

WP3 Agri-social Training

Self-assessment tools of training needs

WP3a

METHODOLOGY

Draft V2

13 10 2010

SELF-ASSESSMENT METHODOLOGY

1. The overall process

11. What is proposed in DIANA project technical annex ?

General objectives of the task

- First of all, the Partnership will realize a deep and wide assessment of the training needs of tutors, workers, experts involved in social farming, (applying a bottom – up approach) in order to develop a training path really useful for the target group.
- After that, the Partnership designs programme, guidelines and materials that are tested during the pilot experiences and, then, disseminated to a large number of stakeholders. The new approach is addressed to both agricultural and social practitioners who have experience in the issues of the project or who are willing to be involved in them in the future.

3a – self assessment tools - delivery date : 31 03 10

Types of outcomes : tools and guidelines

In order to better highlight the needs of the practitioners who work in agriculture with mental and psychological disabled, the partnership designs specific tools that are used by social farms in order to provide the results of the self assessment deliverables.

The use of tools are explained in the related guidelines. Tools and guidelines are delivered in English and all partnership's languages on the website of the project. Partners will print the copies needed.

3b – self assessment - delivery date : 1 09 10

Type of outcomes : video reporting on the self assessment results

Through focus groups and other tools for the self assessment, practitioners of social farms analyse: critical points of farming with disabled, learning needs of experts, possible improvement. Documents are summarized, translate and given to a Special Guest (an external professional coming from another social farm partner) who visits the social farm and helps it to make a video reporting in order to let the self assessment results visible to all partners.

As we all agree, the whole WP3 is the central and key activity of the project. So to answer the many fears expressed in Conca when my initial remarks and propositions were presented, we will propose a methodological guideline as simple as possible and focused on the expected results of the steps 3a and 3b.

The main self-assessment tools will be:

- the questionnaire proposed to all categories of personnel on the farm,
- the collective discussions engaged in the team(s) to share reflections on the answers.

The outcome is presented as a precise report, summarising answers and exchanges on training needs at farm level

12. The rationale of the questionnaire

This proposition of the questionnaire tries to take into account:

- the feedback of the tests carried out in France during spring 2010,
- the feedback of DIANA partners who could find time to help us, till and after summer 2010,
- the diverse contexts among countries and in the countries , part of DIANA project.

It has been elaborated by backing upon several hypotheses:

- In a farm, individual or associative, almost all categories of personnel are in contact with users: so this questionnaire aiming at identifying training needs, and answers existing or to be elaborated, concerns those categories;
- A social or a therapeutic farm is a system based on a delicate balance between its production activity and its care or social inclusion activity. By the way, staff training needs are multiple: production technicians need to interact with users, when those ones are at work, and social – education workers need to understand production tasks for accompanying their users. This explains why in the questionnaire, the spectrum of questions and issues raised is so broad.

People will answer the questions they feel concerned with and able to answer and they should not try to answer all questions.

13. The different steps of the self-assessment process.
Of course, each farm will adapt what is proposed...

Steps		Who manages	Who supports	When ?
1	Translation of the questionnaire	Researcher		Week 1
2	Distribution questionnaire.	Farm		Week 1
3	Filling in questionnaires.	Farm		Week 1-2
4	Collecting questionnaires.	Farm		Week 2
5	Doing the synthesis of all questionnaires.	Farm	Researcher	Week 3-4
6	Writing a summary of the answers on needs and distributing it to staff	Farm	Researcher	Week 5
7	Organising collective discussion with staff	Farm	Researcher	Week 6
8	Taking notes during the discussion	Farm		Week 6
9	Reporting afterwards	Farm	Researcher	Week 7
10	Translating the farm report into English and disseminating it among us	Researcher		Week 8

This proposition results from the test we did in Bellechambre and Solid' action (from April to June 2010)

In France, staff had received the questionnaire individually or during team meetings. And filled in the questionnaire individually at work or home.

- It seems useful to do a careful introduction to explain the “why, how and what” of those consultations.
- Then either participants are invited to fill in the questionnaire individually at home, or during the first hour of the team meeting.
- An important work of synthesis needs to be done by farm leaders and researchers.
- When the synthesis is ready, it is distributed and team meeting can happen:
 - . It should last a half day, with groups of 10 to 12 people max.
 - . people share their answers and reflections during the collective discussion (min. 2 more hours).
 - . All what is said is taped (audio) with transcription notes as precise as possible.
 - . In each farm, at the end of this self-assessment exercise, a report is written by farm leaders, in local language. Then it is translated in English.

