



FARCLIMATE

DELIVERABLE D4.3

Training National Deployment

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List of acronyms

HORIZON	Horizon Europe
EU	European Union

The acronyms of the participating partners are set in the section Project information.

Project information

Project full title: Moving ForwARd to achieving CLIMATE-resilient and sustainable European regional economic systems - FARCLIMATE

Acronym: FARCLIMATE

Call: HORIZON-MISS-2022-CLIMA-01

Topic: HORIZON-MISS-2022-CLIMA-01-04 - Transformation of regional economic systems for climate resilience and sustainability

Start date: October 1st, 2023

Duration: 48 months

List of participants:

Partner No.	Organization Name Acronym
1 (Coord.)	UNIVERSIDAD DE VIGO UVIGO
2	CONTACTICA S.L. CTA
3	INTERNATIONAL UNION FOR CONSERVATION OF NATURE UICN
4	C4G - CONSULTING AND TRAINING NETWORK, LDA C4G
5	INVIALE LIFE CYCLE THINKING S.L. INV
6	MUNICIPIO DO FUNDAO FUNDAO
7	GREEN GROWTH GENERATION GGG
8	UNIVERSITE DE LIEGE ULIEGE
9	FUNDACION CENTRO DE SERVICIOS Y PROMOCION FORESTAL Y DE SU INDUSTRIA DE CASTILLA Y LEON CESEFOR
10	UNIVERSIDADE NOVA DE LISBOA UNL
11	FUNDACIÓN PARA LA PESCA Y MARISQUEO FUNDAMAR FUNDAMAR
12	European Network of Living Labs ENOLL
13	Centre for Research and Technology CERTH
14	Laurea University of Applied sciences LAUREA

Deliverable details

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Author:	Sofia Alberto (FUNDAO), Mariana Salvado (FUNDAO)
Abstract:	D4.3 implements and evaluates a pilot training programme on climate resilience for agriculture and forestry, aiming to validate content and optimize its future national deployment.

Version	Date	Description
Draft_V0.1	01/09/2025	First draft
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Version_V1.0	30/09/2025	Initial version

Executive summary

The **FARCLIMATE** project, part of the EU's Horizon Research and Innovation Actions, seeks to enhance climate resilience in European regional economies. As part of this initiative, Deliverable D4.3 outlines the implementation and evaluation of a pilot training programme in Fundão, conducted from 10 to 13 October 2024.

The pilot training programme provided agricultural and forestry professionals with valuable insights into innovative climate adaptation strategies, focusing on water efficiency in farming and fire prevention in forestry. The programme was coordinated and managed by FUNDAO staff, who oversaw stakeholder participation and facilitated the pilot, while C4G staff delivered the training content via video, answered questions during the sessions, and collected feedback from participants. The training programme emphasized two key adaptation strategies: (1) implementing clay irrigation systems to improve water efficiency and (2) utilizing controlled grazing by livestock to mitigate the risk of forest fires.

Feedback from participants indicated a high level of understanding and appreciation for the training content, confirming that the videos effectively communicated key concepts. Participants also provided valuable suggestions for improvement, such as translating the video content into Portuguese to enhance accessibility for local audiences and shortening the videos to maintain engagement throughout the sessions.

The pilot training successfully achieved its objectives by validating both the educational material and the delivery format. It equipped participants with practical knowledge applicable to their work in agriculture and forestry and gathered feedback to inform future refinements of the training programme.

The lessons learned from this pilot will be instrumental in refining the programme before scaling it to other regions facing similar climate challenges. By incorporating participant feedback, the programme can be further adapted to meet the needs of diverse stakeholders, ensuring broader applicability and impact.

Overall, the training in Fundão was a successful step toward creating a scalable model for climate adaptation education, providing a strong foundation for future deployments across Europe.

1 Introduction

The **FARCLIMATE** project is a four-year European Union-funded initiative under the Horizon Europe framework, its primary aim is to develop and promote climate-resilient and sustainable regional economic systems across Europe. The project is dedicated to tackling the effects of climate change by implementing innovative solutions that combine scientific research, nature-based strategies, and active community involvement.

The scope of the project encompasses various sectors, such as agriculture, forestry, and fisheries, all of which are particularly susceptible to the detrimental impacts of climate change, and the primary aim is to enhance adaptive capacity and promote long-term sustainability by encouraging collaboration among regional authorities, businesses, and civil society.

The project is structured around several work packages (WPs), each with distinct but interrelated objectives, Work Package 4 (WP4), titled "Training and Empowerment for Communities," and led by C4G, is critical to the success of **FARCLIMATE** and focuses on equipping stakeholders with the knowledge and tools required to implement climate adaptation strategies within their regions.

This work package focuses on developing and implementing training programs that tackle climate change risks while equipping communities with the knowledge and skills to adopt resilient, sustainable practices.

1.1 Objective of T4.3 Training Deployment

The task 4.3 deployment of training is a crucial aspect of WP4. Its primary objective is to run a pilot programme to test T4.1 and T4.2 in real life with a real group of stakeholders and therefore analyze strengths and weaknesses, validate procedures, contents, deployment strategy and validate the model and pilot.

Key activities under T4.3 include:

1. Choosing WHERE to implement: The Municipality of Fundão developed a strategy to engage key stakeholders, including representatives from the agriculture and trade sectors. To implement this strategy, the municipality selected the Fundão Agricultural Innovation Fair for C4G to conduct the training.
2. Choosing WHEN: These sessions took place between the 10th and 13th of October 2024, during the fair.
3. Choosing HOW: During the Fundão Agricultural Innovation Fair, a stand was set up to showcase the training programs. The Municipality of Fundão staff coordinated and facilitated the pilot, while C4G staff engaged with stakeholders, discussed the training initiatives, and collected feedback via surveys.
4. Validation of Training Models: The effectiveness of the training programs was assessed through participant feedback and performance metrics. This evaluation was crucial for refining the content and delivery methods before a wider implementation.

2 Methodology

2.1 Training Approach

The training deployment for the **FARCLIMATE** project is designed with a modular approach that allows for flexibility in addressing the specific needs of different target groups such as forestry, agriculture and fisheries professionals. The training modules cover climate change impacts, adaptation strategies, and the use of nature-based solutions that ensures that the training content is adaptable to varying regional and sector-specific challenges.

In the case of the Pilot in Fundão, it focused primarily on the testing of two trainings designed to convey key climate adaptation strategies relevant to the agriculture and another to the forestry sectors. There was no approach on the fishing sector since there is no fishing activity.

