



Erasmus+

ERASMUS+ PROGRAMME STRATEGIC PARTNERSHIPS

2019-1-FI01-KA202-060805

Best Practice in Equine Facilitated Interventions – Education

Report from First Transnational Meeting November 16th – November 18th 2019

Contents

Project Partners	2
Main Project Overview:	2
Ways and terms of working in the project: What did we promise to deliver?	2
Terms of Good Practice:	3
What are the terms and key competencies?	3
1. Equine	4
What Constitutes Safe?	4
Suggested Output:	5
2. Person/Facilitator	5
3. Method of intervention	6
Proposal for future Work:	7
Identification of models of good practice	7
Evaluation and Overview of Current Education and Training:	9
Definition of Best Practice	9
Impact	9
Suggested Plan of Action:	10

Report – First Transnational Meeting November 16th to November 18th 2019

Project Partners

Applicant Organisation

Suomen ratsastusterapeutit ry, Finland

Partner organisations

The Federation of Horses in Education and Therapy International AISBL, Belgium

Festina Lente, Ireland

Associazione Lapo ONLUS, Italy

Polskie Towarzystwo Hipoterapeutyczne, Poland

Main Project Overview:

The main objective of this project is to extend and develop the competencies of educators and to compare current European Partners Education models offered in the field of Equine Facilitated Interventions (EFI's). Currently there is no European regulation or standardisation in this area. We believe this Best Practices project is an important step to take to provide transparency, efficiency and safety in current education and training provided. It is envisaged that by providing such transparency it will further increase Trans –European employability. Currently a lack of standardisation may have a detrimental effect not only on those availing of these services, but also on the area of research as well as those taking part in the education and training.

Ways and terms of working in the project: What did we promise to deliver?

Areas for discussion with partners:

- What are the terms of good practice?
- What are the key competencies of Equine Facilitated Interventions (EFI)?
- Are they found in the curricula?
- Evidence base supporting key competencies?

Prior to formulating terms of good practice discussions were held in reference to the different terms that are applied to this area of work in general and this aided in increasing partners understanding by exploring what each of these meant.

Terms of Good Practice:

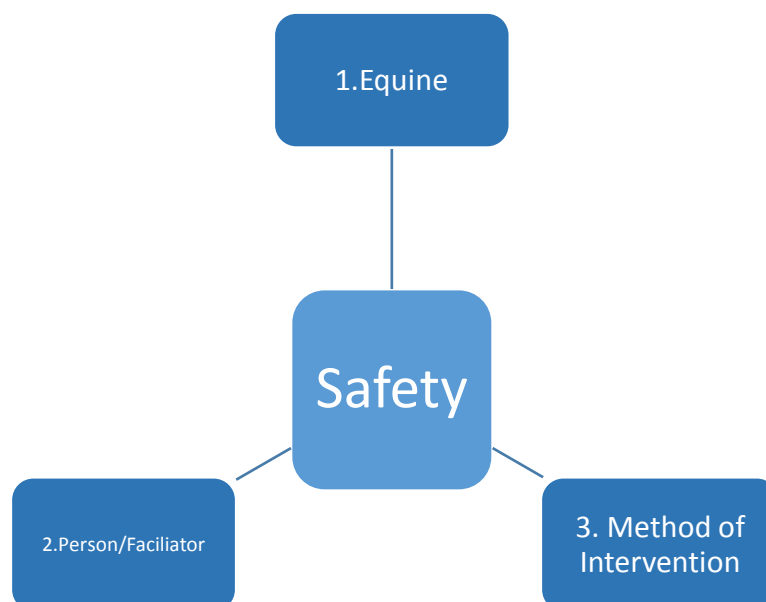
The partners agreed that good practice is made up first of skills and knowledge and out of these are developed competencies. Competency is then assembled by means of qualification.

The partners decided that in order to be in the most positive position in terms of best practice participants need the following:

1. Equine Knowledge and Skills
2. Desire to Learn
3. Self-Awareness
4. Sufficient skills and knowledge to be safe

What are the terms and key competencies?

One of the key themes of the first transnational meeting focused on the theme of safety - both equines and staff - as prerequisites for effective EFI's. The discussion concluded with a review of the various methods of interventions. The partners divided into two groups to further develop the first two themes with the third and final theme contributed to by the group as a whole.



1. Equine

Equine and Safety – This applied to all countries in that those practicing in every country must understand equine cognition and how to train and manage horses so that the sessions are as safe as possible.

What Constitutes Safe?

