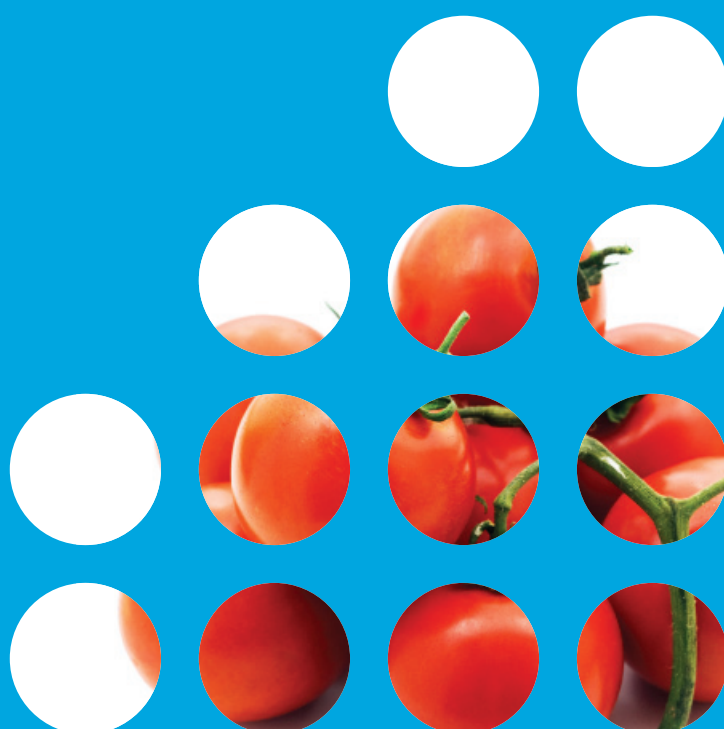# Entrepreneurship in Social Farming' Curriculum Overview and Guidelines

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Multifunctional Agriculture in Europe

Multifunctional Agriculture in Europe

Entrepreneurship in Social Farming' Curriculum Overview and Guidelinesv

Table of contents

1. Introduction

Improving the viability of rural areas through support of multifunctional agriculture and alternative options of work and income, was the ultimate goal behind the international project "Multifunctional Agriculture in Europe - Social and Ecological Impacts on Organic Farms (MAIE)", under the Leonardo da Vinci programme.

One of the operational objectives of this project was to develop a curriculum on 'Enterpreneurship in Social Farming', for farmers, allowing for mobility of trainees and credits, and accessible in all participating countries, as an important contribution for disseminating social farming and exploiting its potential benefits for society.

Social Farming is an innovative thematic area for vocational training. Our best effort was put into developing a curriculum in Social Farming, in accordance with the EQF/ECVET standards, to ensure quality, transferability, mutual recognition between European institutions, and international mobility of trainees. Fruit of a partnership between institutions in 7 European countries (Bulgaria, Czech Republic, Finland, Germany, Italy, Netherlands, and Portugal), the outcome of the MAIE project reflects the cooperation, sharing of knowledge, experiences and good practices in the field of Social Farming, as well as the contribution of several experts, at European level.

Complementarily to the 'Enterpreneurship in Social Farming' curriculum units, a web-based resource was developed within the MAIE project, and is available at the transnational virtual competence centre website, providing up to date and comprehensive background materials on social farming for teachers and interested actors.

1.1 Why a curriculum on Social Farming?

Agricultural multifunctionality becomes essencial for the vitality of rural areas in Europe and expands the economical, social, cultural and educational benefits of land management.

Social Farming focuses on one of the most important roles to be played by multifunctional agriculture: its potential for integrating, and providing care or therapy to people with disabilities and / or at risk of social exclusion. It revitalises the link between rural / urban areas, contributes to economic development, and can be indicated as a positive externality of agriculture on social capital.

For the farmer, it represents an opportunity to diversify income and labour sources, but above all to take social responsibility.

There is, however, in most countries, a lack of qualifying pathways in Social Farming. Vocational training in Social Farming is essential for improving the quality of care provided on farms, and for the development of Social Farming. It represents, as such, an important contribution to guarantee the life quality, therapy and employment of people with disabilities and / or at risk of social exclusion.

1.2 The MAIE project

The Multifunctional Agriculture in Europe - Social and Ecological Impacts on Organic Farms (MAIE) project gathered a multidisciplinary network of partners and used innovative methodology with the purpose of developing a comprehensive, at least including 120 hour social farming curriculum, available in 7 countries and in 7 language versions, allowing for mobility of trainees and credits.

