

**Efficient 20.**

**IEE/09/764/SI2.558250**

## **D6.3. Initial Questionnaire Guidelines**



## **INTRODUCTION**

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The evaluation of projects with the aim of knowing what impact the project has on the affected groups by itself, as well as knowing if the marked aims have been obtained is a fundamental task within the projects.

One of these aims of the Efficient 20 Project is to increase the knowledge and the raising awareness of the farmers in relation to saving fuel in the agricultural tasks, and for this reason several evaluations are going to be carried out. One of them consists of the first questionnaire that will help us to know the situation of current knowledge and raising awareness`.

Once carried out the questionnaire, the project will develop trying to affect in the weak points extracted from the conclusions of the initial carried out valuation. At the end of the project, it will return to ask the farmers across a similar questionnaire to initial one, with the goal of valuating what was the effect on the farmers.

## AIM OF THE INITIAL QUESTIONNAIRE

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The aim of the questionnaire is to evaluate the knowledge and the raising awareness of the target groups about saving fuel in the agriculture, so two questionnaires will be carried out: the initial one and another one at the end of the project

The aim of the first questionnaire is to know, basing on approximately 450 opinion polls (50 per country), the level of knowledge and raising awareness that farmers and forest workers have on the measures of saving and energy efficiency which can be carried out in order to save fuel in the labors that they make.

Besides this initial aim, it is tried to get to know what kind of obstacles exist in the introduction of energetic saving measures, as well as the positive reinforcements and the influence that external agents can have in the implantation of saving energy measures.

These questionnaires will be carried out in each of the countries which take part in the project, in order to analyze the current situation in each of them, and to know what kind of measures can be adopted in a specific and general form.

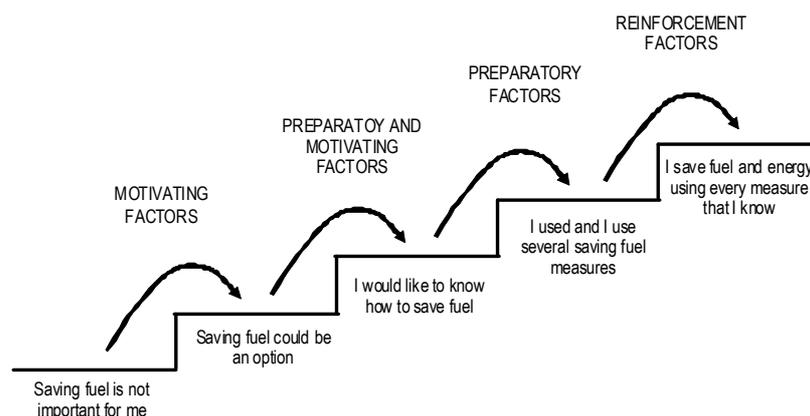
## ASPECTS TO CONSIDER

For the questionnaire accomplishment there will be taken into account the factors which influence the behavior of people at the moment of deciding on energetic aspects, agree on the conclusions of BEHAVE project. The factors to consider are:

- ☒ **Motivating Factors**, which are individual and internal driving forces on behavior (awareness, knowledge, social influence, attitude, perceived capacities, intention ...). These factors motivate the use of information and available instruments to control the energetic consumption. The most important influence factor is the attitude
- ☒ **Preparatory Factors**, which are the external resources that influence the behavior (acquisition of new habits, financial, technical, organizational and legislative resources, subsidies, specific advice, products availability ...). Sometimes, the acquisition of new knowledge and skills is necessary to obtain the wished change. The most important influence factor is the acquisition of new knowledge and skills.
- ☒ **Reinforcement Factors**, which are the actions that inform the individual about the positive and negative consequences derived from his behavior (Information on the consequences of a previous behavior, friend's advices and opinions, professionals ...). These factors reinforce and support in the time the acquired changes. The most important influence factors are the advices of the audits.

