

Quality Standards for Teaching Social Farming

What future social farmers need to know to be successful





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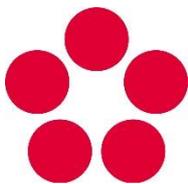
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1 Introduction

In many European countries, agriculture can be characterised by a momentous change in ag-structure and its demographic environment. Farmers respond to these changes in multiple ways. One of them is to diversify agricultural production. Against this background, social farming recently is attracting greater interest as one possible diversification strategy. Likewise, in the field of social work, the potential of agriculture as a “setting” for employment, therapy or rehabilitation is receiving a more and more positive reception.

An increasing number of farms have discovered social farming as another string to their bow. However, in most countries there is a lack of pathways for a professional qualification in social farming, which is essential for improving the quality of care provided on farms, and for the wider development of social farming. As a professional field, social farming combines the knowledge and skills of normally unrelated fields such as agriculture/horticulture and social work. A broad set of professional and personal competencies appear necessary (Specht, Braun, Wenz, & Häring, 2014). In many European countries, higher education institutions have recognised the need to create and establish new offers for a qualification in social farming on higher education level in recent years.

There is a high demand for scientific research as well as educational innovations and teaching material supporting social farming.

This paper wants to support higher education institutions that are offering or planning to offer social farming courses. It aims at determining quality standards that set the frame for high-quality education in social farming. The quality standards for teaching social farming refer to the teaching content and its prioritisation. This way they can support university course offers on social farming and its comparability in Europe.

This publication on quality standards for teaching social farming is the first result of the project “Social Farming in Higher Education” (SoFarEDU). The quality standards for teaching social farming also constitute the base for the development of a curriculum and teaching material. The project is funded by the European Union under the Erasmus+ programme. The project started in September 2017 and will end in August 2020.

2 Social Farming in Selected Countries

So far there is no commonly accepted definition of social farming. All over Europe, social farming presents itself in a number of ways. Even the term to describe social farming and what it contains varies from country to country. However, in 2012 the European Economic and Social Committee drafted conclusions and recommendations about social farming (EESC, 2012). The document also provides a definition of social farming. SoFarEDU took this definition as a fundament on which their own definition could be developed, that reflects their specific social farming characteristics. The aim was to come to a commonly accepted definition of social farming that serves as a basis for the next steps and further work on quality standards for teaching social farming.

Therefore a survey was conducted among the partners of the SoFarEDU project, who represent five European countries altogether. It contained questions to the following topics from their national perspectives:

- Specific characteristics of social farming
- Existing definitions and common name
- Types and clients
- Infrastructure
- Education and training

Based on that, key features of social farming, like types, forms and client groups, could be compared to find common denominators to typify social farming and thus enable the project partners to create a common definition for social farming.

2.1 Characteristics of Social Farming in Selected Countries

2.1.1 Austria

Until the year 2006, the beginning of the COST campaign, Green Care in Austria was practically not a common term. Nevertheless, at that time there were already some facilities and projects dealing with activities which could be summarized under Green Care, many had already a long tradition. Estimated 200 to 300 placements within a Green Care setting existed, mainly in agricultural family farms or some institutional sheltered workplaces. A few worked as an association or were funded by welfare institutions, nursing homes or Hospitals operated. Characteristic of all of these models was a largely informal structure, a low degree of scientific support and a very low degree of networking among each other. Likewise, the areas of politics and administration were hardly involved. Much happened randomly and at own initiative of engaged persons on a small scale. It lacked an overall

view, systematic documentation and evaluation of these facilities. Much was done according to the principle of trial and error. As a result, some unexpected failures occurred in practice. Especially in the 1970s cases of bad treatment of care settlement of seniors on farms did occur. There were many mutual prejudices, especially between the green (agriculture) and "white" area (health care). With the COST Action in 2006 more general interest on the topic Green Care came up and networking started. Within the education field in 2006 various universities, colleges and federal institutes established courses like "Horticultural Therapy Certificate Course" and "Animal-assisted Pedagogic and Therapy on Farms".

Since 2011 the project "Green Care - where people flourish" has been started to support agricultural and forest businesses with partners from social, educational and health system. The national chamber of agriculture actively supports agricultural and/or forestry enterprises in Austria to integrate Green Care products on the farms.

In 2012 the Master's Degree "Green Care - pedagogic, consultative and therapeutic interventions with animals and plants" started at the University College for Agrarian and Environmental Pedagogy in Vienna. Therefore, education on Green Care can be offered now within a wide range of academic degrees. The term Green Care summarizes all activities with physical, psychic, pedagogic or social care or support measures by using nature, animals or plants. "Green Care - where people flourish" is covering the aspect of social farming. The whole Green Care movement in Austria developed strongly in connection with new educational opportunities.

"Green Care - where people flourish" is the main force in Austria to support the development of social farming. Family farms become partners in the education, health, social and economic systems. In many cases, in cooperation with social welfare organizations and institutions, the farm becomes a place of work, education, health and life and enables a multitude of offers and services for different target groups. Green Care represents a new way of diversifying supply options for farmer entrepreneurs, as well as for social providers and institutions. Green Care creates an additional source of income for farmers in the context of diversification.

Four different types of "Green Care" farms have been established in Austria: farm as a working place, an educational place, a place for healthcare, and as a place to living.

Green Care offers Austrians small-scale family farms an additional opportunity to survive. This does not only benefit individual customers but also the entire health, education and social system.

In all nine states of Austria counselling on Green Care is provided for farmers by the chamber of agriculture. Green Care Farms can enter a voluntary certification process to guarantee clients and partners clearly defined standards in social, organisational, economic and legal standards. These standards are regularly examined, and the certification lasts for three years. The certification process is audited by the independent, extern and accredited certification authority SystemCERT.

Social farming, or as it is called in Austria "Green Care - where people flourish" is strongly using co-operation between farms and educational, social or healthcare organisations. Social farmers are highly-educated pioneers within their field.

2.1.2 Czech Republic

Social farming appears as a new way of resolving social problems on a local level in the Czech Republic, while it has a long tradition in practice too. In the past, a farm outside its agricultural production was also used by people whose age, health or mental disability, did not allow them normal work. Nevertheless, together with the intensification of agriculture most of the space for less efficient activities little by little disappeared and part of the social function of agriculture was largely suppressed and transferred from agriculture to other sectors. Changes occurred again after the year 1989 (change of regime). After partial practical activities and theoretical projects between 1990 and 2010, the current wave of determining, defining and conceptual development of social farming started in 2013. Since then, the Working Committee of Social Farming meets regularly at the Ministry of Agriculture and develops support for this agenda in a multidisciplinary team.

Social farming proceeds in Czechia mostly from civic and bottom-up initiatives and focuses on community development, social integration and renewed activities within social work and education in rural areas. Social farming is based on shifts in thinking over the agrarian sector toward multifunctional agriculture, and rethinking mainstream economy approaches closer to the heterodox or social economy and social entrepreneurship. In this connection, the social farm is most often organised a charity association, independent entrepreneurship (self-employed person) or as a private limited trade company.

To characterise the functioning of social farms based on farm production, they have very often mixed livestock and crop production. The processing of products grown on-site is a very important component. Social farms often have their farm shop where clients are included, they have courtyard sale, or they frequent local markets. Very often, social farmers exchange their products to services provided by neighbour farmers and helpers. Also, the scope of clients frequenting farm activities vary from children groups to youth and elderly people, social disadvantages people, mentally or physically handicapped, and long-term unemployed people.

A definition of "Social Farming" in the Czech Republic is developed along the lines of the definition proposed by the European Economic and Social Committee (2012) with the following amendment: "it is a cluster of practices that use agricultural resources – both animal and plant – to create adequate environment for the disabled or socially disadvantaged and the general public with the aim of providing jobs, encourage their social integration, or, through education and leisure activities, contribute to their relationship to the countryside and nature." Even though social farming comprises a vast range of activities, they always have two elements in common: a) the activities are closely linked to farming activities or farms; b) they are designed for people who – either temporarily or permanently – have specific needs.

2.1.3 Germany

One way to respond to the momentous change in agro-structure and its demographic environment also for farmers in Germany is to diversify agricultural production. In the light of this, social farming is attracting greater interest as one possible diversification strategy, especially for family-owned farms over the last 10-15 years. Also in the field of social work, the potential of agriculture as a "setting" for employment, therapy or vocational training is gaining more and more positive reception. Social farming creates room for personal development and offers therapy as well as education. Social

farming can also create a healthful place where doing work is not important at all (e.g. assisted living for people that are officially not able to work for more than three hours a day, but are willing to work in a supportive environment). Currently, new ways of funding for supporting employment opportunities for people with special needs are discussed in Germany. The Federal Participation Act became applicable in 2017. It aims at enabling people with special needs in participating in professional life. Social Farming experts in Germany currently discuss how this new act can be used to create new ways of Social Farming that focus on employment opportunities for disabled people.

Social farming is practised in various ownerships and organisational coherences: institutions of charity associations, independent farm communities, single farms, youth welfare institutions etc. There are various client groups in social farming. They reach from children and youth to elderly people and from mentally or physically handicapped to homeless persons or drug addicts. In recent years also refugees became a client group of social farming. There is no general assignment of social farming to one specific administration and it is not regulated by one specific law. In addition, the 16 federal states can decide for themselves how to deal with social farming, which results in different approaches to support social farming. This situation led to a feeling of insecurity among farmers, therapists, social workers or clients: "Farmers and people in need of help and their parents, who themselves want to take the initiative, but also therapists and social workers who are in search of suitable farms for their clients, all find themselves faced with an almost impenetrable jungle of laws and authorities associated with different contact partners, funding bodies and government departments which, in addition, vary from one Federal State to another" (Van Elsen & Kalisch, 2008). The professional field of social farming is quite a new one and only a few formal possibilities to learn the required skills and competencies exist so far.

In Germany, the following definition is most often used: "Social Farming adopts a multifunctional view of agriculture: the main products, in addition to saleable produce, are health and employment, education or therapy. Agriculture offers opportunities for people to participate in the varied rhythms of the day and the year, be it in growing food or working with domestic animals. Social Farming includes agricultural enterprises and market gardens which integrate people with physical, mental or emotional disabilities; farms which offer openings for the socially disadvantaged, for young offenders or those with learning difficulties, people with drug dependencies, the long-term unemployed and active senior citizens; school and kindergarten farms and many more. Prevention of illness, inclusion and a better quality of life are features of social agriculture"(Van Elsen & Kalisch, 2008).

2.1.4 Hungary

The social farm system in Hungary is still in its infancy. The first social farms started to appear after 2000. In 2003, a government program was initiated to support the establishment of farms which provided support to autistic patients and their families, which resulted in the formation of about 15 manors with autism-specific services and employment programs. As the financial resources diminished, the growth and development of such autistic manors stagnated. Between 2005 and 2015, several social farm initiatives were launched independently from each other with various focus target communities. (e.g. programmes for unemployed Roma people; for schoolchildren, for disabled people with agricultural production, processing and eco-tourism activities.) Currently, there are a number of social farms working with disabled people, or with low-educated people, but there are also farms running educational projects/ animal-assisted therapy (mainly therapeutic riding). The

most important problem is that social farms are not legally recognised in Hungary. Nevertheless, there is a serious study that describes the operating principles, objectives, target audience, benefits, and good practices transferred from western and northern countries in detail (Jakubinyi & Kajner, 2015). Hungary still needs to face difficulties and challenges that originate from the only recently started social farming. For example, the fully detailed and concrete legal regulations of social farming are still missing; only recently the Hungarian government recognized the potentials of social farms, there is no comprehensive strategy related to social farms, administrative obstacles are still present; there are no proper training opportunities and/or curricula dealing with social farming that prepare future farmers for working with disadvantaged groups. In order to promote the social function of agriculture and at the same time the independence of disadvantaged people, the Hungarian legislation needs to be completed. Currently, the legislative definition of social farming is missing and the social service provided by social farms is not yet recognized. Furthermore, the small producers' community of rehabilitation farms as a legal entity is not yet recognized, the land use of rehabilitation farm communities is not yet defined. Another problem is that the sale of agriculture produce issued by rehabilitation farm communities is restricted.

Currently, a legislative definition of social farming is missing. The social farm definition proposed by the related stakeholders is the following: Social farm, This is a co-operative form of farming (including farming, processing and services with disadvantaged people) for the improvement of social and environmental awareness, in accordance with social and solidarity principles; as well as an agriculture-related awareness-raising complementary activity for the wider society.

2.1.5 Norway

Norway has a long experience with social farming as part of its agricultural system, and a decade ago it had one of the highest numbers of this type of enterprise in Europe. Those numbers have declined significantly but still remain fairly high, in the range of 450 social farms.

In Norway, social farming is part of the agriculture system, both financially and in terms of policy. It sits within the responsibility of the Agricultural Development Departments at local "kommunes" (municipalities). It is organised regionally into legal member associations called 'Inn på tunet' ("In the Farmyard"), each regionally identified i.e. In på tunet Rogaland, or In på tunet Sør ("South"). These organisations vary from each other regionally according to the types of farming systems (from Southern to Arctic, and West to East), and to the priorities of the local agricultural development offices and local health partnerships. Where the focus is primarily on the high production of agricultural commodities, the support for social farming appears less than in other areas. This leads to extreme variations in access and delivery across the whole country.