If we succeed to agree on the methodology before end of October, it means that the self-assessment, will be implemented in November and December 2010. By the way we shall be in condition to discuss all that in Krakow in January 2011.

14. The workload of this crucial stage is underestimated and unbalanced.

We should solve this in a way or another. What seems to be clear enough is that farms have not the necessary resources to carry out alone the whole self-assessment.

Question: Should we need and think of a partial re-allocation of work load and resources from farms to researchers?

For the whole WP, the resources are:

Germany Farm	43
France Farm	48
Italy Farm	48
Netherlands Farm	48
Poland Farm	48
Portugal Farm	39
Germany Petrarca	7
France QAP	29
Italy PA	2
Unibo	25
Netherlands Agro	7
Poland SGGW	7

This should have been talked in Grenoble and still needs to be talked.

15. Other effects of inadequacy between budget and tasks

- A careful look at the budget shows that there is *no dedicated allocation for any audiovisual activity* (filming, editing, translating, subtitling etc).
- The role of the “*special guest*” has still to be clarified.

It is now sure that this foreign person should NOT participate in the meetings:

- The intrusion may inhibit discussion and problems analysis,
- The language barrier is a very serious problem.

2. The questionnaires processing

Once again, the processing of the answers should be kept as simple as possible.

What is important is qualitative input for the following steps.

We don't need quantitative data from the farm.

What we need is to understand how:

- Professionals express their skills and training needs,
- training offer has been used,

issue by issue, or question by question, not globally (should be too vague).

In France, the questionnaires processing and staff meetings gave a lot of qualitative inputs , interesting for the farm vocational training plan and for our project.

Some ideas emerging from French answers

For now, we can conclude from the team meetings and answers of the French tests that:

- from one farm to the other, some key issues are concerned by difficulties (ex: understanding of pathologies and behaviours, violence etc...);
- there are many existing training programmes treating those difficulties, with high level of satisfaction for those who participated in them;
- but there seems to be a gap between training (often individual) and coming back to practice;
- answers to questionnaires are rather polarised between educational - social workers and technical workers (agricultural): educators will not answer on production questions and vice-versa, technicians will not answer on health or socially oriented questions.

So training exists, people like it, but it tends to reinforce specialisation and is not really mutualised or shared when training users come back in the farm.

So for French professionals, the main training issues is not the absence of relevant offer, but:

- . the absence of bridge between vocational educational/social and technical (agricultural) existing training programmes;
- . difficulties for getting information on those programmes and ways to access them;
- . the lack of mutualisation of the training benefits between those who practised it and the rest of the staff and the development of *in situ* programmes to avoid this problem;
- . the too weak exchange of experiences between farms of the same network or same area.

We propose to follow the same simple guideline

- To have an overview of major concerns and priorities of staff on farms, for each question, brief information is given on:
 - . how many questionnaires have been filed in;
 - . for each item: answers, no answers, un-understood or un-concerned...

- *Output 1: internal synthesis in local language*

Once the questionnaires are collected, answers are gathered in an empty questionnaire, question by question, to have a global vision of what has been said. To avoid redundancies in case of several similar answers, we put the number of similar answers.

- *Output 2: internal summary in local language (to be distributed before the staff meeting)*

Then we can do an analysis which is summarised for stimulating discussion for the team meeting of:

- . important difficulties,
- . minor ones,
- . training offers which have been used
- . training needs without answers,
- . contradictions between answers on the same questions, or different questions

- . contradictions or tensions between mentioned difficulties and training offers which have been used.
- *Output 3: Self-assessment report of the farm in local and English languages*
It presents:
 - . The main transversal issues of the farm presented in the summary,
 - . the synthesis of the discussion on those issues.
 - . Question by question:
 - .. main answers presented in the summary
 - .. synthesis of the discussion
 - . Conclusion on training needs:
 - .. main training needs at farm level
 - .. confrontation between training needs / existing training paths / training paths to be built

As examples, till early December, you will get the French farms reports in English.