2.2 Pilot Testing Setup

The crucial elements of the training program are described in the following table:

Category	Details
Objectives of the Pilot	Validation of Training Content: Test the relevance and effectiveness of educational materials for climate adaptation strategies in agriculture and forestry. Collect feedback to refine the training before scaling it to other regions.
	Testing Delivery Methods: The training uses videos as the primary educational material.
Target Audience	Agriculture and Forestry Professionals: Involve stakeholders like agriculture and forestry business, consumers, students, farmers, forest managers, local authorities, and policymakers from Fundão.
	Community Leaders and Policymakers: Critical participants in applying strategies and refining policy recommendations based on the training.
Training Content	Video 1: Innovative Clay Irrigation System: A video showcasing an innovative clay irrigation method that reduces water usage and increases crop productivity that Fundão uses in Agrotech center.
	Video 2: Shepherds as a Tool for Preventing Forest Fires: A video demonstrating the use of controlled grazing by sheep and goats to manage vegetation and reduce the risk of forest fires, a method implemented in the forest areas of Fundão.
Testing Approach	Content Accessibility: Participants access training via television and tablets. Trainings are below 3 minutes in English but with Portuguese subtitles.
	The training materials were showcased in video format, allowing them to be deployed online, at Farclimate online platform (website). The testing approach aimed to compare these different deployment scenarios, using an open stand with people walking by such as a Fundão Agricultural Innovation Fair, as well as televisions, computers, and tablets by allowing people to come close and experience the trainings.
Feedback Collection	Structured Questionnaires: After viewing the videos and therefore fulfilling the training, participants completed a questionnaire and engaged in discussions with the pilot team present to evaluate their perceptions of the approach.

Table 1 - Pilot testing setup

3 Pilot Testing in Fundão (10th-13th October 2024)

The Pilot Testing in Fundão took place from 10th to 13th October 2024, during the Fundão Agricultural Innovation Fair, as part of the **FARCLIMATE** project's broader goal to test and refine climate adaptation training for key sectors such as agriculture and forestry.

The event hosted 5,000 participants and was organized by the Municipality of Fundão. The region is significantly affected by climate challenges, making it an ideal setting for testing climate adaptation strategies. The pilot's objectives were:

1. **Analyse Strengths and weaknesses:** Assess how effectively the video-based training content educates stakeholders on climate adaptation strategies, particularly in the areas of water efficiency in agriculture and fire prevention in forestry.
2. **Validate procedures and deployment strategy:** Validate the procedures and deployment strategy, namely the engagement of stakeholders with the training videos, considering the availability of English versions with subtitles, their alignment with local needs, video format, and the overall effectiveness of the content presentation, including pace and visuals.
3. **Validate Contents:** In the two training sessions, participants were assessed on their prior knowledge of the topic, their perception of their learning progress, the accessibility and clarity of the video content, the level of detail, engagement, practical application of the material to their work or real life, and their knowledge retention.
4. **Gather Feedback for improvement:** Feedback from the participants will be used to refine and validate the approach before wider implementation in future training coordination.



Figure 1 - Farclimate Outdoor Stand

3.1 Training Content and Delivery

The pilot focused exclusively on video-based training with limited interaction, making it a streamlined approach to assess content comprehension and participant engagement. This approach makes it feasible to reach a wider audience, potentially engaging many more trainees over time. The video-based approach is also strategic as it is widely proven that allows for greater user retention than simply listening to a trainer and viewing a PowerPoint presentation. Additionally, the more focused approach using 2-minute videos is more effective than lengthy 3-hour PowerPoint presentations. This delivery process was chosen to reach a wide range of citizens and stakeholders and to be easily shared across several platforms, such as: Farclimate online platform (website) and LinkedIn.

In this pilot testing initiative, C4G staff actively engaged with stakeholders to clarify the project's objectives, participants were invited to choose a training and subsequently complete a survey/questionnaire. A Microsoft surface tablet was provided for answering questions on Google Docs questionnaire, making the submission process smooth, efficient and confidential.



Figure 2 - Content delivery



Figure 3 - Farclimate Indoor Stand – to gather the attention of possible stakeholders

3.1.1 Training content

The pilot included two key topics that addressed pressing challenges in agriculture and forestry:

1. **Innovative Clay Irrigation System:** The video demonstrated the use of a simple, clay-based, self-regulating subsurface irrigation technique that relies on the soil's natural suction force to control water release. Water is delivered through clay tubes with high suction tension, ensuring the surface remains damp without external energy input. This low-cost, easy-to-install system is well-suited for rural areas, conserving water and energy while improving crop yields.
2. **Shepherds as a Tool for Preventing Forest Fires:** The video highlighted how controlled grazing by sheep and goats can serve as an effective method for managing vegetation and reducing the risk of forest fires. This nature-based, cost-effective strategy is especially relevant for sustainable forest management and wildfire prevention.



Figure 4 – Totem for training 1 - Clay Irrigation Systems for Water Efficiency training



Figure 5 – Totem for training 2- Shepherds as a Tool for Preventing Forest Fires

3.1.2 Format and delivery methods

The trainings were delivered by the following approaches:

1. Video Display: The two videos were continuously showed on a television.
2. Tablet Viewing: The videos were also made available on Microsoft Surface tablets, which were handed to stakeholders to simulate home viewing and allow for close-up engagement.
3. Video Design: Each video was carefully crafted to communicate key concepts clearly and effectively:
 - Video 1 - Innovative clay irrigation system:
<https://www.youtube.com/watch?v=Le9P36BGzRE>
 - Video 2 - Shepherds as a tool to prevent forest fires:
<https://www.youtube.com/watch?v=NuNFESeMYwU>
4. Interaction: Although the primary mode of delivery was video, a limited interaction followed each session. Participants engaged in discussions and provided feedback via questionnaires.

The emphasis on video-based delivery allowed for a straightforward evaluation of how effectively this format conveyed essential climate adaptation strategies, with a focus on ease of understanding, relevance, and practical application.

3.1.3 Participants

Participants for the pilot were randomly selected from within the defined. The overall participant pool included individuals from the following areas:

1. Agriculture and Forestry Professionals.
2. Forestry and Agriculture businesses.
3. Students.
4. Local Authorities and Policymakers.
5. Consumers.
6. Associations.
7. Training and Education.
8. Commerce and Services.
9. Environment and Sustainability entities.

3.1.4 Engagement

1. **Post-Video Discussions:** After watching each video, participants engaged in brief discussions moderated by facilitators (pilot team). These discussions helped assess participants' understanding of the content and its relevance to their specific contexts.
2. **Structured Feedback Collection:** Participants completed structured questionnaires that assessed the clarity, relevance, and practical applicability of the videos. The questionnaires included both multiple-choice and open-ended questions to capture detailed feedback.

3.1.5 Feedback mechanisms

Participants provided detailed feedback through questionnaires, which focused on the following aspects:

1. **Knowledge Retention:** Questions focused on the main concepts discussed in the videos.
2. **Content Clarity:** How easy the video content was to understand.
3. **Relevance:** Whether the participants found the topics relevant to their work.
4. **Applicability:** Feedback on whether they believe they can apply the strategies in their professional activities.

This feedback was instrumental in identifying areas for improvement in both the content and the delivery format. It helped refine the videos before scaling up the training program to other regions.



Figure 6 - Post-training discussions



Figure 7 - Post-training Feedback

4 Evaluation of the pilot testing

The mechanisms and metrics used during the evaluation of the pilot testing were designed to gather and analyze feedback from participants, ensuring that the training achieved its intended learning outcomes.

The primary tool for gathering feedback was surveys, which were structured to collect both qualitative and quantitative data.

