature of these items. Visibility is high for both VET centres and professionals. However, the exception is the item "Sample health and safety documents", which was scored 64% by professionals. This might be explained by the fact that most forestry professionals are self-employed or micro-enterprises that are not legally obliged to have standardised protocols or templates.



The items related to this category are often implemented in a homogeneous way: all item scores are around 85%. Differences between VET centres and professionals are minor.



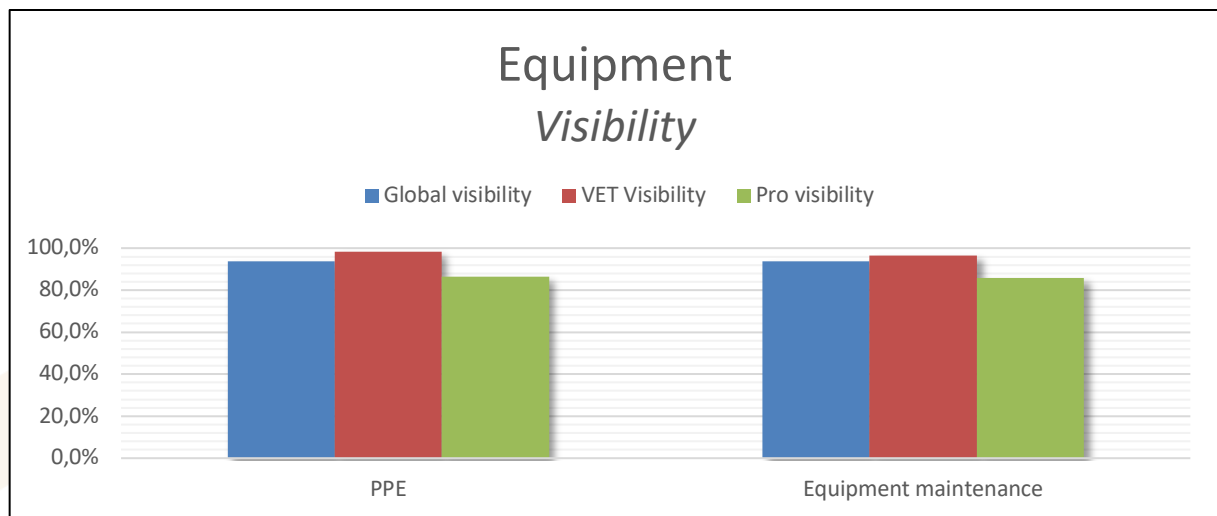
Compared to the other categories, the items related to this category are considered to be of little interest: the scores obtained are between 48% and 58%. This lack of interest is much more pronounced among VET centres than among professionals for whom this category remains interesting.



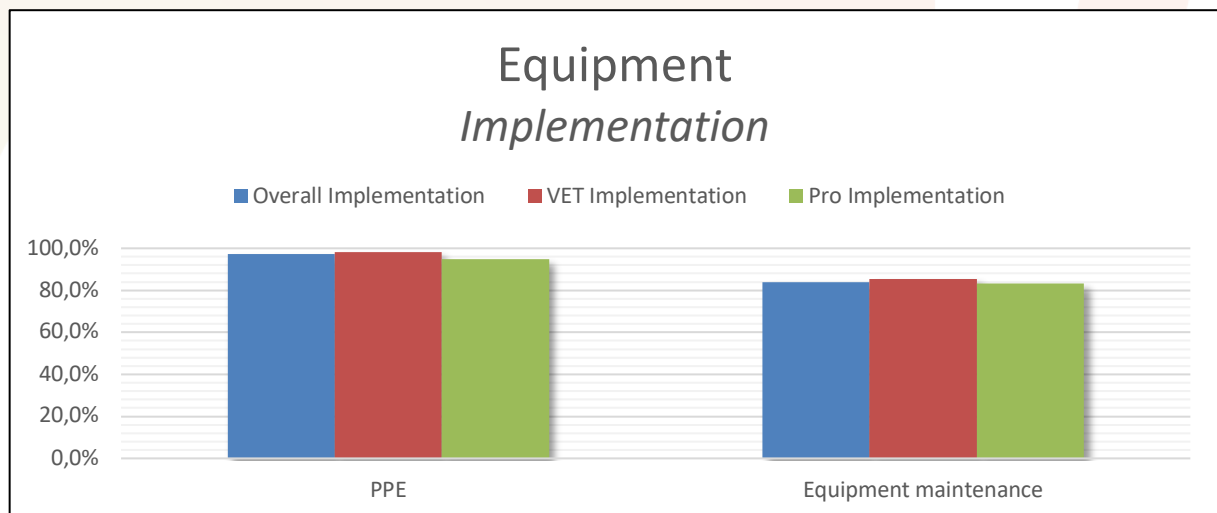
The added value of the items related to this category is perceived as low: their scores are between 48% and 60%.

We do not comment here on the differences between VET centres and professionals. We have calculated and displayed scores for this indicator, however, the sample size for this indicator is small, the scores are not quite significant and probably do not reflect the reality on the field.

