



## Community Vocational Training Action Programme Name of the project: VIT and E-learning

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### Report Work Package 2 – Part 3 Needs Assessment (national surveys)

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#### Partners:

1. Jarabee, Jeugdzorg in Twente, The Netherland (P1)
2. SPIN, Czech Republic (P2)
3. Magyar Videotraining Egyesület, Budapest (P3)
4. Buna Ziua Copii din Romania, Romania (P4)
5. SCOP, Society for Children and Parents, Timisoara (P5)
6. West University Timisoara, Faculty of Sociology and Psychology, Social Work Department (P6)
7. University Faculty of education and Social Work, Dep.Educ. Dundee, Scotland, (P7)

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☞ **Important Common Themes for Czech Republic, Hungary and UK**  
**See individual reports for further details, as not all collected data were comparable. All reports are included.**

## Overall Result

**Strong mandate – over 75% in favour with no reservations for**

- **creating an expanded web environment**
- **demonstration videos of lectures/seminars on the website**

## Individual Questions

### 1. Expanded web page environment

VERY Strong positive response from ALL countries!

### 2. Video Conferencing

Wide spread of responses from all countries. Some supervisors and practitioners are not at all enthusiastic, while others are very enthusiastic.

Trainees more positive than supervisors.

UK: Partial Mandate – over 50% in favour (4 or 5) with strong reservations by 40% of supervisors

CR:

HU: quite strong mandate: 40% of the questioned persons are fully (10) opened to this new opportunity, further 16% of the video trainers are quite opened (8) and only 21% of the outside professionals are moderately or less interested (1-5.) Note: scale: 1-10.

### 3. Placing videos on the website

Wide spread of responses from all countries. Some supervisors and practitioners are not at all enthusiastic, while others are very enthusiastic.

Trainees more positive than supervisors.

### 4. Placing of videos of lectures and demonstrations on website

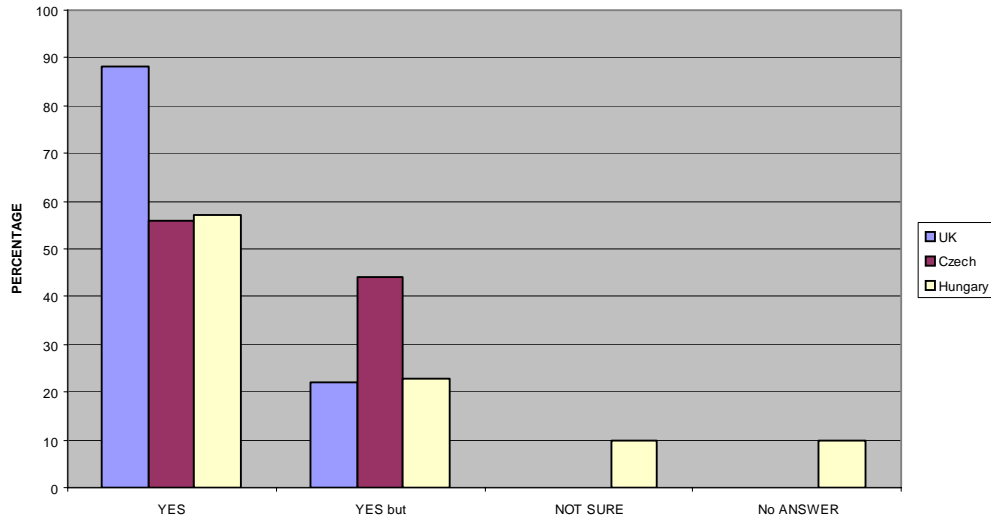
VERY strong positive response from all countries and from all respondents.

### 5. Film materials and questionnaires via e-learning environment. On-line assessment

UK and Czech Republic similar spread of responses with supervisors having no strong preference, while trainees are more enthusiastic.

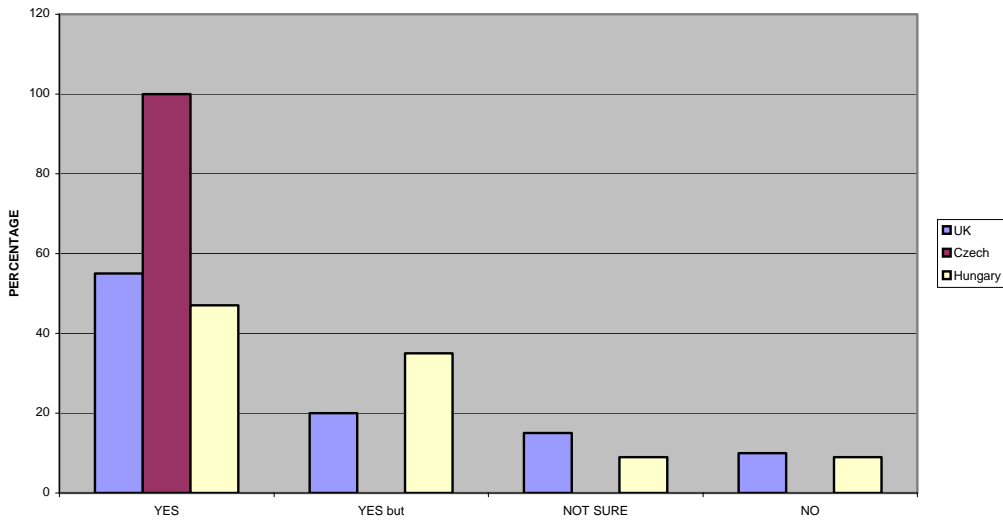
More enthusiasm from Hungary.

**6. Do you think that e-learning can ease the development VIT/VIG/VTI ?**



The themes for the “yes / buts” are very similar and are around technology decreasing strength of personal relationships. Points were made that this problem may be less clear for younger practitioners.

**7. Do you think that e-learning would strengthen co-operation with other professionals?**



Czech Republic much more optimistic that e-learning could promote international co-operation.

## Appendix - partners documents:

### ■ Jarabee, Jeugdzorg in Twente, The Netherland (P1 - NL)

## Report - Needs Assessment – Part 3

Hereby the overview from the answers on the questions for WP2 Needs Assessment.

I have send the questionnaire to 9 Dutch organisations:

AIT the Netherlands, Radboud University (Ortho Pedagogic) Nijmegen , VIB School Christine Brons Groningen, Basic Trust (Attachment) Nelleke Polderman Haarlem, Jarabee Hengelo, 's Heerenlo (Institute Handicapped Persons) Teuge/Apeldoorn, Home Help Services in Apeldoorn and in Deventer, Dunamis Youth Care Nijmegen.

Here the summarized answers. Good luck with the General Collecting, Kindly greetings, also on behalf of Gitta, Ab

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Are you interested in Supervision-on-Distance (SiD)?

*All were interested.*

1a: Do you want to be informed about SiD of this pilot project?

*Yes, all of them*

1b: Do you want to be active in brainstorming with us (in a small group) about SiD?

1c: And: Do you want to be active in participating with SiD?

*Four are willing, because (1) they already has wishes concerning videoconferencing to delete (inter-) national travelling time and/or because (2) they want develop quality, possibilities of VIT.*

*Three organisations probably will decide to use SiD, four other organisations hesitate, and two organisations answered they expect they will not use SiD*

2. Are you interested in an European VIT website?

*Eight are interested, because of (inter-) national developing method, collecting power, (inter-) national exchange of experiences and wishes, PR for the VIT Method, PR for own organisation.*

*In their opinion must /can be on this website: Data base for Professionals and Non-Professionals concerning VIT-workers and their organisation (Who is where and for What), PR-movies, New Developments, Where are Courses and Trainings, Participants/Clients (especially Parents) can tell about their experiences, (in different Working fields), Techniques (camera's, DVD, compilation),*

3. Are you interested in the results of this Leonardo project?

*Eight of them want to receive Project Reports.*

■ **SPIN, Czech Republic (P2 - CZ)**

**Report – SPIN Czech Republic**  
**WP2 - Needs Assessment Survey**



**Katerina Silhanova (Beaufortova)**

The questionnaire was sent out and answers collected during the period February – March 2007 to:

- a) VTI trainees (participants of the current VTI training (200 hours)
- b) VTI trainers (accredited practitioners)
- c) VTI supervisors

We have received returns

ad a) 12; ad b) 18; ad c) 10

**Total returns: 40**

There were two types of questions:

- a) scaling questions

These returns have been collated and graphs drawn for scaling questions (1=5) and additional comments were analysed.

- b) open questions with multiple choice for answers

These answers have been categorised and graphs including data tables were analysed.

**Question scaling:**

1 = very slight preference, almost none interest, none user

5 = strong preference, high interest, active user

The end of this paper gives a summary of these results.

### **Dear Friends and Colleagues**

SPIN Czech Republic is participating in an international project, whose aims are to implement VTI in Romania and also to create a whole new e-learning tools for VTI training. Here we are offering you the chance to take part in the implementation of the project.

Can you please read each section below and write down (using colours that highlight ) your preferences.

The following ICT tools could form part of the project.:

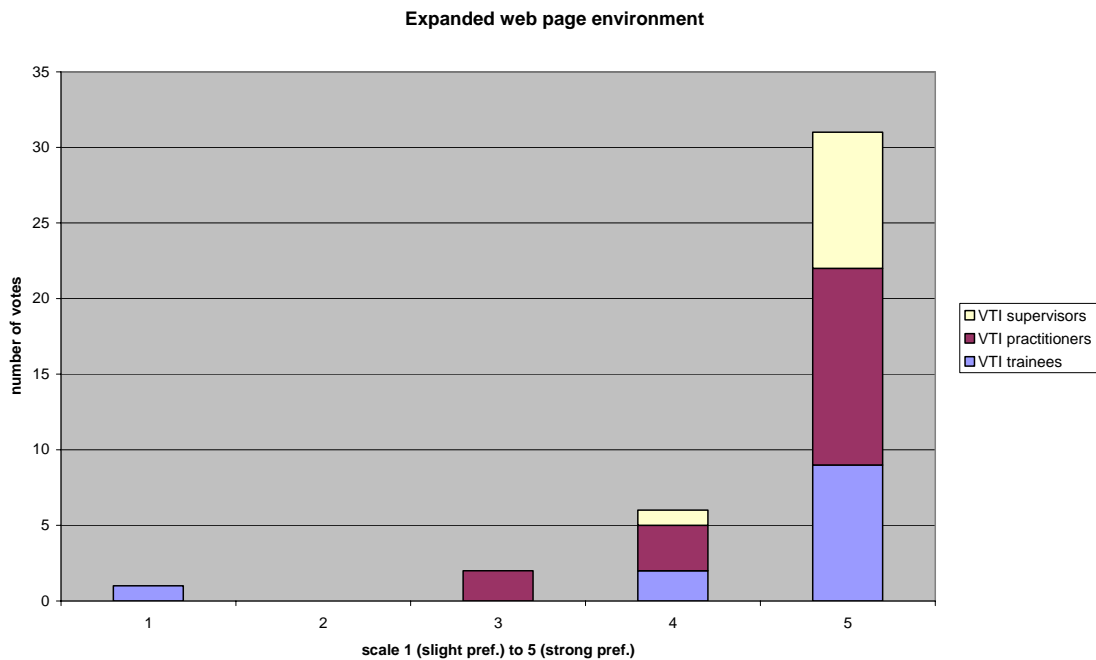
**Question 1:**

An expanded web pages environment, so-called „ document store „ (in which registered users could place educational material, articles, publications, format .ppt presentations etc. on VTI and related subjects, including diploma and university theses)

table 1:

Rate	VTI trainees	VTI practitioners	VTI supervisors
1	1	0	0
2	0	0	0
3	0	2	0
4	2	3	1
5	9	13	9
Total	12	18	10

graf 1:



**Comments:**

There is big support to an expanded web environment (92,5 % scale 4-5). This support is spread between all groups of respondents. This could be because of long history of SPIN CR websites, which are very effectively used.

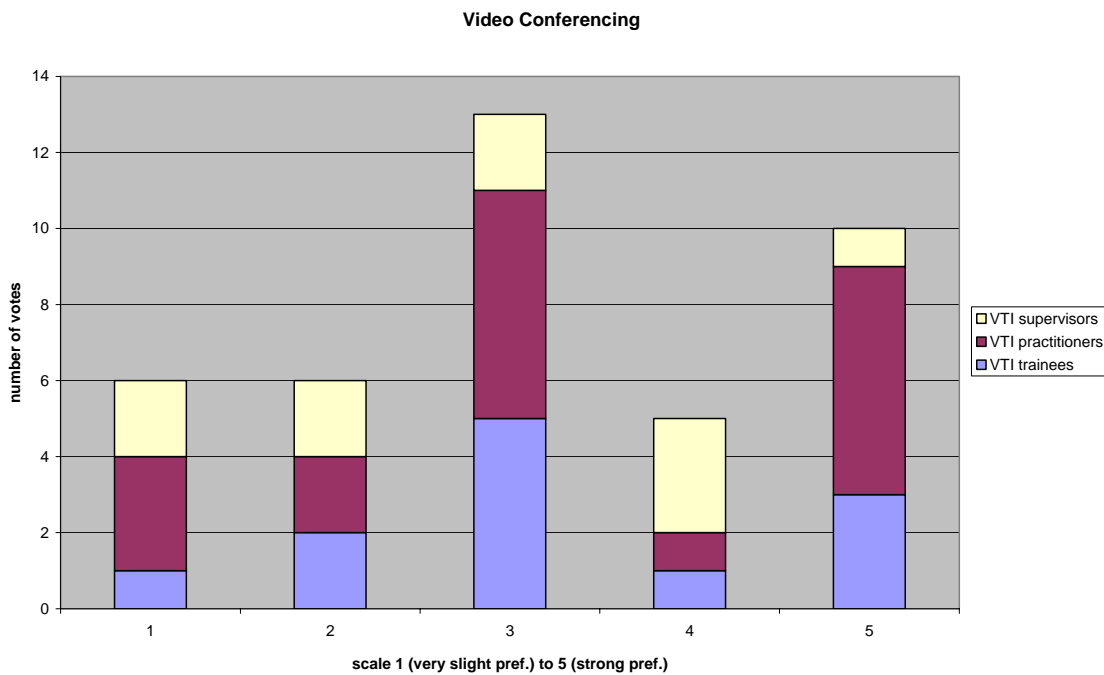
**Question 2:**

Video conferencing: a medium for on line shared discussions, conferences just with supervisors (participant and supervisor would need for this a good quality web camera - costing approx. 1700,- CZK )

table 2:

Rate	VTI trainees	VTI practitioners	VTI supervisors
1	1	3	2
2	2	2	2
3	5	6	2
4	1	1	3
5	3	6	1
Total	12	18	10

graf 2:



**Comments:**

The answers compared to the former question show a more greater spreading. It seems to be very possible, that this tool is not at all familiar to the respondents and also it seems to be clear, that it requires active participation and even very good technical skills and equipment. Many respondents also referred to the loss of personal contact and lack of physical presence.