WP3 Agri-social Training

Farm report on self-assessment of professionals training needs

WP3b

Draft guideline

25 11 2010

Gerald Assouline
QAP

1. What are the objectives of this report

- to share with partners the main issues, conclusions and lessons learnt on training needs , resulting from the participatory process carried out on the farm;
- to produce information and analysis that will be used for preparing the presentation by farm people of the conclusions and results of the self-assessment, at Krakow meeting;
- to contribute qualitatively to the next step, the elaboration of training paths, by making clear and understandable the local context, the farm characteristics, the profile of professionals and the vision of farm actors on their training needs.

2. What should be in the report?

- Indications on the way the self-assessment has been carried out on the farm
- Key data presenting the farm
- Key data presenting professionals of the farm
- Key data presenting user population of the farm
- The qualitative analysis of training needs for each major topic of the questionnaire:
 - . Relation with users
 - . Farm activity
 - . Application of regulations
 - . Relation to users environment
 - . Other topic not covered
- For each of those topics, we should understand:
 - . the main domains of competencies (skills, knowledge, experience – individual and collective) of the staff;
 - . the main difficulties expressed by professionals;
 - . the main training experiences already tested by staff on farm and outside the farm (did it work?);
 - . the training needs to be fulfilled.
- A short conclusion expressing your point of view on the lessons learnt from this self-assessment

3. Structure of the report

31. Introduction

→ ½ page

Details on when and how has been carried out the self-assessment on the farm

32. ID card of the farm – Name of the farm and location

→ ½ page

General aspects and history of the project	
Specificity	Short description
Agricultural component	Productions
Social/care component	Kind of activities
Start and evolution	History of the project
Activities today	
Project staff and labour	Key data
Beneficiaries	Key data: number, average age, gender proportion, kind of disabilities, status in the farm (contracted or not)...
Funding	
Economic situation	
Networking, institutional environment	

33. Data concerning professionals and users of the farm

→ 1,5 page

- **Total number of professionals working on the farm:**
- **Age of this population in %**
 - 16-24
 - 25-34
 - 35-44
 - 45-54
 - 55-64
 - over 64
- **Gender in %**
 - Female
 - Male

- **Proportion (in %) of respondents to the questionnaire on the total staff**
- **Distribution in % of respondents according to their position**
 - Farmer
 - Farmer's wife (recognized or not as farmer)
 - Stagier/intern
 - Social worker

- Agricultural worker
- Administrative worker
- Director
- Coordinator
- Other (please specify)
- **Distribution in % of respondents according to their experience**
- 0-3 years
- 4-5 years
- 6-10 years
- More than 10 years
- **Distribution in % of respondents according to their education background**
- primary education
- secondary education
- Degree?
- **Distribution in % of respondents according to their domain of specialisation**
- Social area (such as....)
- Agricultural area (such as)
- Other (please specify)
- **Distribution in % of respondents according to the user disability they work with**
- Mental disabilities
- Psychic – psychiatric disorders

- **Distribution in % of user population age**
- Teen agers (13-19)
- Young adults (20-30)
- Adults (30- 60)
- Elderly (over 60)
- **Distribution in % of user disabilities**
- Development pervasive disorder
- Intellectual disability (mental retardation)
- Autistic spectrum
- ADHD (attention disorder and hyperactivity disorder)
- Syndroms (Down, Williams, Alzheimer, etc)
-
- Schizophrenia
- Other psychotic disorders
- Mood disorders (Major depression disorder, bipolar disorder)
- Obsessive-compulsive disorder
- Personality disorder
-
- **Distribution in % of user population according to the degree of disability**
- mild
- mild-moderate
- moderate
- severe

34. Analysis of training needs

→ 10 pages

The qualitative analysis of training needs for each major topic of the questionnaire

- . Relation with users
- . Farm activity
- . Application of regulations
- . Relation to users environment
- . Other topic not covered

35. Conclusion

→ 1 page

WP3 Agri-social Training

Self-assessment tools of training needs

WP3a

QUESTIONNAIRE **For the self-assessment of training needs**

Draft V2

13 10 2010

Just answer the questions you feel concerned with.

Dear Respondent,

Thank you for your contribution to the DIANA Project, and for the information and suggestions you will give us by filling the present self assessment questionnaire.