It was agreed that in order to assure that the equine involved in the EFI's were working as safely as possible, the facilitator of the EFI needed to understand two key factors:

1. *How horses Learn*
2. *Needs of the equine in a domesticated environment*

Resulting from this it was agreed that the next stage would be to review the most recent research in each of these areas. Following on from this, each partner will evaluate the degree to which the above are integrated into their individual educational/training programme/s and how it is currently delivered and the degree to which the safety elements are contained in the national programme.

Topics for review:

Please note these topics should be developed in reference to the most up to date, relevant and robust research.

- i. Equine Welfare
 - ii. Equine Training and Schooling
 - iii. Equine Management and Handling
 - iv. Equipment and Facilities for the equine
 - v. Equine feeding
 - vi. Equine exercising
 - vii. Equine weight
 - viii. Ethology
 - a. Physiological
 - b. Psychological
- Equine Behavior and Causation
Conformation, movement and biomechanics
Freedom – Turnout
Weight restrictions

Tack – (bits)

Suggested Output:

It was suggested that an outcome of this would be the development of an interactive education module for general use e.g. a combination of power point, research, discussion, video critique, demonstration, etc.,

2. Person/Facilitator

The second area is related to the need for EFI facilitators to perform in a safe way:

Person/Facilitator: Key skills and attributes:

Lead facilitator of the session

- Ability to do what is expected
- Take responsibility
- Knowledge that is specific to the job
- Commitment to best practice
- Social Skills
- Delegation
- Knowledge of own limitations
- Accountable for method employed
- Rigorous with feedback and handover
- Ability to write plans/procedures
- First Aid
- Leadership (ability to conduct session)
- Client focused
- Healthy: mentally and Physically
- Knowledge that enables recognition of different types of difficulty/disability
 - Alternative and augmented communication
 - Knowledge of appropriate matching/groupings
 - Knowledge to assess individual/group work sessions
 - Knowledge of necessity to vary or alter session/structure
 - Skills to observe and assess and develop individual plans
- Desire to learn
- Team worker
- Ability to set targets
- Honesty
- Critical thinking
- Analytical skills
- Self-evaluation
- Strong sense of person: equine Environment Match
- Understanding of differentiation in practice

- Role Model
- Authentic
- Able to anticipate and manage the unexpected

**Note – this list is not exhaustive and each still needs to be defined with an exploration of what level of skill is required. Essential and desirable may need to be identified and within these rated but may be situation specific*

Reflective Question: *To what degree are we training students with the above?*

3. Method of intervention

Individual or group

Balance mounted and unmounted

Frequency

Length of session and number of sessions over time

Unmounted

Interactive vaulting

Physical therapy

Speech therapy

Psychotherapy

Neuropsychiatric

Social, emotional and behavioural well being

Mounted: individual or group - saddle, roller, positioning, back riding, walk, trot and canter, pace and rhythm, (all dependent on client needs and suitable equines)

Driving

Physical therapy

Speech therapy

Psychotherapy

Interactive mounting

Neuropsychiatric

Social, emotional and behavioural well being

Additional Notes:

The area of years' experience of a facilitator was discussed and the possible need for people to have an undergraduate degree primarily.

Academic achievement – What is this?

This was clarified as somebody who has potential to reach a certain level of report writing and understanding of the horse and of the person.

Proposal for future Work:

In line with the project objectives for the first meeting : a summary report is to be developed which will outline participant information on the education / training / learning programmes being delivered in each country.

Identification of models of good practice

Competency of the Person in Charge of the work:

The competency of the person working with the equine is integral to and mandatory for the safety and efficacy of the work.

Detailed competencies cover the various specific equipment and should be assessed at the level equivalent to the responsibility taken – and expectations made – of the person in charge of the work.

The person must be able to identify and assess risk and be able to react to, reduce and control risk appropriately.

Risk falls into three categories

1. Equine
2. Client and assistants
3. Environment

References:

1. Health and Safety at work legislation
2. Professional guidelines for work with equines and relevant specialism involved.
3. Supporting teacher competence development for better learning outcomes – EU Commission Education and Training, July 2013

4. Thematic working Group – Teacher Professional Development comprising representatives for 26 countries.

The need to identify models of good practice

- a. To know what training is available in order to recognise training that is appropriate for each specialism
- b. Indicators of good practice – *for those looking to find education providers*
 - i. Structure of organisation
 - ii. Experience and qualifications of those involved
 - iii. Who recognises the work in terms of commissioning /funding
 - iv. The outcomes of the work

In exploring differences and similarities between education courses:

1. Programme Name and Aim
2. Entry Criteria
3. Programme Duration – Direct Contact Hours
4. Accreditation
5. Number of Modules and Objectives for each Module
6. Cost
7. Continuous Professional Development requirements to remain valid
8. When was the programme established
9. How many people have achieved the qualification
10. How many of the above are working in the field?