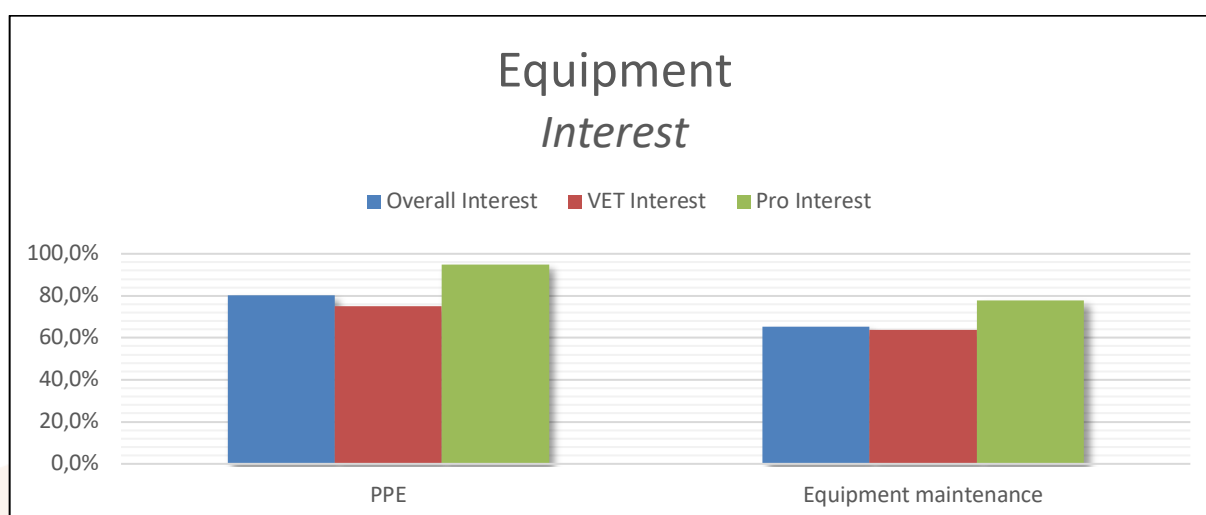
Equipment



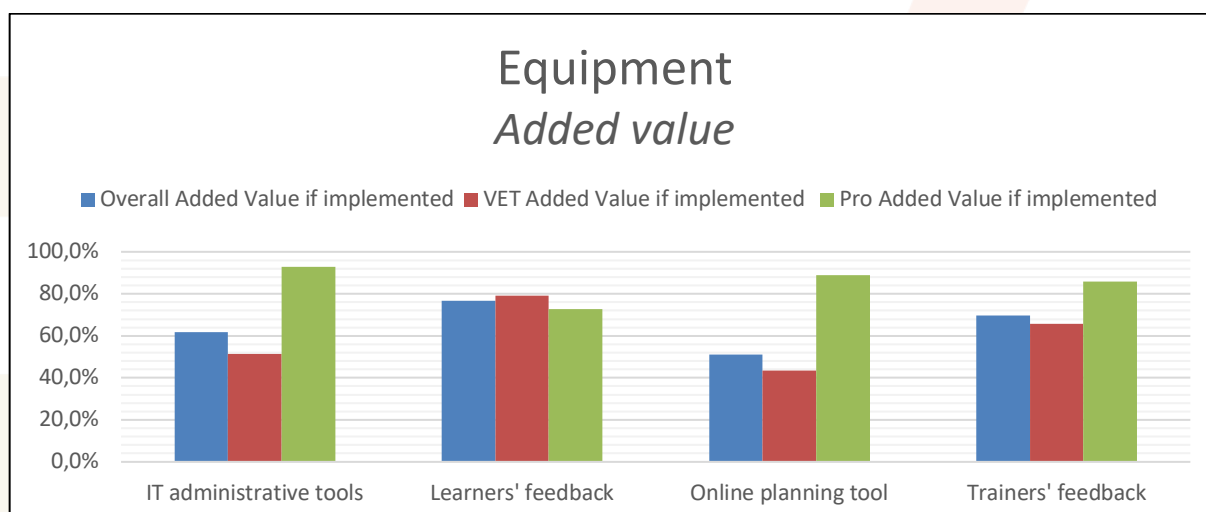
This category includes two items that are very well known: scores of 94% for both items. Moreover, VET centres are more familiar with this category than professionals.



When known, these items are often implemented: the scores are 84% and 97%. The differences between VET centres and professionals are not quite significant.



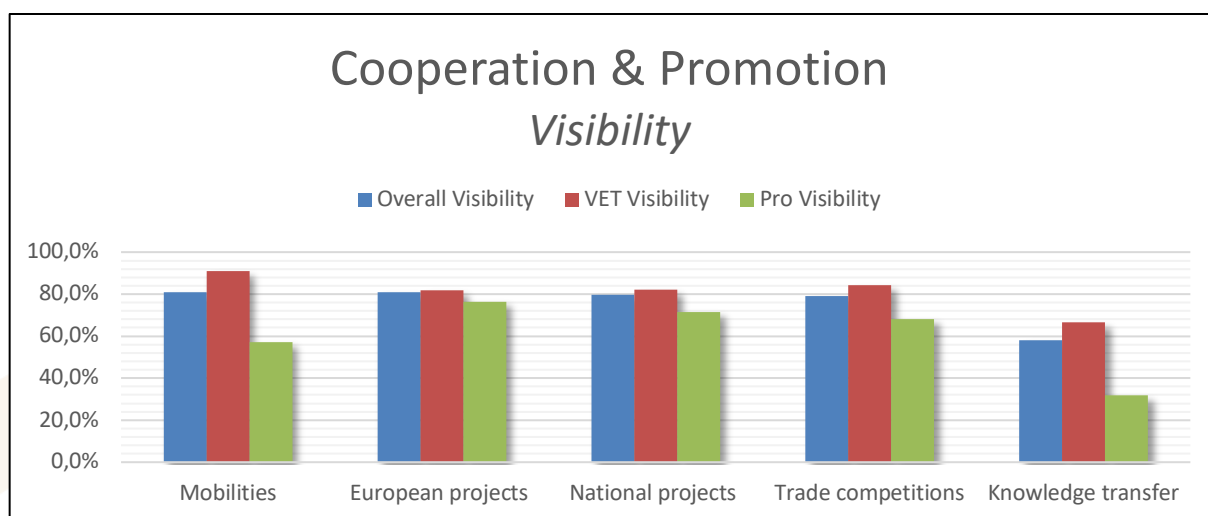
Compared to the other categories, the *Equipment* category is considered very interesting: the item scores are 80% and 65%. Professionals perceive it as more interesting than VET centres.



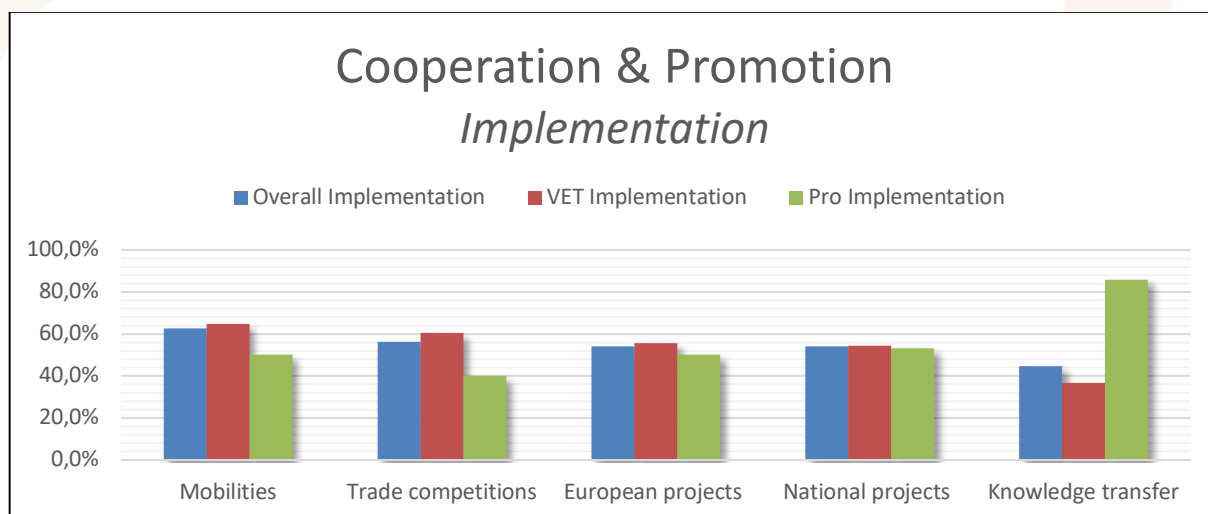
The added value of these items is rather good: the scores are 82% and 68%.

We do not comment here on the differences between VET centres and professionals. We have calculated and displayed scores for this indicator, however, as the sample size for this indicator is not enough, the scores are not quite significant and probably do not reflect the reality on the field.

Cooperation & Promotion

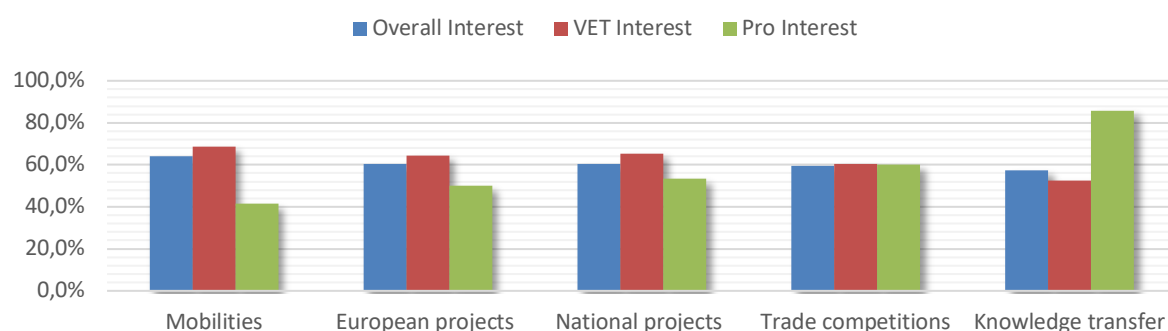


The category *Cooperation & Promotion* scores well in terms of visibility: between 81% and 58%. However, one item is much less visible than the others: the item "Knowledge Transfer". In general, VET centres are much more aware of the Good Practices related to this category than professionals are.