In filling the questionnaire, please remember:

- you are not compelled to answer all the questions: if you don't think you are concerned by the subject, feel free to skip the question,
- the questionnaire is totally anonymous and there is no intention to underline weaknesses or strengths of your job, and/or performance: the aim of the self assessment is to collect learning needs to develop learning offers for you and your colleagues across Europe, and to promote reflection on learning among social farming professionals,
- for any other suggestion you may have, related to your learning needs and other issues, feel free to fill in the section 'other topics', which is open and where you can explain any doubt and comment related to your professional profile and your competences.

Thank you for your cooperation.

DIANA team

RESPONDENT PROFILE

[AGE] How old are you?

- 16-24
- 25-34
- 35-44
- 45-54
- 55-64
- over 64

[GENDER] Are you...?

- Male
- Female

[POSITION] What is your position in the farm?

- Farmer
- Farmer's wife (recognized or not as farmer)
- Stagier/intern
- Social worker
- Agricultural worker
- Administrative worker
- Director
- Coordinator
- Other (please specify)

[EXPERIENCE] How many years of experience do you have in the position?

- 0-3 years
- 4-5 years
- 6-10 years
- More than 10 years

[EDUCATION BACKGROUND] What is the level of education attained?

- primary education
- secondary education
- Degree?

Would you please specify the domain of specialisation:

- Social area (such as....)
- Agricultural area (such as)
- Other (please specify)

Please specify with which users/residents you work:

User disability

- Mental disabilities
- Psychic – psychiatric disorders

User age (as many choices as you want)

- Teen agers (13-19)
- Young adults (20-30)
- Adults (30- 60)
- Elderly (over 60)

Degree of disability (as many choices as you want)

- mild
- mild-moderate
- moderate
- severe

Types of disabilities (as many choices as you want)

- Development pervasive disorder
- Intellectual disability (mental retardation)
- Autistic spectrum
- ADHD (attention disorder and hyperactivity disorder)
- Syndroms (Down, Williams, Alzheimer, etc)
-
- Schizophrenia
- Other psychotic disorders
- Mood disorders (Major depression disorder, bipolar disorder)
- Obsessive-compulsive disorder
- Personality disorder
-

Questionnaire

1. *The relation with users*

11a. Do you think you have sufficient knowledge and skills in the **comprehension of behaviours, pathologies, and multiple problems** (ex: addiction)?

- No
- Yes

Give details if useful:

11b. Training needs

- Is there any training offer?

- No
- Yes

- If yes : Which institutions provide training? which contents? How to access?

Give details :

- If yes: Did you have participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which channels to access to those programmes?

Give details :

12a. Do you think you have sufficient knowledge and skills in the **comprehension and implementation of answers to medical needs** (administration of medicines, visits to doctors and hospitals, alert signals to call doctor or hospital)?

- No
- Yes

Give details :

12b. Training needs

- Is there any training offer?

- No
- Yes

- If yes : Which institutions provide training? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which channels to access to those programmes?

Give details :

13a. Do you think you have sufficient knowledge and skills in establishing **individual development plans for users,**

- No
- Yes

Give details :

13b. Training needs

- Is there any training offer?

- No
- Yes

- If yes : Which institutions provide training? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which channels to access to those programmes?

Give details :

14a. Do you think you have sufficient knowledge and skills **for the protection of staff and users** in front of cases of violence and in the treatment of the violent person?

- No
- Yes

Give details :

14b. Training needs

- Is there any training offer?
 - Yes
 - No
- If yes : Which organisms ? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which modalities to access to those programmes?

Give details :

15a. In the case that there are several persons working on the farm, do you think **the team is prepared to face violent situations?**

- No
- Yes

Give details :

15b. Training needs

- Is there any training offer?

- Yes
- No

- If yes : Which organisms ? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which modalities to access to those programmes?

Give details :

16a. Do you think you succeed to respect **users rights**?

- No
- Yes

Give details :

16b. Training needs

- Is there any training offer?

- Yes
- No

- If yes : Which organisms ? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which modalities to access to those programmes?
Give details :

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2. *The farm activity*

21a. Do you have difficulties in the **adaptation of infrastructure** (buildings, materials) to users?

- No
- Yes

Give details :

21b. Training needs

- Is there any training offer?