By opening a path for transnational qualification in Social Farming, it aimed at improving the professional care and employment on multifunctional farms, and ensuring the quality of life, therapy and employment of people with disabilities or at risk of social exclusion.

Furthermore, it seeked to create awareness about social farming in relevant organisations and institutions and to enhance networking between actors affiliated with social farming.

Partners

The MAIE Project partnership included different types of expertise:

- Universities and Research Institutes, providing theoretical knowledge and requirements in the agricultural, social, vocational, education and training sectors: HAS Den Bosch University of Applied Sciences (Netherlands) and MTT Agrifood Research (Finland), LEI Wageningen UR (Netherlands) and Agrarian University Plodiv (Bulgaria).

- Social groups and farmers' associations, providing practical knowledge and inclusion of the target group: Petrarca (Germany), AIAB (Italy), Thüringer Ökoherz e.V. (Germany), AGROBIO (Portugal) and the Focus Group partners.

- Training Centres, providing methodological background to knowledge transfer: AGROBIO (Portugal), AIAB (Italy), Area viva (Czech Republic) and CERCICA (Portugal).

1.3 Methodological approach

The MAIE project presented innovative methodology, using a multidisciplinary and participatory approach, by the creation of Focus Groups in each country involved in the partnership (except Bulgaria and Czech Republic). These Focus Groups, consisting of farmers, social workers, teachers, and sector experts, were consulted throughout the project's lifetime, regarding curriculum demands, expert text and final curriculum.

An initial survey through a questionnaire was the basis for an ex-ante analysis of the situation of Social Farming in the participating countries and for assessing training needs in this area.

Based on these results and on contributions of all partners through literature review, survey, analysis and selection of different materials / tools (eg. training programs, literature and curricula in the field of Social Farming) an expert text was compiled. This expert text is now available in modular format at the transnational virtual competence centre website.

It became clear that an input-based approach, such as comparing and discussig existing materials was complex and difficult. Besides recquired by EQF and ECVET standards, an outcome-based approach emerged as a logical step for finding common ground on which to build the curriculum. This implied defining transferable learning outcomes, likely to be assessed, and validated. The next step was, then, to define the common occupational activities, tasks or processes involved in a job profile for an enterpreneur in social farming. These became the 'building blocks', the basic sub-units for qualification, within our curriculum. One of the advantages of using information which expresses the reality of the profession for which the qualification prepares as the basis for the design of units is that the tasks, activities or processes undertaken on the workplace tend to be very similar, even in different systems and countries (3). Using the European definition of learning outcomes (EQF Recommendation), as the common denominator that fits with the diversity of existing approaches, these were described in terms of knowledge, skills and competence.

The curriculum development involved consulting the focus groups, as well as experts in the field of Education and Professional Qualification in several participating countries.