4.1 Surveys

Surveys were distributed to participants after each video to collect detailed feedback on various aspects of the training regarding their experiences and perceptions of the training.

The questionnaire is structured into five parts, each focusing on different aspects of the training. The goal is to assess not only the knowledge acquired by the participants but also the effectiveness of the training format, the clarity of the content, and potential areas for improvement.

- Part 1.** Demographic Information: This section collects basic demographic data about the participants, which helps contextualize the feedback. This demographic data is essential for understanding the background of the respondents and analysing how different profiles respond to the training content.
- Part 2.** Knowledge Evaluation: In this section, the aim is to evaluate the knowledge participants acquired from the video. This part helps measure the effectiveness of the content in conveying critical knowledge to the participants.
- Part 3.** Evaluation of the Microcredential Format: This section focuses on assessing the structure, duration, and delivery of the video. The purpose of this section is to ensure that the video format is engaging and suitable for learning.
- Part 4.** Evaluation of the Content: This section is crucial for determining whether the content meets the training goals and is applicable to the participants' real-world needs.

Part 5. Conclusion: The final section includes questions aimed at gathering overall feedback and suggestions for improvement. The conclusion section provides a general evaluation of the training and helps identify areas where future improvements can be made.

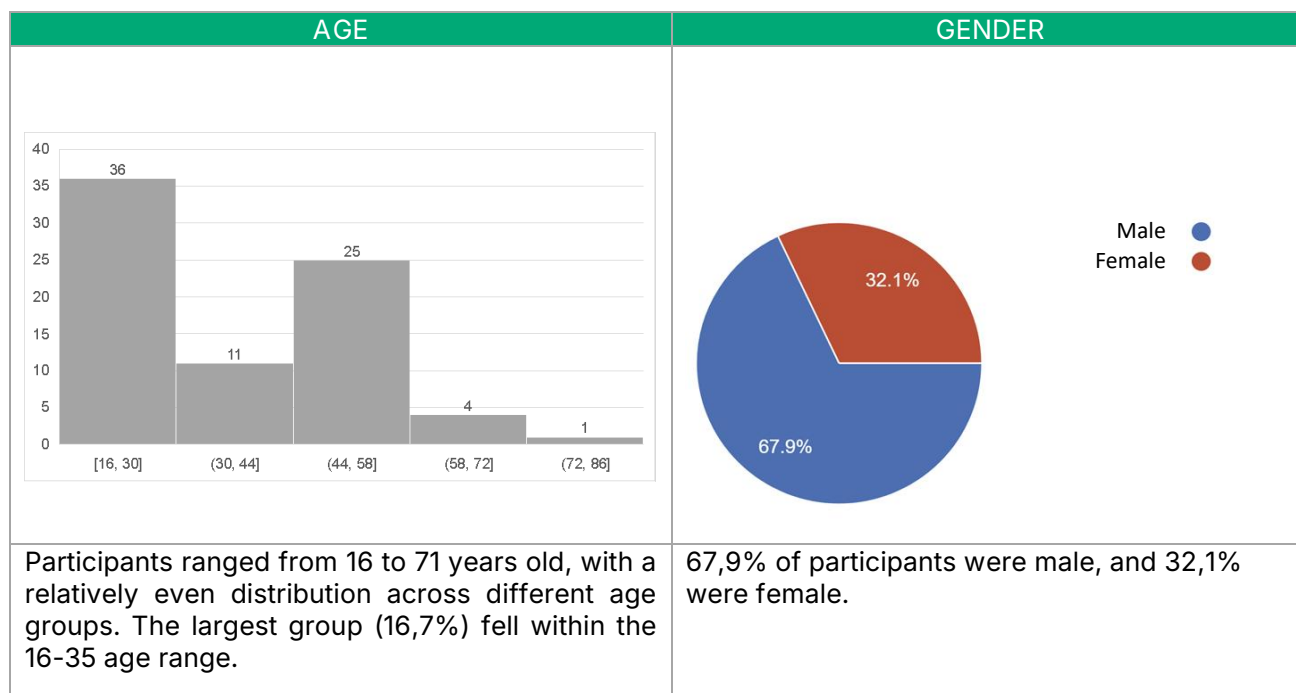
You can find more information about the structure of the survey in the following links:

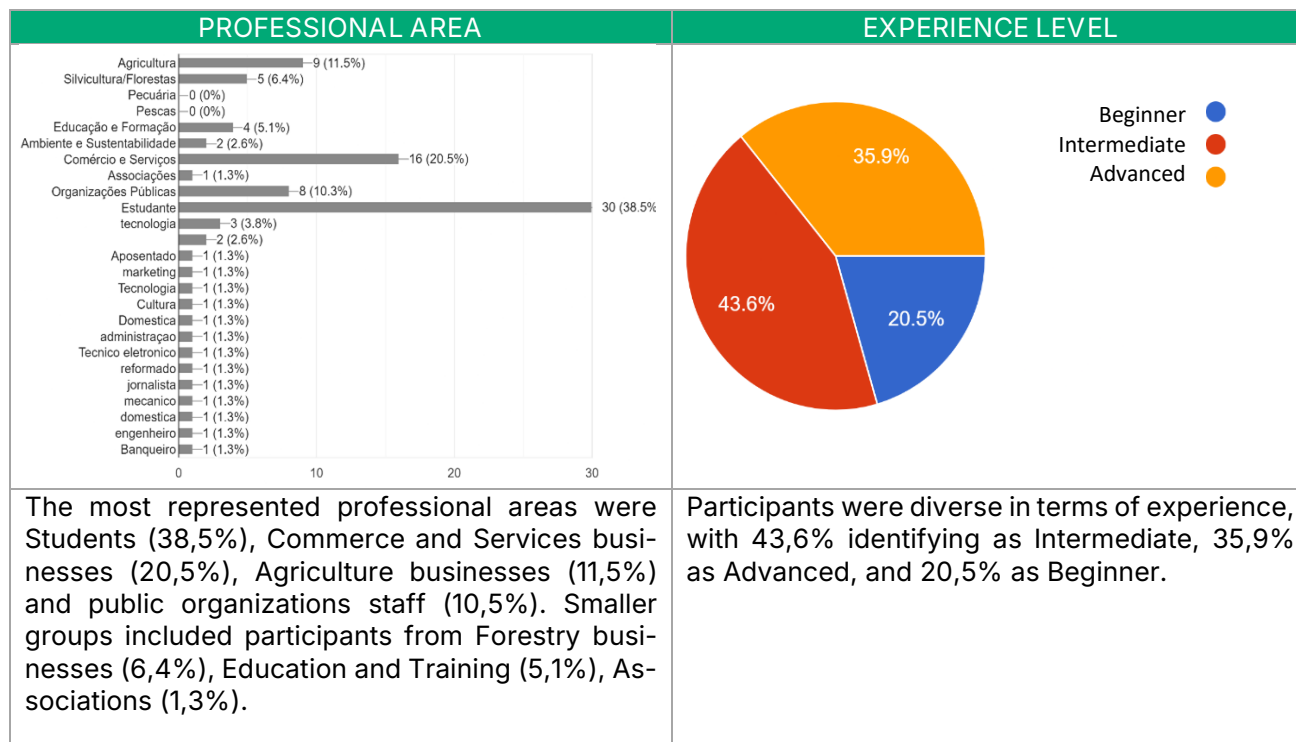
1. [Evaluation Questionnaire "Innovative Clay Irrigation System"](#)
2. [Evaluation Questionnaire "Shepherds as a Tool for Preventing Forest Fires"](#)

5 Findings and results

For this pilot study, a total of 154 responses were obtained, distributed across the two training programs: (1) The Innovative Clay Irrigation System training received 78 responses and (2) Shepherds as a Tool for Preventing Forest Fires training gathered 76 responses.