In spite of this, 25% of respondents are fully (scale 5) opened to this new opportunity, further 45% of them are quite opened (scale 3-4). Only 30% of respondents are moderately or less interested (1-2.)

VTI practitioners (and trainees) are slightly more interested then VTI supervisors.

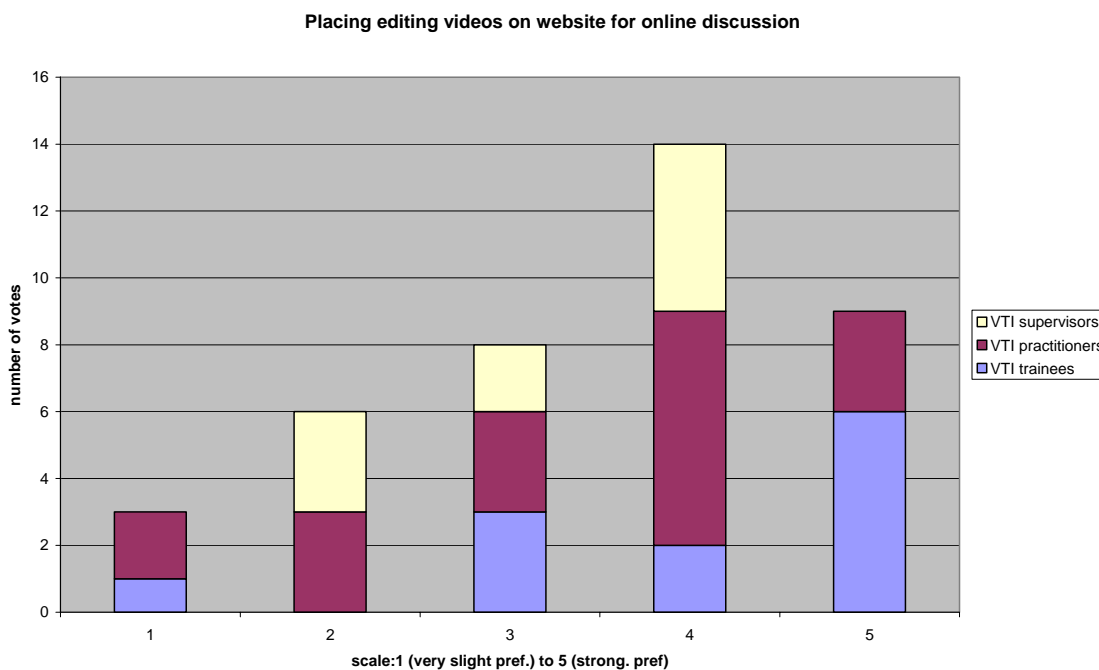
**Question 3:**

Placing videos (edited) on the web site, the video is then available to the supervisor, who could access it for on line discussion or help give the participant comments and feed back (it is also possible to access it for video conferencing)

**table 3:**

Rate	VTI trainees	VTI practitioners	VTI supervisors
1	1	2	0
2	0	3	3
3	3	3	2
4	2	7	5
5	6	3	0
Total	12	18	10

**graf 3:**



**Comments:**

On the comprehensive diagram can be well seen the hesitation to use website for placing edited video there for online discussion and learning. There is „only“ 22,5% of respondents very interested in it (no supervisor voted for 5!!) and 35% voted for 4. In additional answers there were worries about ethical issues and data protection.

The answers (2 - 3 = lower or neutral interest) could indicate that VTI practitioners and even trainees work mostly with their own films in their camera and have little ambition and interest in downloading, using and analysing other trainers films. The technical deficiencies may also appear in the group of answers 3 - 5.

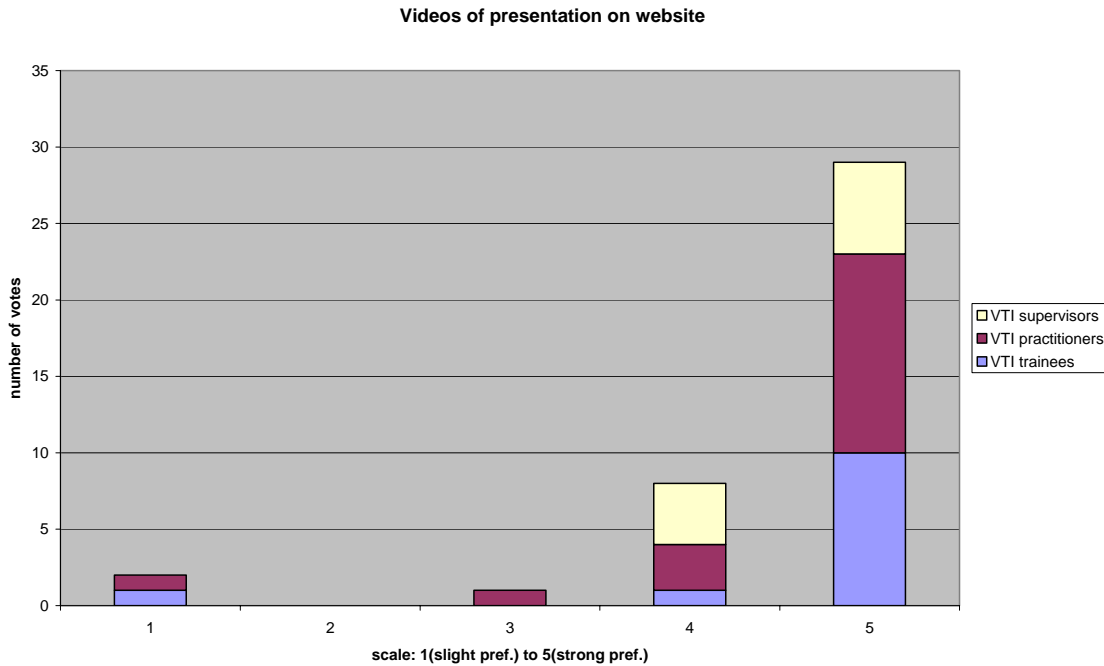
**Qestion 4:**

Placing videos of lectures/seminars on the web site, video demonstrations and other presentation materials used during the lectures.

**table 4:**

Rate	VTI trainees	VTI practitioners	VTI supervisors
1	1	1	0
2	0	0	0
3	0	1	0
4	1	3	4
5	10	13	6
Total	12	18	10

**graf 4:**



**Comments:**

On the graph can be well seen the predominance of the 5 (strong interest) or 4 (quite interested) answers, and this is spread between all categories of respondents. This also refers to more passive use of web, than previous question. The technical deficiencies may also appear in the group of answers 1-3.

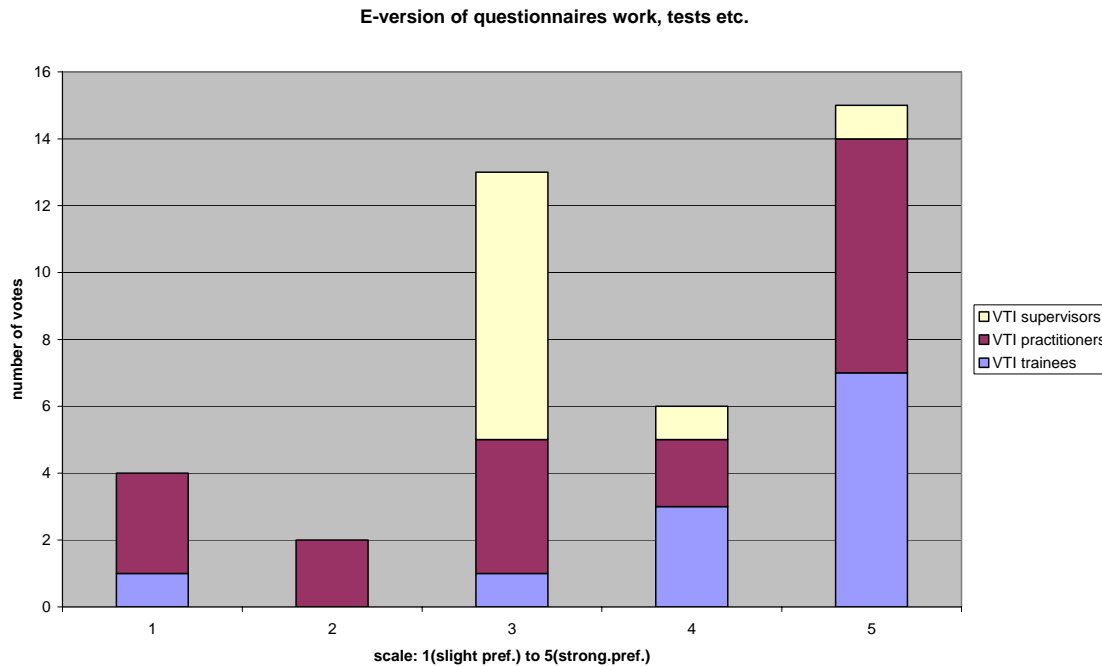
**Question 5:**

Participants work, questionnaires, tests and similar material in an e-version. The participant can actively work directly off the web and the trainer / supervisor can assess work at a time, which suits both. It can then be sent back to the web.

**table 5:**

Rate	VTI trainees	VTI practitioners	VTI supervisors
1	1	3	0
2	0	2	0
3	1	4	8
4	3	2	1
5	7	7	1
Total	12	18	10

**graf 5:**



**Comments:**

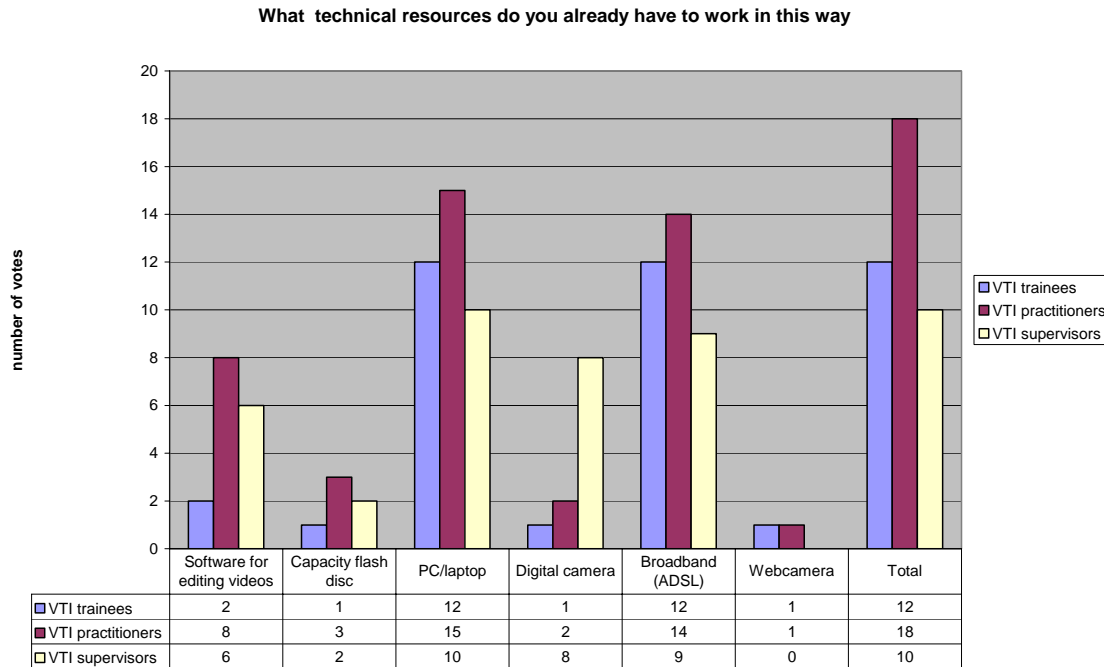
The high presence of 3 (= not very interested) answers probably shows, that many VTI practitioners and mainly supervisors (!) don't feel the use of questionnaires and practical tests necessary for themselves. But the majority (83% trainees and 50% VTI practitioners) consider this kind of testing, evaluating and learning useful (4 - 5 on the scale).

Further questions may also be: when and how does one evaluate the answers, and does one make use of these evaluations in the professional video training? What influence it will have on complex evaluating process and what chance will be given to personal contact with supervisor.

### Additional questions and comments:

These questions required multi-choices answers.

1. What resources do you already have to work in this way ? ( PC? ADSL internet line, webcam, digital camera...)



Other resources mentioned:

- support from the the organization and colleagues (2x),
- enthusiasm (2x)

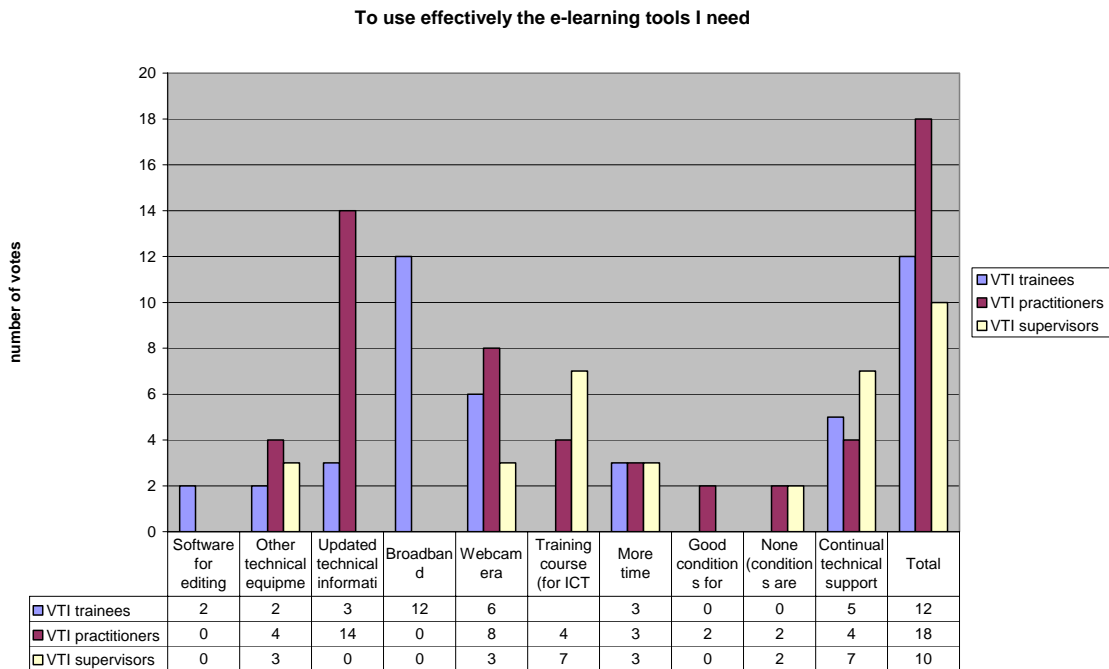
### Comments:

There is big development in technical resources in CR for VTI in few past years.