A 40 hour pilot course, organised within the project's lifetime, was used for curriculum assessment and validation. The results from this experience were compiled under chapter 3, with recommendations for further development and use.
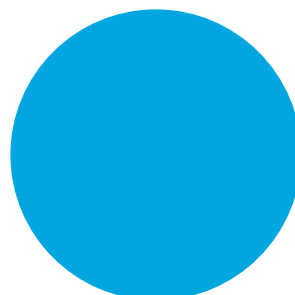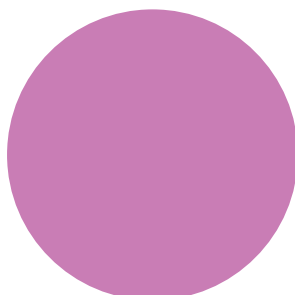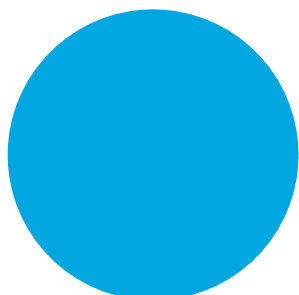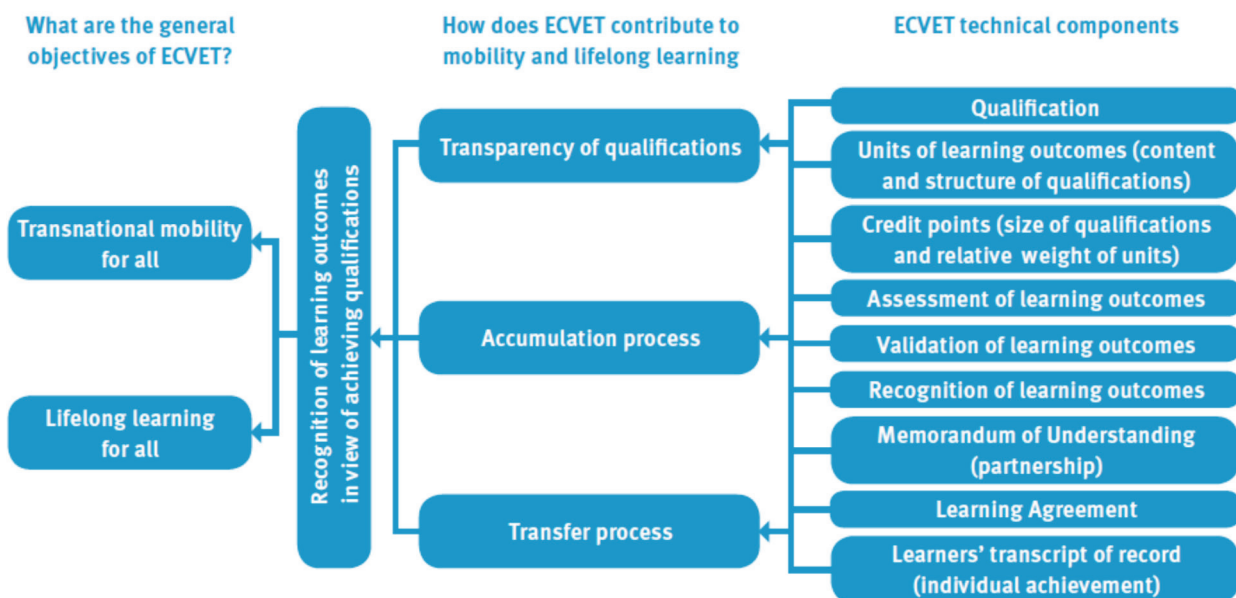
2. ECVET *and the recognition and validation of Social Farming*

2.1 ECVET and the MAIE project

The European Credit System for Vocational Education and Training (ECVET) is an instrument created to support lifelong learning, the mobility of European trainers and the flexibility of learning pathways to achieve qualifications (Fig. 1, (3)).

Fig. 1 – ECVET objectives and its technical components

Source: (6)

Transparency, transferability and recognition of competence and/or qualifications are only possible on ECVET by describing qualifications using a common basis, which is not dependent on the learning process, the content of teaching or the learning context: that basis is defined as 'learning-outcomes'. Learning outcomes enable the recognition of prior learning, award of credit, quality, learning plans, and key competencies. They are part of a paradigm shift as education and training systems are reformed to encompass life-long-learning, as they may be acquired through a variety of learning pathways, modes of delivery (school-based, in-company, etc.), in different learning contexts (formal, non-formal and informal) or settings (i.e. country, education and training system …). According to the European definition (4, 5):

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process, which are defi ned in terms of knowledge, skills and competence.

Learning outcomes are grouped as units. A unit of learning outcomes should be designed in such a way as to provide a consistent and structured learning process, with agreed coherent learning outcomes and clear criteria for assessment.

Knowledge means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge;

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

Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

Under the ECVET system (2), learners can progressively accumulate learning outcomes, in view of achieving a qualification, and obtain recognition for their learning outcomes achieved in other contexts without new assessment. This enables people to build on what they have learned abroad, in a different education and training institution or in different situations, and to fully integrate mobility into learners' learning pathways.

Under the MAIE project, the foundations for a European qualification on Social Farming, allowing the learners to obtain parts of their qualification in different countries, are laid. This implies, not only a common definition for a qualification on Social Farming, but also an agreement among institutions from different countries, in which they express their trust and mutual recognition for qualifying learners on Social Farming.

2.2 Common reference job profile "Enterpreneur in Social Farming"

According to "ECVET – Questions and Answers" (2) «The ongoing ECVET pilot projects emphasise the importance of using occupational activities, tasks or processes as the reference for designing units. This is especially useful when the units concern learning outcomes related to specific occupations and professions. [...] The use of information which expresses the reality of profession(s) for which the qualification prepares as the basis for the design of units has several advantages:

• While qualifications' descriptions differ very much from system to system and from country to country, the tasks, activities or processes undertaken on the workplace are often very similar.