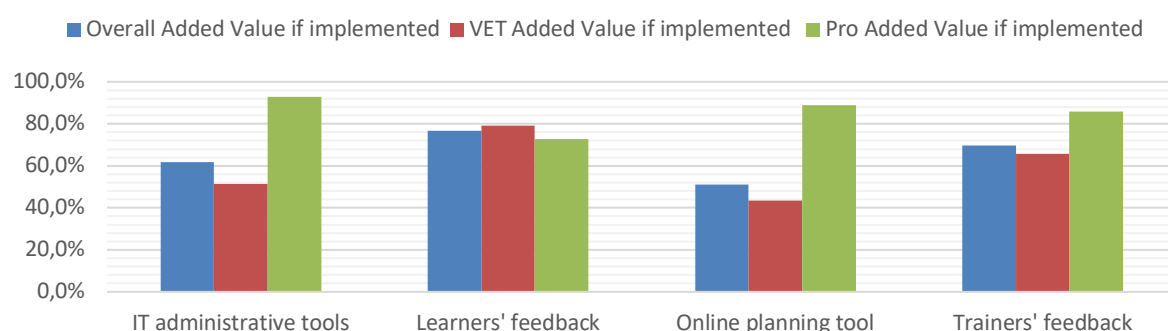
The implementation of the items associated with this category is rather low: between 44% and 62%. VET centres, when they know the items associated with this category, implement them more often than professionals. However, the item "Knowledge transfer" is a notable exception with a high score for professionals and a low score for VET centres.

Cooperation & Promotion *Interest*



The interest scores are very average: between 57% and 64%. In general, VET centres are most interested in this category, while professionals are interested in the item "Knowledge transfer".

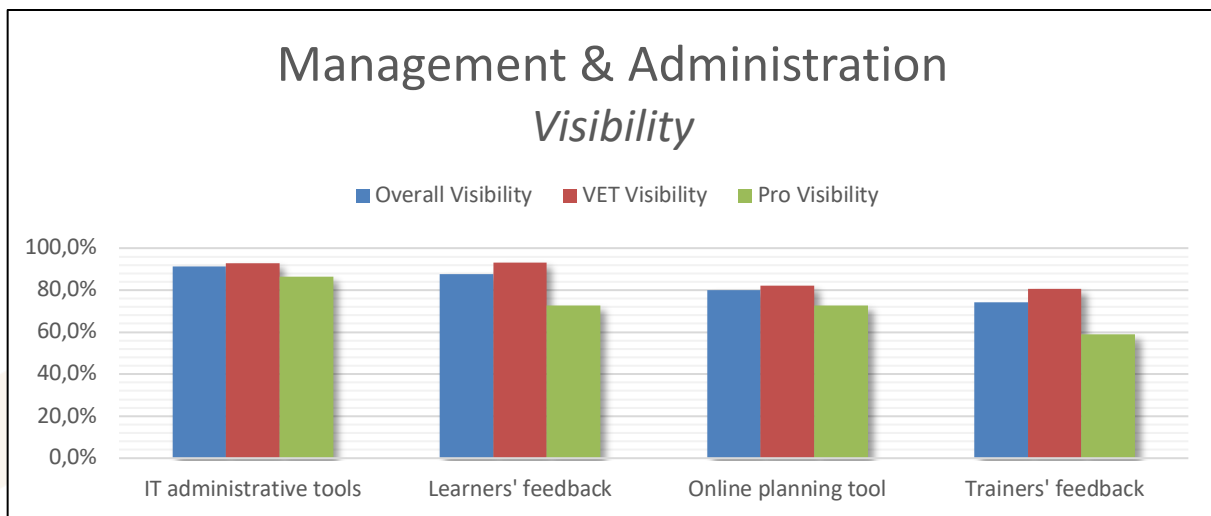
Cooperation & Promotion *Added value*



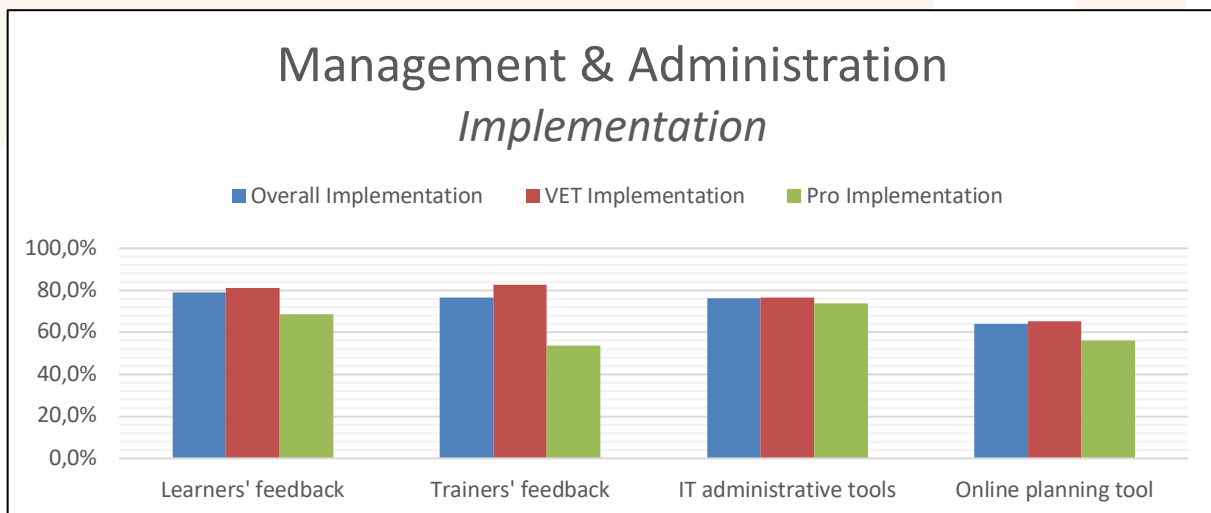
In general, the scores for this indicator are good: between 86% and 65%.

We do not comment here on the differences between VET centres and professionals. We have calculated and displayed scores for this indicator, however, as the sample size for this indicator is not enough, the scores are not quite significant and probably do not reflect the reality on the field.