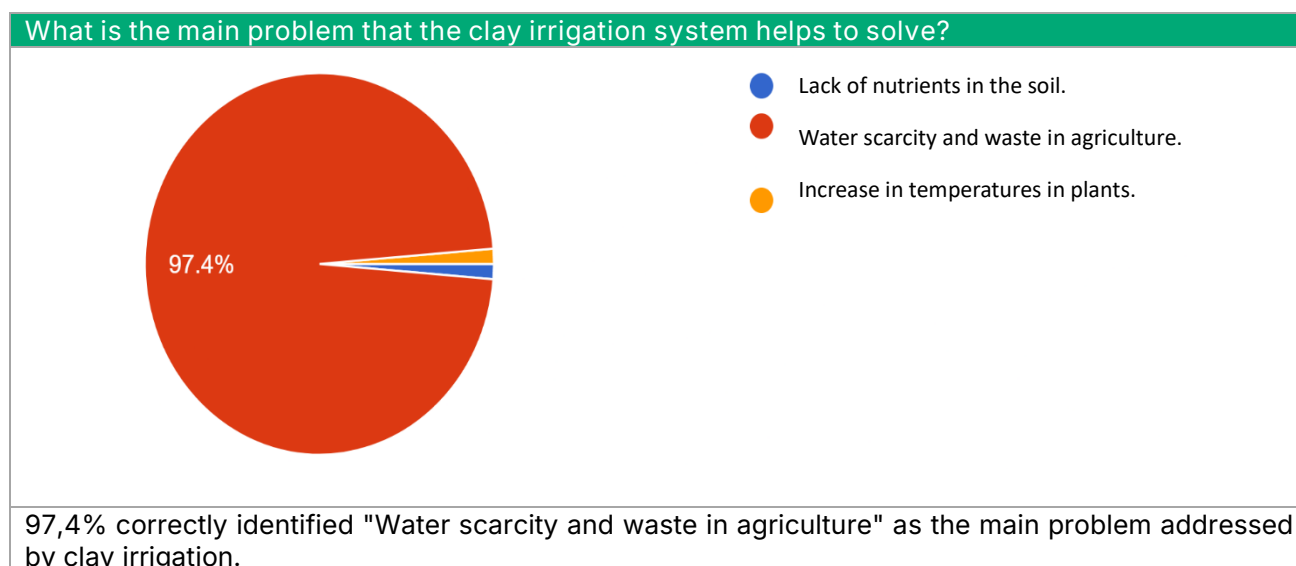
5.1 Training 1 - Innovative clay irrigation system (78 answers)



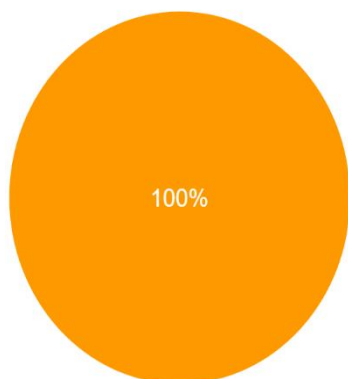


5.1.1 Knowledge evaluation

This section evaluates the knowledge acquired through the "Innovative Clay Irrigation System" video.



How does clay help in plant irrigation?



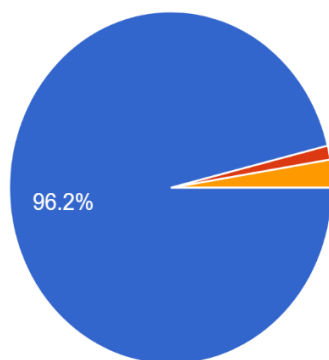
Clay allows water to evaporate quickly.

Clay blocks water, preventing its absorption by plants.

Clay releases water slowly, ensuring consistent and efficient irrigation.

All participants (100%) correctly answered that clay releases water slowly, ensuring constant and efficient irrigation.

What are the advantages of using a clay irrigation system?

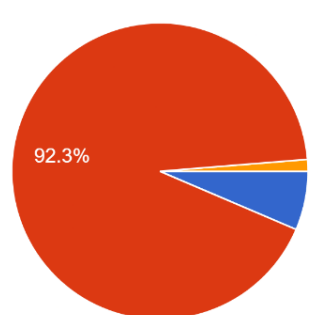
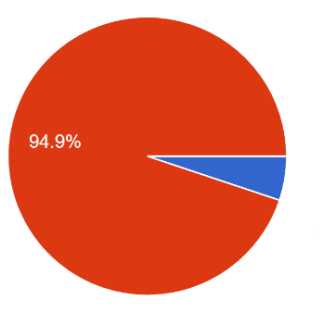