92,5% respondents have own PC or laptop, but only 27,5% have digital camera. Also software for editing videos is not very commoc (40%). There is very high rate of access to ADSL internet (87,5%), SPIN has now almost 100% contact with all participants and VTI trainers/supervisors via internet.

Very low number of those, who have webcams (2 people = 5%)

2. To use effectively the e-learning tools for my own development / own practise I need.....



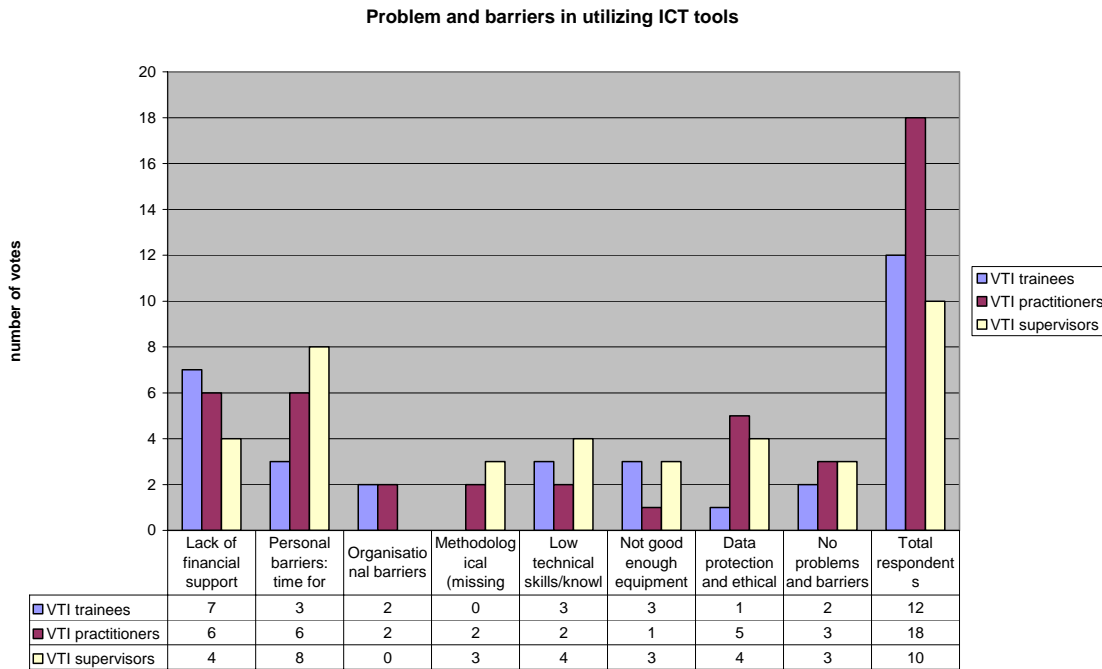
other:

- higher salary (1)
- good and supporting work place (1)
- more support and knowledge of employer (1)
- foreign language knowledge (1)

**Comments:**

The expressed needs should be here interpreted carefully. For instance 100% of trainees expressed the need for ADSL (broadband) internet. It doesn't mean, they don't have this access, they „only“ speak about necessity to have free access to use e-learning tools effectively and actively. There is also quite big need for webcams, but maybe not all respondents realised in what way this need is actual for them. Very positive is, that 70% of supervisors would like to attend course for ICT skills and all groups express the need for continual technical support (important for smooth use of these tools).

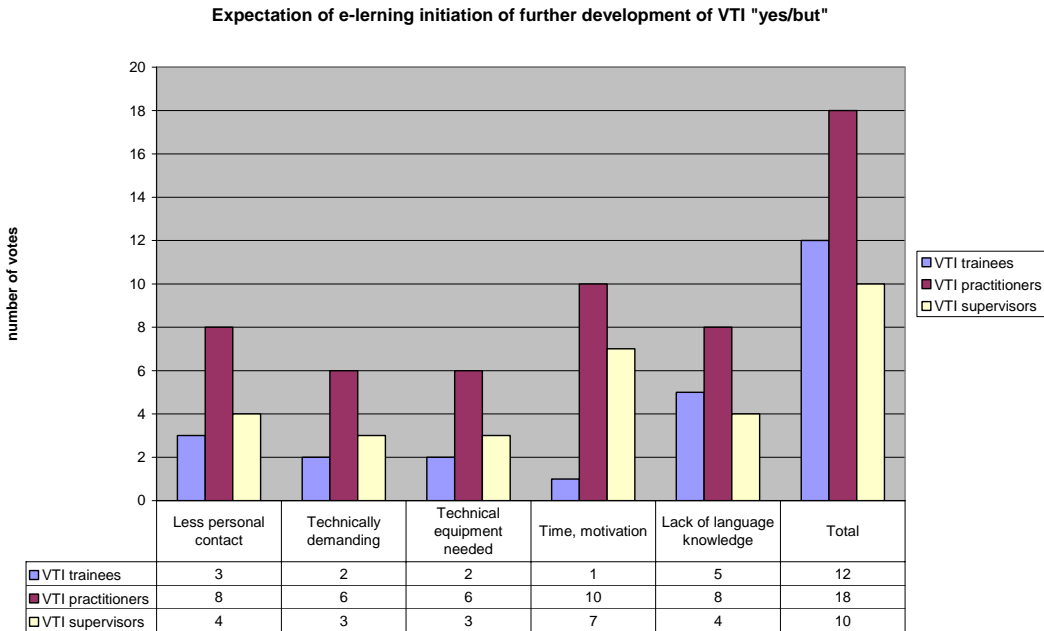
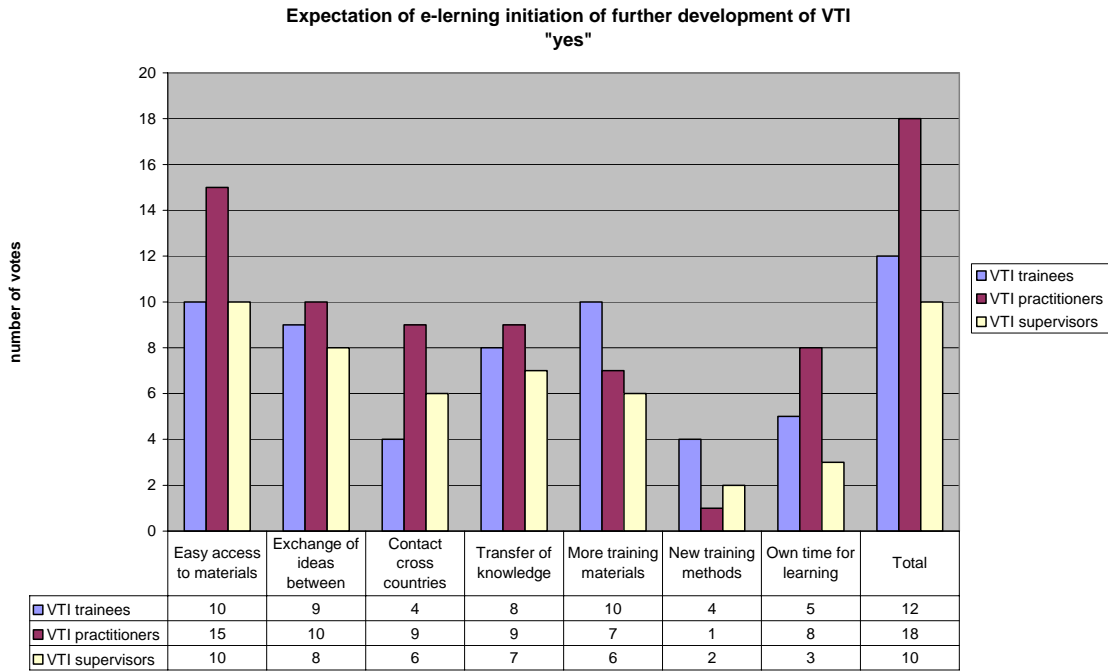
3. What problems or barriers do you see in setting up such a tools ? ( financial, methodological, organisational, personal ...?) Can they be solved and overcome ?



**Comments:** This was multiple choice question. 77,5 % of all respondents see big problem in no continual financial support of VTI in Czech Republic, which results in instability of implementing and developing the method in various areas and organizations. 80% of supervisors and 33% of VTI practitioners express lack of time, which they need for family (all supervisors and 98% of VTI trainers are women). Pleasant surprise was concern of VTI practitioners about data protection and ethical issues (using video publicly).

**Can they be solved / overcome?** 90% respondents see possibilities in looking for new projects (with their active participation and bigger involvement of management of organisations). Important to set up priorities and make more space for VTI in working time is expressed by 80% of respondents. About half of respondents would like national organisation to be more supported and have more influence in implementation of VTI in the CR.

4. Do you expect that e-learning can initiate, support, and ease the development of VTI and other forms of training in CR and other parts of Europe?



other:

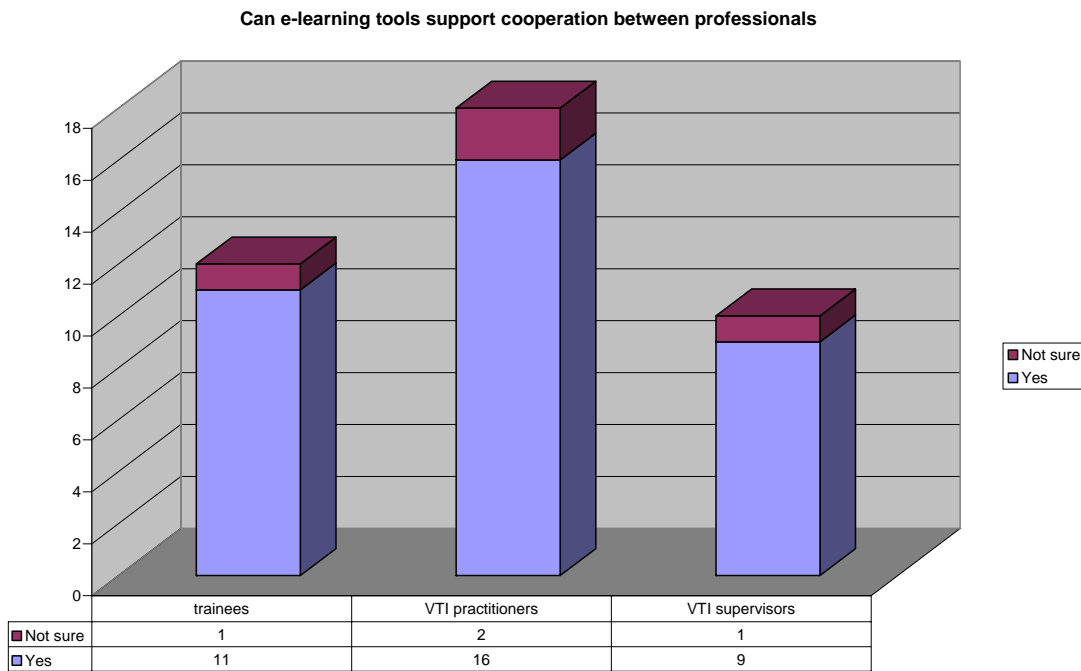
- time flexibility (1)
- it is for younger colleagues (2)

**Comments:**

Quite surprising, how many Czech respondents feel very positive about e-learning and how many and various opportunities they can see in those tools.

„Yes/buts“ show that there is still respect towards or lack of technical equipment (much less in new trainees!!) and half of practitioners expressed lower motivation and less time for these methods.

**5. Do you think that an e-learning tools would help cooperation with other professional disciplines?**



**Comments:**

Majority of responses ( 90%) show very positive view, big support to this idea.

**SUMMARY OF RESULTS from scaling questions**

Strong mandate – over 92% in favour ( 4 or 5) with no reservations by supervisors (in 1 or 2) and only 1 strong reservations by one trainee and 2 low preference by 2 VTI practitioners:

- for creating an expanded web environment
- for demonstration videos of lectures/seminars on the web site

Mandate – 25% of respondents (scale 5), further 45% of them (scale 3-4). Only 30% of respondents are moderately or less interested (1-2.)

VTI practitioners (and trainees) are slightly more interested than VTI supervisors. One trainee, 3 VTI practitioners and 2 supervisors are strongly reserved to:

- video conferencing

Mandate - 22,5% of respondents very interested in it (scale 5, but no supervisor voted for 5!!) and 35% voted for 4. Trainees and specially VTI practitioners are much more interested than supervisors. Two practitioners are strongly reserved to

- placing edited videos on the website

Mandate – over 50% in favour ( 4 or 5), but between them only 2 supervisors, strong reservation by 2 practitioners to

- e-versions of questionnaires /assessment instruments

### SUMMARY OF RESULTS from opened questions

Even we are quite acquainted with the situation of all three groups of respondents, we were pleasantly surprised, that the situation in organisations and personal technical equipment/knowledge is not so bad. This is probably also result of continuous support of SPIN CR to those issues. Four years of active use of SPIN webpages also play role in the technical knowledge and activities, concerning new technologies and new learning methods.