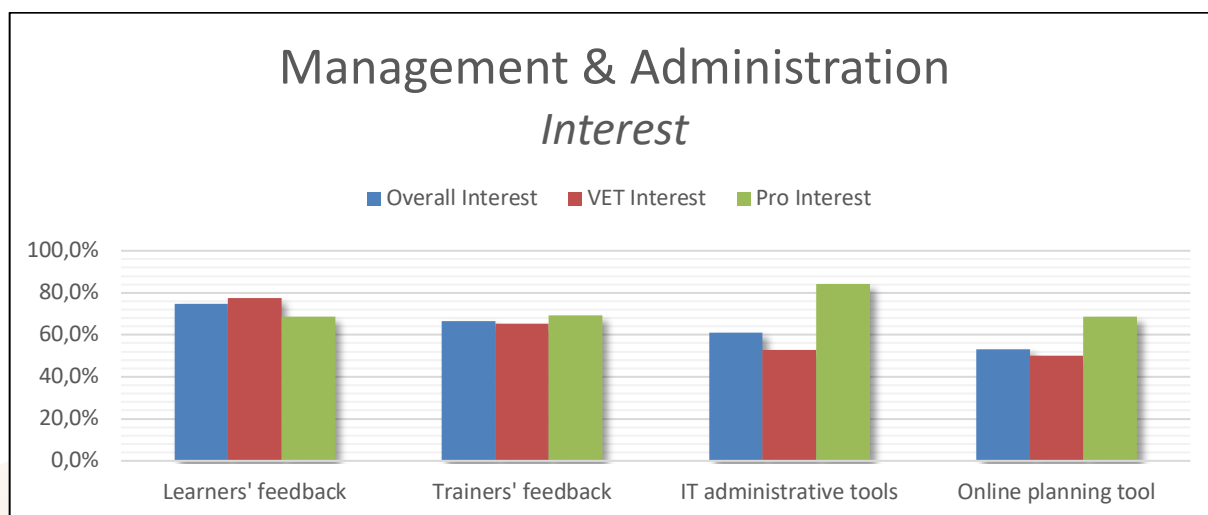
Management & Administration



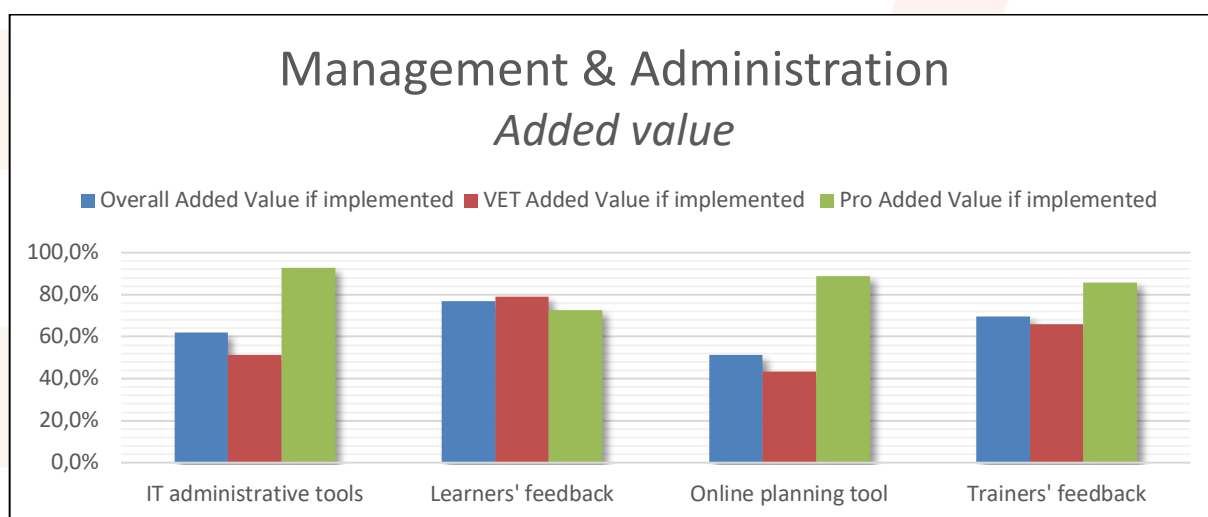
The visibility rate varies greatly depending on the item: scores range from 91% to 74%. In general, professionals are less aware of this category than VET centres are.



Items in this category are often implemented when known: scores range from 64% to 79%. However, there is still significant room for improvement in terms of awareness of this category. This is particularly true for the items relating to the evaluation of training by learners and trainers. It can be seen that the training centres have put in place systems for the continuous improvement of training which include feedback from learners and trainers.



Interest in this category varies greatly by item: scores range from 53% to 75%. Interest in VET centres or professionals varies from item to item. For example, for VET centres, there is a strong interest in taking learners' opinions into account. For professionals, having digital administrative tools is much more important.



In general, the perceived added value is rather low compared to the other categories. It is also mixed depending on the items: scores vary between 77% and 51%.

We do not comment here on the differences between VET centres and professionals. We have calculated and displayed scores for this indicator, but as the sample size for this indicator is not enough, the scores are not quite significant and probably do not reflect the reality on the field.

3.4. Long-term perspectives

This analysis allows a summary assessment of Good Forestry Practices. However, the sample size seems to be too small for any relevant conclusions to be drawn.

In a long-term perspective, and given the reproducibility of our methodology, our indicators could be relevant for the analysis of a questionnaire disseminated on a larger scale. In the context of a renewal of this experience, with the implementation of a new survey on a larger scale, the application of our indicators could make it possible to inform the differences between countries concerning the knowledge, the implementation and the perception of the added value brought by each of the items. They could also help to identify differences between different professionals in the sector.

Adapting our tool to larger or different samples (different professional profiles and/or different nationalities) would allow us to identify and measure future developments in best forestry practices.

To complete our results, the implementation of a qualitative data collection and analysis approach would allow us to refine both the identification of new Good Practices and the understanding of the obstacles to the implementation of the Good Practices we have already identified.

Conclusions

On the basis of the survey information, a set of 29 "Good Practice" sheets was synthesised. These sheets are short and concise summaries that are easy to read and are of interest to potential users:

- Training centre managers will use them to check whether the mentioned Good Practices should be implemented in their training centre to improve the quality of training.
- Trainers, to improve their own training or lesson.

Their aim is to make it easier for training centres and professionals to understand the added value and usefulness of existing European initiatives related to Good Practices which have already proved their efficiency and relevance.

The survey did not provide many new Good Practices, but those proposed in the survey responses were interesting and provided additional ideas and clarifications when developing the Good Practice sheets.

In addition, based on the results of the survey, some respondents were contacted again by email or telephone to clarify or explain their response, to suggest other ideas or to discuss other Good Practices with them. This led to some surprising information. For example: some training centre managers do not yet apply some Good Practices for financial reasons or because it involves additional expenses, such as for ECC/EFESC certificates or certain sustainable or environmentally friendly products (chainsaw oils).

The statistical processing of the results of the survey, although limited, has made it possible to calculate values that make the results of the questionnaires readable and to identify general trends that can be used to monitor the evolution of the visibility, implementation and interest of forest sector actors in Good Forestry Practices. In the long term and by repeating the process, this data could be compared with new data. With this tool, the identified Good Practices can be evaluated in their short, medium or long term evolution.

Finally, all the work collected in this report and all the information gathered during this phase of the project will be reused to feed the work of the next stages of the project. Indeed, an evaluation system and terms of reference will be created in the second phase. These documents will take into account Good Practices in Forestry and tree care. They will highlight criterias for becoming a Quality Forestry Training Centre.



Appendixes

Appendix 1: Survey

Introduction mailing

Survey concerning the inventory of good practices and techniques

Dear madam, dear sir,

Could we, please, get your collaboration for answering this short survey which is one of the project activities within the framework of the European subsidy channel Erasmus KA2: "Elite Forest Training-The European Quality Framework for Forestry Vocational Education & Training (VET) Centres".

The goal of this survey is to contribute to making an inventory of the existing European good practice initiatives of the last 30 years in the field of training in forestry and tree care and this from six different angles:

- A. Safety & quality
- B. Pedagogical/didactical approach
- C. Administrative
- D. Material
- E. Environment
- F. Networking & promotion

Natuurinvest is one of the project partners in collaboration with other French and Spanish partners active in the forestry and tree care sector.

The objective of the project is to improve the quality in the field of training in forestry and tree care sector and to provide guarantees of the level of excellence of forestry training and certification centres. This is to facilitate the recruitment of qualified workforce.

For further information about the Elite Forest Training project (EFT), please see following link:

Please reply to this questionnaire before 25 April 2022. It will take about 6 minutes.

By filling in the survey, you get the opportunity to get access to the finalised project documents and a list of all good practices collected at European level as soon as they will be delivered.

Thank you very much in advance for your contribution.