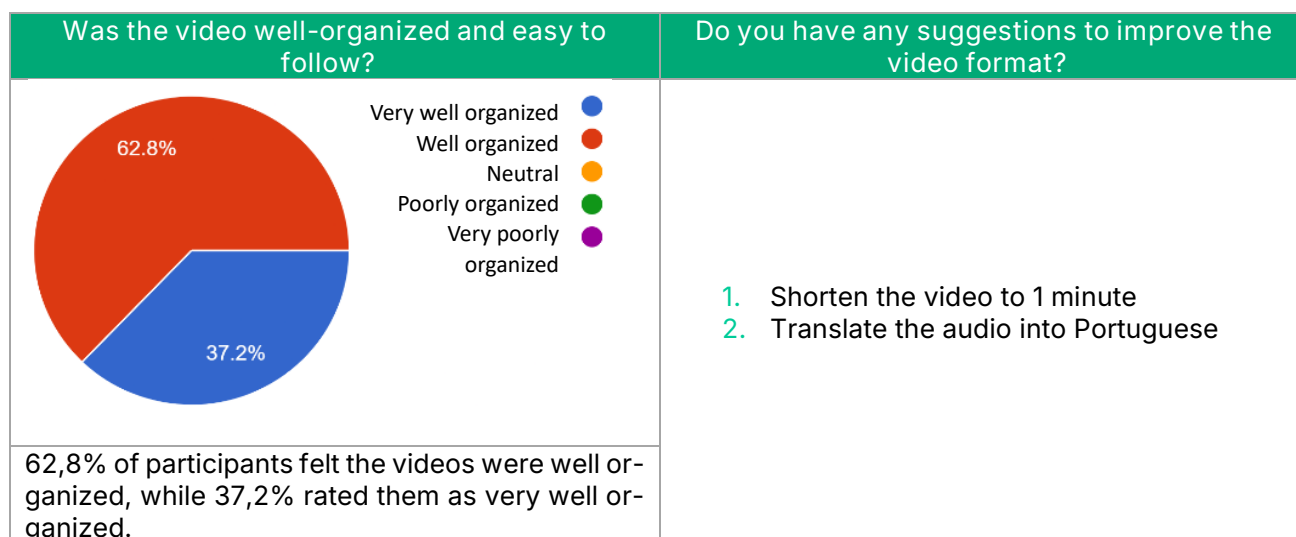
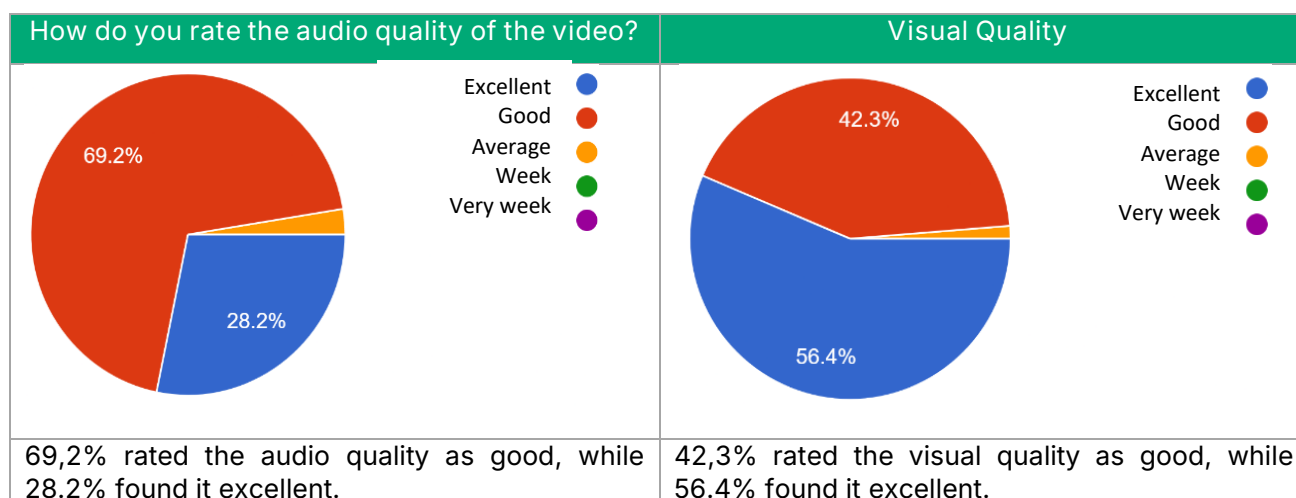
- It reduces water use and increases crop productivity.
- It requires a lot of maintenance after installation.
- Increases the need for frequent irrigation.

96,2% of participants correctly identified the primary advantage as "Reducing water use and increasing crop productivity."

5.1.2 Evaluation of the micro-credential format

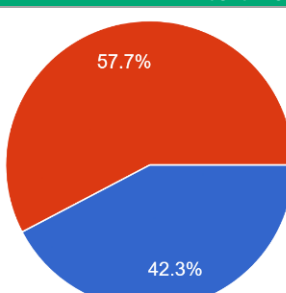
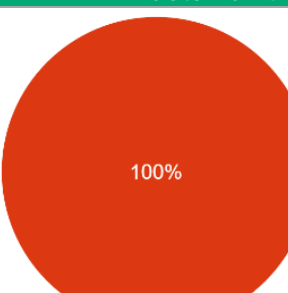
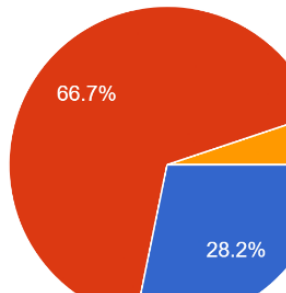
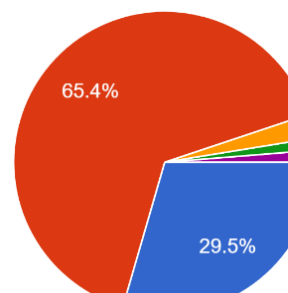
In this section the structure, visual and audio quality, duration, and pace of the Microcredential in the training video format presented were evaluated.

Was the video duration appropriate for the content covered?	Was the video pace appropriate (neither too fast nor too slow)?
 Too long ● Appropriate ● Too short ● 92.3%	 Too fast ● Appropriate ● Too slow ● 94.9%
92,3% of participants felt that the duration of the videos was adequate for the content presented.	94,9% agreed that the pace of the videos was appropriate, neither too fast nor too slow.