Historically the field was mostly populated by teachers/social workers/therapists, etc., who "retired" from normal practice and bought one of the myriad small farms which were rendered irrelevant by industrial agriculture. Many of those people are retiring now -- another reason for a decline in numbers. Efforts are currently underway to recruit more social farmers through initiatives in all the regional groups to promote and welcome new entrants using "information meetings". Recent trends in the field include the growth of social farming for dementia care and continual growth in Animal Assisted Therapies.

In comparison with some partner countries, this activity is not cited within enterprises delivering “alternative agriculture” such as organic farming, or community-supported farming in Norway. Often, the farming is the responsibility of one spouse and social farming the other, meaning that the farm produces commodities for the common market, and the social farming activity occurs around that, rather than being a core component of production. Generally, the agricultural products which are produced on social farms and sold off-farm enter the normal agricultural supply chain, in particular, the sole-buyer cooperative “marketing boards” for each agricultural commodity.

2.2 Comparison of Key Features

When comparing some key features referred to social farming, like typical clients or forms, the results, based on the partner questionnaires, are as follows:

The term “social farming” (or “social agriculture”) in the respective national language is broadly used throughout the countries of the partnership. So it is “Sociální zemědělství” in the Czech Republic and “Soziale Landwirtschaft” in Germany. In Hungary “Social farm” is used (even for the activity!) as a summarized name of the model. Different terms are used in Norway, where “Inn på tunet” (In the farmyard) still has a connection to farming and in Austria, where the term “Green Care” is used. This term has a broader meaning. It summarizes all activities with physical, psychic, pedagogic or social care or support measures by using nature, animals or plants. Working farms or market gardens are not the only places, where Green Care could be offered.

Nearly all of the regular types of social farming exist in all selected countries. Only “care” is of less importance, only four out of seven partners affirmed it. Six partners confirmed that one type has significantly more relevance in their country. The type with more relevance varied. Supported employment, therapy or socio-pedagogic were named.

There are some client groups of social farming that are typical in all of the partner countries, like young people, drug or alcohol abusers and mentally handicapped persons. Also, physically handicapped persons are a client group that was only excluded by one partner. Other client groups seem to have only relevance in one country, like homeless people and refugees in Germany, the Roma minority in Hungary or long-term unemployed persons in the Czech Republic. In most of the partner countries, physically and mentally handicapped persons are the client groups that have, more relevance than others.

Social farming always takes place on a farm or a garden. Yet, the way this farm is organised or hosted might be different. The organisational or legal form common in most of the countries is that of a family owned farm/individual entrepreneur, an association or a sheltered workshop.

There is a legal framework for social farming only in Norway. In all the other partner countries so far no legal framework specially designed for social farming exists. Although to date there is no legal framework, administrative responsibility is predominantly connected to the ministry of agriculture and its subordinate bodies. A special situation can be found in Germany where each of the 16 federal states has its own government and is able to decide independently how to treat social farming.

In all of the selected countries a working infrastructure of contact points, networks and associations already exist, which assist in questions related to social farming. All of those associations and networks work on the national level and sometimes have regional organisations like “Inn på tunet” in Norway, which has six regional organisations. In Germany, these regional organisations are independent and form a network that works together on the national level with the “Deutsche Arbeitsgemeinschaft Soziale Landwirtschaft (DASoL)”, a working committee for social farming. Working committees are also active in Hungary (“Szociális Farm Hálózat”) and in the Czech Republic (“Pracovní komise sociálního zemědělství”), where also an Association of social farming has been established recently. The same is true for Austria, where this association is called “Green Care Österreich”. All of these networks are organised as private associations, although sometimes there are close administrative ties with public authorities from the agricultural sector (Austria, Czech Republic and some German networks).

2.3 Common Definition of Social Farming

The results of the survey among the SoFarEDU project partners enabled them to create a common definition for social farming, which served as a basis for further work on quality standards for teaching social farming. Besides serving as a reflection of social farming in the participating countries, the definition should also tie in with already existing definitions on the European level. Therefore the resulting definition is a modified version of the already mentioned approach by the EESC (2012). The definition is as follows (SoFarEDU inclusions in *italic*):

Social farming adopts a multifunctional view of agriculture that combines farming with social services/health care at the local level. It can help to improve social and environmental awareness, in accordance with social and solidarity principles.

Even though social farming comprises a very wide range of activities, they always have two elements in common: a) the activities take place on a farm or *market garden* and b) they are designed for people who – either temporarily or permanently – have specific needs, including educational needs. [...]

Social farming could thus be provisionally defined as a cluster of activities that use agricultural resources – both animal and plant – to generate social services in rural or semi-rural areas, such as rehabilitation, therapy, sheltered jobs, lifelong learning and other activities contributing to social integration. [...] In this sense, it is about – among other things – making farms places where people with particular needs can take part in daily farming routines as a way of *maintaining their state/condition* or furthering their development, making progress and improving their well-being.

3 Professions and Qualifications Relevant to Social Farming

Social farming affects various professions with different backgrounds and qualifications. The professions most relevant in the partner countries of this project and their respective vocational training pathways are described in the following chapter, supplemented by required further job qualifications relevant in social farming.

In addition to literature research, the SoFarEDU project partners conducted guideline based expert interviews with at least two experts in each country who have a certain overview of social farming (coming from the social or agricultural sector), such as scientists, administrative staff or people working for an association of social farming. Farmers or social workers themselves were not included at this point. Afterwards, similarities were worked out and the most relevant professions determined.

In the next step, literature research was conducted in order to determine vocational qualification pathways and their content for the most relevant professions. Finally, minimum additional professional qualification requirements were worked out for social farming.

3.1 Relevant Professions and Their Vocational Education and Training Pathways

As the term “social farming” suggests, professions of the “green” sector (farmer, forester, gardener) and the social and educational sector (e.g. social workers/social pedagogues, educators, teachers, special education teachers) are predominant. Also the healthcare sector (healthcare assistant, carers, psychologists, therapists) is very important in many countries.

The farmer provides work and a structure for the working day. He or she runs the farm. The social service workers and healthcare assistants are in direct contact with the supported person and often work in the same area of activity as their client.

Vocational education and training pathways in the individual partner countries are as follows:

3.1.1 Austria

Agricultural training and study

In Austria, no specific training is needed to own a farm or work on a farm. The disbursement of subsidies, however, depends on the level of education and farmers with training are preferred to those without training when a farm is sold. Agricultural training includes a skilled worker, an apprenticeship, vocational schools with and without a high school diploma, college and university studies.

Vocational training and study of social work

To work as a social worker in Austria, a bachelor's degree (BA) must be completed at a university of applied sciences. The study has 180 ECTS. Master's studies on social work are also offered. Years of continuing education and training are mandatory for social work.

The content of BA social work: The program is a generalist basic education for the field of social work (social work and social education). Theoretically analysing of social problems and reflecting them on a practical basis. In elective modules and elective courses, personal priorities can be set. Three core competences are:

- The scientifically based expertise: Their basic knowledge of theories and models of social work as well as of relevant reference sciences forms the basis to recognize the complex causes of social problems and to initiate changes.
- Practical skills: Knowledge of the methodology of social work and communication skills allow dealing professionally with individual clients, groups, the community, but also with political decision-makers and the public.
- Social and personality competence: The study promotes a critical examination of theory and practice as well as the ability to reflect.

Required additional professional qualification

No additional training exists for farmers who want to work in social farming. The farmer has to have a second training, depending on the group of people she/he is working with or there has to be another qualified person at the farm.

Various certificate courses from the chamber of agriculture support farmers within the process of developing Green Care products for their farms. Additional training such as "Animal Assisted Interventions on Farms" or "School on a Farm" provide educational opportunities for farmers. On the university level, the master's degree "Green Care – pedagogic, consultative and therapeutic interventions with animals and plants" provides training for students with an agricultural, educational, social or healthcare background.

3.1.2 Czech Republic

Agricultural training and study

In Czechia, the profession of a farmer is no longer a regulated profession, or Act no. 252/1997 on agriculture¹ (Collection of Laws of the Czech Republic) does not require any professional qualification for becoming a farmer.

The only requirement when asking for single area payment scheme (SAPS) and other subsidies, like green direct payment, less favoured area payment, young farmers, and other projects supported from the European Agricultural Guarantee Fund (EAGF), is the agricultural entrepreneur registration according to the same Act no. 252/1997 Coll. on agriculture. But, when asking for subsidies on projects funded from the European Agricultural Fund for Rural

¹ Zákon č. 252/1997 Sb. Zákon o zemědělství

Development (EAFRD) the farmer has to have at least a diploma from a specialised agricultural course or from any other specialised agricultural secondary school or university.

Nevertheless, at least an education in agriculture and farming on the secondary level is recommended; the minimum would be a course specialised in farming including practical training or internship.

The content of this education:

- Soil and plant science, animal husbandry, chemistry, technology in agriculture, plant and animal sustenance, physiology of plants and animals, genetics, plants and animal disease prevention, marketing, entrepreneurship, management, breeding of special plants, horticultural and field technology and machinery, agricultural policy, foreign language, practical training, and BA or MA thesis.

Vocational training and study of social work and education

Social Work

A social worker must graduate at a higher vocational school or at a university in a bachelor, master, or doctoral study programme approved according to the Act No 108/2006 Coll. on social services². The approved study programmes on university level are in the following specialisations: social work, social policy, social education, social care, social pathology, law or special education approved according to a special legal norm.

The content of this education:

- Sociology, health and disease, social work, social policy, social pedagogy, special pedagogy, general and developmental psychology, philosophy, methodology of social work, supervision, legal systems, management, economy, psychopathology, ethnic groups and minorities, special methodology and theory in social work, foreign language, BA or MA thesis, 300 hours of practical field placement

In the course of their work, social workers must continuously complete education in a minimum of 24 hours of study a year in courses accredited by the Ministry of Labour and Social Affairs.

Education

An educator must have a professional qualification for direct educational activity according to Act no. 563/2004 Coll. on pedagogical staff³.

There are different rules and study content to preschool education, elementary school education, secondary school education and higher vocational school education and conservatories. There are special rules and study content belonging to special educators.

² Zákon č. 108/2006 Sb., o sociálních službách

³ Zákon č 563/2004 Sb, o pedagogických pracovnících

Required additional professional qualification

Additional professional qualifications for...

...a farmer who wants to work with clients in different categories

In the Czech Republic, there is not a special qualification “social farmer”, and no law or financial scheme require any additional professional qualification.

A farmer as an employer must meet the conditions of the Labour Code (Act no. 262/2006)⁴, as a social services provider he/she will probably cooperate with social workers and as an educator, he/she has to take vocational courses on environmental education or will cooperate with educators with a professional qualification.

...a social worker working on a farm

The case is the same as for the farmer. There is no required special professional qualification for a social worker working on a farm.

...an educator working on a farm

There is no required special professional qualification for an educator working on a farm. We suppose he or she has a basic insight into agriculture and social work with the selected target group.

3.1.3 Germany

Agricultural training and study

There is no formal vocational precondition to start and manage a farm in Germany. Nevertheless, it is essential to have at least a basic practical and theoretical qualification to successfully manage a farm. For a number of subsidy programmes, a completed agricultural training is required. In particular, when they are related to investment measures. In addition, for persons who have not completed vocational training in agriculture, a certificate of competence is required for certain aspects of agricultural production, like plant protection.

Although “farmer“ is not a legally protected professional title in Germany, “farmer” is one out of 328 state-approved vocations (in 2018) of which 14 are within the Green sector. The basis for these vocations is the Federal Vocational Education Act⁵, which regulates vocational education in general. It is specified by the Vocational Education Decree on how to become a farmer⁶. This decree includes a general description of the profession and a general training plan with directions regarding content and time structure for the teaching of the skills, knowledge, and competences an apprentice needs to acquire.

The system of vocational education and training in Germany is called “Dual System” because it consists of two learning locations. During this practice-oriented training pathway, an apprentice usually stays four days per week at a company (farm) to learn professional skills through practice. One day per week he/she stays at a vocational school for theoretical learning of professional knowledge. This basic vocational education could be extended after two years of further work experience by a master or technician course of one to two years in specialized agricultural schools.

⁴ Zákon č. 262/2006 Sb. Zákon zákoník práce

⁵ Berufsbildungsgesetz (BBiG) in the version published on 23 March 2005 (BGBl. I p. 931) and last amended by Article 149 of the Act of 29 March 2017 (BGBl. I p. 626)

⁶ Verordnung über die Berufsausbildung zum Landwirt/zur Landwirtin (BGBl. I p. 168)

The advanced vocational education ends with an examination and a “Master” or “Technician” certificate.