Do you have any further questions? Please send a message to.....

Kind regards,

The EFT Project Team

Questionnaire/survey

Personal information

Please indicate:

Country:

Name of organisation/company:

Sector in which you operate: * indicate more than one!

- Forestry
- Nature/Environment
- Health and safety
- Training/Coaching or Education
- Other...[text box]

This EU-Erasmus KA2 project has just started and will run until 2023. For us, you are part of a relevant target group. If you are interested in being involved in future activities or and in receiving the Good Practices documents delivered by this project please indicate your emails address:

Inventory of EU Good Practice Initiatives

Good Practices are superior approaches, management principles, processes or methods that lead to an exceptional result. Those are opportunities to discover Good Practices from other organizations and learning from others.

Please rate the following here under mentioned examples of Good Practices initiatives in the different aspects using the most appropriate of the following scores for your organization:

score 1: unknown

score 2: known but not implemented in your organization

score 3: desire to implement in the future

score 4: implemented in your organization without added value

Score 5: implemented in your organization with significant added value

➤ Examples of Good Practices in the category Safety & Quality:

1. Staff has regularly updated first aid training and fire prevention training
2. Published policies (e.g. on safety and health)
3. Chainsaw training in accordance with the European Chainsaw Standards (ECS) of EFESC
4. Chainsaw assessments for certification according to the European Chainsaw Standards (ECC) and procedure of EFESC
5. Tree care training in accordance with the European Tree Worker standard of EAC
6. Tree Care exams in accordance with the European Tree Worker standard and procedure of EAC

Which OTHER GOOD PRACTICES or INITIATIVES are you aware of are you using? Please list them here for category Safety & Quality (open answer/explain it)

Name/title and give small description:

Where to find more information:

Is there a link to a European project/created through a European project:

Use of the practice (tick box):

- I use them myself
- I have read about them
- I have attended a workshop/study on this theme
- I deal with it mainly "in theory": reading articles, books, ... about the theme
- I am reasonably actively involved: participation in workshops/study days etc.
- I teach (professionally)
- I follow lessons
- Other:

Added-value/issues it solves:

Examples of Good Practices in the category Pedagogical/didactical approach:

7. Regularly attend and re-evaluate trainers training courses (by internal or external staff or organization)

8. Participation in European projects related to Knowledge Training Transfer (KTT) e.g. Forest Edu Trainer, Train the Trainer, BLEFT, etc.

9. Offering innovative learning methods e.g. blended learning, e-learning, etc.

10. Have a training management system (LMS system) at your disposal (e.g.: "my learning environment", category, trainings followed, certificates obtained, teacher & student)

11. Use of innovative and interactive training tools (tick box)

- Audio facilities (Microphone, Headphones, audiophone during excursions)
- Image facilities (Videos, Camera, Photos)
- Virtual Reality technology, simulator:
- Quiz
- Other

Which OTHER GOOD PRACTICES or INITIATIVES are you aware of? Please list them for the category Pedagogical/didactical approach (open answer/explain it)

Name/title and give small description:

Where to find more information:

Is there a link to a European project/created through a European project?

Use of the practice (tick box):

- I use them myself
- I have read about them
- I have attended a workshop/study on this theme
- I deal with it mainly "in theory": reading articles, books, ... about the theme
- I am reasonably actively involved: participation in workshops/study days etc.
- I teach (professionally)
- I follow lessons
- Other

Added-value/issues it solves :

Examples of Good Practices in the category Administrative:

12. Have high-performance administrative and IT tools

13. Have a powerful online planning tool as a calendar (e.g.: overview of all future and past trainings per instructor or as a content manager (editing trainer))

14. Availability of necessary documents and teaching material (e.g.: report documents in case of damage, (near) accident, prevention rules...)

15. Availability of manuals (e.g.: list of students/attendance, evaluation system...)

16. Own quality assurance procedure for instructors and assessors;

17. Own quality care procedure for the assessments (client evaluation system)

Which OTHER GOOD PRACTICES or INITIATIVES are you aware of? Please list them for the category Administrative (open answer/explain it)

Name/title and give small description:

Where to find more information:

Is there a link to a European project/created through a European project?

Use of the practice (tick box) :

- I use them myself
- I have read about them
- I have attended a workshop/study on this theme
- I deal with it mainly "in theory": reading articles, books, ... about the theme
- I am reasonably actively involved: participation in workshops/study days, etc.
- I teach (professionally)
- I follow lessons
- Other

Added-value/issues it solves:

Examples of Good Practices in the category Material:

18. Having current machinery and tools suitable for the work, inspected in accordance with the requirements of the manufacturer and/or the Machinery Directive

19. Having, or having an agreement with, the necessary Personal Protective Equipment that complies with the standard

20. Have the necessary resources (e.g. access to trees)

Which OTHER GOOD PRACTICES or INITIATIVES are you aware of? Please list them for category Material (open answer/explain it)

Name/title and give small description:

Where to find more information:

Is there a link to a European project/created through a European project:

Use of the practice (tick box):

- I use them myself
- I have read about them
- I have attended a workshop/study on this theme
- I deal with it mainly "in theory": reading articles, books, ... about the theme
- I am reasonably actively involved: participation in workshops/study days etc.
- I teach (professionally)
- I follow lessons
- Other

Added-value/issues it solves :

Examples of Good Practices in the category environment:

21. A purchasing policy has been created that includes environmental criteria related to Oil for machinery, fuel, machinery, low electricity consumption.

22. A purchasing policy has been created that includes environmental criteria for forest and tree based material: Furniture, paper and their sustainable origin (PEFC, FSC or equivalent).

23. Cooling and heating systems that use sustainable energy and ensure low carbon emissions. Certified sustainable biomass (PEFC or equivalent), green electricity, etc.

24. Integration into the training program of information about requirements on sustainable forest management and its practical application. Example: PEFC requirements

25. Set up a quality approach (quality charter, certification, label etc) within your organization, for examples PEPC, FSC etc

Which OTHER GOOD PRACTICES or INITIATIVES are you aware of? Please list them for category Environment (open answer / explain it)

Name/title small description:

Where to find more information:

Is there a link to a European project/created through a European project:

Use of the practice (tick box):

- I use them myself
- I have read about them
- I have attended a workshop/study on this theme
- I deal with it mainly "in theory": reading articles, books, ... about the theme
- I am reasonably actively involved: participation in workshops/study days etc.
- I teach (professionally)
- I follow lessons
- Other

Added-value/impact/result/issues it solves:

Examples of Good Practices in the category Networking & Promotion:

26. Participation in any entrepreneur/enterprise promotion awards that motivate the professional development of students and (VET) centres in promoting entrepreneurship and small business at the national, regional and local level

27. Participation in national projects

28. Participation in European projects

29. Participation/organisation of learners and staff

Which OTHER GOOD PRACTICES or INITIATIVES are you aware of? Please list them for category Networking & Promotion (open answer / explain it)

Name/title and give small description:

Where to find more information:

Is there a link to a European project/created through a European project. Which project?
Please sum up

Use of the practice (tick box):

- I use them myself

- I have read about them
- I have developed it
- I have attended a workshop/study on this theme
- I deal with it mainly "in theory": reading articles, books, ... about the theme
- I am reasonably actively involved: participation in workshops/study days etc.
- I teach (professionally)
- I follow lessons
- Other

Added-value/impact/result of this technique, issues it solves:

How important do you think it is important to be aware of the practical side of these Good Practice techniques in order to function properly? Please motivate why this important or not important is for you.

If no: Why? (open question)

If yes: How do you define this? (open question)

Would you like to make any other comments, additions or considerations regarding this questionnaire? Go ahead, please (open question)

Thank you for your participation!