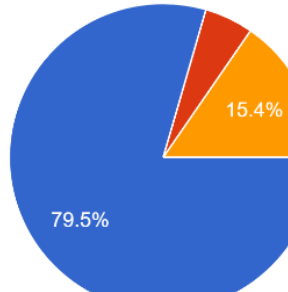


5.1.3 Evaluation of micro-credential content

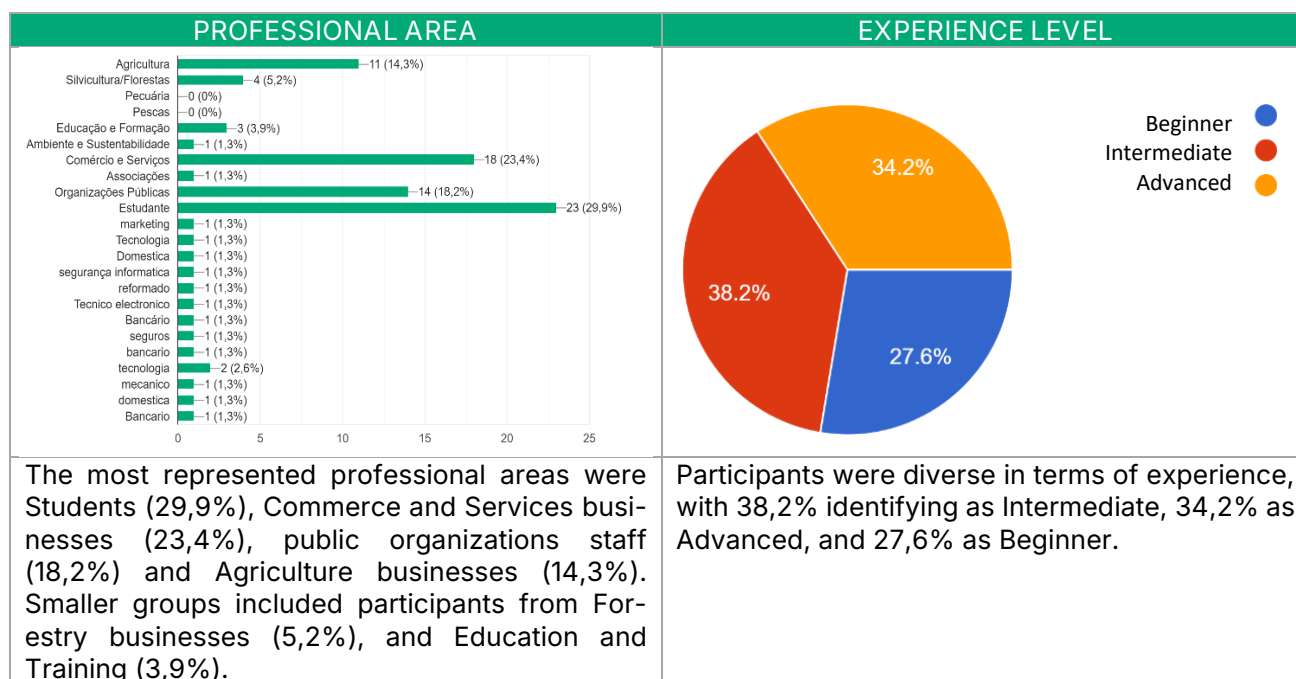
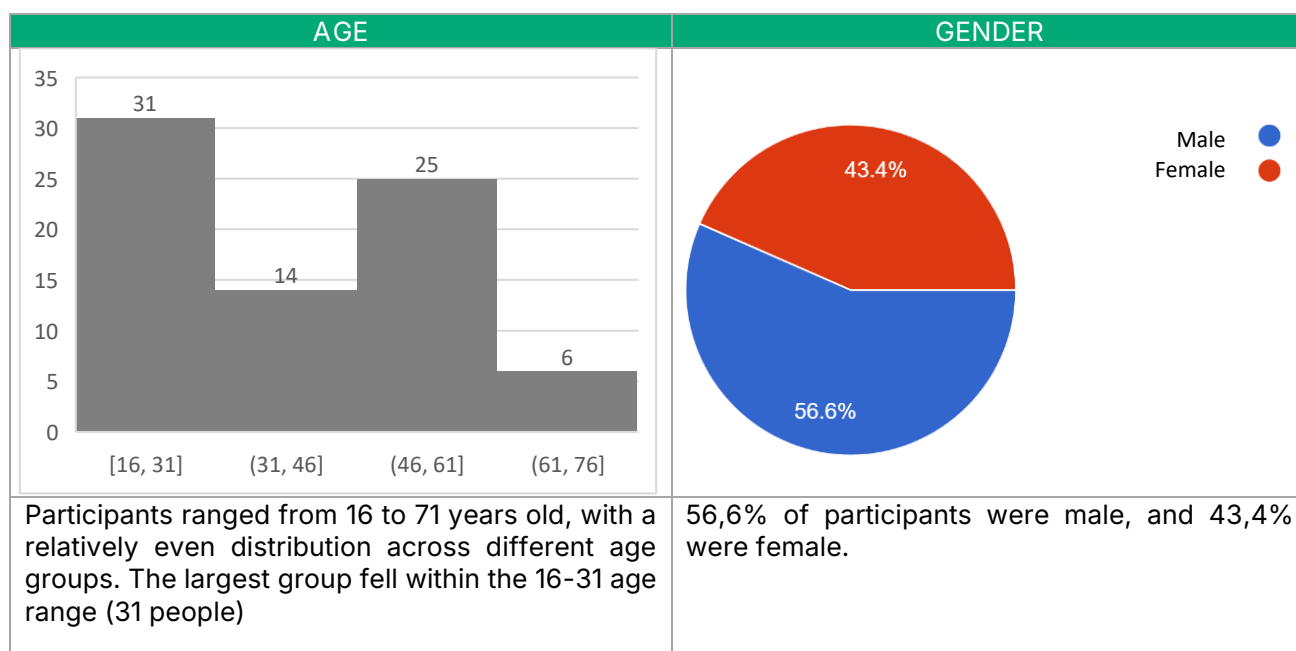
This section evaluates the relevance, clarity, level of detail, and practical applicability of the Microcredential content presented in the training video format.

Was the information presented clear and easy to understand?  - Very clear (blue) - Clear (red) - Neutral (yellow) - Confusing (green) - Very confusing (purple)	Did the video provide an adequate level of detail on the subject?  - Too detailed (blue) - Appropriate (red) - Poorly detailed (yellow)
57,7% found the information to be clear, while 42,3% rated it as very clear.	All participants (100%) agreed that the level of detail provided was appropriate for the topic.
Did the content keep you engaged throughout the video?  - Very engaging (blue) - Engaging (red) - Neutral (yellow) - Note very engaging (green) - Boring (purple)	Was the content useful for practical application in your work?  - Very useful (blue) - Useful (red) - Neutral (yellow) - Not very useful (green) - Not useful at all (purple)
66,7% found the content engaging, while 28,2% found it very engaging.	65,4% of participants rated the content as useful for practical application in their work, while 29,5% found it very useful.
Do you have any suggestions to improve the video content?	
1. Translate the audio into Portuguese	

5.1.4 Conclusion

Would you recommend this training to colleagues or other professionals in your area?  - Yes (blue) - No (red) - Maybe (yellow)
79,5% of the participants would recommend the training to colleagues and other professionals in the field.

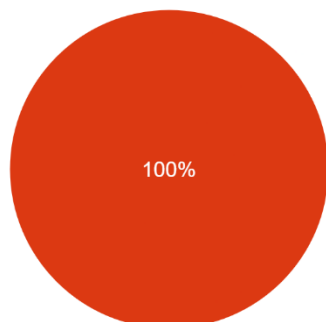
5.2 Training 2 - Shepherds as a tool for preventing forest fires



5.2.1 Knowledge evaluation

This section evaluates the knowledge acquired through the "Shepherds as a Tool for Preventing Forest Fires" video.

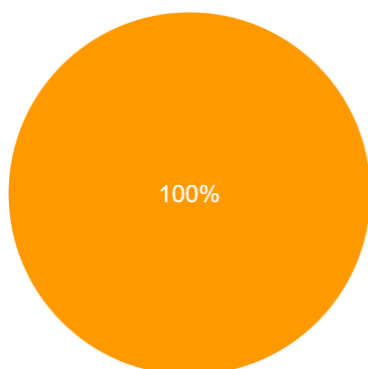
What is one of the main causes of forest fires mentioned in the video?



- Road construction.
- Global warming and human activities
- Excessive fishing

100% correctly identified "Global warming and human activities" as the main cause of forest fires.

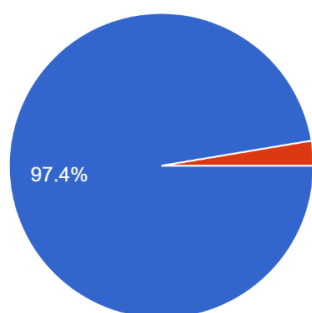
What is one of the solutions suggested in the video for preventing forest fires?



- Use machines to cut down trees
- Let vegetation grow freely
- Use goats and sheep to clean vegetation

All participants (100%) correctly answered "Using goats and sheep to clear vegetation".

Which of the following is an advantage of using sheep and goats in forest fire prevention?