With this certificate, the master farmers have formally obtained the possibility to study at universities of applied sciences. This also applies to graduates from “Gymnasium” (grammar school, secondary school). The general higher education entrance qualification (Abitur) entitles school graduates to study any programme at any higher education institution in Germany. In agriculture, this higher education pathway leads to qualifications for the management of larger farms, agricultural administration, research or agri-business, and in agricultural extension.

A study of agriculture contains the scientific basics of mathematics and statistics, botany, biology, chemistry, physics and meteorology in connection with agriculture. Other typical modules are crop sciences, soil science, animal husbandry and genetics, animal nutrition and animal health, phytomedicine and plant nutrition, agricultural ecology, agricultural economics, agricultural policy and the functioning of food markets.

Vocational training and study of social work

To work as a social worker in Germany, at least a bachelor degree in social work is required. The duration of this field of study is between six and eight semesters. Also, a combined vocational training and degree program (Duales Studium) with a more practical approach is possible.

While social worker/social pedagogue is a degree that is officially approved by the federal government, the federal states are responsible for legal regulation regarding the education of social workers/social pedagogues. Among other things, these laws regulate what kind of internships and seminar papers a student needs to complete. However, the training content is defined by every educational institution.

In 2016 the DGSA – Deutsche Gesellschaft für Soziale Arbeit (German Association of Social Work) developed a core curriculum. It contains the following study areas that should be part of a degree programme for social work (DGSA, 2016):

- The scientific foundations of social work;
- Advanced study of the subject matter and theories of explanation for social work;
- The normative foundations of social work;
- General societal and institutional conditions for social work;
- General theories of action and specific theories of action/ social work methods;
- Fields of intervention and target groups of social work;
- Research within social work.

These study areas deal with content like law, psychology, pedagogy, sociology, social policy, education and nurturing, exclusion and integration, organisation and governance, culture and media, diversity, discrimination, individual case management and conversation techniques.

In addition, there are several vocational training opportunities in social professions. Some of these professions are likewise used in social farming e.g. nurses and geriatric nurses or social assistants.

Required additional professional qualification

Additional professional qualifications for...

...a farmer who wants to work with clients in different categories

What kind of additional professional qualification - if any - a farmer has to acquire depends on the form of social farming and the respective client group. In many cases, the farmer cooperates with social institutions or schools, which have the skilled personnel necessary.

Farmers who work in sheltered workshops have to have intensive further training. As institutions to foster the integration of those who have a disability into working life, sheltered workshops play a dominant role also in social farming in Germany. Sheltered workshops have a strong legal background in accordance with the decree on sheltered workshops⁷. The decree determines, inter alia, the qualifications required for the staff that works with disabled people and coaches clients during work in a sheltered workshop. These employees have to be skilled and experienced craftsmen (for example farmers), who, in addition, must have further training in special needs education (sonderpädagogische Zusatzqualifikation).

This qualification has its own examination regulation⁸ and quality standards. According to this regulation, competences should be acquired in the following fields of action:

1. Designing a person-centred integration and participation in working life;
2. Planning, controlling and shaping of person-centred occupational education processes;
3. Planning and managing of person-centred working and employment processes as well as person-centred designing of workplaces;
4. Planning, controlling and shaping of person-centred communication and cooperation.

...a social worker working on a farm

By law, there is no further obligatory training for social workers that like to work in social farming. However, it is possible to do further training in some of the fields important in social farming.

Animal-assisted therapy is a special field very common in social farming. Trained social workers or people with another educational degree or nurses, geriatric nurses or also animal attendants can do further training in animal-assisted therapy. There is no master degree in animal-assisted therapy but several advanced training certificate courses. These courses are offered above all by universities of applied science or special further training institutes. However, there is no national regulation or quality standards that regulate who can call themselves an animal therapist. Some of the courses are certified by the international society of animal-assisted therapy or the European society for animal assisted therapy. The same is true for plant assisted therapy.

⁷ Werkstättenverordnung (WVO) as published on 13 August 1980 (BGBl. I S. 1365), and last amended by Article 167 of the Act of 29 March 2017 (BGBl. I S. 626)

⁸ Arbeits- und Berufsförderungsfortbildungsprüfungsverordnung (GFABPrV). Verordnung über die Prüfung zum anerkannten Fortbildungsabschluss Geprüfte Fachkraft zur Arbeits- und Berufsförderung, as published on 13 December 2016 (BGBl. I p. 2909)

3.1.4 Hungary

Agricultural training and study

The Act CXXII of 2013 on Agricultural and Forestry Land Trade⁹ ensures that land belongs to those who farm it and the sale of 200 thousand hectares of state land in recent years served the interests of those who farm the land, according to the Minister of Agriculture. This Act implies rules concerning the acquisition of property rights and the usufruct right of agricultural and forestry lands, as well as rules relating to the local land commissions.

The Act CXXII of 2013 provides that Hungarian citizens and nationals of EU/EEA countries qualifying as farmers may acquire agricultural land. Hungarian and EU resident natural persons may be qualified as farmers if they have certain agricultural or forestry qualifications. Persons not having agricultural qualifications must certify that they have been continuously pursuing agricultural activities themselves and at their own risk for at least three years in Hungary.

Related to the above-mentioned Act CXXII of 2013 on Agricultural and Forestry Land Trade, the first Annex of 504/2013 (XII. 29.) Government Decree¹⁰ (and its amendment 187/2014 (VII.25))¹¹ lists the qualifications in agriculture and forestry:

- Qualification obtained within the framework of a vocational education program at vocational training institutions or vocational secondary schools (e.g. winemaker, horse breeder, etc.);
- Qualification obtained within a training listed on the national register of qualification (e.g. plant breeder and plant protection technician, animal breeder and veterinary technician, etc.);
- BSc or MSc degree obtained at higher education institutions related to agricultural production (e.g. agricultural engineer, horticultural engineer etc.);
- Qualification obtained within the framework of vocational training in higher education (e.g. agriculture and food engineering higher level vocational training, agricultural engineer higher level vocational training, etc.).

Subjects of agricultural engineering education:

Botany, zoology, chemistry, soil science, sustainable agriculture, water management; Agro-chemistry and plant nutrition, animal physiology and hygiene, ecology, genetics, knowledge and usage of agricultural machinery, microbiology, plant physiology; agricultural biotechnology, animal nutrition, data analysis and quantitative ecology, fruit and viticulture cultivation, general animal husbandry, geographical information systems, soil management and land use; agricultural and environmental policy, agricultural economics, animal husbandry, animal nutrition, crop production, agricultural marketing, basics of forestry, integrated plant protection, practice, thesis work.

⁹ 2013. évi CXXII. törvény A mező- és erdőgazdasági földek forgalmáról. Magyar Közlöny, 111. sz., pp 63137 – 63161

¹⁰ 504/2013 (XII.29.) Korm. rendelet a mezőgazdasági vagy erdészeti szakirányú képzésekről. Magyar Közlöny, 220. sz., pp. 88117 – 88126

¹¹ 187/2014. (VII. 25.) Korm. rendelet A mezőgazdasági vagy erdészeti szakirányú képzettségekről szóló 504/2013. (XII. 29.) Korm. rendelet módosításáról. Magyar Közlöny, 103. sz.,pp. 11720 -11720

Vocational training and study of social work

- Law 3/1993 about social administration and provisions: The law defines the forms and organization of certain social benefits provided by the state, the conditions for entitlement to social benefits and the guarantees of its enforcement.
- SzCsM (Ministry of Social and Family Affairs) ministerial decree No. 1/2000. (I.7.) regulates the professional work carried out and the general physical, operational, personal and professional conditions of social institutions, which are involved with giving personal care.
- NM (Ministry of Social Welfare) ministerial decree No. 15/1998. (IV.30.) regulates the professional work and operational conditions of institutions that are involved with personal caregiving, children's welfare services and child protection.
- ESzCsM (Ministry of Health, Social and Family Affairs) Regulation 25/2003. (V.13.) on the qualification of persons engaged in professional guardianship, including the education and training syllabus of the professional guardians.
- ESzCsM Regulation 81/2004. (IX. 18.) on the training and examination of persons performing social services, enlisting the special rules of certain educational programmes.

As a precondition for filling up professional positions, the law requires the existence of a specific qualification, which in some cases may be linked to other conditions (e.g. social examinations). The statutory data of the personal care provider (social worker) must be kept in the register of operations. The purpose of the register of operations is to organize the examination of the personal care provider, the organization of further training and the fulfilment of the training requirements.

Studies providing social worker qualification:

The qualifications required for social work activities have been defined in detail. The education levels needed for the practice vary according to activities. The highly skilled social work professionals are empowered in university programmes, which are the following:

- Qualification obtained within the framework of the social work bachelor degree-BA programme (field of education: social studies, time frame: seven semesters) The training complies with the Hungarian and international professional requirements for social training and fits in with the similar qualifications of the European Union. Bachelor graduates are prepared to continue their studies in a Master's degree;
- Qualification obtained within the framework of the social work master degree MA programme (Field of education: social studies, time frame: four semesters);
- Qualification obtained within the framework of the social work and social economics master degree – MA programme (field of education: social studies, time frame: four semesters).

The aim of the social work and social economics master programme is to train specialists, who are able to manage, operate and develop institutions and services in the social economy with acquired social and economic knowledge; who are capable of working in international cooperation by knowing the international professional and ethical principles; who carry out tasks in the field of social services

with adequate organizational skills, that help the social integration of disadvantaged social groups by strengthening local economies.

Those experts, who carry out the social assistance and care for the disabled, elderly, children and/or the people in need in everyday practise, must have at least qualification obtained within the training listed on the National Register of Qualification in the field of social work (providing vocational or sub-specialty qualification) like activity organiser; mental-hygienic assistant; rehabilitation educator; addictions worker; social work assistant; social care provider and nurse; specialized social worker.

The subjects of social working education:

Theory and practice of social work; sociology sciences; state and jurisprudence; economics, social policies; humanities (psychology, education); medicine (health science), special knowledge in social work and in clinical social work; preparation of the thesis.

Practical courses:

Small classroom personality and skill development; research practices and related seminars; short-duration internship; contiguous internship (in a state, local, non-profit or ecclesiastical institution, at least 300 hours with directly contacting clients) coherent, at least one half-year practice; small group processing seminars related to field practices and related professional practice.

Required additional professional qualification

It should be emphasized that currently there is no social farm education/qualification in Hungary at any level. From one professional interviewee's point of view for the farmers, a technical vocational qualification is necessary as a minimum. The needs assessment and survey concerning the level of social farming education is in progress.

3.1.5 Norway

Agricultural training and study

The paths to becoming a farmer are

- Growing up on a farm also qualifies one, within the allocation of farmland system (Bo og Driveplikt (Living and Producing on the land law) to become a farmer.
- Young want-to-be farmers often will study agriculture at the 'Vidergåendeskole' level (V.G.S. – Secondary Level).
- However, to go on to study agricultural topics at university or college, they need 'studikompetanse' (*University entrance requirements for Math, Physics, etc.*) to gain entry. These are also provided by the V.G.S. schools.

Vocational training and study of social work

The usual path is through an accredited university bachelor programme. Students will specialize within those programmes into various aspects of social work and develop them in internships.

In the case of some specialisms, such as Equine Assisted Activities and Therapy, qualification can consist of a series of short courses plus membership in one of a number of professional organisations (i.e. EGALA, PATH, HETI, etc.). This can be enough to enable a professional service delivery contract to be negotiated with a kommune.

There is a special option to become an educator. There is an important educational programme called "PPU" or "Praktisk Pedagogisk Utdanning" (*Practical pedagogic learning*) where a student takes a bachelor degree in another topic then does a one-year professional-development PPU, using that subject. This has been used as a qualification by rural teachers, including those who wish to go into care farming.

Required additional professional qualification

In Norway, the activities pursued under the Inn på tunet umbrella are considerably more complex than a simple schema allows. For example, a significant proportion of care farms deliver early childhood learning or other public school-substitutes.

Also, access to farmland and farming is more complex. There is the *Bo og Driveplikt* law which says that an existing farm cannot arbitrarily be removed from agricultural use. The zoning category "Living and making a living" from the land allows quite diverse enterprises on the farm. Therefore, the conversion from a teacher or social worker to a farmer is probably easier and requires probably less formal qualifications. In addition, social farming, especially under the Inn på tunet banner, is an accepted use for farmland. So it is possible that a teacher retires from the public school system, buys a farm and sets up an outdoor "barnehage" (*kindergarten*), without ever having a qualification in farming. More difficult would be an existing farmer moving into Social Care practice without qualification as these require professional qualifications. That said, there are many cases of Equine Therapy businesses taking place on farms with the proprietors having taken short professional development qualifications such as EGALA training or PATH workshops. These can be enough to qualify them to offer Equine Assisted Care on a farm.

But the most frequent occurrence takes the shape of family, where one partner is the farmer and the other delivers the social care – based upon former qualifications.

It is important to remember that there are only two universal certifications required to start a Care Farm – approval from Matmerk/Matilsyne (Norwegian Agriculture Directorate), which is mostly about building standards and health and safety; and a negotiated agreement with a municipal-level provider. The requirements for the latter vary by municipality, and becoming an Inn på tunet member is one way of trying to standardize these.