• The ongoing ECVET pilot projects show that identification of transferable parts of qualifications is relatively easy when the partner institutions discuss what activities / tasks / processes the qualification prepares for, while it may become complex if, for example, the taught curricula are the basis of discussion.

• This also facilitates the communication of the content of the qualification to stakeholders outside the area of education and training: for example employers.

• Use of activities, tasks and processes is also compatible with the assessment of learning outcomes in the work place or in work-related situations.

• It is also particularly suitable for assessment, validation and recognition of learning outcomes achieved through non-formal or informal learning.»

From a clear definition of the tasks and activities of an enterpreneur in Social Farming, it is possible to design a qualifying pathway, which is common for all countries. The profile presented on annex 2 describes the main aspects and key activities performed by an enterpreneur in Social Farming. This common reference leads to the description of different learning units and sub-units.

2.3 Qualification: "Enterpreneurship in Social Farming"

The European Qualification Framework (EQF) is expressed as a table of eight levels, each one defined by a series of statements relating to knowledge, skills and competencies.

The differences within the levels of the EQF is relying on the combination of the complexity of the work and the level of responsibility and not on the level of education. The qualification on entrepreneurship in Social Farming can be seen as a special expertise within Entrepreneurship Farming, and corresponds to a responsibility and complexity level 4 in the EQF.

The overall EQF level 4 definition

Knowledge	Skill	Competence
factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

The place of entrepreneurship in social farming in an educational profile for eqf level 4
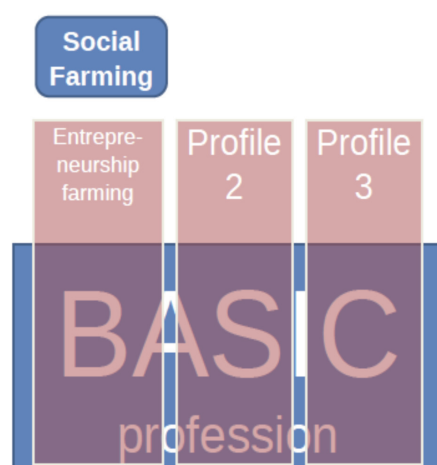
The annex 1 contains the units overview of a qualification on "Enterpreneuship in Social Farming".

Sub-units of learning outcomes were defined on the basis of occupational activities / tasks identified under the reference job profile description. These sub-units are grouped, in a logical way, into the larger units:

Knowledge	Skill
Starting a Social Farm	Reflect upon different models of Social Farming and design an adequate model to his own profile and farm Select appropriate target groups for the work and/or care and therapeutic activities on his/her farm
Adapting the farm and farming activities to Social Farming	Plan work for clients on his/her farm Plan and organise the work and prepare his/her staff and volunteers, assuring continuity of care and agricultural production Adjust and adapt machines, equipment and tools according to the applicable legislation, the target group(s) and the activities to carry out Adapt the space and buildings, ensuring their accessibility, according to the care services to offer, the target group(s) and the applicable legislation Implement Work Hygiene and Safety measures Delevop a transport plan for the clients

Knowledge	Skill
Organizing care on a social farm	Select and deal with clients on a social farm Organize care and therapeutic activities on his/her farm Plan the guidance of clients, and promote their welfare, employability and personal development
Financial management of a Social Farm	Develop a vision, a mission and a strategy for his/her Social Farm Identify and cooperate with relevant stakeholders for the accomplishment of his/her Social Farm's objectives Develop a financial plan Elaborate a strategic marketing plan Design a communication plan Create a plan of approach to enterpreneurship Create a business plan

The definition of key activities performed by an enterpreneur in Social Farmer was refined throughout the curriculum design, leading to different forms of description of the units, assumed at different stages of conception. Interviews with German social farmers, as part of an HNE Eberswalde students' bachelor's thesis, were taken into account (7). In the framework of educational institutes the curriculum units should represent over 120 study hours. Concerning the pathway by non formal- and informal-learning in an authentic learning situation that amount is not relevant.

As components of qualifications, units determine the content and possibly the structure of the programme. However, in order to develop the learning outcomes contained in the units, there may be different education and training programmes and individual pathways. The content of teaching and the learning activities (taught modules, on-the-job placements, project work, etc.) may differ and has to be adapted to different contexts and learners.

An example of training programme contents derived from the Qualification "Enterpreneurship in Social Farming" units is described in annex 3. Materials for trainers can be obtained at the project's transnational virtual competence centre …(Web address).