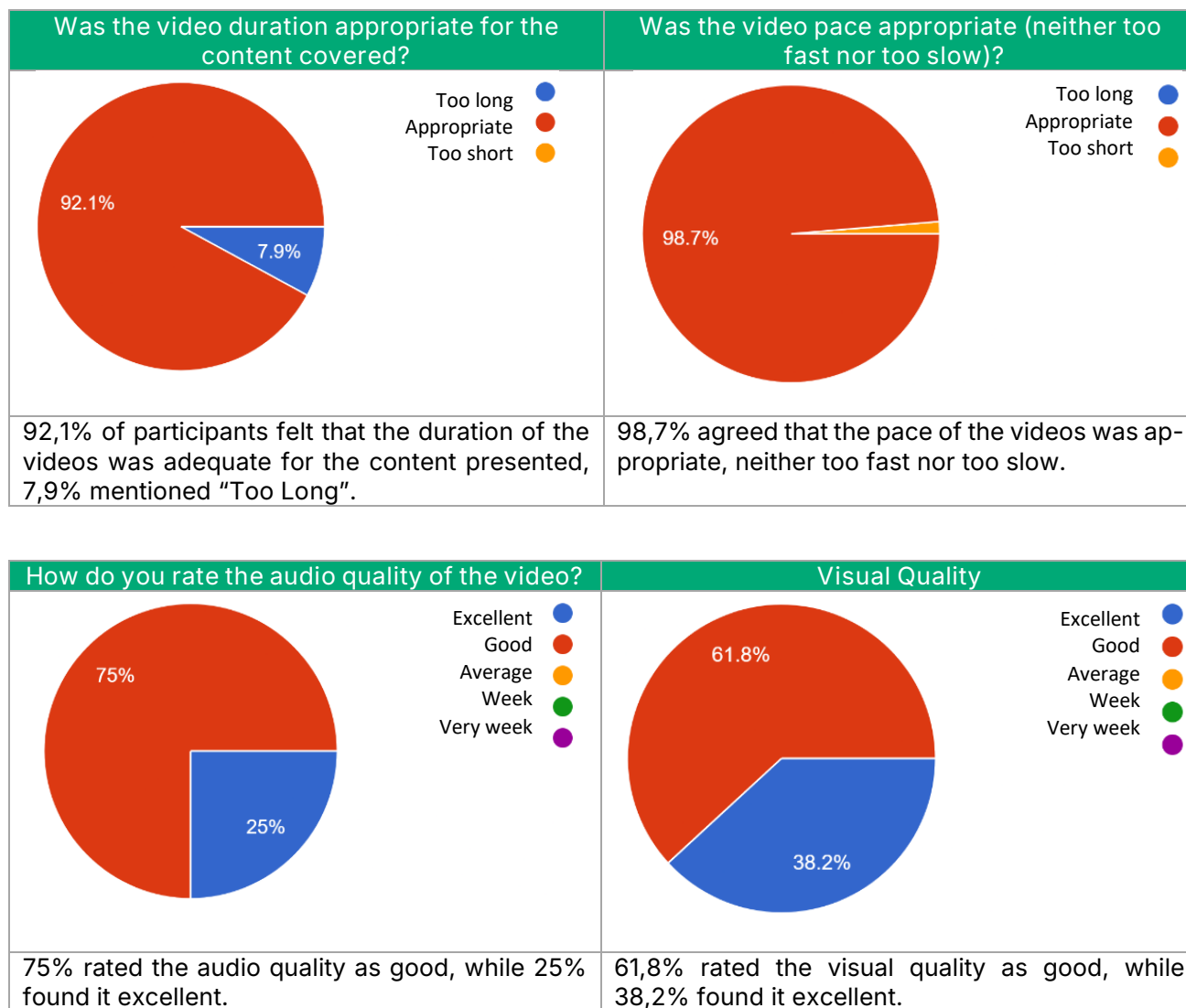


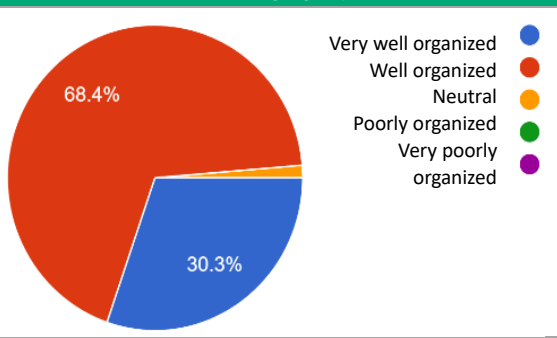
- They promote ecological balance without damaging the soil
- They increase the amount of fuel in the soil
- They help build new roads

97,4% of participants correctly answered "They promote ecological balance without damaging the soil"

5.2.2 Evaluation of the micro-credential format

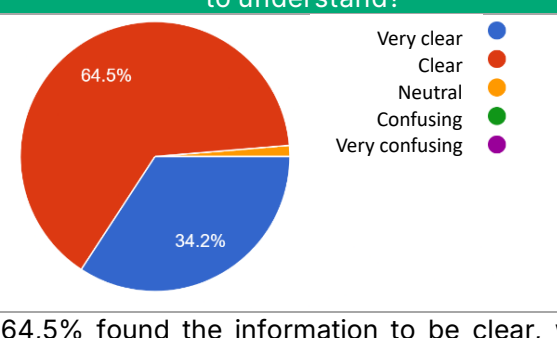
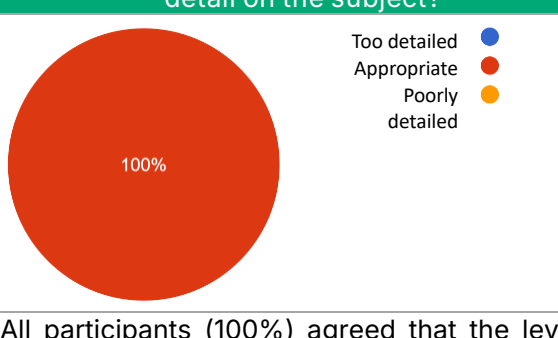
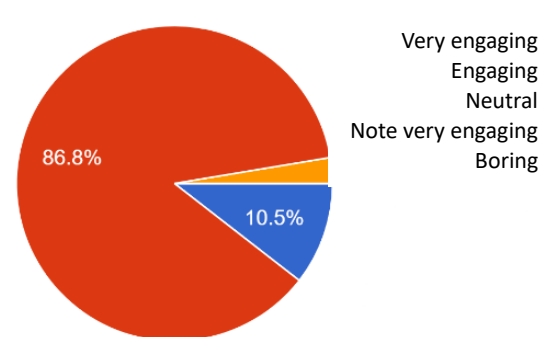
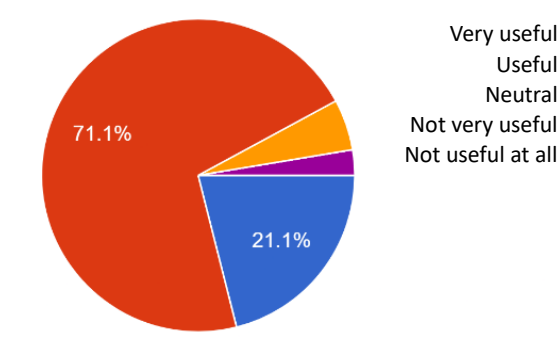
In this section we evaluate the structure, visual and audio quality, duration, and pace of the Microcredential in the training video format presented.