3.2 Job Qualifications Relevant to Social Farming

3.2.1 Agriculture

In most European countries no formal vocational qualification is required to become a farmer. A farmer in most cases is a person who manages a farm income-oriented and at his or her own risk. Nevertheless, a vocational qualification of a certain degree in many of the partner countries is recommended and required for a range of activities in the framework of farming, like buying farmland or plant protection. These activities and the respective qualification may differ between the countries.

The structure and its conditions of agriculture training vary from country to country, depending on the respective system of vocational training in general. Due to the comparability in the standards and quality of higher-education qualifications ensured by the Bologna Process, the structure of agricultural studies in Europe is easier to compare. Although each university offers courses of study with individual prioritisation, even the content of compulsory modules in agricultural studies is very similar.

3.2.2 Social work

The usual path to becoming a social worker is to study social work at a university or university of applied sciences and complete at least with a bachelor degree. In most European countries this is obligatory. The same is true for agricultural studies, where the structure and content of the studies are similar.

There are diverse professions that specialise on certain aspects of social work, for example in the field of care, therapy, education, social policy or social law. They often do not require university studies, but other forms of qualification, like vocational schools or further training. Some of these professions are also used in social farming e.g. nurse and geriatric nurse, social assistant.

Educational issues play a vital role in social farming in some countries. Depending on the target group the relevant profession then would range between kindergarten teachers, adult educators or special needs educators. The pathways of vocational education for these professions are not identical and could vary between basic vocational training and university studies.

3.2.3 Required additional professional qualification for a social worker or a farmer offering social farming

In none of the SoFarEDU partner countries, a special qualification or further training is required by law that is called “Social Farmer” or that deals with social farming issues generally.

As there are no formal vocational qualifications required to become a farmer, there is no additional qualification on farming needed for a social worker starting a social farm. Special restrictions and qualification requirements exist that vary from country to country in case a farm or farmland should be bought.

The situation is different for farmers who want to start social farming, because of high qualification standards in social work. The form of social farming and the respective client group set the scene for the kind of additional professional qualification required and whether it is necessary at all. Named examples include a series of short courses sufficient to offer equine assisted therapy and the extensive additional qualification on special needs education obligatory for farmers working in sheltered workshops in Germany.

Education and training opportunities on social farming already exist in all of the partner countries or are in development. While in Austria there is already a Master "Green Care", in other countries universities offer single modules as part of a regular study programme on organic farming (Germany), a course on multifunctional farming (Czech Republic), or a university certificate in social farming for working professionals (Austria, Germany, Czechia). Besides the universities, many private organisations offer various workshops and seminars on a day to weekend to week basis. These are for example Chaloupky, o.p.s. (Czechia), a private association providing green social services, environmental education in nature and on a farm or the Symbiosis Foundation with their course "Introduction into the world of social farms" (Hungary). In Norway, there are no higher education programmes such as a BA in Social Farming. There is one course offered at NMBU University in Ås, and a plethora of small workshops offered as professional development through the Inn på tunet network.

4 Required Competences from the Perspective of Practitioners in the Field of Social Farming

To identify key competences necessary in social farming the SoFarEDU project partners decided to conduct interviews with stakeholders about relevant key competences in various professions working in social farming.

The partners intended to elicit the relevant information from persons who are directly involved in social farming and are practitioners in this area. Therefore they agreed on the following target group for the interviews:

- Professionals from the health care sector who directly work with clients (in a social farm surrounding),
- farmers or gardeners who work on a social farm,
- professionals from the social work sector who work in a social farming surrounding,
- social service providers (organizations working with the clients in the social farming field).

The interviews were conducted following a qualitative approach. The design of interview questions followed a deductive-inductive loop, based on a mixture of open questions afterwards analysed through a given table with topics and competences. These competences were categorised according to the classification of the European Qualifications Framework for lifelong learning (EQF).

25 interviews were conducted altogether (five interviews per partner country).

4.1 Interview Methodology

The research was conducted using a Case Study Methodology (CSM) where each national situation was treated as a case, with five interviews being conducted for each Case. A basic protocol, established in the transnational meetings was applied by each partner in order to create an Interview schedule – that is, a list of questions to ask respondents. The questions were based upon five topic areas for education for social farming and were crafted to assure internal and external validity across the project.

In the previous SoFarEDU research activities, it became clear that social farming varies between the five partner countries in terms of how established social farming has become, or how these farms are organised. In consequence, the questioning was adjusted to the situation in the participating countries. Thus, the number and form of the questions could be altered to reflect this, keeping in mind that the data to be gathered must allow an evaluation according to the given table structure, contains information about the interview partner and about his or her background in social farming.

The interviews were conducted orally (personal or via phone), recorded and archived. The decision upon the language used was up to the interviewer. Afterwards, the interviews were analysed and the answers rated according to a common table that contained a list of topics which might be relevant in social farming and where competence is needed. The chosen topics were grouped by the following topic headers:

- Farming (competences related to the general professions);
- Social work (competences related to the general professions);
- Farm economics;
- Social farming (competences related directly to social farming);
- Personal competences.

In case additional topics came up during the interviews, the interviewers had the possibility to supplement these topics to the list.

The key definition employed by all project partners is that “competence” means that one needs certain *knowledge* of the subject and can apply related *skills*. The partners chose to base their understanding of the terms knowledge and skills using the definition of the EQF (European Commission, 2008, p.11) which is as follows:

“Knowledge” means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;

“Skills” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

The interviewers rated on a scale how strongly the respective interview partner demanded knowledge and skills in the related topic as necessary to do social farming. This scale ranged from 0 to 3:

0 = topic was not even mentioned or denied in reply to a direct question;

1 = mentioned, but weak demand;

2 = strong demand;

3 = demanded as essential.

In order to stress certain aspects in relation to a topic, the interviewers had the chance to make additional remarks.

Given the use of interview schedules, the national results were able to be aggregated to provide both national findings, and overall findings. The subsequent textual analyses are supplemented by comments provided by respondents or observations by the researchers.

4.2 Interview Results on National Level

4.2.1 Austria

Interview Partners

The interview partners in Austria have various professional backgrounds and practice different farming types such as family business farms and a sheltered workplace farm run by a social non-profit organisation. The professional backgrounds include within the field of agriculture: Master studies as well as an agricultural apprenticeship. Not all interview partners do have an agricultural background, some come from the social and pedagogic sector and work in cooperation with farmers. The additional training and education opportunities comprise consultant, coach, educational animal interventions trainer, pedagogue, caregiver for people with special needs and nurse. In general, all interview partners did accomplish some further education in social or pedagogic fields in order to establish social farming. Additional education and transdisciplinary cooperation are typical for social farming in Austria (see Appendix A for information about the interview partners).

Interview Results

The results implicate that knowledge about farming (esp. organic farming) is necessary but there is always a tension between correct farming and social work, production versus social work aims of the clients. The interview partners strongly believe that the aims of the clients must come first. This tension between agricultural production and the needs of clients is the main part of the difficulties in social farming. Within the agricultural knowledge transfer, it is most important to gather practical knowledge in farming. The existing projects do show that non-profit associations running a social farm demand completely different knowledge in agriculture and skills on farm economics than a small self-employed farmer running a family farm with the focus on production.

Concerning knowledge about agriculture, there is the common understanding within the interview partners that animal husbandry is extremely important, because the welfare of the animals is critical, especially when they are used within therapeutic and pedagogic settings. Different communication techniques, team building and conflict management methods are very important for social farmers. Situations with clients do change fast in everyday life on a social farm and communication is the biggest everyday challenge. It is very important to know about legal issues such as insurances as well.

The understanding of human nature seems to be the most critical part of social farming to the interview partners. Social work and farming do have to work interdisciplinary, therefore it is not important to know everything as co-operation with different experts or organisations are important for the success in social farming. But it is necessary to have a basic understanding of all topics concerning social farming in order to cooperate efficiently.

The results show that a very important part of any curriculum is: psycho hygiene and personal resource management. The interview partners explain that Social Farming is a double load. A regular farm has high season during summer and low season during winter, within social farming the workload is high all year round. Therefore, the pressure on social farmers is very high and precautions have to be taken to avoid stress-related illnesses of social farmers.

The interviews showed that farm economics appears not important to all farms. Some projects do not have to market their products. Within these projects, the money comes from the healthcare funding and the employees on the social farm are paid by healthcare to work with the clients. For family business farms marketing should be more orientated on practical questions, for example, to develop a marketing concept for your own business or how to position your business. As well as another important part of the business plan is how to find your clients. These topics are very important for self-employed farmers. Concerning farm economics, Public Relations is very important as well as regional networking is essential for the success of the project. It is necessary to involve regional players and public relation activities should inform the local population about the clients, this is a chance to raise the acceptance of social farming within a region (see Appendix A for detailed interview results in Austria).

4.2.2 Czech Republic

Interview Partners

The respondents for the interviews on special competences in social farming were social farmers, and special pedagogues working on productive farms with various kinds of other activities. One of the interview partners was a nurse working in a farm environment too but in this case, therapeutic activities predominated over farming. In all cases, the clients are employed at the farm on sheltered working places. Three of the selected farms offer at the same time programmes for school children. (see Appendix B for information about the interview partners).

Interview Results

Although the questions were directed separately at knowledge and skills, the results demonstrate that the respondents did not differ greatly between them. The requirements on knowledge were slightly higher than requirements on their practical application, however. It is possible to observe diverse emphasises between answers of farmers and special pedagogues in individual knowledge and skills in the educational curriculum of social farmers, but the values, in total, were similar for all study areas.

As the most important knowledge, the knowledge of clients was mentioned, followed by educational knowledge, creativity and understanding of human nature. Theoretic knowledge seems to be more important in dealing with the client than practical skills. It presents a background a social farmer can deduce in different situations he/she encounters in their work. On the other side, from the point of skills requirement, as the most important the soil and plant science were mentioned. These results refer to respondents who were interviewed from the agricultural field. It is clear that farmers are primarily professionals in agriculture and only then in "human" needs. However, the practical leading of clients in the form of communication skills reveals as important too.

According to the results of interviews, as the least important is the EU's agricultural policy and from the practical skills, it is networking and EU's agricultural policy too.

In general, topics like personal competences, social work and farming are perceived as the most important on the other hand, themes such as farm economics and social farming are of least importance for interviewees. At the very end of important topics lay legislation and political aspects

of agricultural and the social sphere from the point of view of both (farmers and social and health professionals).

During the interviews, the respondents mentioned some additional topics, which were not included in the original survey and they would appreciate to include them in the study areas:

- Human resources management;
- Complex fundraising in combined sectors;
- Administration (in agriculture, in employment, and in social agenda);
- Basics of psychiatry;
- Basics of psychopathology;
- Services - extra-production activities;
- Soil and plant sciences - if not included, add horticulture, gardening, use of small mechanization;
- Processing of agricultural products.

(See Appendix B for detailed interview results in the Czech Republic).

4.2.3 Germany

Interview Partners

In Germany, the interview partners came either from the farming or social pedagogic sector and all have practical experience with social farming. One farmer manages a farm that is organised as a sheltered workshop, which is a dominant form of social farming in Germany. Another interview partner is head of a psychosocial centre that serves as a facilitator and has an intermediary role between farmers and clients (see Appendix C for information about the interview partners).

Interview Results

The results show that in general there is no big difference between how highly knowledge and skills are valued in the different topic headers. The only topic where skills are rated much higher than pure knowledge is in "personal competence". Still many of the interview partners emphasized that in social farming you have to be able to apply your knowledge and skills every day working in the field, in the office and in front of people who are handicapped in a number of ways.

Among the different topic headers "farm economy" has the highest ratings, while "farming" has the lowest. On the other side "basic concept and terms" of farming has one of the highest ratings of all single topics. An equally high rated topic is "financial calculation" as part of the topic header "farm economy".

For some of the interview partners more important than specific farming skills is the willingness of a social pedagogue "to dig the hands in the dirt" and participate in the work of their clients (role model function), but whoever works at a Social Farm should have some basic ideas about what the farm is doing and what tasks need to be completed.

"Financial calculation" was rated high both by farmers and by social pedagogues. Both stated that it would always be a balancing act between economic efficiency and individual support for the clients.

Under the topic header “social work” two single topics are very important: one is the ability to interact with the different kind of client groups. Therefore it is necessary to know about symptoms or disabilities to be able to understand certain reactions and behaviour and to adapt tasks to their specific needs and capabilities (e.g. Why is my client suddenly very angry? How can I create a calming atmosphere? How can I create a good balance between work and recovery time?). The other one is “communication” in its diverse forms which range from talking to customers to negotiating with social insurance funds or public administration all the way to the motivation of clients/employees and conflict resolution. Thus most of the interview partners stated that communication really is essential on a social farm. Many of the interview partners emphasized strongly practical skills and experience. For some of them, theoretical knowledge is only valuable if it is followed by training skills.

In their interviews, the social pedagogues insisted on having clear agreements and a clear division of work between farmer and social worker. If there is good cooperation between a farmer and a social worker it would be possible that social work knowledge stays with the educator and farming knowledge stays mostly with the farmer.