Having achieved a satisfactory workbasis, future developments are still necessary in view of a Memorandum of Understanding or Learning Agreement (1) between training and / or education institutions, including the definition of:

- procedures and criteria for assessment of learning outcomes,
- ECVET points associated with each unit.

The following chapter provides guidelines for using the qualification units on "Enterpreneurship in Social Farming", based on the pilot-course experience held during the MAIE project.
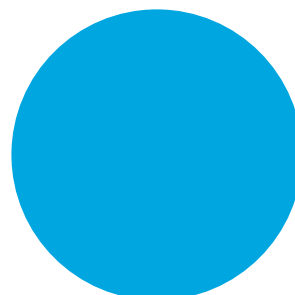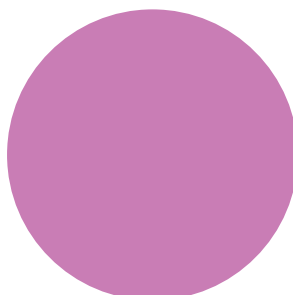
3. Guidelines for using the qualification units on "Enterpreneurship in Social Farming"

As part of the MAIE project a pilot course Social Farming was held in Portugal in September 2013. The pilot course was evaluated by a multi-disciplinary team consisting of educationalists and researchers in the field of social and organic farming, and rural innovation.

In the sections below a summary of the main findings and recommendations based on the pilot course Social Farming is given. In addition the assessment framework is provided which can be used in preparing, in observing and in assessing a course.

The following overall notes are made in relation to the evaluation of the pilot course:

- The pilot course was organised within in the national Portuguese context and every context will have its own specific characteristics.

- The group of participants was very heterogeneous (different professions: farmer, social workers and other, and diverse levels of knowledge and expertise) requiring a high level of flexibility of the trainers.

3.1 Recommendations based on the pilot-course on Social Farming

3.1.1 Course design and planning

- Find a good balance between theory and practise. The actual practise cannot be underestimated as in many cases the trainees will have limited experience and exposure to social farming. In the pilot course the trainees ranked the practical work done together with the social farm clients very high.

- The pilot course was given as a one week full time programme. This has implications related to the availability and hence participation of potential target groups. For people with full or part time jobs this scenario is not supportive. So in organizing a course attention needs to be paid to the availability of the target group and its planning decided accordingly.

- The choice of the season influences the practical component of the course. It has strong preference to organise the course in a season with sufficient work on the social farm. This creates an environment in which the interactions between the clients, the specific activities and the client support staff (farmers, social workers, therapists etc) can be observed by the trainers and trainees.

- Plan practical work at a location with preferably different client groups and different work types as the interaction between specific client groups, client support staff and work types differs substantially. For trainees to be part of this interaction creates a very good learning environment.

3.1.2 Aim of the course and trainee types

- The focus of the social farming course based on CVET standards is on outcome based learning which implies an alignment with the demands of the labour market/the employers;

- on the educational environment in terms of interaction between teacher and trainee, learning together instead of just transferring knowledge.

- Resulting from this point the aim(s) of the course need to be clarified well. The following questions need to be clarified at the start of the course: What will the trainee have gained at the end of the course? What are the abilities of the trainees expressed in knowledge, skills and competence after the course?

- In connection, a thorough introduction by the trainees is required. A pre-screening and selection of trainees can be decided on and persons can be selected based on the course purpose and design. See also next point.

Heterogeneous or homogenous course trainees: a mixed groups in terms of professions and levels of expertise demands for a different approach and content of the course. Interactions between different professions will create another learning environment which differs from interactions just between persons from one profession. For example a course with active farmers as trainees can focus on the social components whereas a course with mostly social workers needs to focus more on the agricultural part. In addition in a mixed group of social workers and active farmers, the interaction between the social and the agricultural component will be stronger.

3.1.3 Content of the course

- The whole course and specific blocks need to be designed in such a way as to provide a consistent and structured learning process, stating what a learner knows, understands and is able to do on completion of a learning process. This includes also the methods and processes used to assess particular knowledge, skills and competence.

- This implies to be aware of not only giving information but also to check and support in various ways the participants in gaining skills. This includes formal assessments at the end of the course, observations of activity in group assignment, level of participation throughout the course, etc.

- Take in consideration the choice of the trainer in relation to the topic. A lecture dealing with the actual practise of social farming, needs to involve a trainer who is active in social farming. Or a lecture on the different client groups on a social farm, needs to involve an expert working with these target groups.