- No
- Yes

- If yes : Which institutions provide training? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which channels to access to those programmes?

Give details :

22a Do you think you have sufficient knowledge and skills in **agriculture and food techniques** ?

Plant cultivation

- no
- yes

Animal husbandry

- No
- yes

Organic methods of production

- no
- yes

Production planning

- no
- yes

Processing techniques

- No

¹ Organisation : distribution of tasks, work intensity, planning

- yes

Give details :

22b. Do you think you have sufficient knowledge and skills in **service production** ?

- No
- Yes

22c. Training needs

- Is there any training offer?

- No
- Yes

- If yes : Which institutions provide training? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which channels to access to those programmes?

Give details :

23a Do you have difficulties in **having and involving heterogeneous groups** of users in work ?

- no
- yes

Give details :

23b. Training needs

- Is there any training offer?

- No
- Yes

- If yes : Which institutions provide training? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which channels to access to those programmes?

Give details :

3. *The application of regulations*

31a. Does the farm succeed to **respect sanitary legal standards for food products?**

- No
- Yes

Give details:

31b. Training needs

- Is there any training offer?

- No
- Yes

- If yes : Which institutions provide training? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which channels to access to those programmes?

Give details :

32 a. Does the farm succeed to **respect labour legislation** (legal standards, contractual rights and obligations...), when it applies to users?

- No
- Yes

Give details :

32b. Training needs

- Is there any training offer?

- No

- Yes

- If yes : Which institutions provide training? which contents? How to access?

Give details :

- If yes: Did you have recourse (resort) to those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which channels to access to those programmes?

Give details :

33a. Do you have difficulties in the **application of safety and hygiene standards?**

- No
- Yes

Give details :

33b. Training needs

- Is there any training offer?

- No
- Yes

- If yes : Which institutions provide training? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which channels to access to those programmes?

Give details :

34a. Does the farm succeed to respect **production standards** (ex: organic, quality labels, market requirements...)?

- No
- Yes

Give details :

34b. Training needs

- Is there any training offer?

- Yes
- No

- If yes : Which institutions organises it ? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which modalities to access to those programmes?

Give details :

4. The relation to users' environment

41a. Do you have **frequent relation with users' families**

- No
- Yes

Is this relation easy?

- No
- Yes

Give details :

41b. Training needs

- Is there any training offer?

- Yes
- No

- If yes : Which organisms ? which contents? How to access?

Give details :

- If yes: Did you have recourse (resort) to those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which modalities to access to those programmes?

Give details :

42a. If you are an individual farmer, does your family accept easily **the presence of users** ?

- No
- Yes

Which kind of difficulties may appear?

Give details :

42b. Training needs

- Is there any training offer?

- Yes
- No

- If yes : Which organisms ? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which modalities to access to those programmes?

Give details :

43a. Is the **relation with social workers** (educators, social and judiciary services...)

from outside the farm:

- Frequent?
- easy?
- difficult?

Is it necessary to improve it? How?

Give details :

43b. Is **the relation with health professionals** (individual doctors, hospitals...)

- frequent?
- easy?
- difficult?

Is it necessary to improve it? How?

Give details :

43c. Is the relation with the **farm neighbourhood** (inhabitants, local politicians...)

- frequent?
- easy?
- difficult?

Is it necessary to improve it? How?

Give details :

43d. Training needs

- Is there any training offer?

- Yes

•

•

- No

- If yes : Which organisms ? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

If no: which contents should be proposed? And which modalities to access to those programmes?

Give details :

5. Funding and continuity of the farm

61a. Do you need to look for funding for the hosting activity ?

- No
- Yes

If yes: which kinds of funding? which sources ? which difficulties ?

Give details :

If no: how does it work?

Give details :

61b. Training needs

- Is there any training offer?

- Yes
- No

- If yes : Which organisms ? which contents? How to access?

Give details :

- If yes: Did you participate in those training programmes? Which balance can you do?

Give details and measure your degree of satisfaction (from 1 to 5 : 1 not satisfied to 5 very satisfied)?

- If no: which contents should be proposed? And which modalities to access to those programmes?

Give details :

6. Other topics not covered by the questionnaire

Give details

Training needs not covered by the questionnaire

Give details :