The interview partners also stated, that while social farming is still at the beginning of its establishment in Germany, it would be important to know about funding opportunities and instruments in this sector and to be skilled to use them. Equally important would be knowledge about social farming networks as an instrument for advice, lobbying and exchange of experience (see Appendix C for detailed interview results in Germany).

4.2.4 Hungary

Interview Partners

In Hungary 5 stakeholders (2 social workers, 2 organic farmers and 1 agricultural engineer working with disadvantaged public workers) were interviewed in order to collect professional and personal competences - knowledge and skills - needed for social farming education (see Appendix D for information about the interview partners).

Interview Results

The respondents mainly stated that the purpose of the training should be precisely defined: would it aim to make the agricultural engineers socially sensitive or to teach socially sensitive people farming? Therefore it is indispensable to clarify whether the training’s goal is to promote the establishment of social farms producing for the market, helping disadvantaged people (clients/helpers) at the same time, or it is to create a meaningful agricultural activity for the clients. In other words, although in the first case the main goal is the production, in the latter the therapy comes to the fore.

According to the interviewees’ opinion, during the planned social farming education, students need to learn how to share their knowledge and how to collaborate with disadvantaged people (e.g. people with learning disabilities, or with a mental disorder). The basic agricultural knowledge is also very important, but not exclusively the theory (e.g. Latin name of plants), but more dominantly the practical knowledge. So, the practice-theory ratio within the training is an important issue. More practice would be preferable, even though there are certain subjects that can be taught through lectures (eg. national regulations on social farming). The summer farm practice - when students stay

at a social farm for a longer period- would be also advisable to see operating social farms with their everyday activities and to figure out which target group the student can work with.

Interviewees underline the importance of the 'good practice visits', namely the visits of farms that are created by farmers (so real production is realized) and not only the visits of social institutes where agricultural activities are offered for their clients with the purpose of therapy. (For the latter the level of production and the quantity and/or quality of production are not among the primary goals).

It is also true for Hungary, that elder farmers in many cases do not have the knowledge of the latest innovative cultivation/production technologies, so education has an important role to familiarize the students with the most effective and innovative agricultural techniques. (That is also true for future social farmers, as they have to know about innovative agricultural solutions and techniques for the successful operation of the farm).

Apart from agricultural knowledge, there are certain training elements (skills) that interviewees find extremely important. They believe that these skills can be improved by modules embedded in the training: system approach, teamwork, problem-solving ability, empathy, knowledge of local circumstances and communication.

The unanimous opinion of the respondents was that the teamwork is extremely important in the case of social farming, as a good professional manager must cooperate with a practical social worker (see Appendix D for detailed interview results in Hungary).

4.2.5 Norway

Interview Partners

Four of the five interview partners currently operate care farms and the other has done so in the past. All the care farms have been established for some time, and the respondents exhibited a great range and depth of knowledge of the sector. Several of them, are part of a wider network and keep apprised of developments in the field. It was this network which supported our use of a 'snowball' or directed research sampling method.

It appears that, for most, they did not start out wanting to have a care farm. For many, they had moved from a previous career in education or care to starting their own care farm. Thus, they brought existing professional qualifications with them. Often, too, a spouse acted as the farmer and brought their own background in farming to the project (see Appendix E for information about the interview partners).

Interview Results

The interviewees addressed each of the five topic areas. In terms of farming knowledge and skills, they rated these as the least important, although only the topic of organic farming received a value of zero – this because organic farming is poorly developed in Norway in general. Of the farming topics, animal husbandry was rated the highest, with skills being rated even higher than knowledge, implying that handling animals is a skill which takes a considerable time to develop. Basic educational competences in farming or social work are almost taken-for-granted, but several respondents

mentioned that they often updated and upgraded their skills with short professional development courses on specific topics, such as working with elders with dementia on a farm.

At the other extreme, social farming as a topic was rated highest, particularly in terms of knowledge. As one interviewee explained, 'social farming is what we do, and has so many options and possibilities -- we are always learning new things' (all quotes translated). All sub-topics were rated higher than 10, with "Care and Therapeutic Activities" rated higher, and the two topics reflecting business management and business practices rated the highest.

The topic "Farm Economics" also received a very high rating, both in knowledge and skills. Under marketing, it was claimed that the current situation in Norway means that it is extremely important to manage their relationship with the local municipality which provides funding, and with those in the care sector who can deliver clients to the farm. Equally, knowledge for starting-up a social farm was rated very highly, and comments indicated that it is a difficult task, particularly in knowing all of the constraints and challenges involved. Thus, this topic was deemed important.

The topic "Social Work" was rated slightly higher than "Farming", and in particular, practical practices around pedagogy were rated highly. One interviewee suggested that there are always many practical "tricks" that can be learned from other social work professionals which help in managing and delivering quality-of-life to clients. Another suggested that it was important that they are able to access "refresher" training each year in such topics to keep them fresh and on top of the latest developments in the field.

The highest rating of "Personal Competences" was the category life experience, followed closely by empathy. This reflects a comment that it takes a special kind of person to run a social farm and that not everyone can do it. Generally, in this category, the scoring of the knowledge and skills categories was similar.

The clearest thing that stands out from the interviews is a need to increase professional competence in business management, entrepreneurship, and concomitantly, a need to improve the funding system for care farming in Norway. Overall, therefore, the priorities of the interviewees were most firmly focused upon professional development in business practices, entrepreneurship and understanding (and manipulating) the systems for payment for services. Coming second to this was the importance of personal competences such as empathy and life experience, which are needed both in the relationship with clients and with addressing the challenges which inevitably arise which running a Social Farm (see Appendix E for detailed interview results in Norway).

4.3 Combined Results of all Partner Countries

To be able to compare the individual results of the partner countries and combine them to general results, it was necessary to aggregate the total ratings for each topic. After that, the average rating for each topic header was calculated.

Comparing the average ratings of the topic headers (knowledge and skills together), it shows that skills in “Personal Competences” received the highest rating (54), while at the same time knowledge of “Personal Competences” received the lowest rating (38). What astonishes at first glance might be explained by the special situation of personal competences, as they lie within the personality of a person and are not based on a certain (theoretical or factual) knowledge of it. A gap between the rating for knowledge and skills appears also for the topic header “Social Farming”. This time the necessary knowledge is valued remarkably higher (54) than the associated skills (46). For the rest of the topic headers, this difference is only 1-2. Although this difference is very small, it still is remarkable that for every topic header skills are rated higher than knowledge, the only exception being social farming. If knowledge and skills are seen as a unit, then “Social Work” and “Social Farming” gained the highest average ratings (52/51 and 52/50).

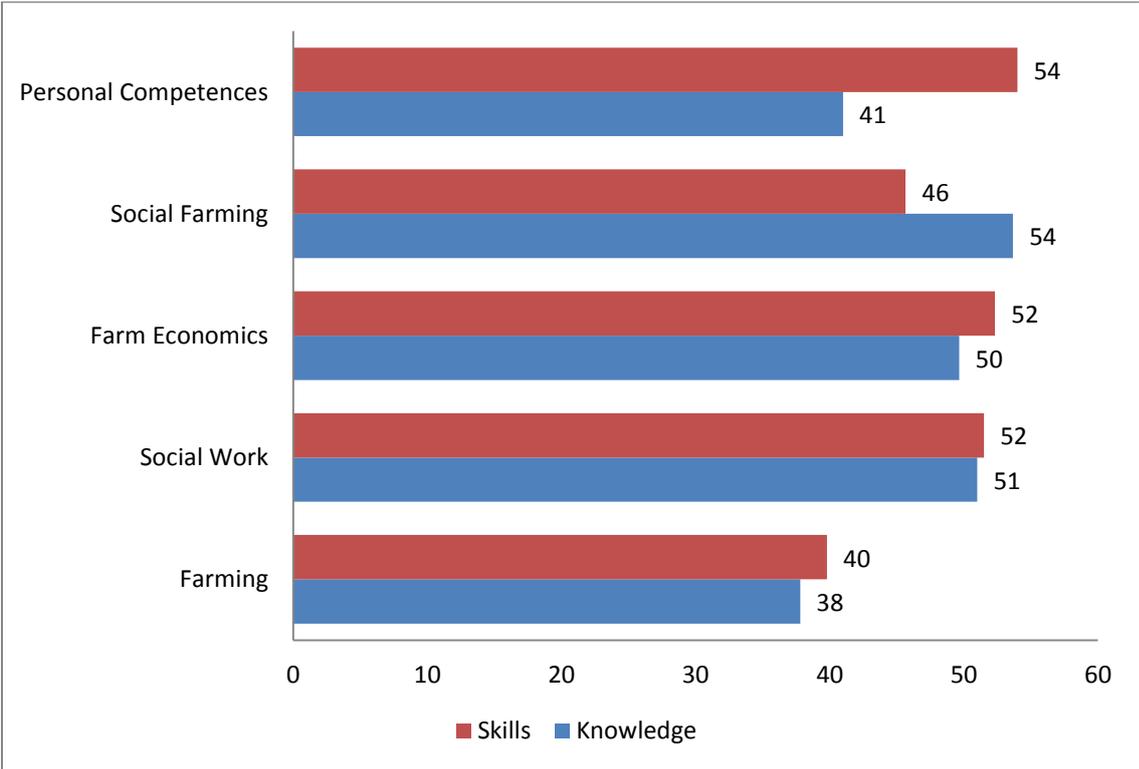


Figure 1: Average ratings of topic headers in all partner countries

In comparing the results of the individual topics with each other, it becomes apparent that the topic “Clients” gained the greatest significance for the interview partners in “knowledge” (61) as well as in “skills” (66). Another topic that was rated high in both categories was “Communication” (knowledge 54, skills 64).

While the topic header “Farming” was only of minor importance for the interview partners, the sub-topic “Basic concepts and terms of farming” achieved a relatively high rank in the category “knowledge” (56). Other high rated topics in “knowledge” were “Financial system and funding opportunities” (58) and “Networks” (57), both belonging to the topic header “Social Farming”. In both cases, the associated skills were rated remarkably lower.

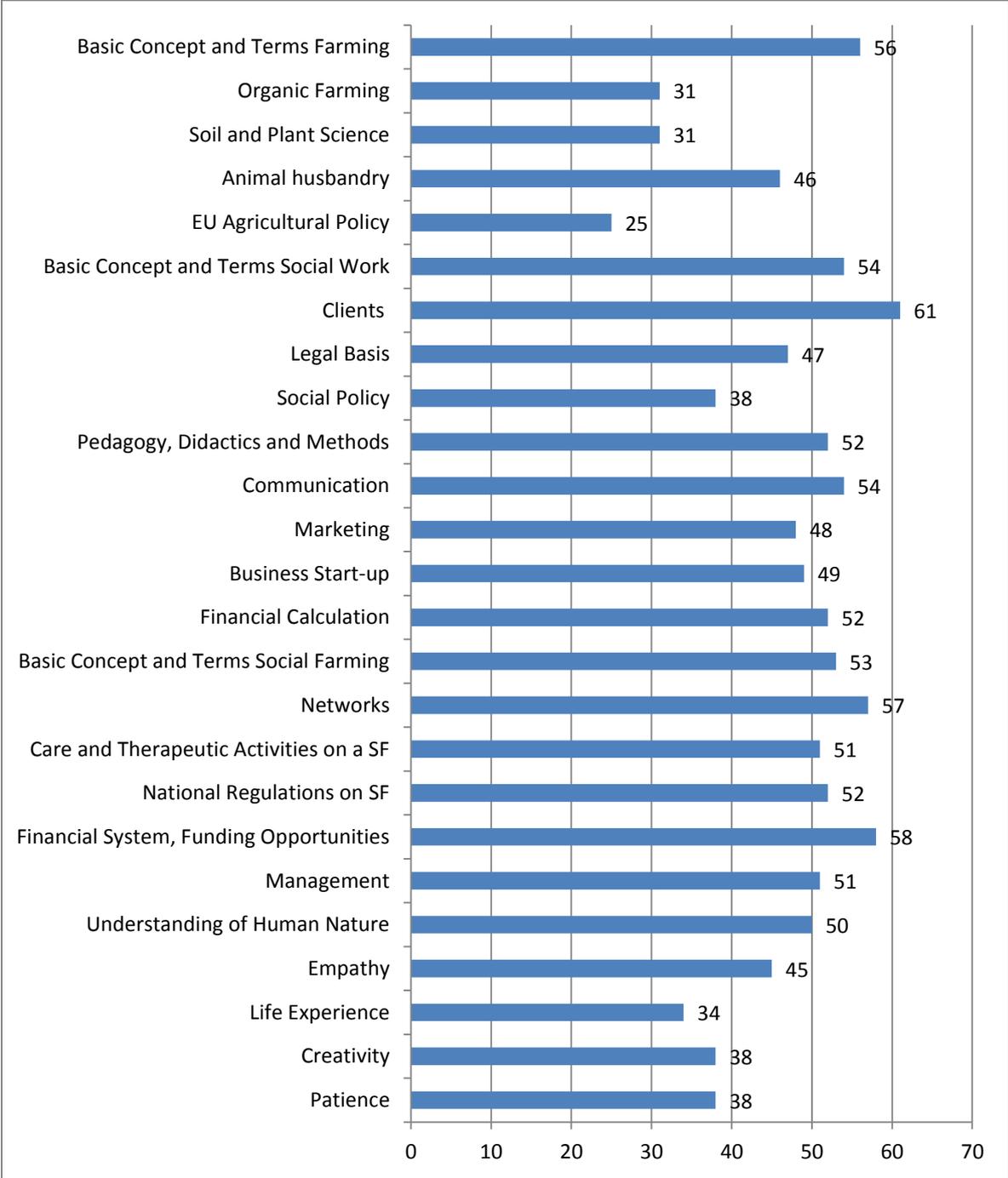


Figure 2: Total ratings of topics in all partner countries for the category “knowledge”

By comparing the results in the different partner countries for individual topics, it is noticeable that there is not one topic where the rating in all of the countries is the same. The most similar ratings were given for “Basic concepts and terms of farming” (category knowledge) and for “Clients” (skills). In most of the cases, the rating varies a lot, thus reflecting the actual situation of social farming in the countries of the project partners. The greatest differences are visible in the topics belonging to the topic header “Personal Competences”, where the rating results vary between 0 and 15.