Appendix 2: Initial and definitive Good Practices

CATEGORY	GOOD PRACTICES IDENTIFIED BY THE SURVEY	DEFINITIVES GOOD PRACTICES
ENVIRONMENT	<ul style="list-style-type: none"> ➤ Sustainable development certification ➤ Environmental quality approach 	Sustainable development certification
	<ul style="list-style-type: none"> • Implication in environmental/sustainability projects 	Implication in environmental project
	<ul style="list-style-type: none"> • Raise of awareness of forestry students on natural environment and SFM 	Label and certification formation
	<ul style="list-style-type: none"> • Recycling 	Environmental impact Recycling
	<ul style="list-style-type: none"> • Environmental criteria in the purchasing policy • SFM certifications criteria in the purchasing policy 	Sustainable purchasing policy
	<ul style="list-style-type: none"> • Use of renewable resources 	Use of renewable resources
EQUIPMENT	<ul style="list-style-type: none"> • Interactive training Equipment • Learner centric pedagogies and gamification 	Interactive training Equipment
	<ul style="list-style-type: none"> • Specialised libraries and resources 	Specialised libraries and resources
	<ul style="list-style-type: none"> • Up-to-Date equipment 	Up-to-Date equipment

MANAGEMENT & ADMINISTRATION	<ul style="list-style-type: none"> • ISO Certification tool for running and managing Vocational Centres • Quality management process • Reference manual for management programs • Internal quality insurance procedure • Administrative and management support and templates • Administrative IT tools • Planification tools 	Quality management process
	<ul style="list-style-type: none"> • Recruitment process • Induction program 	Recruitment process
COOPERATION & PROMOTION	<ul style="list-style-type: none"> • Collaborative work for competence improvement • Participation to national and european projects • Participation in european networks 	Collaborative work
	<ul style="list-style-type: none"> • Participation in forestry and forest related events • Participation to sector specific competitions 	Participation in forestry and forest related events
	<ul style="list-style-type: none"> • European mobilities 	European mobilities
SAFETY	<ul style="list-style-type: none"> • Specific safety and security certificates • Safety and security trainings • SRT Techniques 	Being prepared to safety and security issues
	<ul style="list-style-type: none"> • Machines maintenance 	Machines maintenance
	<ul style="list-style-type: none"> • Risk assessment 	Risks assesment

	<ul style="list-style-type: none"> • Internal security coordinator • Safety calendar 	Safety internal management
	<ul style="list-style-type: none"> • Accident and almost accidents protocols • Safety protocols 	Safety protocols
	<ul style="list-style-type: none"> • Culture of prevention • Safety and security talks • Safety and security reminders 	Safety culture
	<ul style="list-style-type: none"> • Use of sign language in chainsaw training 	Use of sign language in chainsaw training
INCLUSIVITY	<ul style="list-style-type: none"> • Adaptation to DYS/TDAH disorders 	Adaptation to DYS/TDAH disorders
	<ul style="list-style-type: none"> • Accessibility 	Accessibility
TRAINING	<ul style="list-style-type: none"> • Alternating rythme • Apprenticeship management • Visits and talks of pros (dual learning) 	Apprenticeship
	<ul style="list-style-type: none"> • ECC 	ECC-ECS
	<ul style="list-style-type: none"> • E-learning and blended-learning • E-learning platform 	E-learning training
	<ul style="list-style-type: none"> • ETW 	ETW
	<ul style="list-style-type: none"> • Pedagogical worksite • Training practical contents (low ratio in practice groups) 	Pedagogical worksite
	<ul style="list-style-type: none"> • Train the trainer 	Train the trainer

Appendix 3: Analysis framework

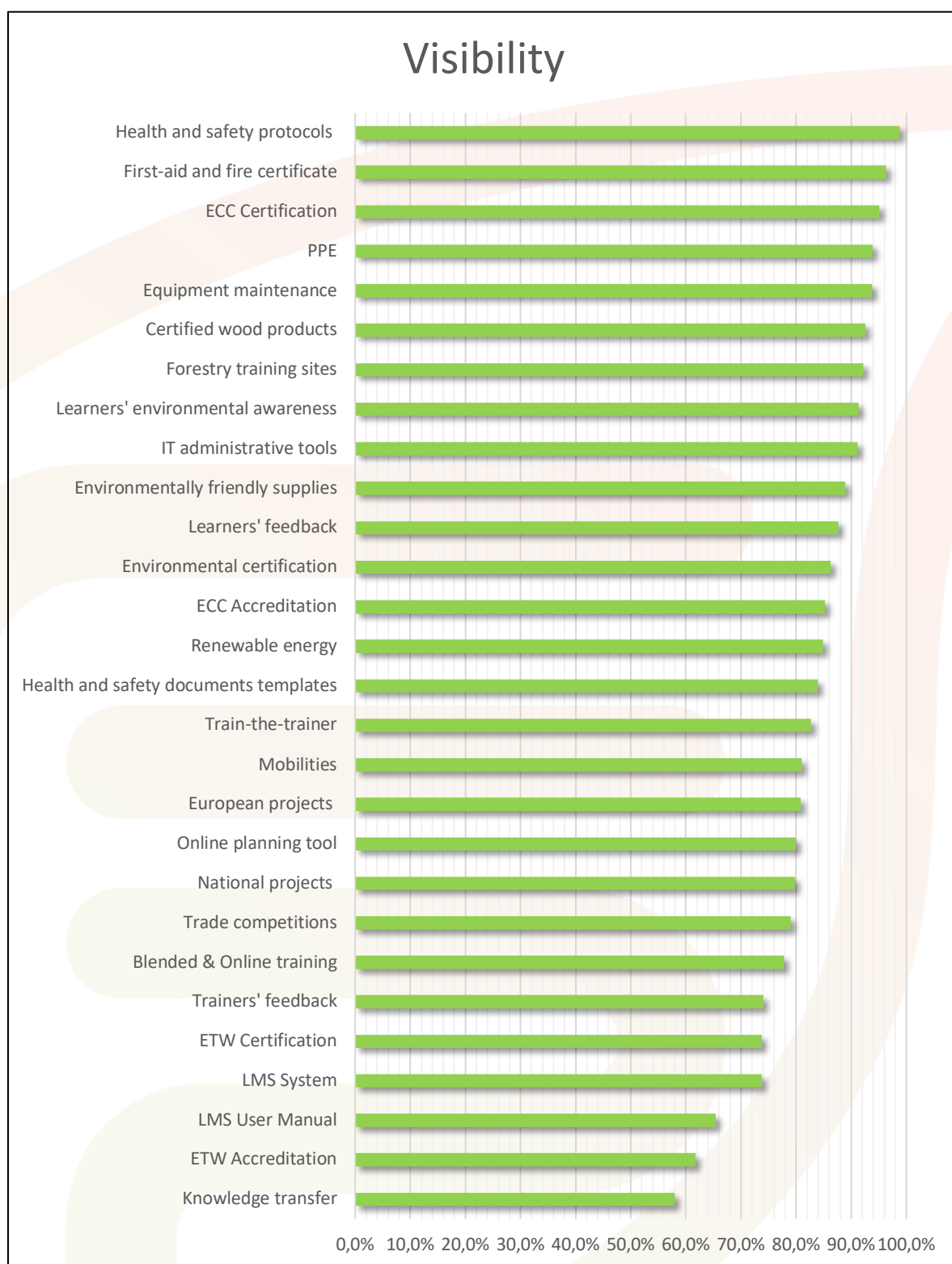
Category	Good Practice	Item	Survey's question
TRAINING	ECC-ECS	ECC Certification	Chainsaw training in accordance with the European Chainsaw Standards (ECS) of EFESC
		ECC Accreditation VET Center	Chainsaw assessments for certification according to the European Chainsaw Standards (ECC) and procedure of EFESC
	ETW	ETW Certification	Tree care training in accordance with the European Tree Worker standard of EAC
		ETW Accreditation	Tree Care exams in accordance with the European Tree Worker standard and procedure of EAC
	Train the trainers	Train the trainers courses	Regularly attend and re-evaluate trainers training courses (by internal or external staff or organization)
	E-learning and blended environment	Blended and online training	Offering innovative learning methods e.g. blended learning, e-learning, etc.