But using web environment actively as this project proposes, means to be much more familiar with variety of possibilities and e-tools, including necessity to follow fast development of technical resources. Professionals also need to FEEL, that those tools can help them, instead of taking their time. There is very positive, strong or quite full mandate to support development of e-learning tools. In spite of this we are not sure that professionals are fully aware what does “conditions” really mean besides technical devices concerning the spread of e-learning (the same as in Hungary).

### Conclusion

The information resulting from the survey are extremely useful in getting acquainted with the situation and way of thinking concerning videotraining in Czech Republic. There are also very useful for designing and realising the project of international webpages.

Further goals of SPIN CR has become the searching for financial and infrastructural sponsoring which can help the organizational introducing and using of e-learning tools.

Project Leonardo da Vinci could be a very good opportunity in trying to achieve all these.

Katerina Silhanova (Beaufortova)

SPIN CR project manager

Prague, June 2007

■ **Magyar Videótréning Egyesület, Budapest (P3 – Hu)**

## **„Needs Assessment” survey – report**

### **Hungarian Videotraining Association**

2008, April 18th

#### ***Initiative***

Our survey, mainly on the possibilities and actual conditions of the increase of e-learning technologies was made according to the prescriptions of the international project. We aimed to concentrate on two, well distinguishable target groups: on the one hand video trainers and supervisors and on the other working specialists who help and teach in Hungary (those who have already known or heard about the methods of video training).

According to this, the two questionnaires we made had certain identical questions, but the questionnaire made for video trainers contained more questions concerning the method's improvement and future in Hungary.

The commissioned questionnaires were partly answered electronically, but we also registered answers by ways of personal contact and verbal query.

The final number of the questionnaires which can be evaluated is:

1. Videotrainers, supervisors 23
2. Other professionals (segítő foglalkozásúak, tanárok, szakértők) 35

#### ***Survey on the improvement, conditions and claims of e-learning technologies***

Concerning the theme, we put both so called open and closed questions to be answered on a scale.

For outside professionals we put only general, orientative questions, but video trainers were asked to answer questions on the possibilities and claims concerning the use of the method.

Before questions regarding the application of e-learning in helping professions, we made a short comment on the term so as to be interpreted in the same way by everyone. The explication was the following:

*”Shortly on e-learning so as to think on the same thing: the notion of electronic learning is used in many ways. In the widest sense it means learning with the help of a computer – digital subject-matter of instruction (eg. with CD-ROM). In other ways it means Internet based learning and teaching (distant teaching). In the last few years e-learning comprehensively covers the reform of the school system education, its application in higher education and the possibilities of professional training and self-instruction.”*

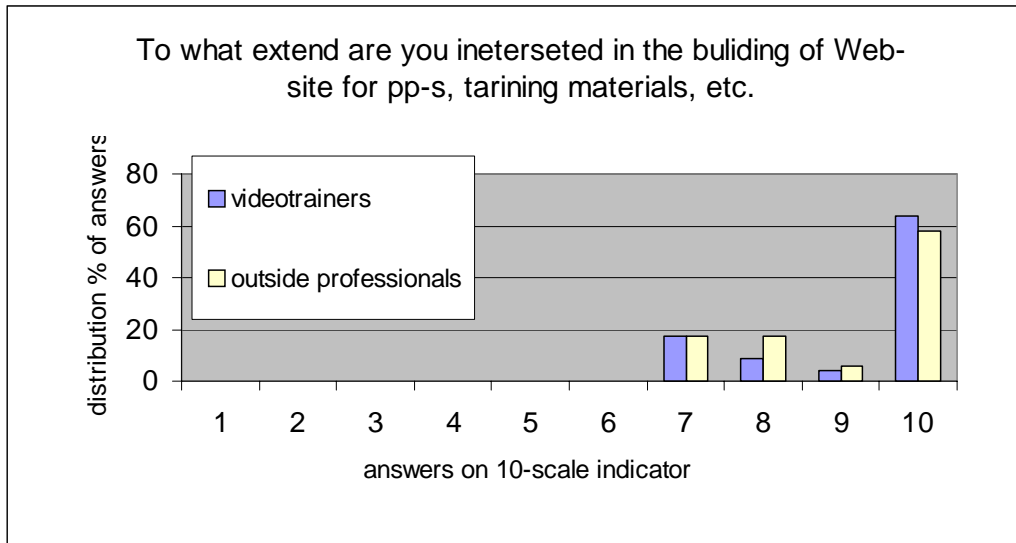
For answers to be given we used a 10-scale indicator. In this way disparate and extreme answers could be better outlined. The evaluation of extreme values was:

*1 = low preference, I'm not interested, I won't use it, it cannot be used in my surroundings*

*10 = high preference, I am very interested, I would really like to grasp the opportunity and my environment is also interested*

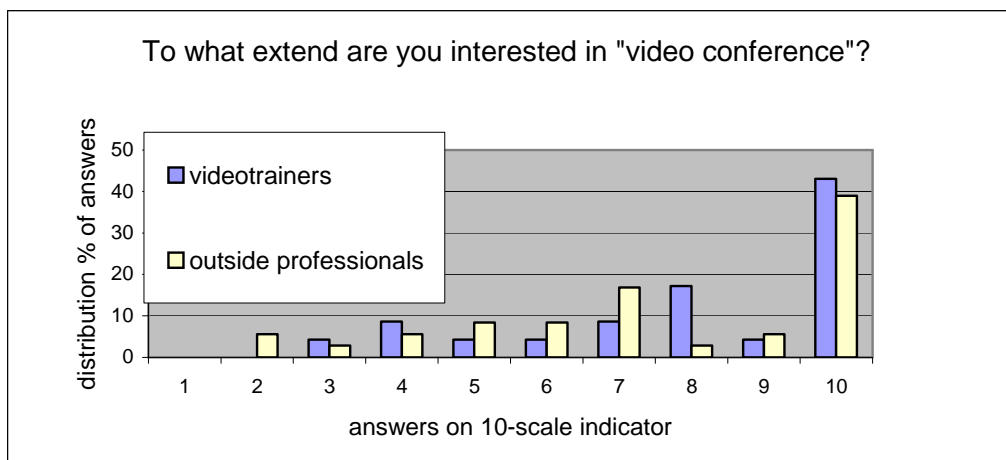
**Questions put for both video trainers and outside professionals:**

1. To what extent are you interested in the building of a web site (documentation centre) which offers access to registered users to the training materials, publications and ppt.presentations regarding the methods (for video trainers and in connection with video training) of the helping professions?



It can be well seen from the diagram representing the answers that 60% of those answering the questions are very interested and would gladly use the possibilities given by e-learning in professional development and learning. Among video trainers there is an even higher percent of those interested at a maximum level. This is due to the fact that they are no longer averse to technology: cameras, working with films and using computers has already become part of their work. Naturally, there are some, who are satisfied with the use of the method in itself and would less apply possibilities given by modern technologies. The proportion of the latter in relation to the whole is 17%.

2. "To what extent are you interested in a "video conference": the possibility for an on-line conversation, conference, supervision in any professional theme (this requires a good quality web-camera!)"



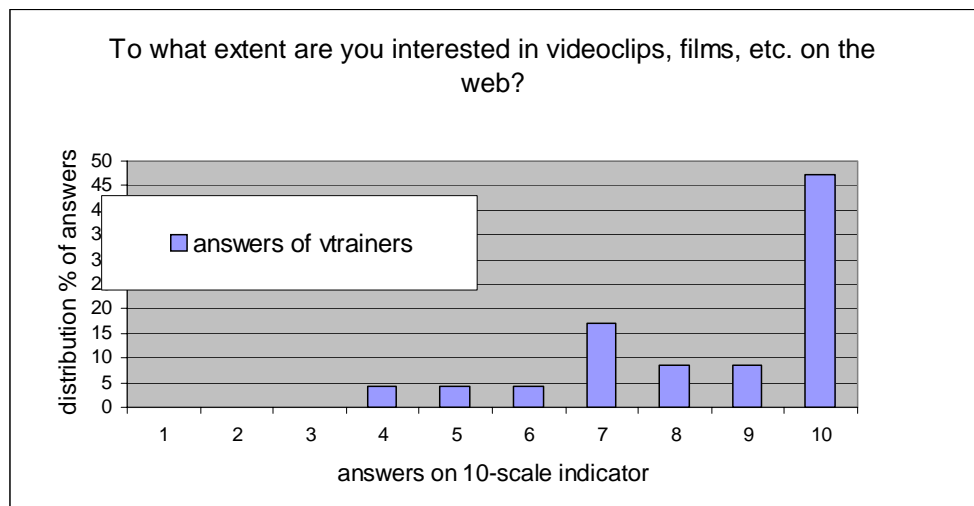
The answers compared to the former question show a more greater spreading. The first question was put regarding the use of a passive possibility. This one refers to a possibility which requires active participation and higher level usage. The video conference, the on-line professional discussions and supervisions not only require technical surplus (Web camera), but they also require from the participants to shake off their inhibitions and aversions for these "virtual" beings together. In later parts of the questionnaire we will find references to the fact that aversions regarding distant supervision are generated due to the loss of personal contact and the possibility of deepening collective attention resulting from personal, physical presence.

In spite of this, 40% of the questioned persons are fully (10) opened to this new opportunity, further 16% of the video trainers are quite opened (8) and only 21% of the outside professionals are moderately or less interested (1-5.)

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***Video trainers were asked to answer further questions concerning e-learning. The answers were the following:***

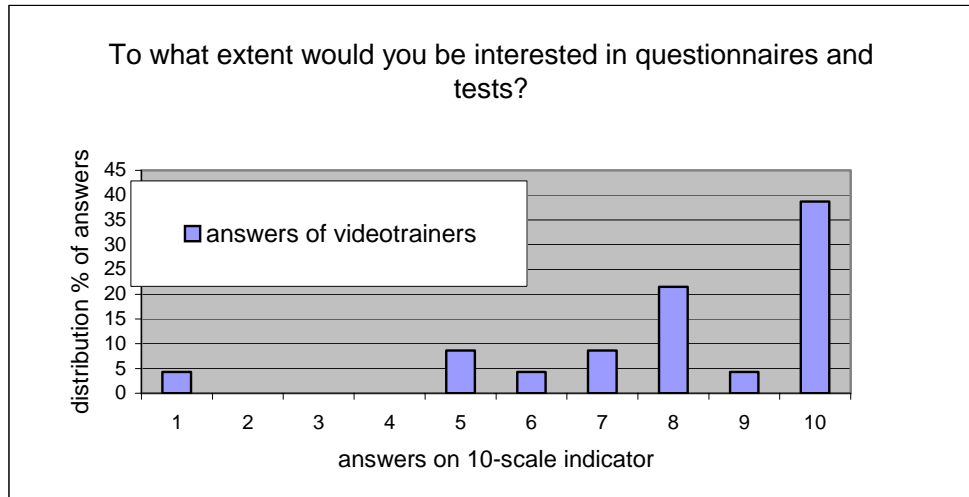
3. "To what extent are you interested in courses on video training and video training video clips, storing films on the web, their downloading and use?"



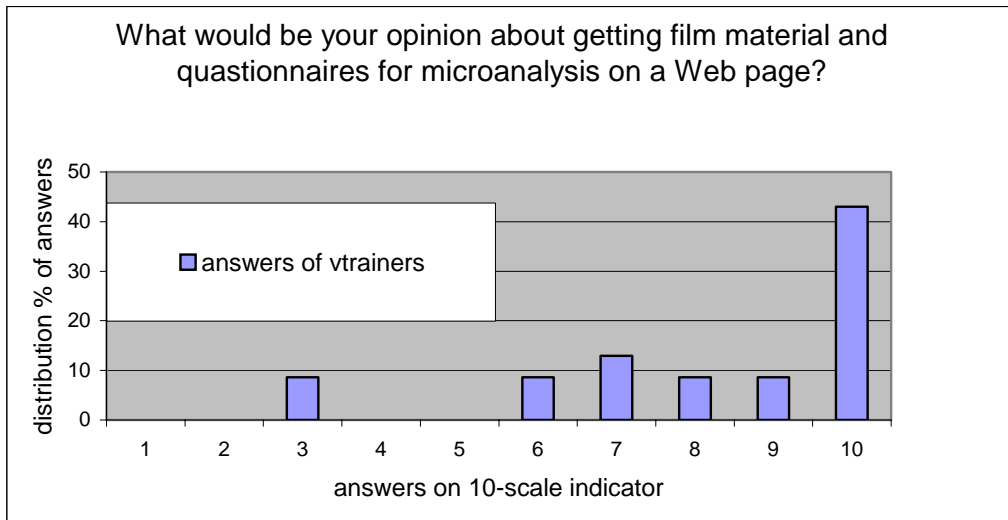
On the comprehensive diagram can be well seen the predominance of the 10 or "very interested" answers. This is 50% of the whole. Most of the remaining answers show rather interest than the contrary. The recurrence of answer no. 7 (the neutral "interested") could indicate that many video trainers work mostly with their own films and have little ambition and interest in downloading, using and analysing other trainers' films. The technical deficiencies may also appear in the group of answers no. 5-6-7.

4. "To what extent would you be interested in the evaluations of the those, who take part in the training and in mediating e-questionnaires and tests?"

The presence of "not interested at all" answers probably shows that many video trainers don't feel the use of questionnaires and practice necessary for themselves under the circumstances (eg. experience). But the majority (more than 60%), handling the question at a more general level, considers this kind of learning useful (8-10 on the scale). Further questions may also be: when and how does one evaluate the answers, works and does one make use of these evaluations in the professional video training?