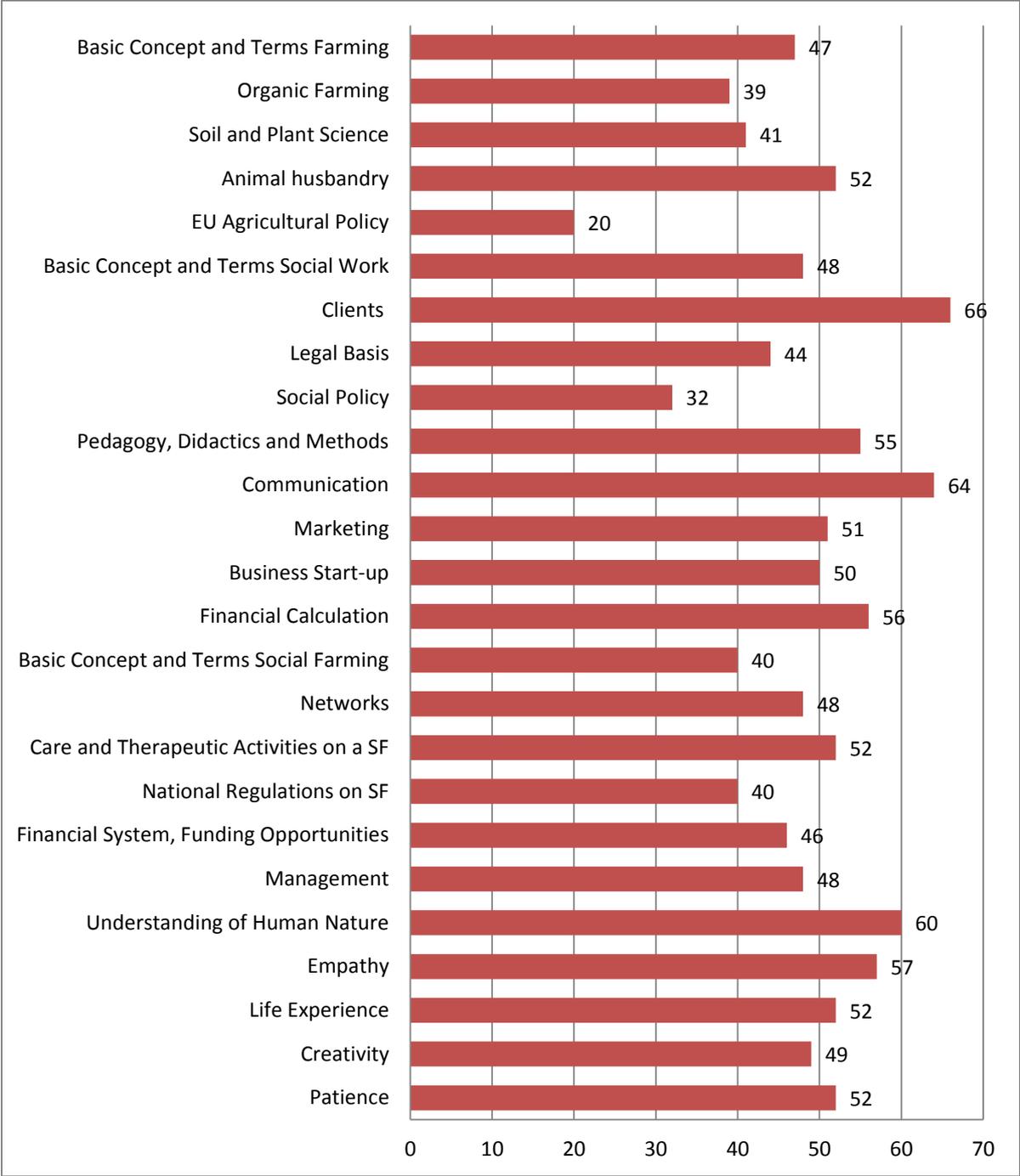


Figure 3: Total ratings of topics in all partner countries for the category “skills”

Table 1: Professional and Personal Competences (knowledge, skills) needed in Social Farming (all partner countries)

Partner Country	Knowledge						total	Skills						total
	HU	CZ	AT	NO	DE	HU		CZ	AT	NO	DE			
Topic														
Farming														
Basic Concept and Terms	12	11	12	10	11	56	6	8	11	10	12	47		
Organic Farming	9	10	9	0	3	31	15	11	8	2	3	39		
Soil and Plant Science	8	10	4	6	3	31	12	14	5	7	3	41		
Animal Husbandry	7	12	10	13	4	46	12	12	10	14	4	52		
EU Agricultural Policy	6	8	6	5	0	25	3	5	6	6	0	20		
						38					∅	40		
Social Work														
Basic Concept and Terms	11	11	14	10	8	54	6	9	14	10	9	48		
Clients	12	15	14	12	8	61	15	13	15	13	10	66		
Legal Basis	10	9	14	9	5	47	6	9	14	8	7	44		
Social Policy	6	8	12	9	3	38	2	11	9	8	2	32		
Pedagogy, Didactics and Methods	6	13	12	13	8	52	13	9	12	12	9	55		
Communication	12	9	14	13	6	54	15	10	14	13	12	64		
					∅	51					∅	52		
Farm Economics														
Marketing	2	8	11	14	5	40	14	7	11	13	6	51		
Business Start-up	2	8	8	15	7	40	15	6	9	15	5	50		
Financial calculation	1	8	9	13	12	43	14	10	10	11	11	56		
					∅	41					∅	52		
Social Farming														
Basic Concept and Terms	2	11	11	11	7	42	8	8	11	9	4	40		
Networks	3	9	14	13	6	45	8	5	14	12	9	48		
Care and Therapeutic Activities on a SF	1	11	11	14	8	45	7	10	12	13	10	52		
National Regulations on SF	2	9	12	13	8	44	1	7	12	12	8	40		
Financial System, Funding Opportunities	3	11	10	15	10	49	2	10	10	13	11	46		
Management	2	9	11	15	5	42	11	7	11	14	5	48		
					∅	45					∅	46		
Personal Competences														
Understanding of Human Nature	1	13	15	11	5	45	15	11	15	12	7	60		
Empathy	1	11	14	12	3	41	15	11	14	12	5	57		
Life Experience	0	7	13	13	0	33	15	9	13	12	3	52		
Creativity	0	13	15	9	0	37	12	12	15	10	0	49		
Patience	0	12	14	10	0	36	15	10	14	11	2	52		
					∅	38					∅	54		

4.3.1 Conclusion referred to quality standards

The identification of key competences necessary in social farming was based on the knowledge and foremost the experience of stakeholders in this sector. Stakeholders in this sense have been practitioners in social farming or persons directly related to it. These experiences based key competences are of great significance for developing quality standards for teaching social farming because they add another perspective especially on the content and its prioritisation.

In the light of the above-mentioned significance, the results of the interviews may lead to the following conclusions:

- In social farming, it is very important to be able to apply knowledge and to be skilled to do so. Vocational training and higher education in social farming should consider this and emphasise content and methods to learn and improve skills. This could be done by including exercises and other practical work in the lessons or by internships.
- A basic requirement for a person involved in social farming is a personality that includes personal competences related to empathy and an understanding of human nature. These are personal prerequisites that can only be further extended or trained.
- “Social Work” as a general topic is of high importance and should be regarded as such in high-quality education referred to social farming.
- Knowledge and skills about the topic “Clients” received the highest ratings and were considered essential by many of the interview partners. Education on social farming should take that into account and enable the students to gain knowledge about symptoms or disabilities and interact with the different kind of client groups.
- Communication in its diverse forms is necessary for many situations in social farming and thus affects a lot of topics related to social farming. Communication should consequently have a prominent position as a separate subject, but should also be part of other subjects as well.
- Basic concepts and terms of farming and social work are an essential part of a study programme on social farming. If and how much these topics are deepened or broadened by other subjects depends on the focus of the study programme and the country.
- The ability to undertake good business practice, in particular, financial management and the skills to apply such practices and calculations are crucial for students of social farming and should be a basic component of student learning in teaching entrepreneurship in social farming.
- Not all topics have the same importance for every country. Therefore the frame that is set by the quality standards should have enough flexibility to adjust a common social farming curriculum to the respective needs and challenges.

5 Quality Standards for Teaching Social Farming

The project „Social Farming in Higher Education“ (SoFarEDU) was established to support university course offers on social farming and its comparability in Europe or at least in the countries involved. Before the development of concrete teaching content and learning material was possible, it was necessary at first to also determine and formulate general quality standards for teaching social farming.

The following quality standards have been developed on the basis of the project’s research results on

- the characterization of social farming in the participating countries,
- the professions involved in social farming and their qualification requirements,
- competences required from the perspective of experienced practitioners of social farming.

They represent the product of these research results and the discussions of the project partners based on them. Against this background, the following basic principles and essential study areas for their quality standards on teaching social farming are recommended.

5.1 Basic Principles

When it comes to social farming the starting position in different European countries varies greatly. While in some countries, social farming is an acknowledged concept and practice, in others only a few farms exist. As there is currently no unique definition within Europe of the fundamentals of social farming, SoFarEDU wants to create a set of fundamentals which underpins the teaching of social farming. These quality standards for teaching social farming constitute the base for further development of a curriculum and teaching material.

In this case, the quality standards for teaching social farming mostly refer to the teaching content and its prioritisation and not so much on the way it should be taught. “Quality Standards” therefore relate both to the subjects and topics included in the programme (so that all practitioners share a common base knowledge) and to the skills and experience the students develop during the programme, in accordance to standard Bologna Accord procedures.

Social farming reflects a wide range of offers, forms, providers and participants. This diversity should be represented in the curriculum, which is based on the following definition of social farming (a modified version of an approach by the European Economic and Social Committee (EESC, 2012) (SoFarEDU inclusions in *italic*):

Social Farming adopts a multifunctional view of agriculture that combines farming with social services/health care at the local level. It can help to improve social and environmental awareness, in accordance with social and solidarity principles.

Even though social farming comprises a very wide range of activities, they always have two elements in common: a) the activities take place on a farm *or market garden* and b) they are designed for people who – either temporarily or permanently – have specific needs, including educational needs. [...]

Social farming could thus be provisionally defined as a cluster of activities that use agricultural resources – both animal and plant – to generate social services in rural or semi-rural areas, such as rehabilitation, therapy, sheltered jobs, lifelong learning and other activities contributing to social integration. [...] In this sense, it is about – among other things – making farms places where people with particular needs can take part in daily farming routines as a way of *maintaining their state/condition* or furthering their development, making progress and improving their well-being.

Social farming combines professional fields from the sector of agriculture and social work that normally bear little relationship to each other. A common study programme should take this into consideration with the help of specifically designed modules with an emphasis on interdisciplinarity, and which provide an insight into each other's professional field in order to provide a common grounding to those coming from a specific discipline.

The knowledge and skills of students from different professional backgrounds should be respected and recognised. Certain content should therefore not be compulsory for all, but should be offered in elective courses. Students could then choose the courses whose content they are particularly interested in or in which they have a particular need to catch up.

In the light of the above, it emerges, that higher education in social farming is not able to replace a complete study of agriculture or social work. It merely represents a focused combination of both study programmes.

Social farmers work closely with humans, animals and nature. In addition to the wide knowledge of these spheres, practical skills, therefore, have great significance and must form part of the basic learning.

Not all topics bear the same importance for every country. Therefore it should be possible to adjust a common social farming curriculum to the respective needs and challenges across jurisdictions. Based on a fixed core of study areas it will be possible to set individual priorities, create new contents and use a variety of approaches by which the subjects are taught, thus to allow for flexibility and development.

The quality standards do not qualitatively distinguish between the various levels of study (bachelor's or master's degrees and also programmes of further education on social farming); instead, they set forth the study areas and their central content to be covered by higher education programmes on social farming.