Cost Comparisons

- i. Living costs in that country
- ii. Currency
- iii. Accommodation/meals – Is accommodation included /excluded?
- iv. Transport – What are the travel costs?
- v. Translation/Delivery/language
- vi. Look at what you get for your money

Additional Questions:

- i. What do you want to become?
- ii. What is your Goal?
- iii. What is your experience so far (Equines/Disability)
- iv. With who is course accredited?

- v. Who are the teachers and their qualifications?

Recommendation:

- Courses need to be explained in detail.
- They need an introduction combined with a clear explanation of how to search the directory and choose.
- They should include a Bibliography

Evaluation and Overview of Current Education and Training:

This section refers to information required to have an overview of the current models of education offered by each partner.

- a. HETI Directory of Education and Training Questionnaire to be modified in order to encompass recommendations from partners.
- b. Partners to evaluate their own programs based on this.

Definition of Best Practice

- Transferable
- Prove that it has been used by other
- Sharing practices that are being used and are working and how this assists learning amongst others
- ERASMUS: does not give definitions
- Exchange of ideas and learning from each other but is flexible in this sense

Impact

- a. Indicators of impact :
 - i. Application stated these - As part of the project you may want to revisit these and further redefine
 - ii. Individuals and systems learning: could be revisited:
 - iii. How information is collected from those involved i.e. all stakeholders and how this is done

- iv. Though funding is not provided for dissemination : you could engage with local stakeholders
- v. Congress :presentation: however this is more dissemination rather than impact
- vi. Impact: what will change and what do you want to achieve and how sustainable the project will be after it has finished
- vii. Reference : erasmusplus.org.uk impact and evaluation framework : could be reviewed and considered by the group : link to be forwarded on to the group

b. Further impact indicators

- i. The degree to which individual curricula will change post workshops overtime
- ii. Comparisons of current curricula with planned workshops e.g. biomechanics
- iii. Comparison of education programme descriptor with that proposed during meeting one.

Suggested Plan of Action:

Action/Task	Completed by Whom	Completed by When
Review the HETI directory of services to evaluate against what the group believe needs to be available in terms of providing the maximum information on different courses	Natalie Keating	Completed
Each group fed back on the work of developing a new template on courses The group is to compile both workings and combine into one template. This will be done via an online document and will be completed by each partner in advance of the meeting in Ireland. In addition, the information will be on excel in order to critically review and evaluate similarities and differences.	All Partners	15 th February 2020
HETI to resurrect the Training Directory : Gisela to ask Roisin to put this on the agenda for the next meeting and as part of the project that it recommends that this is done to promote both training and transparency of training – to be circulated to the group	Gisela Heimsath Rhodes and Roisin Brennan	9 th December 2019 – EC Meeting
Compile work from both groups into one template	Roisin Brennan, Gisela Heimsath	



HEVOSOPISTO



Erasmus+

ERASMUS+ PROGRAMME STRATEGIC PARTNERSHIPS (KEY ACTION 2)

AGREEMENT NUMBER 2019-1-FI01-KA202-060805

Best Practice in Equine Facilitated Interventions – Education

	Rhodes	
Logos sent to Sanna Mattila Rautiainen	All Partners	9 th December 2019
Written permission given by all partners to use images	All Partners	9 th December 2019
Research areas - Safety		
Equine Conformation	Sanna MR.	15 th February 2020
Equine Cognition/Training/Schooling	Jill Carey	15 th February 2020
Facilities – Housing, Continuous feeding, turnout	Natalie Keating	15 th February 2020
Signs of a healthy horse- Dentistry and Farrier	Jill and TR – Festina Lente	15 th February 2020
Tack /Weight	Gisela HR	15 th February 2020
Behaviour and Causation	Agatha	15 th February 2020
Develop a research Template	Jill C	
Creation of project Google Doc	Sanna MR	
<ul style="list-style-type: none"> a. Feedback for the group on work from this group <ul style="list-style-type: none"> i. Initial brainstorm on recent research on five key areas ii. Divided across five people to summarise the most relevant and recent research 		15 th February 2020
Research Areas – EFI Facilitator		
Comments written applied to the competency of the person in work that if that was it would be safe together with references : references to support assertion : including health and safety guidelines / legislation – and professional / teacher competencies / together with EU document : thematic working group – July 2013 :		
Website – Created on HETI Page	Roisin Brennan and Antti Rokka	January 2020
Submission of Draft copy to all partners	Roisin Brennan	28 th November 2019
Each project to promote project content meeting by meeting as best can be done appropriately : using minutes as a guide	All Partners	Ongoing