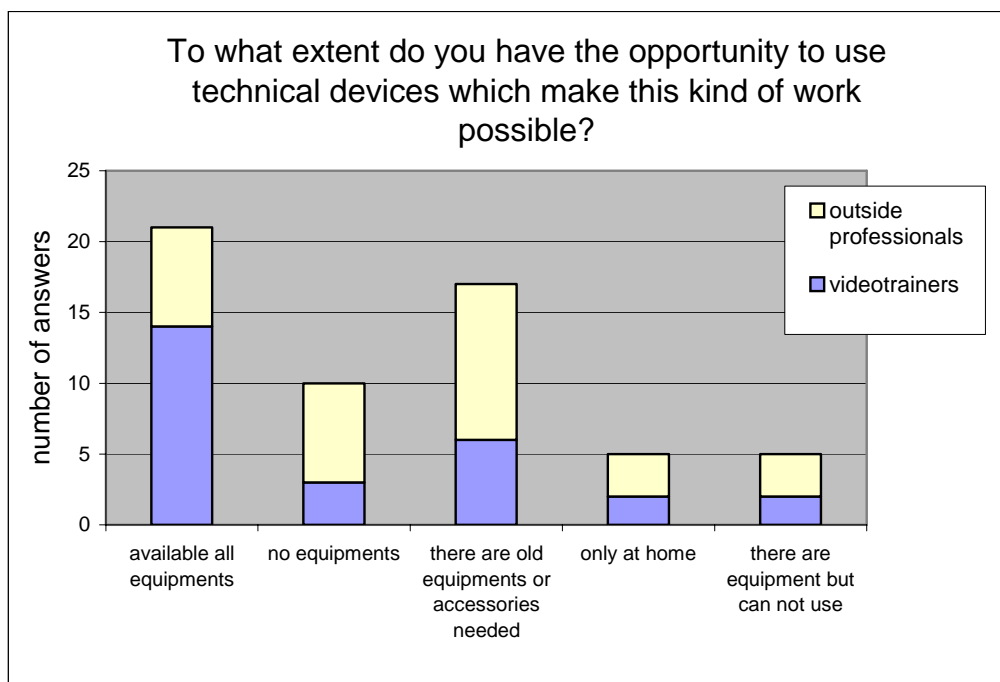
5. "What would be your opinion about getting film material and questionnaires for microanalysis on a Web page? These could be downloaded and when you have time, you can work on it and send it back to the Web page in question."



Working with films is attractive for video trainers in any case. This appears in the answers no. 10 of many trainers. But it is also probable that the method is a very good opportunity primarily for the trainers to be.

**Further open questions for BOTH video trainers and outside professionals again:**

6. "To what extent do you have the opportunity to use technical devices which make this kind of work possible? (good quality computer, internet...)"



The answers show that the situation is not very "dramatic." Most of the questioned have technical devices, but there is also need for further supplements. Computers and good quality Internet are widespread in institutions, but web cameras and other supplements haven't been used so far. Technical devices in video training institutions are slightly better, but among the institutions of the outside professionals there are some which don't possess any technical device. This also results from their labour's character. But undoubtful there is a constant increase of interest and demand everywhere. Unfortunately "there are technical devices, but we cannot work with them" kind of answers are also present. These draw the attention to the fact that besides infrastructural development there is a great need for professional training as well.

7. "What kind of **conditions** of e-learning do you have at your workplace?"

	Number of answers	
	videotrainers	professionals
Internet use is general but there is no need for e-learning or it is not known yet.	3	4
There are conditions, colleagues wish to learn and use	2	5
There is a lack of basic technical devices and the claim is out of question.	2	4
There are conditions but there hasn't been any claim in the professional environment yet	2	3
There are technical devices and learning has already begun at a certain level	3	3
No answer, don't know.	4	5
There could be conditions but there is no time for this.	1	2
There aren't conditions but it would be very good. Its use would be unquestionable.	4	3

There would be claim but technical conditions are rather inadequate.	2	6
	23	35

The answers show that in 50% of the cases the real problem is not the lack of technical conditions but rather the fact that the opportunity hasn't come to us yet. Professionals don't really know about possibilities, but the real problem is that there is no content which could really challenge them.

There is also an unquestionable acknowledgement of this possibility in places with no technical conditions. There is a relatively high percentage of "don't know" or "no answer" categories. This also indicates that professionals are not fully aware what does *conditions* really mean besides technical devices concerning the spread of e-learning.

**8. In what domains do you observe claims concerning the spread of e-learning technologies in helping professions generally and in your professional environment?**

	Number of answers
No answer, don't know.	13
Don't observe any peculiar claim.	8
There would be claim for it in supervisions and professional consultations.	6
There would be claim for it in employment counselling.	5
There is an increasing claim from young mothers and other people staying at home. Cheap equipment is required.	5
In fields concerning unemployment, in retraining courses.	4
It has already started in secondary and high education.	4
It could be used in professional training.	4
Although there is claim in social professional fields, it is put in the distant future.	3
It could help a lot in provincial helping institutions.	2
Up-to-date EU-principles and programs could be followed, but there hasn't been any claim for it yet.	2
There is a great demand in knowledge spreading and book learning.	1
It could be developed in any field based on personal contact (eg. therapy)	1
	58

E-learning has less come to the attention of the helping professions yet. Among the questioned persons those working in education and other institutions have more ideas and could better observe the demands. This is how 1/3 part doesn't know the answers or doesn't notice the articulate claims particularly.

About retraining and further training could everyone see and hear a lot. Our attention is concentrated on the answers concerning the possibility of supervised consultations (10% of the answers) and modernizing social (primarily provincial) institutions (8%).

9. "What kind of difficulties do you see in introducing this kind of teaching? (financial, methodological, organizational, personal...?) Could these be overcome? How?"

The answers (in order of their frequency) were the following (summarized):

**Difficulties:**

Difficulty at the place of work: financial, infrastructural deficiency  
Difficulty at the place of work: personal, lack of knowledge, attitude  
Difficulty at the place of work: organizational, lack of time and demand  
At home: lack of computer based knowledge  
There is no lack and no difficulty

**Inconvenience:**

Lack of personal contact  
Training and development of abilities and skills cannot be worked out, it is suitable only for mediating knowledge and for communication  
The character of the helping work does not make it possible

**Possibilities for development:**

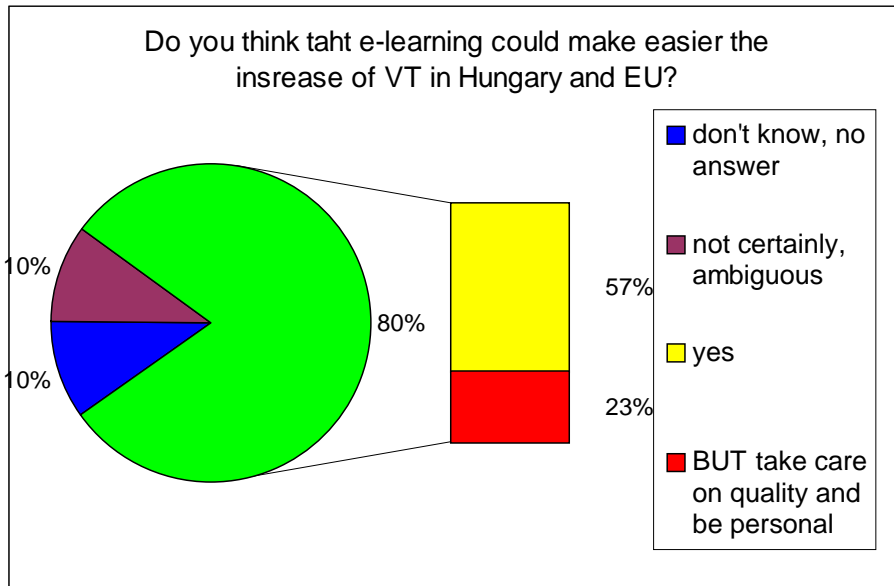
Competition, sponsor searching  
Strengthening cooperation  
Acceptance, openness, change of attitude  
Required materials, softwares, infrastructure

Regarding difficulties, financial and technical backgrounds were primarily mentioned by those questioned. This contradicts the fact that they haven't indicated great backwardness in this respect in the previous questions. Probably the lack of adequate user defined knowledge, organizational problems and lack of time, attitude characteristics and lack of motivation are the real obstacles. These can promptly and effectively be solved by ways of a good communication strategy and supporting system.

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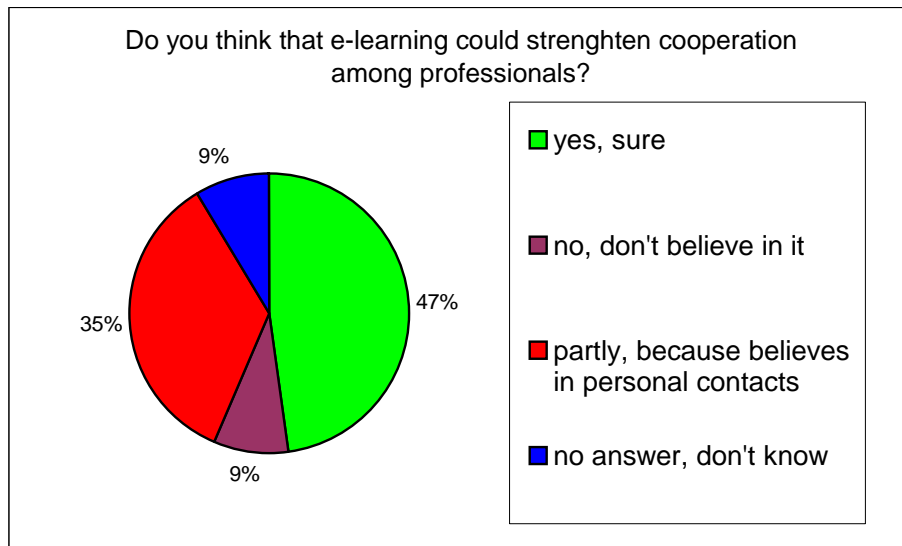
***The following questions were put only for videotrainers – they are in connection with the method's spreading and strengthening in Hungary.***

10. "Do you think that e-learning technologies could make easier the increase of videotraining in Hungary and Europe?"



The diagram representing the answers well shows that most of the questioned persons do believe that e-tech spreading could be in connection with the notoriety of the method. Professionals attach a great importance to the assuring and protection of quality, respectively the importance of keeping the personal character. This has been a standpoint in the earlier answers as well.

11. "Do you think that e-learning devices could strenghten cooperation among professionals?"



E-learning could unambiguously contribute to the spread and notoriety of the method, but it is not clear that COMMUNICATION among professionals would also increase.

E-learning is suitable for imparting knowledge and helping distant and thus more difficult communication, for developing skills, but communication in itself does not necessarily become stronger with its use. The

only exception in this respect is professional communication spanning large distances, but this is only one segment of e-learning.

Nevertheless, those who answered with "yes" presumably believe that with distant supervision, professional conferences on the Internet and case studies one could save time, and in their absence these kind of relations simply do not exist or are very difficult. E-learning thus could be a good means of solving the permanent problem of the lack of time.

12. "Could you imagine that we would also use these devices in the videotraining's supervisory and training work?"

	number of answers
yes, definitely	13
no, because you believe in personal work	2
yes, but rights and technical conditions should be paid huge attention	4
don't know, no answer	4
	23

Because the method of videotraining works with films, using technical devices is no longer an unfamiliar genre for trainers. As time goes by more and more digital, easily handling materials are produced. Their use and sending through a digital information channel happens no longer in the distant future. Because training and the supervision system is a closed and protected one, most of the trainers are ready to use these opportunities unconditionally. This is particularly important, because most of our supervisors are from Budapest and the students of provincial supervisors also leave in different cities. Many of the trainers also said that by no means would give up personal supervision, but they would occasionally replace meetings demanding a lot of time and energy with practice orientated work materials sent and analysed on the Internet. E-learning technology could by all means be suitable and very useful for consultations on films.

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***Questions concerning the strengthening of videotraining methods in Hungary and the establishment of the organization's future prospects***

Taking advantage of the opportunities given by the survey, videotrainers, supervisors and outside professionals were put several questions which help the association shape up its own strategy and future prospects and size up its present structure to a large extent.

We have processed the data of the given answers for ourselves, but the present account does not give full details of the results. On the other hand, by enumerating the questions, we would gladly like to offer a glance into the way of thinking of the Hungarian Association for Videotraining.

**Further questions for videotrainers:**

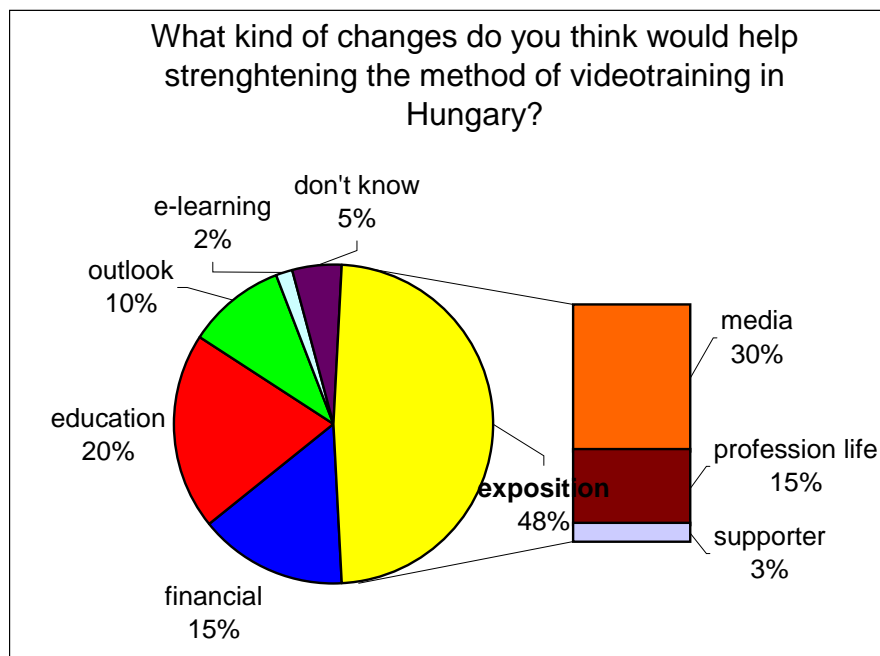
1. What do you think which are the three most important conditions for strengthening videotraining in Hungary?
2. What kind of advantages and disadvantages could you specify as opposed to other development methods?