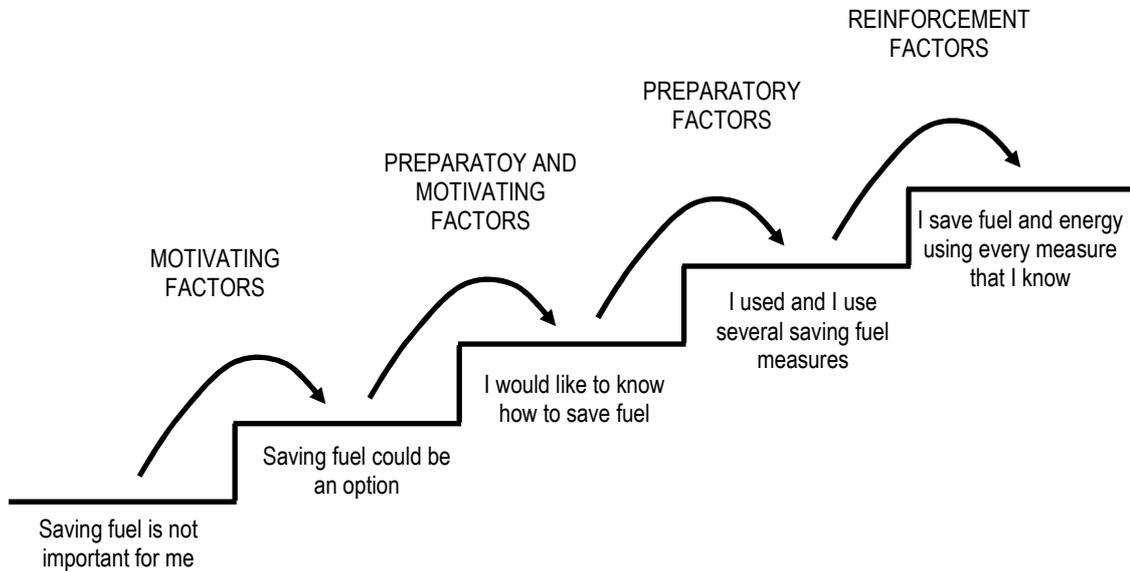
The questionnaire tries to know what factors influence the decisions of each one of the target groups, in order to know the condition of each country about measures adoption, as well as knowing what elements need a more important action to improve them.

The results obtained of the above mentioned analyses will be used for trying that the target groups of the project could be in a higher step on the following make decisions graph:



In accordance with this scheme, every person from the target groups will be in different steps of the stairs, depending on the previous determinant factors (motivating, preparatory and reinforcement). In the same way, these factors will be in charge of determining if a person promotes steps.

Factors that affect the ascent in the previous steps are various, though an approximation can be made to determinant factors in order to be on an increasingly highly step:



## SPECIFIC AIMS

As we said before, it is tried to make an evaluation from which obtain the following information:

- In what condition (step) are the analyzed groups of people?
- What factors did make them be there?
- What factors are necessary to improve in order to promote in the previous stairs?

## **METHODOLOGY**

It is proposed to carry out a qualitative analysis of the current situation, basing on opened interviews with the members of the analyzed groups. These opened interviews will be made to cover most of proposed questions, in which it is tried to be analyzed the factors to develop in accordance with the classification specified in this report.

Once these questions are done, it's necessary a work of Efficient 20 partner to complete the Annex 1 of this document. One annex report should be fulfilled per interviewed. Opened interviews need a labor of summarizing their development, as well as a detailed work to extract the main conclusions obtained from the above mentioned interviews.

Besides the opened questions that need synthesize the commented things by the members of the analyzed group, also there will be questions, in a closed way, which will have to be filled by them.

The made questions try to obtain information about the following aspects:

- Kind of work and farming.
- Knowledge on fuel consumption in several works.
- Maintenance labors carried out in the machinery.
- Level of organization in the farming works.
- Level of knowledge on good practices to apply in the fuel saving.
- Level of knowledge on efficient driving techniques.

## INTERVIEWS DEVELOPMENT

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Interviews will be made to members of project target groups (farmers and / or forest workers), being able to be carried out separately or in group, and to farmers and forest workers which are not part of pilot groups. In this respect, the only requirement to obtain a reasonable comparison is the final questionnaire should be filled by the same groups who did the initial one.

The opened and closed questions below will act as a reference to the interviewer in order to guide the survey. It means that **not all the questions should be used**, and we will use it as a base to drive our interview to the conclusions we want to obtain.