5.2 Overall Goals of Teaching Social Farming

The overall learning outcome of the programme is as follows:

Graduates are able to plan, process and evaluate comprehensive tasks in the complex field of social farming as well as to control and organise processes of subareas of social farming independently and under their own responsibility. They can appropriately respond to frequent changes by using professional and personal competences.

They are able to do so because they have a broad and integrated knowledge of social farming, including the scientific basis and its practical implementation. They are familiar with current professional developments and have developed a critical understanding of the theories and methods that set the frame for social farming.

On a personal level, graduates are able to work in a team and have a sense of responsibility and entrepreneurial thinking. They are skilled in managing people, in assisting with the professional development of others and in reflectively moderating team-related conflicts.

Graduates are able to present complex specialised problems and their solutions to external parties or develop them in cooperation with others. Finally, they are able to determine, reflect and evaluate goals for learning and work processes and to shape these processes independently and sustainably.

5.3 Study Areas

Within the quality standards for teaching social farming, the content of such study programmes forms an essential part. Here only the general content of a study programme on social farming can be defined and it will be the task of the respective university to further differentiate this content according to their specific environment and approach.

As a result of this research, and reflection, the following study areas are defined as essential:

Introduction to Social Farming

An introduction to social farming will provide an overview of its scope and concept as a diversification strategy in agriculture and a „setting“ for employment, therapy or rehabilitation.

Contents: History of social farming; diversity of social farming in Europe; different models of social farming; added value of social farming to society, participants and ecology; current research topics; networks; goals and values; social farming in its ethical and societal context; financial issues and funding of social farming; legal issues.

Basics of Social Work

The integration of people with mental illness and with special needs, with parenting deficits or dependency-related illness into agricultural processes, make high demands on a professional and personal level. Social farmers should know how to integrate and use relevant information on different professional areas in social work. Education in agriculture or gardening does not offer the

possibility to be prepared for these demands. This unit (and the respective unit on agriculture) shall fill this gap. It provides an insight into the professional field and into the basics of social work.

Contents: History and structure of social work; key theoretical approaches and paradigms of social work; basic terminology; social work methods (practical methods and theories, tools and techniques of social work); basics of (social) psychology and its importance for social workers; ethics for helping professions; social policy and legal issues in social work; target groups of social work; communication (for example conversation, interview and counselling techniques); reflection of professional action (for example supervision); vocational and occupational education.

Basics of Agriculture

To work on a farm requires knowledge of the basic elements which constitute agriculture: soil, plants, and animals. In addition, an understanding of the usual agricultural processes is necessary. Without the corresponding competences and skills, it is hardly possible to serve, support and employ people on a farm.

Contents: Societal and economic relevance of agriculture; agriculture as an element of rural work and life; characteristics of farming (seasonality, weather-dependency, machine application versus manual labour); basic terminology; fundamentals of soil science, crop production as well as animal husbandry and welfare; non-productive functions and activities; current discussions in agricultural policy and their effect on farming; marketing of agricultural products and services.

Relevant Target Groups in Social Farming

The target group of social farming are the clients who visit a farm for educational or therapeutic reasons, or who live and work on a farm. To serve and support them in the best possible way is highly demanding and requires knowledge about symptoms or disabilities and skills that enable graduates to interact with the different kind of client groups.

Contents: Variety of possible clients on a farm; types of disabilities, symptoms, disorders and needs; behavioural displays; cultural background; abilities relevant for social farming; suitability of client groups to diverse models of social farming; communication techniques; educational activities for children; vocational and occupational education.

Adjustment of the Farm Environment and Farming Activities to the Requirements of Social Farming

Social farming takes place on a farm and in an environment that was built and most likely used solely for agricultural production. Thus the transformation, partially or as a whole, of an agricultural business to social farming represents a major challenge for all involved. First, a graduate needs to know about legal and other requirements and be able to manage this change of business. In addition, the material assets of the farm need to be transformed into a supportive and safe environment for clients. This includes construction measures as well as the adjustment of activities to the respective group of clients.

Contents: Change management; legal framework; compatibility of care and agricultural production; adaptation of technical equipment as well as space and buildings; health and safety measures; time, scheduling and pace of work; cooperation with various stakeholders.

Entrepreneurship

Social farming operates as a business, and the success of the business depends upon more than the quality skills of the practitioners. This study area focuses on entrepreneurship, innovation, business design and practice, management of employees and other topics important for making the social farm a successful and financially rewarding enterprise.

Working on the students' own ideas, plans and concepts regarding social farming is a core focus of this study area. Another integral part is to impart basic knowledge in the field of business administration, required to make the combination of social work and agriculture also financially sustainable.

Contents: Basic terms and methods for financial calculation and the financial assessment of social farming offers; marketing of social services in agriculture; start-up opportunities and constellations in social farming; financial issues and funding; methods and skills to develop business ideas in the sector of social farming; design and development of own business models; models of rural businesses and rural development.

Practical Placement

The SoFarEDU partners strongly believe that the integration of practical training and the offer to study social farming in practice are essential and of high value for a successful study of social farming. Graduates will benefit from the orientation toward practice and hands-on education because they will be prepared for the successful practical application of their skills. If possible, this integration of practice should be part of all study areas and can take different forms, from practical exercises to field trips. In addition to that, a long-term internship should be a separate part of a study programme that allows an insight into various sectors and forms of social farming.

6 Conclusion

The aim of the project “Social Farming in Higher Education” is to provide universities and professional schools of agriculture, rural development, social work, and social pedagogy with a framework of subjects, and their content necessary for teaching social farming. This publication presents one part of the puzzle in the whole SoFarEDU project.

This is one step towards addressing the question “What does a future social farmer or a social worker involved in social farming need to know?” And consequently: “What does a teacher need to teach?” These questions have been addressed by the Quality Standards For Teaching Social Farming part of this project.

The actual document “Quality Standards for Teaching Social Farming” will be followed by the “Curriculum of Social Farming” which is based on the research performed for this text. It serves as a foundation for teaching material, which includes an abstract book enumerating in short form the cross-sectional topics covering the wide scope of different themes in social farming. Also, a textbook consisting of fully developed chapters constitutes another part of the SoFarEDU project (a subset of the topics in the abstract book). This textbook is accompanied by methodological material which serves as a manual for the elaboration of more abstracts from the abstract book into fully developed chapters and offers a map for working out further teaching material in detail.

The Quality Standards for Teaching Social Farming, together with the other study material will present a useful toolkit for teaching social farming in different higher education systems and across borders in different countries.

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8 Appendices

Appendix A: Interview Partners and Results for Austria

Table 2: Interview partners in Austria

No.	Profession	Actual work	Experience with Social Farming (years)	Kind of clients	Number of clients per farm	Type of Social Farming
1	Farmer, consultant, coach, trained in therapeutic and pedagogic interventions with animals	Farming, consultant	6	Managers	5-20 per workshop	Training, workshops, teambuilding, health prevention
2	MA Communications, Green Care Master student, disabled person caregiver	Employed at a non-profit association on a social farm	4	Disabled Persons	7	Sheltered workplace
3	MSc Agriculture, BEd Agriculture and Forestry, carpenter	Manager of a vegetable farm	5	Psychiatric/ disabled clients	9	Sheltered workplace
4	Farmer, coach, pedagogic animal interventions trainer, coach, certified for school farm programs, baker	Hosts a sheltered workplace bakery on her farm, hosts school programs, and works in the field of coaching	10	Disabled persons, school children, children and adults with special needs	7 disabled workers in the bakery, 600 children and adults/year	School programs, pedagogic interventions with farm animals
5	Farmer, pedagogic animal interventions trainer	Farmer, pedagogic interventions with animals, established with his wife (nurse) a nursing home on their farm	16	Seniors, children, disabled persons	14 seniors in the nursing home, different groups with children and disabled persons	Nursing home, pedagogic interventions with farm animals

Table 3: Professional and personal competences (needed in Social Farming (Austria))

Interview partner no.	Knowledge						Skills						Comment
	1	2	3	4	5	total	1	2	3	4	5	total	
Topic													
Farming													
Basic concept and terms	3	2	3	2	2	12	2	2	3	2	2	11	
Organic farming	2	2	3	1	1	9	1	2	3	1	1	8	
Soil and plant science	2	1	1	0	0	4	2	1	2	0	0	5	
Animal husbandry	3	1	0	3	3	10	3	1	0	3	3	10	
EU agricultural policy	1	1	0	2	2	6	1	1	0	2	2	6	
	∅ 8						∅ 8						

Social Work													
Basic concept and terms	3	2	3	3	3	14	3	2	3	3	3	14	
Clients	3	2	3	3	3	14	3	3	3	3	3	15	
Legal basis	3	3	2	3	3	14	3	3	2	3	3	14	
Social policy	3	3	2	2	2	12	2	3	2	1	1	9	
Pedagogy, Didactics and methods	3	2	1	3	3	12	3	2	1	3	3	12	
Communication	3	2	3	3	3	14	3	2	3	3	3	14	
	∅ 13						∅ 13						

Farm Economics													
Marketing	3	2	0	3	3	11	3	2	0	3	3	11	
Business start-up	1	1	0	3	3	8	1	2	0	3	3	9	
Financial calculation	2	1	0	3	3	9	3	1	0	3	3	10	
	∅ 9						∅ 10						

Social Farming													
Basic concept and terms	2	2	1	3	3	11	2	2	1	3	3	11	
Networks	3	3	2	3	3	14	3	3	2	3	3	14	
Care and therapeutic activities on a s	3	3	1	2	2	11	3	3	2	2	2	12	
National regulations on SF	3	3	0	3	3	12	3	3	0	3	3	12	
Financial system, funding opportuni	1	3	0	3	3	10	1	3	0	3	3	10	
Management	2	3	0	3	3	11	2	3	0	3	3	11	
	∅ 12						∅ 12						

Personal competences													
Understanding of human nature	3	3	3	3	3	15	3	3	3	3	3	15	
Empathy	3	3	2	3	3	14	3	3	2	3	3	14	
Life experience	2	3	2	3	3	13	2	3	2	3	3	13	
Creativity	3	3	3	3	3	15	3	3	3	3	3	15	
Patience	2	3	3	3	3	14	2	3	3	3	3	14	
	∅ 14						∅ 14						

Appendix B: Interview Partners and Results for the Czech Republic

Table 4: Interview partners in Czechia

No.	Profession	Actual work	Experience with Social Farming (years)	Kind of clients	Number of clients per farm	Type of Social Farming
1	Farmer, theologian	Farmer on a productive organic farm (dairy, cheese processing, fruit orchard, vegetable productive garden) with employees with special needs. It is also pedagogic, CSA and WWOOF host farm.	10	Socially excluded, psychiatric diagnosis, mentally handicapped, children on school trips, public	2 employees, 2000 children/year, irregular visits of social facilities clients	Employment, rehabilitation and pedagogy
2	Special pedagogue	Social work on a productive farm (dairy, horse keeping, hiporehabilitation)	8	Mental and/or physical handicapped, school kids, public	35 employees	Hiporehabilitation, integration workplaces, pedagogic
3	Farmer	Team leader, farmer on a productive farm (cows, sheep, goats, plant production)	18	Mental handicapped	8 employees	Integration workplaces
4	Nurse	Health professional at a social service provider for persons with mental handicap.	5	Mental handicapped	12 employees	Farming activities within occupational therapy and rehab.
5	Farmer	Farmer on a large scale productive farm with both, animal and plant production.	4	Socially excluded, elderly people, mentally handicapped, school children, public	10 employees, ca. 150 children and students	Employment

Table 5: Professional and Personal Competences (knowledge, skills) needed in Social Farming (Czechia)

Interview partner no.	Knowledge						Skills						Comment
	1	2	3	4	5	total	1	2	3	4	5	total	
Topic													
Farming													
Basic concept and terms	1	2	2	3	3	11	2	0	1	3	2	8	
Organic farming	3	2	3	0	2	10	3	2	2	2	2	11	
Soil and plant science	1	2	1	3	3	10	3	3	3	2	3	14	
Animal husbandry	2	2	3	2	3	12	2	3	3	1	3	12	
EU agricultural policy	2	2	1	1	2	8	1	1	1	0	2	5	
						∅ 10						∅ 10	
Social Work													
Basic concept and terms	2	1	3	3	2	11	1	0	3	3	2	9	
Clients	3	3	3	3	3	15	2	3	3	3	2	13	
Legal basis	2	2	1	2	2	9	1	3	3	1	1	9	
Social policy	1	2	2	2	1	8	2	3	2	3	1	11	
Pedagogy, Didactics and methods	2	3	3	3	2	13	1	3	1	2	2	9	
Communication	3	2	1	1	2	9	2	3	2	1	2	10	
						∅ 11						∅ 10	
Farm Economics													
Marketing	1	1	3	1	2	8	1	2	2	0	2	7	
Business start-up	3	2	3	0	0	8	1	2	3	0	0	6	
Financial calculation	1	2	2	1	2	8	1	3	3	2	1	10	
						∅ 8						∅ 8	
Social Farming													
Basic concept and terms	3	1	3	1	3	11	2	0	3	1	2	8	
Networks	2	2	2	1	2	9	1	1	2	0	1	5	
Care and therapeutic activities on a	1	3	2	3	2	11	1	3	2	2	2	10	
National regulations on SF	2	2	2	1	2	9	1	2	2	0	2	7	
Financial system, funding opportuni	3	2	3	1	2	11	2	3	2	1	2	10	
Management	2	1	2	2	2	9	2	2	1	1	1	7	
						∅ 10						∅ 8	
Personal competences													
understanding of human nature	3	3	3	1	3	13	2	3	2	1	3	11	
Empathy	2	3	2	2	2	11	2	3	2	2	2	11	
life experience	3	1	1	1	1	7	3	1	3	1	1	9	
Creativity	3	3	2	3	2	13	3	3	2	2	2	12	
Patience	2	3	2	2	3	12	1	3	1	2	3	10	
						∅ 11						∅ 11	