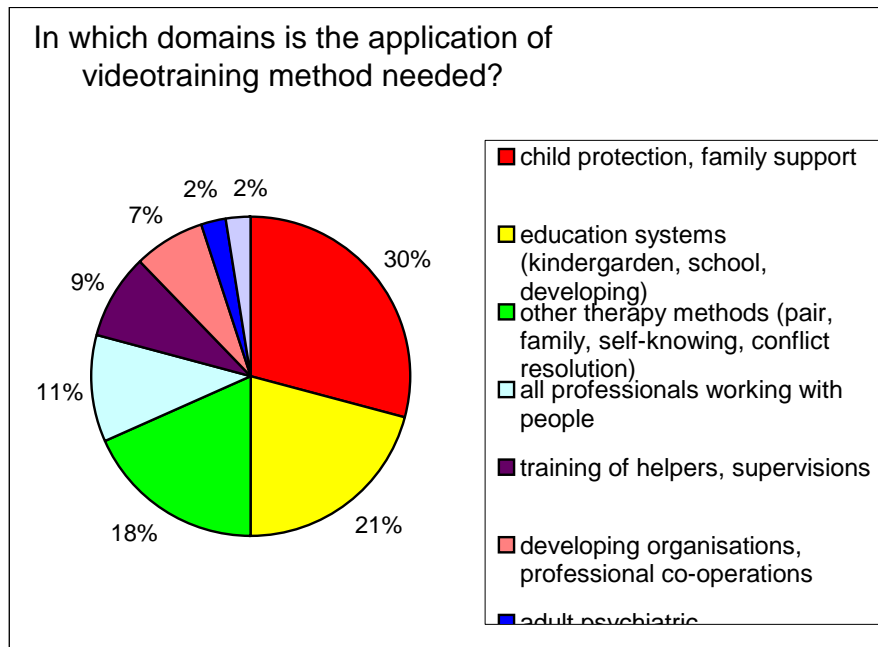
3. What would be necessary so that videotraining could be accessible as independent supply for families, teachers and other professionals?
4. What kind of helping method combinations could you imagine in which videotraining is also connected with other methods?
5. If you imagine yourself as a videotrainer in 5–6 years in which domain and how would you like to work? What kind of conditions are necessary for this to be achieved?
6. How would you like to join the association's work in the following one or two years? What kind of goals would outline your demands?
7. One of the most popular target groups of the helping professions' in the following years would be the families of 0–6 aged children. Our association also takes part in several programs and developments regarding early childhood. Does your professional domain deal with such direction? Would you like to join such programs and works through our association? What are you interested in particularly?

**Further questions for outside professionals as well:**

1. What kind of changes do you think would help strenghtening the method of videotraining in Hungary?
2. In which domains is the application of videotraining method needed?

Answers to these questions, for illustration and information:





## Conclusions

The information resulting from the survey are extremely useful in getting acquainted with the situation and way of thinking concerning videotraining in Hungary. They have reflected unexpected positive attitudes and results. We haven't supposed such enthusiasm and positive attitude regarding e-learning at the beginning of the survey and from the proportion of the questionnaires sent back. So much the more because it can be really registered a "backwardness" in this respect. Most of the people do not know about possibilities, developments and they only use computers for basic operations, emails and information hunting. And these kind of operations increase every day.

Professionals interested in the method are opened beyond expectation, in consequence of which we cautiously seek for the possibilities associated with the theme.

Technical equipment in average is not as bad as we have assumed to be. Only some supplements are needed (Web cameras, software).

Further goals of our association has become the searching for financial and infrastructural sponsoring which can help the organizational introducing and using of e-learning. Leonardo Project is a magnificent opportunity in trying to achieve all these.

Budapest, April 18<sup>th</sup> 2008.

Natalia Rakar  
Hungarian Videotraining Association  
Manager / Videotrainer

■ **SCOP, Society for Children and Parents, Timisoara (P5 - Ro)**

**Society for Children and Parents – SCOP**



**Centralization of the filled VIT questionnaires – Needs Assessment**

SCOP disseminate the questionnaires for need assessment of using VIT Method by the Romanian professionals

The questionnaires was spread in February 2017 by e-mail, using different e-mail groups where SCOP or specialists from SCOP are members, mainly in the field of social services. We also sent the questionnaires directly to different institutions or NGO's partners of SCOP:

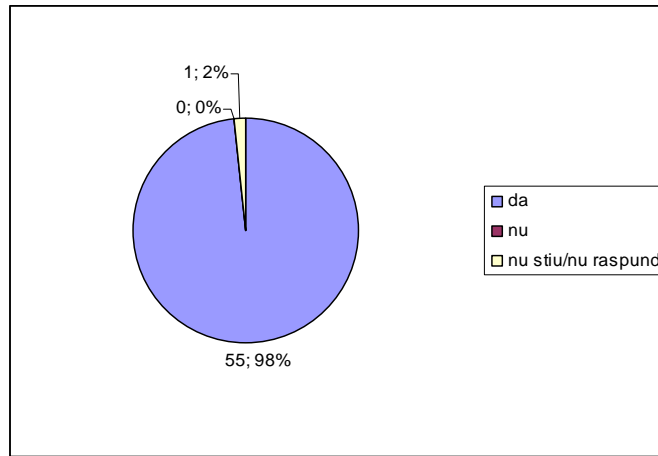
- E-mail debate group of the Association of Social Workers from Banat region
- Debate e-mail group "Timis NGO" (regional group)
- Members of Federation of NGO Active in Child Protection
- Department of Social Assistance and Child Protection from Timis County
- Department of Social Assistance and Child Protection from Arad County
- Other NGO partners of SCOP

The design of the questionnaire include an introductory part, where is presented the VIT method followed by the 12 questions.

We receive 56 questionnaires filled. We cannot estimate the real number of the professionals who had or see this questionnaire/information.

Question 1.

Do you think the method is necessary in Romania?



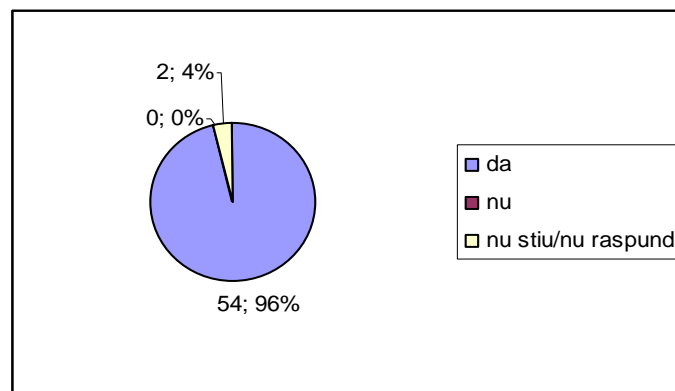
*Under each graphics/pie, is mentioned the number of the answers-55, and d the procentage 98%*

Observation:

- „for sure is necessary. First of all, it offers a new approach of the meetings between client and therapist or specialist, but on the other side, with the support of this method the specialist can improve his activity”
- With very few exceptions, the specialist who filled the questionnaire has highlight the usefulness of this method in improving the interactions/relations between the beneficiaries, without identifying the possibility to improve his own performance using this method.

Question 2.

From the point of view of your background and your working place, this method could be useful? Why?



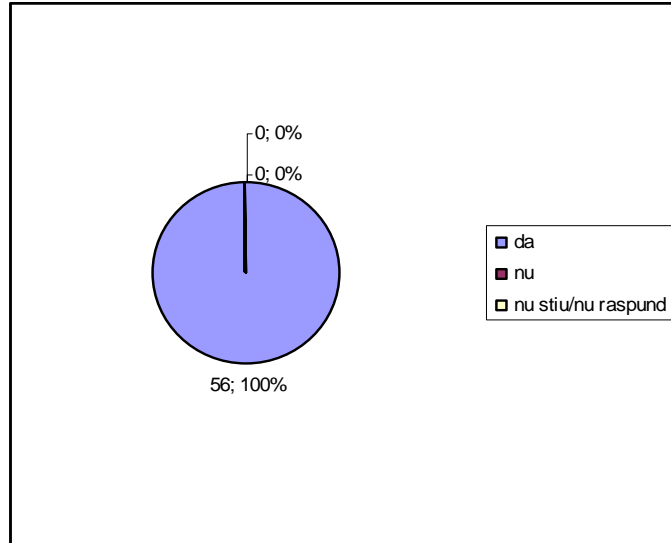
Observation:

- „would be usefull because would promote the rigoureness in the carring relation between the takecarer/parent and child; i would use the method also as a instrument to analyse the quality of the

caring activities and of the communication, no matter who are the actors; it also works for personal supervision”.

**Question 3.**

Do you think that in Romania there are professionals who would like to work with this method? Which profession, in which field?

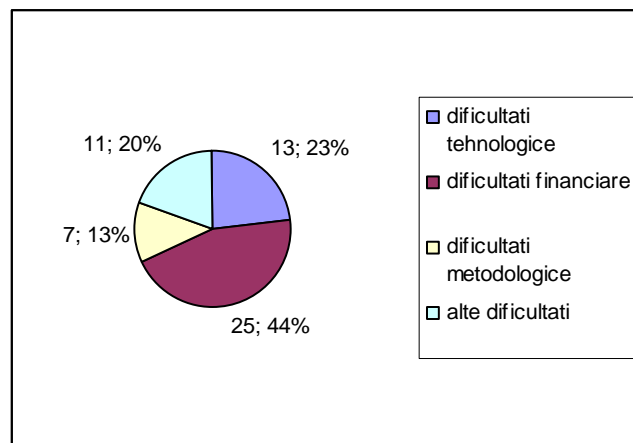


**Observation:**

- The professions which were mentioned in the answers were: educators, pedagogist, psychologist, social workers, medical staff, sociologist, psychopedagogist, other therapist

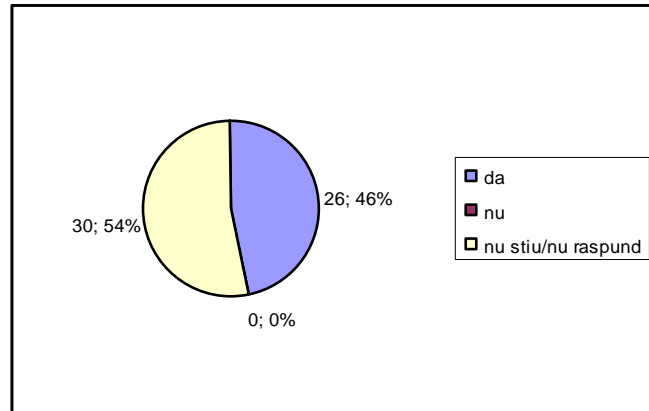
**Question 4.**

Which difficulties you can estimate in implementation of this method? (methodological, financial, technological, others...)



4. b

These difficulties can be overpass?

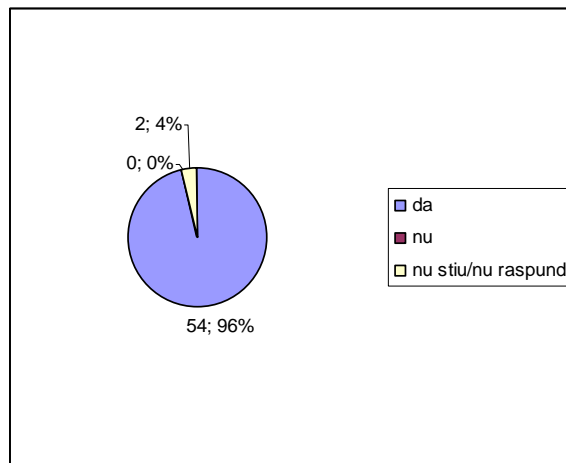


Observation:

- Most of the answers mention financial difficulties, because the lack of the specific equipment is connected with financial aspects
- Those who answer consider that they will find solutions for this issue

Question 5.

Would you like to participate to an introductory course regarding this method? (~ 24 hours of training)

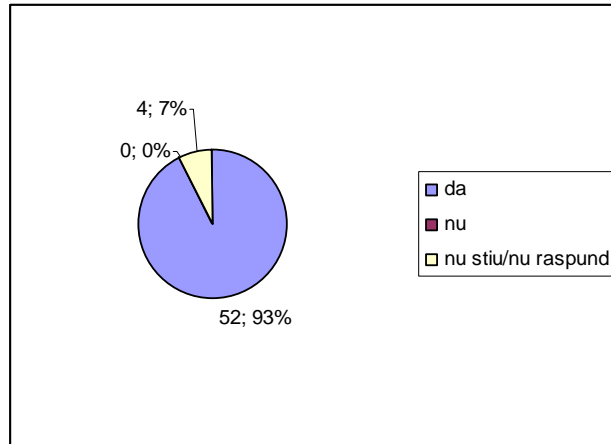


Observation:

- The interest towards these method is sustain by the desire of the respondent to attempt the Introductory course

Question 6.

Would you like to continue the training to can use the method in the fieldwork. These mean a minim of 36 hours of supervision meetings for using these method.

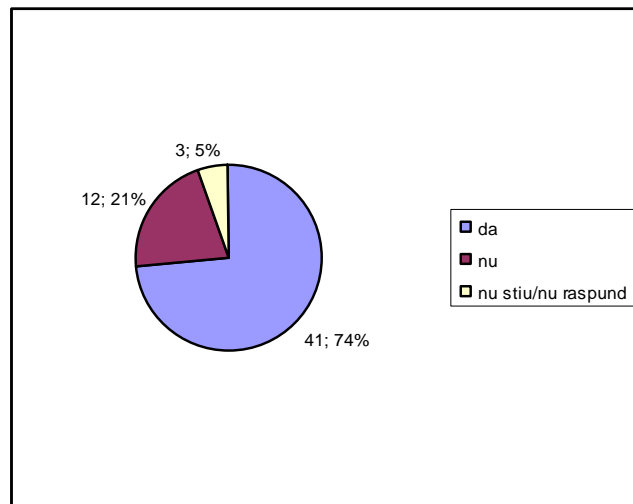


**Observation:**

- The respondents prove interest towards this way of working under supervision, only asking themselves about their personal compatibility with this kind of work.

**Question 7.**

Are you interested / do you have the possibility to use supervision using e-learning methods?