		LMS System	Have a training management system (LMS system) at your disposal (e.g.: "my learning environment", category, trainings followed, certificates obtained, teacher & student)
		LMS User Manual	Availability of manuals (e.g.: list of students/attendance, evaluation system...)
	Pedagogical worksite	Varied and professional forestry training sites	Have the necessary resources (e.g. access to trees)
ENVIRONMENT	Sustainable purchasing policy	Consumables with environmental criteria	A purchasing policy has been created that includes environmental criteria related to Oil for machinery, fuel, machinery, low electricity consumption
		Certified wood products (PEFC or other)	A purchasing policy has been created that includes environmental criteria for forest and tree based material: Furniture, paper and their sustainable origin (PEFC, FSC or equivalent)
	Use of renewable resources	Renewable energy in the centre	Cooling and heating systems that use sustainable energy and ensure low carbon emissions. Certified sustainable biomass (PEFC or equivalent), green electricity, etc.

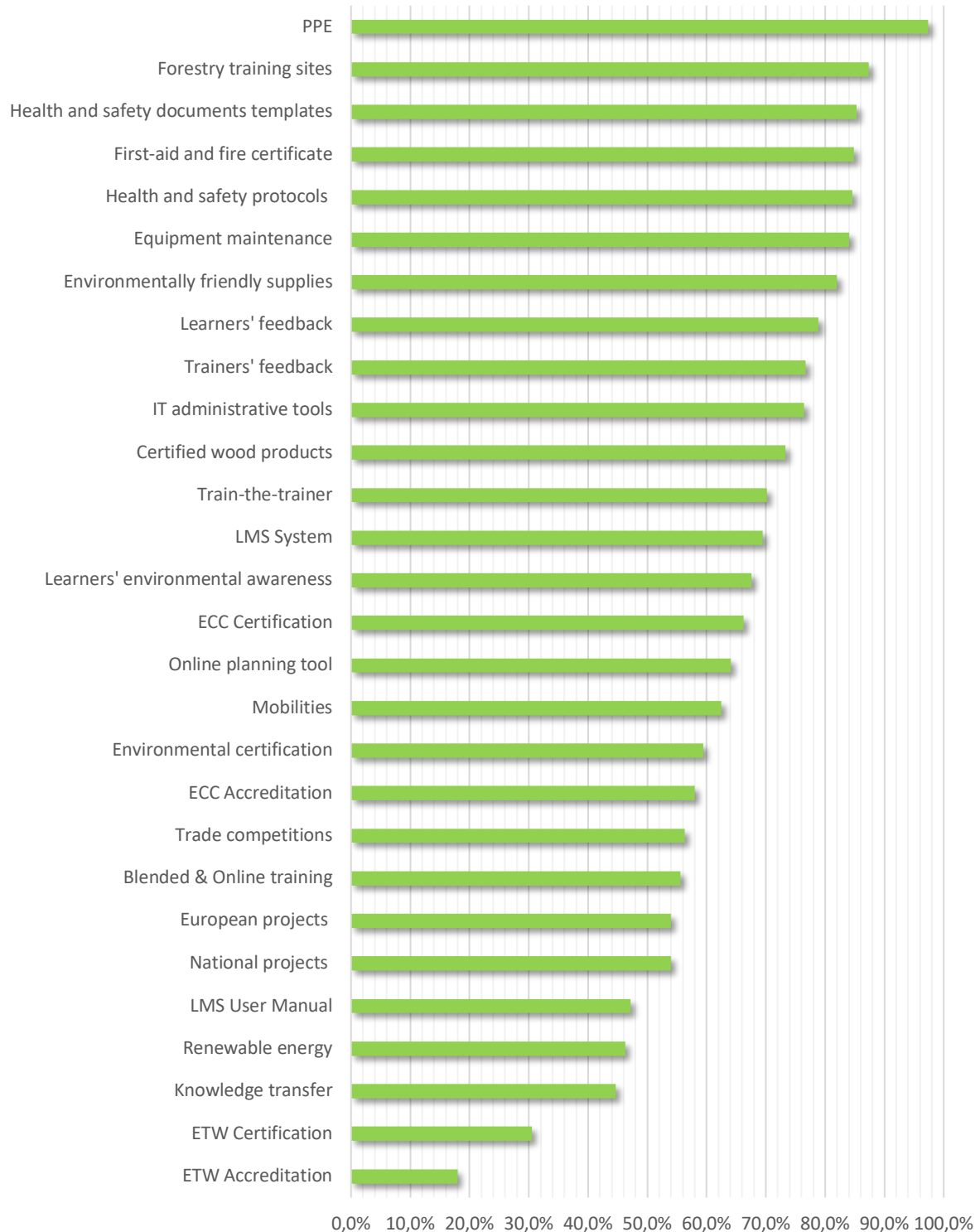
	Trainees as agents against climate change	Raising learners' environmental awareness	Integration into the training program of information about requirements on sustainable forest management and its practical application. Example: PEFC requirements
	Sustainable development certification	Environmental certification	Set up a quality approach (quality charter, certification, label etc) within your organization, for examples PEPC, FSC etc.
SAFETY	Being prepared to safety and security issues	OHS and fire training	Staff has regularly updated first aid training and fire prevention training
	Safety internal management	Health and safety protocols	Published policies (e.g. on safety and health)
	Safety protocols	Standard documents and rules/protocols: incident/damage report, accident report and near miss, prevention rules...)	Availability of necessary documents and teaching material (e.g.: report documents in case of damage (near) accident, prevention rules...)
EQUIPMENT	Up-to-Date equipment	Material according to regulations and manufacturer's recommendations	Having current machinery and tools suitable for the work, inspected in accordance with the requirements of the manufacturer and/or the Machinery Directive
		PPE in accordance with regulations	Having the necessary Personal Protective Equipment that complies with the standard

COOPERATION & PROMOTION	Participation in forestry and forest related events	Participation in trade competitions	Set up a quality approach (quality charter, certification, label etc) within your organization, for examples PEPC, FSC etc;
	Collaborative work	European projects for knowledge transfer	Participation in European projects related to Knowledge Training Transfer (KTT) e.g. Forest Edu Trainer, Train the Trainer, BLETT, etc.
		Participation in national projects	Participation in national projects
		Participation in European projects	Participation in european projects
	European mobilities	Mobilities	Participation in european mobilities projects
MANAGEMENT & ADMINISTRATION	Quality management process+ Administrative IT tools	Efficient IT administrative tools	Have high-performance administrative and IT tools
		Online planning tool	Have a powerful online planning tool as a calendar (e.g.: overview of all future and past trainings per instructor or as a content manager (editing trainer))
		Quality assessments by trainers	Own quality assurance procedure for instructors and assessors
		Procedure for improving the quality of training based on learners' feedback	Own quality care procedure for the assessments (client evaluation system)