Was the video well-organized and easy to follow?	Do you have any suggestions to improve the video format?
 68,4% of participants felt the videos were well or- ganized, while 30,3% rated them as very well or- ganized.	1. Translate the audio into Portuguese.

5.2.3 Evaluation of micro-credential content

This section evaluated the relevance, clarity, level of detail, and practical applicability of the Microcredential content presented in the training video format.

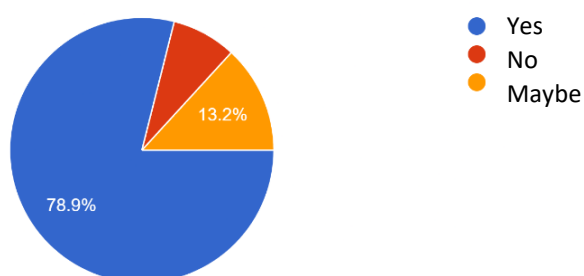
Was the information presented clear and easy to understand?	Did the video provide an adequate level of detail on the subject?
 64,5% found the information to be clear, while 34,2% rated it as very clear.	 All participants (100%) agreed that the level of detail provided was appropriate for the topic.
Did the content keep you engaged throughout the video?	Was the content useful for practical application in your work?
 86,8% found the content engaging, while 10,5% found it very engaging.	 71,1% of participants rated the content as useful for practical application in their work, while 21,1% found it very useful.

Do you have any suggestions to improve the video content?

1. How to acquire or carry out the activities and equipment.

5.2.4 Conclusion

Would you recommend this training to colleagues or other professionals in your area?



78,9% of the participants would recommend the training to colleagues and other professionals of the area, 13,2% maybe.

6 Conclusions

This section summarises the main findings from the pilot testing carried out in Fundão between 10 and 13 October 2024.

The pilot assessed the strengths and weaknesses of the procedures, training content and deployment strategy.

The table below presents these findings and the areas identified for improvement, which will inform future refinements and wider implementation.

Objectives T4.3	Strengths	Weaknesses
Procedures:	- Stakeholder Engagement: The pilot was well-organized, with strategic decisions made regarding the timing and location (Fundão Agricultural Innovation Fair) to engage relevant stakeholders, including agricultural and forestry professionals. - Data Collection: Feedback was gathered efficiently through surveys, with clear procedures for collecting participant responses and ensuring data protection. - Effective Use of Feedback: The results showed that participants provided useful feedback,	- Limited Language Accessibility: The need for translation into Portuguese highlights a gap in the original planning, which may have excluded or limited the participation from non-English speakers. - Video Duration: Some participants mentioned the length of the video content, indicating that a shorter session might be more effective (less than the 2:30 minutes)

Objectives T4.3	Strengths	Weaknesses
	particularly regarding content improvements.	
Contents:	• Relevance of Topics: The contents were highly relevant, addressing key issues in climate adaptation. • Clarity and Understanding: Clear, easy to follow, and applicable to real contexts.	• Reduce the duration of the videos for better engagement.
Deployment strategy:	• Strategic Use of Events: The use of the Agro Trade Fair as the setting for the pilot allowed for high visibility and access to a broad range of stakeholders. • Video-Based Delivery: The use of video formats was an efficient approach for delivering content, allowing for scalability and flexibility in future deployments. • The approach validates future deployment in diverse scenarios. • knowledge retention: the use of video proved to be an efficient way to provide knowledge as the answers showed high level of positive answers in terms of the knowledge provided in the training	• Interactivity: Introduce more methods in the training. • Provide additional information in future trainings like how to acquire equipment and implement the strategies at a practical level.

1. Effectiveness of the Video-Based Training Format

The pilot confirmed that short video-based modules are effective for communicating climate adaptation strategies. Participants showed good knowledge retention and engagement. The approach proved suitable for short, targeted sessions.

2. Engagement and Practical Application

Participants found the content relevant to their work and applicable in real situations. Including community leaders and policymakers increased the potential for applying these strategies locally. Feedback from the “Shepherds as a Tool for Preventing Forest Fires” module suggested adding practical details on how to obtain equipment and implement the methods.

3. Participant Feedback and Areas for Improvement

The feedback collected from participants highlighted several areas for improvement:

- Translate the audio into Portuguese. Adapting the language to the target audience is especially important when aiming to reach people with lower levels of education.

- Slightly reduce the duration of the videos to improve engagement.
- Provide more information on how to acquire the necessary equipment and implement the strategies in practice.

4. Applicability Across Different Regions

The pilot successfully validated the training content's relevance in Fundão and demonstrated its potential for scaling to other regions with similar climate challenges.

Thanks to its modular design, the programme can be adapted to different needs beyond agriculture and forestry, providing a strong foundation for refining and expanding the model across Europe to meet diverse stakeholder requirements.

Annex

Attendance form template

consulting and steering network C4G		FARCLIMATE		Funded by the European Union		Project funded by
N.º	Nome do Participante	Data de Participação	Hora de Chegada	Hora de Saída	Assinatura	
1		10/10/2024	11:30	12:20	Rodrigo Fombrun	
2		10/10/2024	11:30	12:20	Rodrigo Rosa	
3		10/10/2024	11:30	12:20		
4		10/10/2024	11:30	12:20	Rodrigo Fernandes	
5		10/10/2024	11:30	12:20	Sinao Pita	
6		10/10/2024	12:00	12:10		
7		10/10/2024	12:00	12:10	A.T. Su	
8		10/10/2024	12:00	12:10	Ja. Ribeiro	
9		10/10/2024	12:16	12:25		
10		10/10/2024	12:16	12:25		
11		10/10/2024	12:16	12:25	Dy. CS	
12		10/10/2024	12:16	12:25	Dy. CS	
13		10/10/2024	12:16	12:25		
14		10/10/2024	12:30	12:43		
15		10/10/2024	14:30	14:37		
16		10/10/2024	14:30	14:37		
17		10/10/2024	14:45	14:50		
18		10/10/2024	15:20	15:30		
19		10/10/2024	15:30	15:43		
20		10/10/2024	15:30	15:43	Suprona Gil	
21		10/10/2024	15:43	15:56		
22		10/10/2024	15:56	16:10		
23		10/10/2024	16:15	16:25		
24		10/10/2024	16:25	16:35		
25		10/10/2024	16:35	16:45	Mecenas	
26		10/10/2024	16:45	16:50		
27		10/10/2024	16:50	17:00	Cery	
28		10/10/2024	17:00	17:10		
29		10/10/2024	17:10	17:20		
30		10/10/2024	17:20	17:30		
31		10/10/2024	17:30	17:40		
32		10/10/2024	17:30	17:40	Mancos	
33		10/10/2024	17:40	17:50		
34		10/10/2024	18:00	18:06		
35		10/10/2024	18:00	18:06		
36		10/10/2024	18:10	18:22		

Figure 8 - Example of attendance list