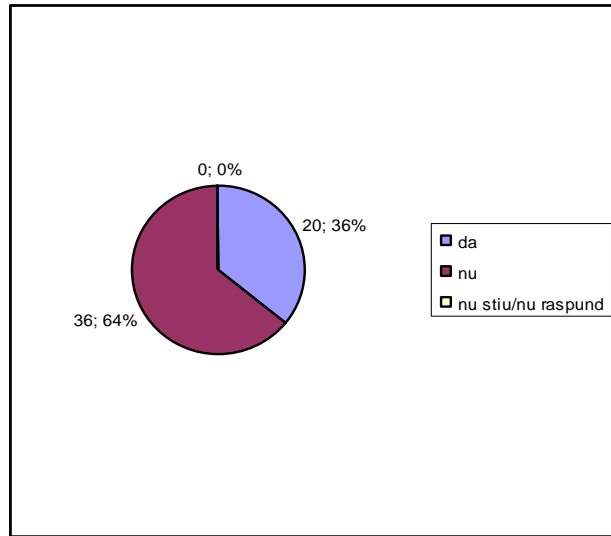


**Observation.**

- The respondents consider necessary this kind of training under supervision, and they claimed that within the institutions where they are working they can have the necessary technical equipment.

**Question 8.**

Do you have access at necessary equipment for e-learning? (the necessary equipment for a videoconference, internet access, an advance computer and software, webcam...)



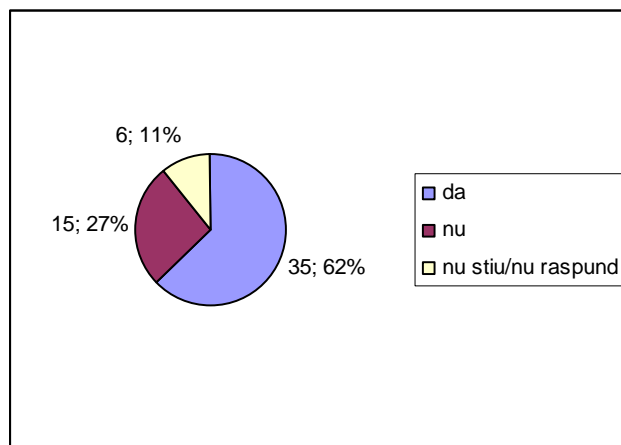
**Observation:**

- Most of the respondents do not have this kind of specific equipment, or they have just a few of this equipments, but they are optimist that they will find a solution

**Question 9.**

Which difficulties you can see in the implementation of supervision using VIT method and E-learning. Can you find solutions?

*The graphics present the answers for the part of the question regarding the possibility to find solution for over passing the possible difficulties.*

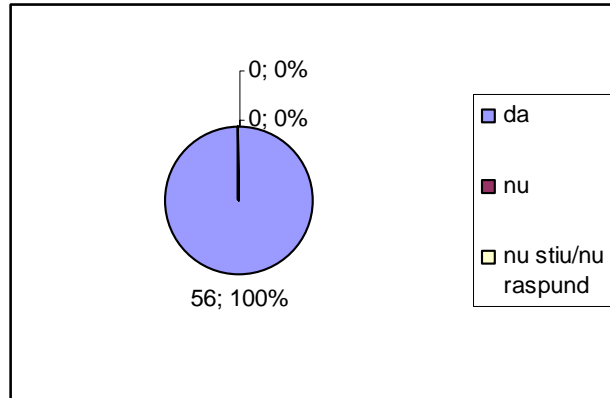


**Observation:**

- Financial difficulties, technological

**Question 10.**

Would you like be between the first beneficiaries of this Leonardo da Vinci Project and to participate at the first Introductory courses. Trainers from specialists from Czech Republic, Hungary, Holland and UK will provide this trainings, which will be free due to this project.

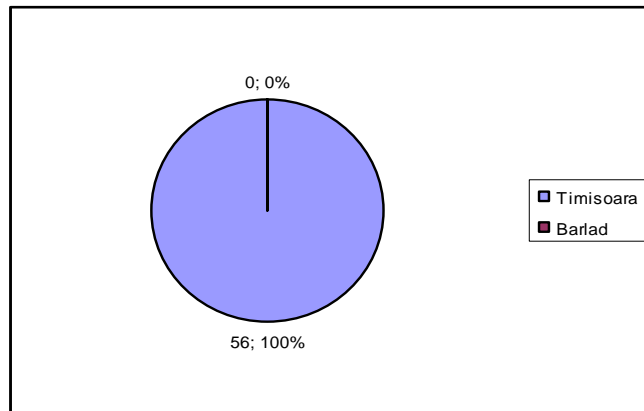


**Observation:**

- All the specialist who filled the questionnaires, express their desire to participate in this training.

**Question 11.**

The introductory courses will be organize in Timisoara, by the University of West and SCOP and at Birlad by Buna Ziua Copii din Romania. Which location you would prefer for the training?

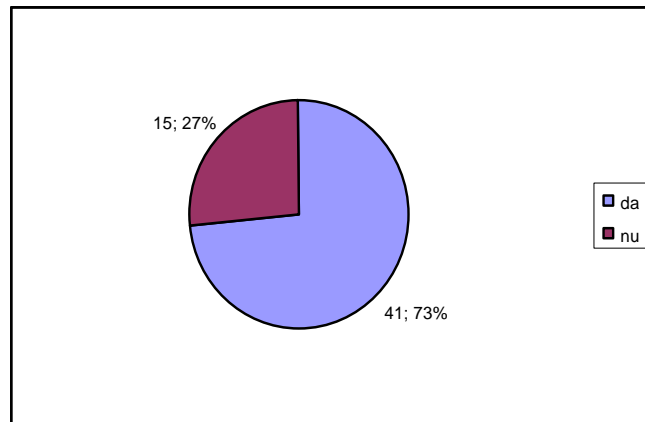


**Observation:**

- The most accessible location for the specialist who filled the questionnaire is Timisoara, a predictable answer because we spread the questionires in the west part of Romania

**Question 12.**

Do you consider that the level of your English allowed you to attempt this introductory course or supervision, in English, without translation?



**Observation:**

- The advanced English knowledge is still an impairment for the participation of many Romanian professionals in English lectures, even at this one.

**General observation and correlation of the answers**

- More than 95% of the answers for questions 1; 2; 3; 5; 6 prove the interest of the Romanian specialist for this new working method, for being trained (theoretical and supervision) to use this method. The use of this new method is beneficial for the specialist, for the client and also for the service where they work.
- The question 4 mentions the biggest threat or difficulties in the implementation of this method: the technological support which is missing for the moment and is closely connected with the financial aspects.
- Still, the connection of the answers from questions 7, 8, 9 highlights a contradiction, because on the one side, at question 7, 74% of the specialists declare that they are interested to continue the training with supervision, using E-tools and the settings where they work have this technical possibility, and on the other part, at questions 8 and 9, 64% claimed that they don't have this equipment, but they are optimistic in finding a solution.
- The answers of questions 10, 11 and 12 prove a high interest for being trained with this method, 100% from those who filled the questionnaires, but the good English knowledge is still a weak point for many of them, 73%.

SCOP, Timisoara, March 2007

- West University Timisoara, Faculty of Sociology and Psychology, Social Work Department (P6 – Ro)
- Buna Ziua Copii din Romania, Romania (P4 - Ro)

## Needs Assessments Report

### Romania

**Dated: 24 of March 2007**

A. The following results concerning the inquiry about the VIT needs assessments in Romania are covering the work done by:

1. University of West in Timisoara
2. Buna Ziua Copii in Barlad.

B. The entire work was divided in 4 different parts:

1. *The conception of the Brochure used to collect the information.* This part of the work was done during January 2007. The brochure is an outcome of the romanian team work. The 3 Romanian partners ( SCOP, Buna Ziua Copii and West University in Timisoara) gave suggestions and descriptions out of which was build-up the brochure.
2. *Sending the Brochure to different recipients in Romania.* During beginning of February the brochures were sent as following:
  - a) Buna ziua copii had sent the brochure to 65 NGOs and 36 governmental structures ( 11 DGASPC, 16 townhalls and 9 other different services) ( see the attach lists of the recipients).  
Despite the decision that WUT will approach the DGASPC in Romania, we found out that Buna ziua copii had sent also to 11 DGASPC the brochure.
  - b) WUT had sent to 45 DGASPC in Romania, covering the entire country.  
WUT also sent the brochure to 18 academis departments in Romania, most of them socio-humanistic departments. During beginning of March, WUTsent again the questionnaire to 4 universities.
  - c) no data about SCOP.<sup>1</sup>
3. *Receiving the answers.* The first week of March, Buna ziua copii and WUT received back the answers as following:
  - a) Buna ziua copii collected 6 questionnaires : 1 from a NGO and 5 from DGASPC.
  - b) WUT recieved 12 answers from DGASPC and 2 from the academic structures.
  - c) No data about SCOP <sup>ad1</sup>.

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<sup>1</sup> separate report from SCOP see above

Out of the 6 answers received by Buna ziua Copii and 14 answers received by WUT, 2 answers were from the same recipient.

4. *Processing the information*: The first processment was done within Buna ziua copii and WUT separately.  
 12 of March, Buna ziua Copii had sent the tables with their results to WUT.  
 The 12 questions of the brochures (see the attach brochure) were split-out on 5 cathegories as following:
- a) 1-2-3-5-6 : considerations concerning the interest for VIT training and use of the method in practice;
  - b) 4: difficulties concerning the apply of the method;
  - c) 7-8-9: possibilities and limits concerning e-learning supervision on VIT;
  - d) 10-11-12: opportunities to take part in IC .

### C. Conclusions

Questions: 1,2,3,5,6		Questions: 7,8,9			Questions: 10,11,12	
yes	yes/no	no	yes	yes/no	yes	no
84%	16 %	66,66%	27,77%	5,55%	94,44%	5,56%

- a) VIT is rising a high level of interest among the recipients (84% are expressing the interest for VIT training and use of the method). The 16% which are not decided about the usefulness of the method are not against but more leaving the impression that they need more information and probably in a different way.
- b) The list of difficulties seen in implementing the method is including : the lack of equipments, finacial difficulties, possible rejection from the family side, and methodological difficulties ( the person is not genuine knowing that he/she is recorded). The possible solutions to overcome the barriers are: sponsors, European funds and education. In 2 cases out of 18 (11%) the barriers are considered as being insurmountable.
- c) Ready to start the e-learning supervision on VIT are only 27,77% . Considering the state of arts in Romania we are appreciating as quite good and promissing level of infrastructure.
- d) Opportunities and willingness to take part in IC are quite high. Only 5,56 % (representing 1 recipient) is not interested in taking part in the IC with VIT.

Taking in account the results presented above we consider that Romania represents a good market for VIT method.

- **University Faculty of education and Social Work, Dep.Educ. Dundee, Scotland, (P7 – UK)**

## Report WP2 - Needs Assessment Questionnaire UK

The Questionnaire below was sent out to VIG supervisors in the UK on March 8<sup>th</sup> 2007 with a deadline of one month for completion

Total returns VIG supervisors: 12 VIG Practitioners 11, VIG Trainees 17 Total: 40  
April 8<sup>th</sup> 2007

These returns have been collated, graphs drawn for scaling questions and comments analysed for questions 1 -5

The end of this paper gives a summary of these results

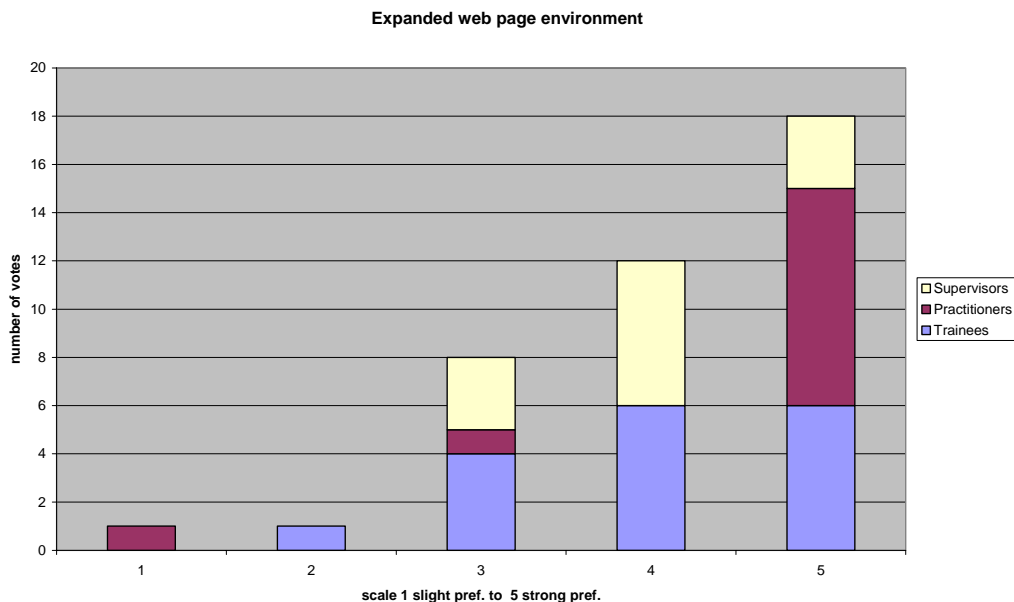
### Dear Friends and Colleagues

VIGuk ( through the VEROCC Centre) is participating in an international project, whose aims are to implement VIG in Romania and also to create a whole new e-learning tools for VIG training. Here we are offering you the chance to take part in the implementation of the project. Can you please read each section below and write down (using colours that highlight ) your preferences