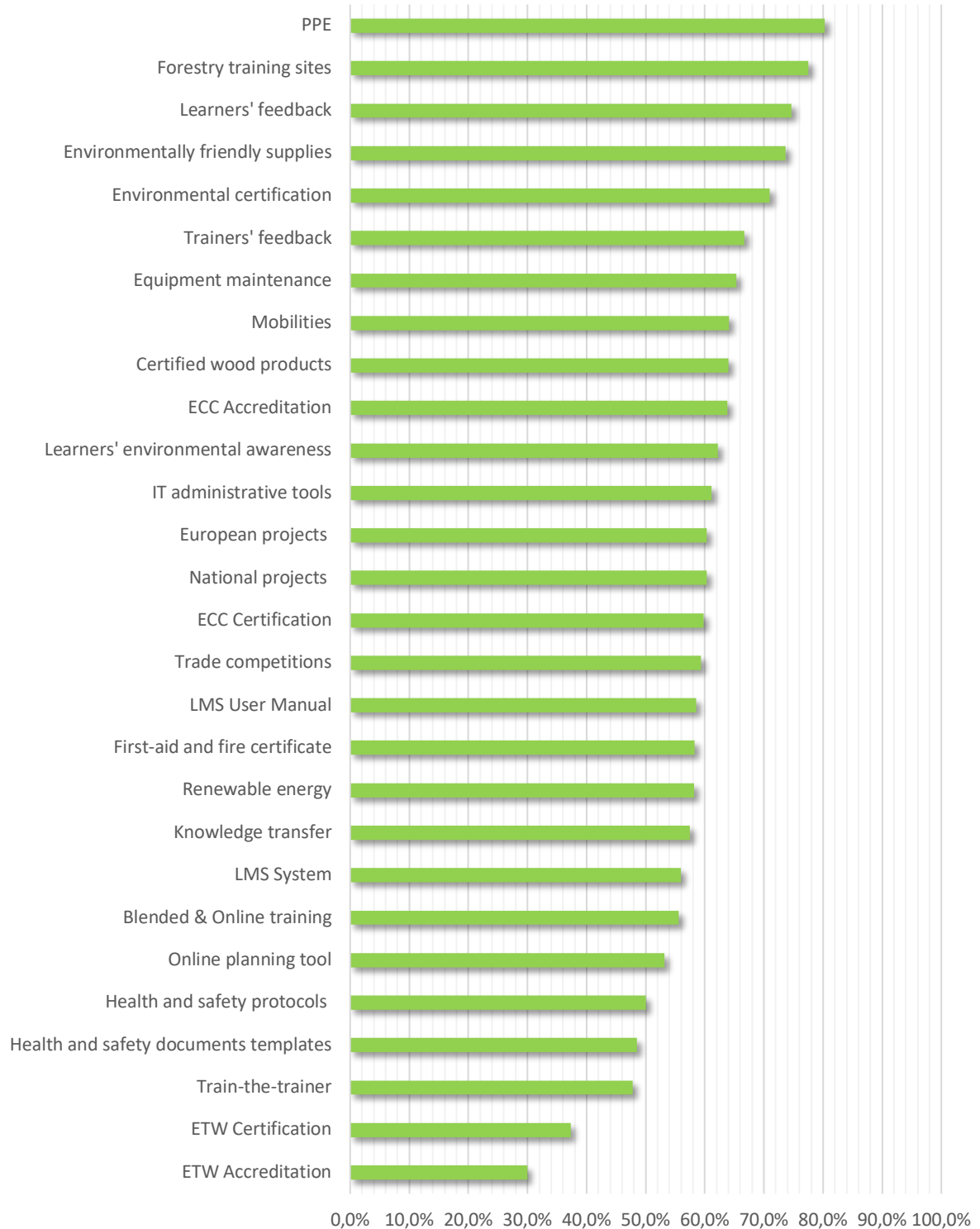
Appendix 4: Data analysis by indicators



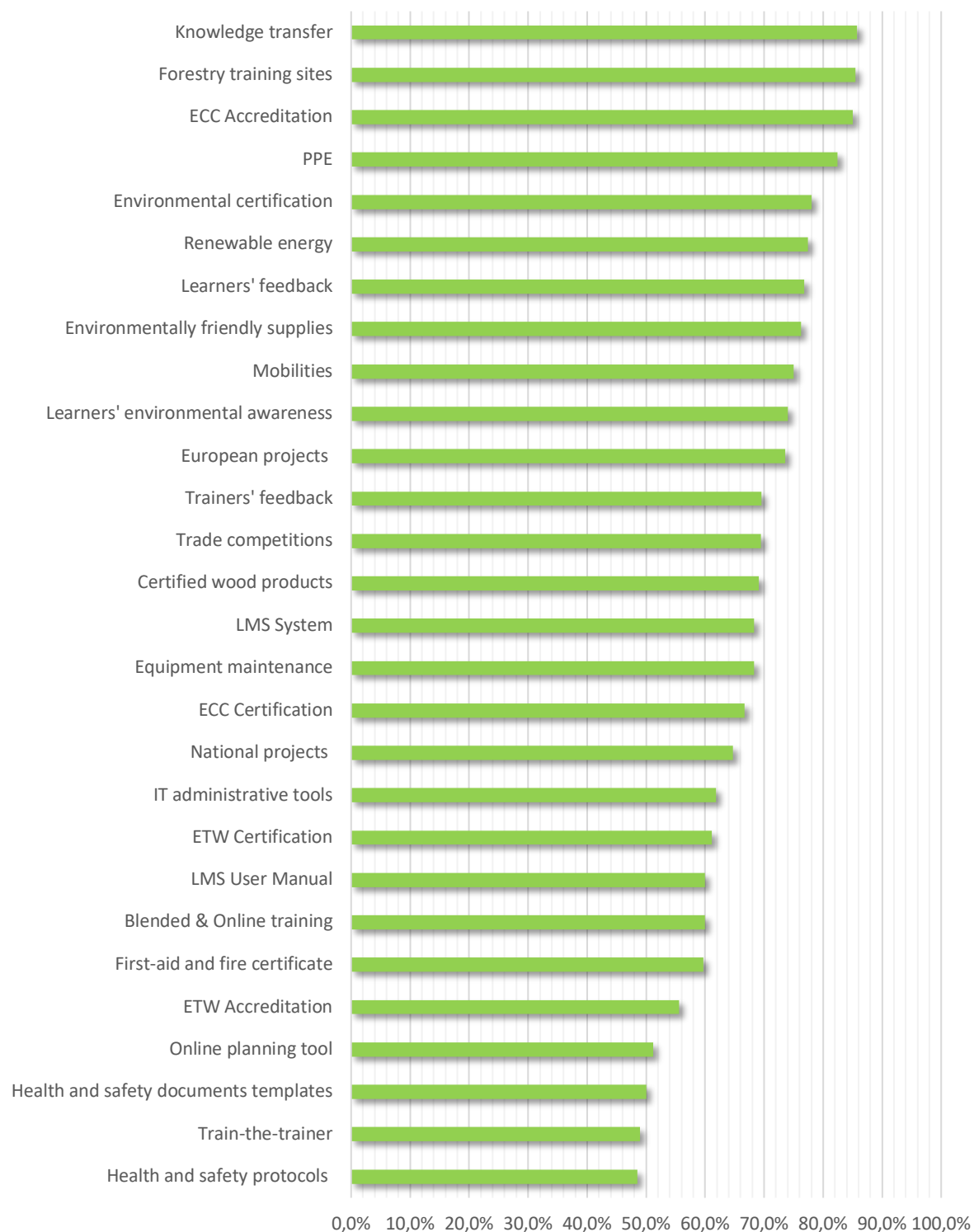
Implementation



Interest



Added value





Co-funded by
the European Union