### INTERVIEW INTRODUCTION

It will be carried out a project introduction, in which the questions will be justified in the questionnaire, in order to the interviewed one knows what is expected from his contributions.

All the questions under here are an approximation to obtain the information we want to obtain. In this sense, these questions are **only a reference** about what can be asked. These reference questions should be used to classify the current situation of the interviewed about the awareness and knowledge about the project topic.

### OPENED QUESTIONS

The interviewer will make the following questions, covering the needed one which will allow the interviewer to classify the interviewer in some of the established groups. The interviewer must familiarize with the opened questions, in order to omit certain questions if they have been answered in previous answers.

And now a series of questions is detailed, defining what factor is analyzed by each of them, and specifying the information which is required to obtain from them:

#### Questions about the motivating level.

*If after asking some of these questions the interviewed has obviously the needed motivation to be interested on energy efficiency, please go to the next questions groups.*

1. **MOTIVATING** Do you believe that your activity has a positive or negative impact in the environment? In what sense?
  - ☞ It is a question of knowing if farmers are conscious of the impact of their activity in the environment
2. **MOTIVATING** Do you know any kind of measure for saving energy which can be applied in your daily work? In affirmative case, which one? Do you use it? Why?
  - ☞ There will be known the measures that nowadays they know, if they use them and the reason, with the intention of evaluating the level of knowledge that they have on measures for energetic saving.
3. **MOTIVATING** Do you do any specific task with the aim of reducing energetic consumption in your daily life?

- ☞ It is a question of analyzing the previous raising awareness on saving energy out of work, in order to know the predisposition to adopt these measures in the professional activity.
- 4. **MOTIVATING** Do you know the energetic cost of tasks you do in your professional activity? (Fuel liters/ha; Fuel liters/ ton ...)
  - ☞ We try to analyze the farmer level of knowledge on the energetic consumption of every activity, in order to know if he is able to identify the agricultural labors as elements consuming energy.
- 5. **MOTIVATING** Have you some measure of energetic saving in the machinery? In affirmative case, which one? Is it a measure included in the tractor?
  - ☞ We try to know the level of knowledge that farmers have regarding their machinery and if these measures have been inserted in a voluntary way.
- 6. **MOTIVATING** Have you attended to any course on saving fuel?
  - ☞ We try to know the previous participation level in courses on saving fuel.
- 7. **MOTIVATING** In what sense would the adoption of measures for saving and energy efficiency affect your work?
  - ☞ We try to know if there are reticences regarding the adoption of measures for saving energy because they could think that they are going to affect negatively in their professional activity.

#### Questions about the preparation level.

*If after asking some of these questions the interviewed has obviously the needed preparation to start applying some efficiency measures, please go to the next questions groups.*

- 8. **PREPARATORY** Do you know laws/grants/subsidies related to the introduction of measures for saving and efficiency?
  - ☞ In order to know the level of previous knowledge that they have on aspects related to legislation as for saving and energy efficiency, and to analyze if any of these aspects is determinant in the decision of adopting measures.
- 9. **PREPARATORY** In case of having some measure of saving and energy efficiency in the machinery, do you use it? Have you received information about how using it? Is it useful?
  - ☞ With this question we try to know if they have or not measures for saving in the tractor, in order to know if they use them, if they have received information about the possibilities of them, if they consider them to be useful...
- 10. **PREPARATORY** In case of having attended to some course related to the reduction of energetic consumption, has it been useful? Do you use these advices?
  - ☞ With this question we try to know if they have attended or not to courses related to saving energy, in order to know if they apply the learned measures, if they consider them useful ...

11. **PREPARATORY** In case legislation / grants / subsidies would exist for the introduction of measures on saving and energy efficiency, would you use them?, Could they modify your conduct?
  - We try to know what factors could qualify farmers in the adoption of measures on saving and energy efficiency.
12. **PREPARATORY** Do you do some established activities before beginning with agricultural labors? In affirmative case, are any of them related to energy?
  - We try to know if there is a series of established previous activities which are carried out before initiating agricultural labors, and if any of them has to do with saving energy. This way, we could know if these previous activities (in case of carrying out) include some measure related to saving
13. **PREPARATORY** Would you pay for a more expensive fuel which contributes to prolong the life of the tractor?
  - We try to analyze their disposition to pay for a more expensive fuel which contributes to prolong the life of the tractor.
14. **PREPARATORY** Would you pay extra money for labors of maintenance in the tractor if these would prolong its life?
  - We try to analyze their disposition to pay more for labors of maintenance if they prolong the life of the tractor.