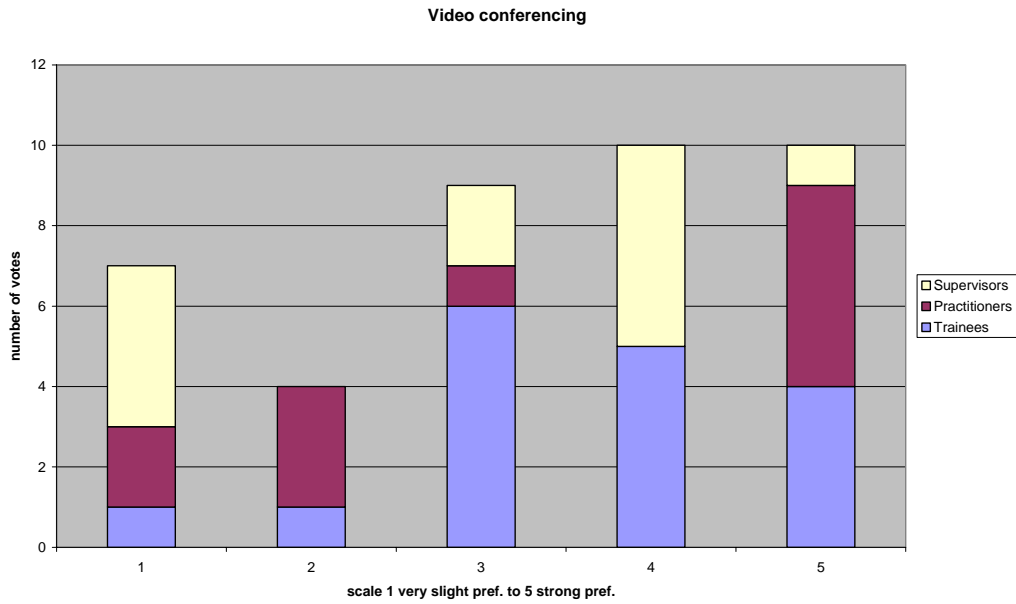
1 = very slight preference, hardly any interest, I would not use it  
5 = strong preference, great interest, I would actively use it

### The following tools could form part of the project :

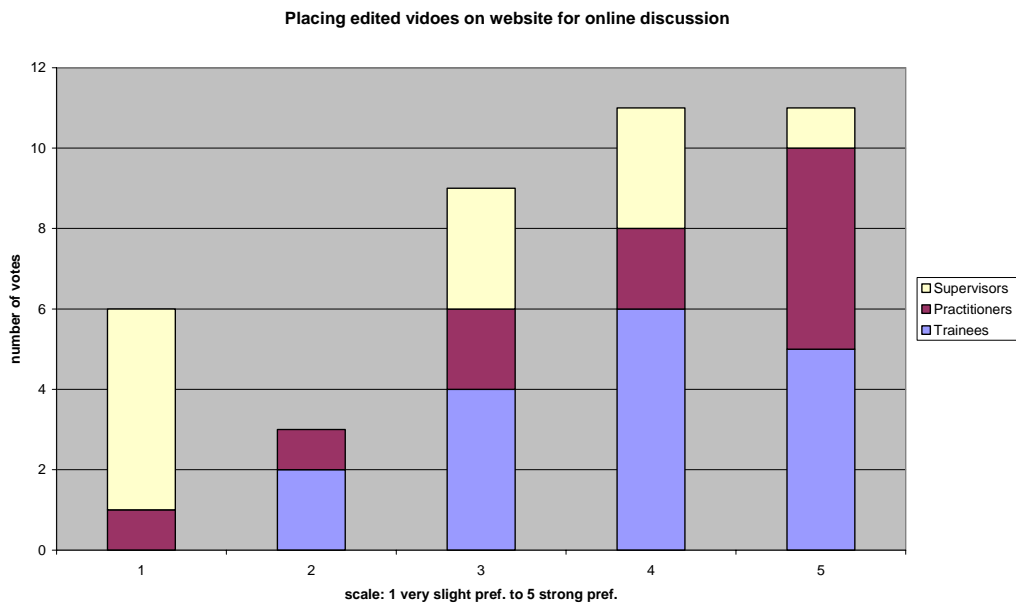
- ◆ An expanded web pages environment, so-called „ document store,, (in which registered users could place educational material, articles, publications, format .ppt presentations etc. on VIG and related subjects, including diploma and university theses – from UK and foreign students and more besides)



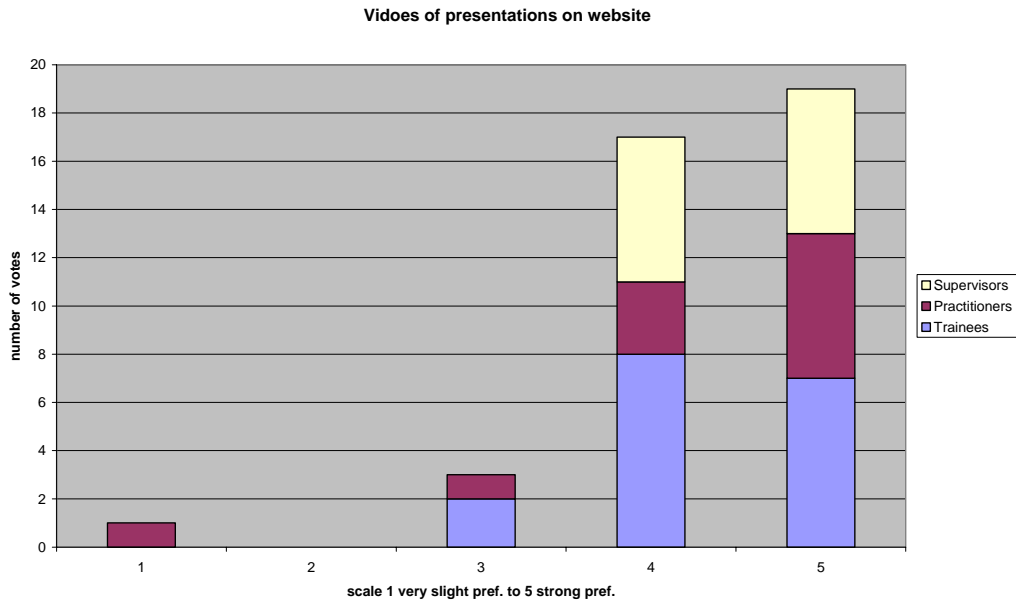
- ◆ Video conferencing: a medium for on line shared discussions, conferences just with supervisors (participant and supervisor would need for this a good quality web camera costing approx. GBP 40 )



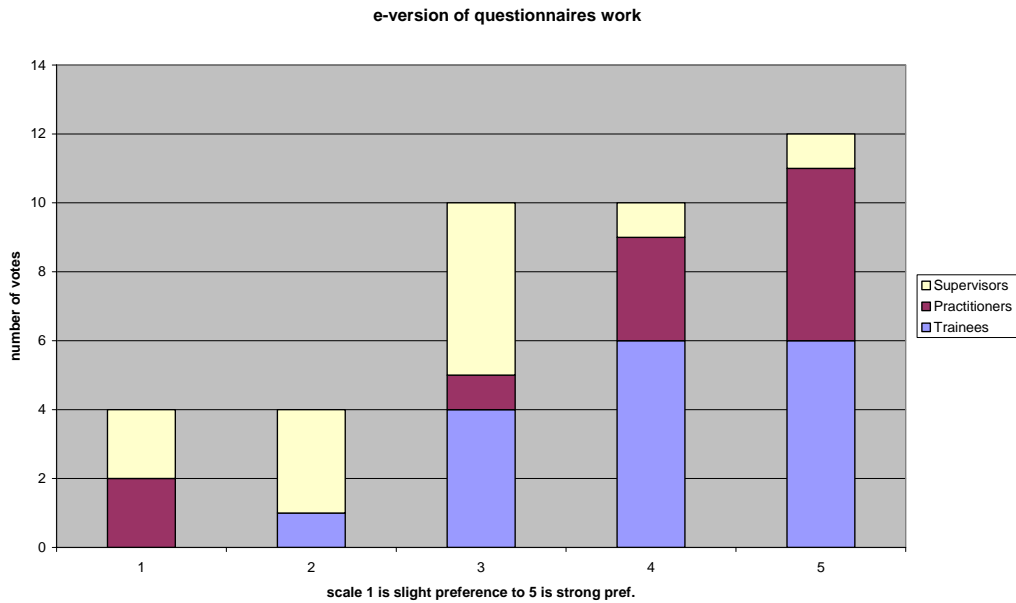
- ◆ Placing videos (edited) on the web site, the video is then available to the supervisor, who could access it for on line discussion or help give the participant comments and feed back ( it is also possible to access it for video conferencing )



- ◆ Placing videos of lectures/seminars on the web site, video demonstrations and other presentation materials used during the lecture



- ◆ Participants work, questionnaires, tests and similar material in an e-version. The participant can actively work directly off the web and the trainer / supervisor can assess work at a time, which suits both. It can then be sent back to the web.



**Complete the following questions - we would be very grateful for your answers.**

**1. What resources do you already have to work in this way ? ( PC? fixed internet line...)**

PC/ laptop ( all)  
Access to video cameras ( all)  
Internet (all)  
Broadband ( most)  
Webcam ( a few)  
video conferencing ( few)

**2. To use effectively the e-learning tools for my own development / own practise I need.....**

Belief that it is a good way forward

MORE time

Time to become familiar with new equipment etc.

Finance for new equipment - commitment from employers to keep up with rapid development

- high speed internet connection
- web cameras
- sound on PC/laptop
- access to videoconferencing
- computer with large capacity
- new video camera

Training/ supported practice in using new tools - telephone support with peers and tutors ,clear guidance

- interactive website
- cameras
- video-conferencing
- putting films on and off websites

**3. What problems or barriers do you see in setting up such a tools ? ( financial, methodological, organisational, personal ...?) Can they be solved and overcome ?**

What Barriers do you see in setting up such e-tools?

- belief that an inter[personal method can benefit from lack of direct human interaction
- finance
- organisational
- keeping up to date
- confidentiality/ethical issues/data protection
- lack of time
- expertise

<ul style="list-style-type: none"> <li>• lack of face-to-face contact/ dislike remote learning</li> <li>• language differences</li> <li>• speed of download</li> <li>• eyesight strain</li> </ul>
<p>Possible solutions?</p> <ul style="list-style-type: none"> <li>• support from institution</li> <li>• A support network</li> <li>• problem-solving ethos</li> <li>• drive and commitment</li> <li>• peer support/ patience</li> <li>• training/courses</li> <li>• ring-fencing time</li> </ul>

<p><b>5. Do you expect that e-learning can initiate, support, and ease the development of VIG and other forms of training in UK and other parts of Europe?</b></p>
<p>'yes' Trainees 14/17 Practitioners 11/11 Supervisors 6/12 TOTAL : 31/40</p> <p><i>handy to be able to access materials from any base</i>  <i>difficult to find time to meet</i>  <i>thinking how to use Skype for feedback at a distance</i>  <i>it allows visual tool and resources and examples of work upon which it can be hung</i>  <i>the concept is very exciting</i>  <i>it would be very enriching if we could share our practice more</i>  <i>Sharing of expertise internationally</i>  <i>Great way to store reusable learning objects and training ideas</i>  <i>Sounds exciting at a national/international level</i></p>
<p>'yes but' /'not sure' Trainees 3/17 Practitioners 0/11 Supervisors 6/12 Total: 9/30</p> <p><i>Not sure of its take-up at a local project .</i>  <i>It will not be so well taught by e-learning</i>  <i>only if supplemented by face-to-face learning</i>  <i>subtle interactions are less likely to be noticed with the barriers of the screen</i>  <i>Technical problems can get in the way of communication</i>  <i>...only at later stages of both personal and project development. Personal contact and inspiration is irreplaceable.</i>  <i>Strengths of relationships would be lost and feel that balance would be necessary</i></p>

<p><b>6. Do you think that an e-learning tools would help cooperation with other professional disciplines?</b></p>
<p>'yes' Trainees 15/17 Practitioner 7/11 Supervisors 4/12 Total 26/40</p> <p><i>but it doesn't replace the positive working relationship gained through direct access</i>  <i>any method that eases communication must be good for cooperation and collaborative working</i>  <i>e-learning tools removes some of the time and logistical barriers in multi-agency working</i>  <i>easier access to information, new ideas, and cut down costs!</i>  <i>I am sure it would breakdown barriers, perhaps even lead to a holistic view of needs</i>  <i>Expanding ways of sharing information will definitely contribute to this.</i></p>

'don't know'/ 'yes but' Trainees 2/17 Practitioners 4/11 Supervisors 8/12 Total: 14/40  
*It is not my preferred learning style*  
*So far my experience has been that personal contact and networking has been important*  
*I can't see e-learning breaking down cultural differences, values, prejudices*  
*time -delayed responses, virtual conversations and written communication are never quite the same*  
*Barrier to learning with unequal access to technology*  
*...only as part of human structure*

### **SUMMARY OF RESULTS from scaling questions**

Strong mandate – over 75% in favour ( 4 or 5) with no reservations by supervisors (1 or 2) and only strong reservations (1) by one practitioner

- for creating an expanded web environment
- for demonstration videos of lectures/seminars on the web site

Mandate – over 50% in favour ( 4 or 5) with strong reservations by two supervisors and two practitioners

- e-versions of questionnaires /assessment instruments

Partial Mandate – over 50% in favour (4 or 5) with strong reservations by 40% of supervisors

- Video conferencing
- Placing videos on the website

### **Key Themes from open-ended questions**

#### **RESOURCES**

- Webcams and video conferencing is not easily available at present

#### **WHAT IS NEEDED**

- Belief that this is a good way forward
- More time
- Finance
- Training

#### **PROBLEMS/BARRIERS**

- Belief – dislike of remote contact
- Lack of time
- Finance
- Expertise
- Ethical issues re confidentiality

## POSSIBLE SOLUTIONS

- Support network – peer support, patience
- Drive and commitment
- Training courses
- Ring-fencing time

## Further results from Questions 4 and 5

### Question 4

- 92% of trainees and practitioners but only 50% of supervisors expect e-learning to be effective in initiating , supporting the development of VIG.

Half of the supervisors are negative about this development stating that it should only be used in conjunction with face-to-face learning. Strong feeling that inspiration is less likely to be conveyed by e-learning. eg *'personal contact and inspiration are irreplaceable'*

It is interesting to note that no practitioners and very few trainees in a face-to-face environment were negative about the idea of e-learning. They seemed more excited with comments such as *'it could be very enriching to share our practice more'*, *'sounds exciting at a national and international level'*.

### Question 5

- How. 75% of trainees and practitioners but only 33% of supervisors think that e-learning tools will help co-operation with other professional disciplines

Again two thirds of the supervisors are cautious with comments eg *'it doesn't replace positive working relationships gained by direct access'*, *'delayed responses, virtual conversations and written communication are never the same as face-to-face contact'*

Trainees were more enthusiastic with optimistic comments eg *'I am sure it would break down barriers in multi-agency working, 'expanding ways of sharing information will definitely contribute to this'*

## General results

Trainees and practitioners are much more enthusiastic about the possibilities for e-learning in the development of VIG than supervisors.

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