Appendix C: Interview Partners and Results for Germany

Table 6: Interview partners in Germany

No.	Profession	Actual work	Experience with Social Farming (years)	Kind of clients	Number of clients per farm	Type of Social Farming
1	Farmer (Meister) non-academic	Head/manager of organic social farm/WfbM	3	Mental handicap	12	Rehabilitation, supported employment
2	Farmer, work pedagogue, social manager	Head/manager of a qualification organization with a green sector	15	Mental handicap, long-term unemployed persons	Total 45, green sector 6	Rehabilitation
3	Occupational therapist	Head of a psychosocial centre	2	Mentally ill people	Not relevant	Therapy
4	Certified social pedagogue	Works at a social service provider running social facilities + chairwoman of an NGO networking in the name of Social Farming	Several years	Mentally ill, drug addicted or intellectually disabled people	1-7	Assisted living, supported employment, leisure activities
5	Farmer, remedial teacher	Self-employed remedial teacher doing pedagogical casework	Several years	Youth with special needs	1	One young person stays about 6 months at the farm

Table 7: Professional and Personal Competences (knowledge, skills) needed in Social Farming (Germany)

Interview partner no.	Knowledge					total	Skills					total	Comment
	1	2	3	4	5		1	2	3	4	5		
Topic													
Farming													
Basic concept and terms	3	3	1	1	3	11	3	2	3	2	2	12	skills and practical training is important
Organic farming	1	1	0	0	1	3	1	1	0	0	1	3	
Soil and plant science	1	1	0	0	1	3	1	1	0	0	1	3	
Animal husbandry	2	1	0	0	1	4	2	1	0	0	1	4	div. answers; social pedagogues gave less importance to this point or even denied its relevance
EU agricultural policy	0	0	0	0	0	0	0	0	0	0	0	0	
	∅ 4						∅ 4						
Social Work												Might be needed less, if a social worker is assisting most of the time	
Basic concept and terms	2	3	0	0	3	8	3	3	0	0	3	9	
Clients	3	3	0	2	0	8	3	3	0	2	2	10	knowledge of symptoms or disabilities is necessary to interact properly with the clients
Legal basis	2	1	0	0	2	5	2	2	0	0	3	7	
Social policy	1	2	0	0	0	3	1	1	0	0	0	2	
Pedagogy, Didactics and methods	2	3	0	0	3	8	3	3	0	0	3	9	
Communication	1	3	2	0	0	6	3	3	2	2	2	12	including negotiating, mediation or motivation
	∅ 6						∅ 8						
Farm Economics													
Marketing	1	2	0	2	0	5	1	2	0	2	1	6	esp. Direct Marketing
Business start-up	0	3	0	2	2	7	0	3	0	2	0	5	
Financial calculation	3	2	2	3	2	12	3	2	3	3	0	11	especially expense budgeting
	∅ 8						∅ 7						
Social Farming													
Basic concept and terms	1	2	2	2	0	7	0	2	0	2	0	4	important to know how to elaborate a concept
Networks	2	2	0	2	0	6	2	1	2	2	2	9	initiate regional networks and keep them going
Care and therapeutic activities on a SF	1	2	3	2	0	8	1	2	2	3	2	10	match farming activities to client groups (div. special needs)
National regulations on SF	2	2	0	2	2	8	2	2	0	2	2	8	actuarial issues are important
Financial system, funding opportunities	2	2	1	3	2	10	3	2	2	2	2	11	
Management	2	3	0	0	0	5	2	3	0	0	0	5	balancing act between economic efficiency and individual support for the clients
	∅ 7						∅ 8						
Personal competences												basic prerequisite	
understanding of human nature	1	2	2	0	0	5	2	3	2	0	0	7	not only individual but also groups of people (like countrymen)
Empathy	1	2	0	0	0	3	2	3	0	0	0	5	
life experience	0	0	0	0	0	0	0	0	0	0	3	3	
Creativity	0	0	0	0	0	0	0	0	0	0	0	0	
Patience	0	0	0	0	0	0	0	0	0	2	0	2	
	∅ 2						∅ 3						

Appendix D: Interview Partners and Results for Hungary

Table 8: Interview partners in Hungary

No.	Profession	Actual work	Experience with Social Farming (years)	Kind of clients	Number of clients per farm	Type of Social Farming
1	Social worker	Coordinator of 2 projects	2	Public workers	3	Supported employment in ecological horticulture
2	Ecological farmer	Conductor, horticultural company	4	Mental and physical handicapped	14	Social home
3	Agricultural engineer	Mayor in a settlement, consultant in plant protection	4	disadvantaged public workers	50	municipality employment
4	Organic farmer	Organic farm manager	8	Roma minority, addicts	23	Supported employment in ecological horticulture
5	Social worker/advisor	Head of a foundation	4	All types of clients excluding mentally handicapped and autistic people	Not relevant	Education, developmental activities

Table 9: Professional and personal competences (needed in Social Farming (Hungary))

Interview partner no.	Knowledge					total	Skills					total	Comment
	1	2	3	4	5		1	2	3	4	5		
Topic													
Farming													
Basic concept and terms	3	2	2	3	2	12	2	1	1	1	1	6	It depends on what the purpose is: To make the agricultural engineers sensitive or to teach the sensitive ones to agriculture?
Organic farming	2	1	2	2	2	9	3	3	3	3	3	15	
Soil and plant science	2	2	1	1	2	8	2	3	2	3	2	12	
Animal husbandry	2	1	2	1	1	7	2	3	2	3	2	12	People with mental disabilities are better able to work with animals (experience).
EU agricultural policy	1	1	1	1	2	6	1	0	1	0	1	3	For the farm leader it is important, but the professional network of the farm leader is even more important.
						∅ 8						∅ 10	

Social Work													
Interview partner no.	Knowledge					total	Skills					total	Comment
	1	2	3	4	5		1	2	3	4	5		
Basic concept and terms	2	2	3	2	2	11	1	1	2	0	2	6	Instead of deep psychology, philosophy would be more important.
Clients	3	2	2	2	3	12	3	3	3	3	3	15	'Gypsies' as target group should be involved; Criteria for individual further learning opportunities should be involved while learning about target groups.
Legal basis	2	2	3	1	2	10	2	1	2	0	1	6	It is important in order to be able to help the target group members.
Social policy	1	1	2	1	1	6	0	0	1	0	1	2	It can be interesting to know the benefits of social farming. This theme could constitute a non-compulsory subject in the curriculum.
Pedagogy, Didactics and methods	2	1	0	1	2	6	2	3	2	3	3	13	In order to avoid this subject being too general, it must be more practical. This is feasible with the application of different training methods, group dynamics, etc.
Communication	3	3	3	3	0	12	3	3	3	3	3	15	Communication can be learnt or developed through training.
						∅ 10						∅ 10	

Farm Economics													
Interview partner no.	Knowledge					total	Skills					total	Comment
	1	2	3	4	5		1	2	3	4	5		
Marketing	2	2	1	3	2	10	3	2	3	3	3	14	Producers must be sold, so market positioning and continuous development is very important.
Business start-up	2	2	3	2	2	11	3	3	3	3	3	15	Many "sensitive persons" start up farming without proper business planning.
Financial calculation	1	2	3	2	2	10	3	3	3	3	2	14	With appropriate knowledge, even application for subsidies and grants would perform better. Not everything should be managed by the farm leader, teamwork is very important.
						∅ 10						∅ 14	

Social Farming													
Interview partner no.	Knowledge					total	Skills					total	Comment
	1	2	3	4	5		1	2	3	4	5		
Basic concept and terms	2	3	2	3	3	13	1	2	2	1	2	8	Complexity is very important.
Networks	3	3	3	3	3	15	2	1	2	0	3	8	
Care and therapeutic activities on a SF	1	1	1	2	2	7	1	2	1	1	2	7	This would be more of a further education.
National regulations on SF	2	2	2	2	2	10	0	0	0	0	1	1	A Social Farm Association's lecturer should be invited for this topic.
Financial system, funding opportunities	3	2	3	2	2	12	0	0	0	0	2	2	The Social Farm Association is up to date; they know the sheltered workplace supporting system, etc.
Management	2	2	2	2	3	11	2	2	2	2	3	11	Special SF management is needed.
						∅ 11						∅ 6	

Personal competences													
Interview partner no.	Knowledge					total	Skills					total	Comment
	1	2	3	4	5		1	2	3	4	5		
understanding of human nature	1	1	1	1	2	6	3	3	3	3	3	15	
Empathy	1	1	1	1	1	5	3	3	3	3	3	15	
life experience	0	0	0	0	1	1	3	3	3	3	3	15	
Creativity	0	0	0	0	1	1	2	3	2	3	2	12	
Patience	0	0	0	0	2	2	3	3	3	3	3	15	That is part of the self-knowledge.
						∅ 3						∅ 14	Those ,kind of social farms would be desirable that are created by farmers (this is not typical in Hungary unfortunately)

Appendix E: Interview Partners and Results for Norway

Table 10: Interview partners in Norway

No.	Profession	Actual work	Experience with Social Farming (years)	Kind of clients	Number of clients per farm	Type of Social Farming
1	Farmer	Farmer	7	Mental handicap	11	Nature-based therapy
2	School teacher	Care provider on farm	6	Young children	9	Socio-pedagogic use of natural resources
3	Bureaucrat	Daily leader of In på turet Norge	12	In på turet practitioners	Not applicable	Socio-pedagogic use of natural resources
4	Farmer	Horse farm/leader of a regional branch of In på turet	11	Dementia	12	Equine assisted therapy
5	Farmer	County government leader of Care Farming	7	Mental handicap	13	Horticultural therapy

Table 11: Professional and Personal Competences (knowledge, skills) needed in Social Farming (Norway)

Interview partner no.	Knowledge					total	Skills					total	Comment
	1	2	3	4	5		1	2	3	4	5		
Topic													
Farming													
Basic concept and terms	2	3	3	1	1	10	3	3	2	1	1	10	
Organic farming	0	0	0	0	0	0	1	1	0	0	0	2	
Soil and plant science	3	2	1	0	0	6	3	3	1	0	0	7	
Animal husbandry	3	3	2	3	2	13	3	3	2	3	3	14	
EU agricultural policy	1	1	2	1	0	5	2	2	2	0	0	6	Note that Norway is not part of the EU.
					∅	7					∅	8	
Social Work													
Basic concept and terms	2	3	2	1	2	10	3	3	2	1	1	10	
Clients	3	3	3	2	1	12	3	3	3	2	2	13	
Legal basis	2	2	2	1	2	9	2	3	2	0	1	8	
Social policy	1	2	1	2	3	9	2	2	2	1	1	8	
Pedagogy, Didactics and methods	3	3	3	3	1	13	2	3	3	2	2	12	
Communication	3	3	3	3	1	13	2	3	3	3	2	13	
					∅	11					∅	11	
Farm Economics													
Marketing	3	2	3	3	3	14	2	2	3	3	3	13	
Business start-up	3	3	3	3	3	15	3	3	3	3	3	15	
Financial calculation	2	2	3	3	3	13	2	1	3	3	2	11	
					∅	14					∅	13	
Social Farming													
Basic concept and terms	3	3	1	2	2	11	3	3	1	1	1	9	
Networks	2	3	3	3	2	13	3	3	2	2	2	12	
Care and therapeutic activities on a SF	3	3	2	3	3	14	2	3	3	3	2	13	
National regulations on SF	3	3	2	3	2	13	2	3	2	3	2	12	
Financial system, funding opportunities	3	3	3	3	3	15	3	2	3	3	2	13	
Management	3	3	3	3	3	15	3	2	3	3	3	14	
					∅	14					∅	12	
Personal competences													
understanding of human nature	3	3	2	2	1	11	2	3	3	2	2	12	
Empathy	3	3	3	1	2	12	3	3	2	3	1	12	
life experience	3	3	3	3	1	13	3	3	2	3	1	12	
Creativity	2	3	2	1	1	9	3	3	2	1	1	10	
Patience	3	3	1	1	2	10	3	3	1	2	2	11	
					∅	11					∅	11	