### Questions about the reinforcement level.

*If after asking some of these questions the interviewed has obviously the needed reinforcement level to defend the adoption of efficiency measures, the interview can finish..*

15. **REINFORCEMENT** Have you received advices from close people on energetic saving in your work? In affirmative case, were they useful? Whom did you receive them? Do you apply them?
  - We try to know if farmers receive advices from close people on saving fuel, in order to value the level of influence that these recommendations could have
16. **REINFORCEMENT** Do you know someone who applies measures on saving and efficiency in your work sector?
  - We try to know if there is any social relevancy in the activities of saving energy carried out by close people.

### CLOSED QUESTIONS

Besides the previous questions, it will be asked about the activities carried out within the agricultural labors, as well as asking about a valuation to know which of these activities consume more energy:

17. **MOTIVATING** Which do you believe is the weight of agriculture energetic consumption within the energy consumption of your country?

- From 0 to 10%
- From 10 to 30%
- From 30 to 60%
- From 60 to 100%

⇒ It is a question of knowing if farmers are conscious of the impact of their energetic consumption in their country.

18. **MOTIVATING** Apart from the economic question, do you believe is there any other advantage in the adoption of measures for saving energy and energy efficiency? What is the most important?

- Environmental advantages.
- Competitive advantages.
- Production advantages.
- Other: \_\_\_\_\_

⇒ We try to know if they know any other advantage that justifies the adoption of measures for Saving Energy and Energy efficiency.

19. **PREPARATORY** Do you believe the maintenance has influence in saving energy? In affirmative case, in what measure?

- From 0 to 5%
- From 5 to 10%
- From 10 to 15%
- More than 15%

⇒ We try to know if farmers consider the maintenance as a factor which could influence in saving and in energy efficiency.

20. **MOTIVATING** What percentage does the energetic and fuel consumption represent in your economic results?

- From 0 to 10%
- From 10 to 30%
- From 30 to 60%
- From 60 to 100%

⇒ We try to know if farmers know what the impact of energy in their expenses is.

21. **MOTIVATING** What factors do you believe that the fuel consumption in the several agricultural labors depend on? What is the most important?

- Speed
- Type of land.
- Use of machinery
- Other: \_\_\_\_\_

⇒ It is a question of knowing which factors are believed to determine the consumption; apart from they know several measures to reduce it.

22. **MOTIVATING** Which maintenance tasks do you do to the agricultural machinery?

- Pressure tyre check.
- Oil check.
- Filter check
- Other: \_\_\_\_\_

⇒ We try to know the farmer level of knowledge regarding labors associated with his work

⇒ What kind of labors do you carry out with the tractor? From these labors, which one is the most energy consumer?

⇒ We try to evaluate the level of knowledge about the importance of each agricultural task.

### CONTINUATION OF THE ANSWERS

In case answers are not satisfactory because the interviewed people do not say too much, or answers are not very specific, can be made questions which avoid determining answers. After this, there are exposed examples of this kind of questions:

Could you explain more on the matter?

What do you mean with this?

What do you mean when you say ...?

Could you give me an example?

You say that ... it is important, but how much?

Why is it important?

## DRAFT OF RESULTS

From these polls, the pollsters will have to carry out a report with the conclusions on the held conversations.

The above mentioned report must analyze the determinant factors in the adoption of measures, as well as trying to place the interviewed people in one of the steps of the adoption stairs of measures supplied by the project Capacitor.

## PROPOSED CHRONOGRAM

|   | may-10 |        |        |        | jun-10 |        |        |        | jul-10 |         |         |         | ago-10  |         |         |         |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|
|   | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 |
| GUIDELINES DRAFT ON THE FIRST QUESTIONNAIRE       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |
| GUIDELINES SENDING TO PARTNERS OF THE PROJECT     |        |        |        |        |        |        | 15-06  |        |        |         |         |         |         |         |         |         |
| GUIDELINES EVALUATION AND CONTRIBUTION OF CHANGES |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |
| DISCUSSION ABOUT CHANGES IN GUIDELINES            |        |        |        |        |        |        |        | KOM    |        |         |         |         |         |         |         |         |
| DRAFTING AND SENDING DEFINITIVE GUIDELINES        |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |
| ELABORATION OF POLLS IN EVERY COUNTRY             |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |
| DRAFT OF CONCLUSIONS ABOUT CARRIED OUT POLLS      |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |

## CONTACT WITH WP6 COORDINATOR

The person in charge of the WP6 coordination, and who have to send the questionnaire results is:

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## ANNEX 1

One copy of this document should be completed by Efficient 20 partners per interviewer:

|  |   |
|--|---|
| <b>INTERVIEWER</b>   | ORGANIZATION<br>RESPONSIBLE                           |
| <b>INTERVIEWED</b>   | ORGANIZATION<br>RESPONSIBLE<br>PHONE NUMBER<br>E-MAIL |
| <b>DATE</b>  | <b>INTERVIEW PLACE</b>                                |
| <b>ACCORDING TO THE OPENED QUESTIONS, IN WHAT GROUP IS THE INTERVIEWED:</b>  |   |
| <input type="checkbox"/> Saving fuel is not important for me <input type="checkbox"/> Saving fuel could be an option<br><input type="checkbox"/> I would like to know how to save fuel <input type="checkbox"/> I used and I use several saving fuel measures<br><input type="checkbox"/> I save fuel and energy using every measure that I know |   |
| <b>ACCORDING TO THE INTERVIEW, WHAT IS THE LEVEL OF MOTIVATION THE INTERVIEWED HAS:</b>  |   |
| <input type="checkbox"/> 0 - 25% <input type="checkbox"/> 25 - 50% <input type="checkbox"/> 50 - 75% <input type="checkbox"/> 75 - 100%  |   |
| <b>ACCORDING TO THE INTERVIEW, WHAT DO YOU THINK THE LEVEL OF PREPARATORY FACTORS IS</b>   |   |
| <input type="checkbox"/> 0 - 25% <input type="checkbox"/> 25 - 50% <input type="checkbox"/> 50 - 75% <input type="checkbox"/> 75 - 100%  |   |
| <b>ACCORDING TO THE INTERVIEW, WHAT DO YOU THINK THE LEVEL OF REINFORCEMENT FACTORS IS</b>   |   |
| <input type="checkbox"/> 0 - 25% <input type="checkbox"/> 25 - 50% <input type="checkbox"/> 50 - 75% <input type="checkbox"/> 75 - 100%  |   |
| Which does he/she believe is the weight of agriculture energetic consumption within the energy consumption of your county?   |   |
| <input type="checkbox"/> 0 - 10% <input type="checkbox"/> 10 - 30% <input type="checkbox"/> 30 - 60% <input type="checkbox"/> 60 - 100%  |   |
| Apart from the economical one, what is the advantage considered most important of saving fuel?   |   |
| <input type="checkbox"/> Environmental <input type="checkbox"/> Competitive <input type="checkbox"/> Production <input type="checkbox"/> _____   |   |
| How many fuel does he/she believe can be saved by maintenance operations?  |   |
| <input type="checkbox"/> 0 - 5% <input type="checkbox"/> 5 - 10% <input type="checkbox"/> 10 - 15% <input type="checkbox"/> More than 15%  |   |
| What percentage does the energetic and fuel consumption represent in him/her economic results?   |   |
| <input type="checkbox"/> 0 - 10% <input type="checkbox"/> 10 - 30% <input type="checkbox"/> 30 - 60% <input type="checkbox"/> 60 - 100%  |   |
| What is the most important factor which saving fuel depend on?   |   |
| <input type="checkbox"/> Speed <input type="checkbox"/> Type of land <input type="checkbox"/> Machinery use <input type="checkbox"/> _____   |   |
| Which maintenance tasks does he/she do to the agricultural machinery?  |   |
| <input type="checkbox"/> Pressure tyre check <input type="checkbox"/> Oil check <input type="checkbox"/> Filter check <input type="checkbox"/> _____   |   |
| <b>Please, add as many comments as you consider:</b>   |   |