3.1.4 Methods and sources

- Trainees need to develop and work on own projects during the whole course. For example group work in combination with a farmer who needs advice or wants to develop his social marketing activities.

- A case study approach based on real and actual situations is a good method as this allows for a concrete opportunity to combine theoretical knowledge and practical situations.

- Apart from class room teaching, group work also provide for small individual assignments to the trainees to assess the application of gained knowledge.

- Provide for sources of recent and relevant literature, and resource persons that have a track record in the sector or affiliated fields. All these sources need to be matching with the course level and the composition of the trainee group. For example active farmers are not interested in detailed research documents.
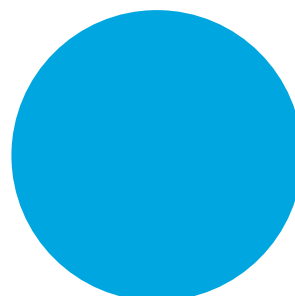
3.2 Assessment framework

The following assessment framework can be used in advance, during or after a course. It is not specifically geared towards social farming but rather to an outcome based learning environment which is very supportive to a course such as social farming. The focus on outcome based learning is detailed below and distinguishes occupational, educational and assessment matters.

3.2.1 Occupational standards (1)

General: Occupational standards are 'classifications and definitions of the main jobs that people do'. Their main feature is the bridging function they perform to link qualifications to the labour market.

A limited listing is given on occupational standards as they vary much for their respective contexts.

- How relevant is the pilot course and overall curriculum in the specific country/regional context?

- What are specific topics that require elaboration, need to be added or can be excluded for better alignment with the labour market?

- What is needed to match occupational demands better with a social farming curriculum?

3.2.2 Educational and assessment standards

General: educational and assessment standards are usually combined and follow a pedagogical logic and 'focus on what people need to learn, how they will learn it, and how the quality and content of learning will be assessed'.

In this educational part the focus is on the following main topics: the course program, learning purposes and outcomes, the balance between theory and practise, the interaction between trainer and trainee and teaching methodology.

The overall curriculum and pilot course: the curriculum and as part of it, the pilot course, should be designed in such a way as to provide a consistent and structured learning process, with agreed coherent learning outcomes and clear criteria for assessment. In more detail: is it is a coherent set of purposes, learning outcomes elaborated for skills, knowledge and competence, teaching materials and practise, and assessment.

Can the following stages be distinguished:

- Orientation phase: explanation of teaching purposes and tasks? Is existing knowledge and skills of trainees used?

- Implementation phase: does the trainee gain experience with acquired knowledge and skills? Does actual practising take place, individually and/or in groups?

- Reflection phase: how does reflection and feedback on what has been learned take place?

- Assessment phase: how are knowledge and/or skills and/or competence being assessed?

Teaching purposes: what are the learning outcomes expressed in knowledge, skills and competence of the pilot course?

Educational content: balance between personal development and occupational knowledge/skill development. Use of theoretical and real situations, use of social, political, economic and cultural context.

Learning activities and processes: which concrete learning tasks and processes are being aimed at? How does the learning process evolve?

Trainer and educational content:

- What role does the trainer play to stimulate the learning process? What kind of expertise does this require of the trainer?

- Does the trainer address personal learning purposes of trainees related to: which skills do I have/do I need to acquire to act as social farmer? Can I reflect on my attitude and approach to social farming/ clients? Can I reflect on the social farming context?

- Does the trainer address/convey occupational knowledge on different client/target groups, and the opportunities and limitations of target groups? Does he/she distinguish different types of social farms and their organization and on what type of work/activity is suitable for which target group?

- Does the trainer have knowledge and experience on entrepreneurship? Does he/she share knowledge on political, social and financial matters and opportunities , including rules and regulations?

- Materials and sources: what kind of resources are being used to acquire knowledge and skills? Which different teaching aids and didactic methods (plenary sessions, group discussion, role plays, excursions, final presentations by trainees etc) are used? Are real life assignments being given?

Interaction:

- What is the balance between individual and group learning?

- How do the trainees interact with each other, how is this facilitated by the trainer or didactic methods?

- How does the trainer interact with the trainees, does he/she attract the attention, does he/she give clear instructions, does he/she create a conducive learning environment, does he/she summarise discussions, reflect on the lessons. Does he/she involve the trainees in such processes?

Assessment:

- How does the course qualification relate to occupational and labour markets demands?

- How do assessment methods match with the qualification demands?

- In what ways are course results being assessed? Options: written tests (open and closed ended questions, case studies, essays etc), interviews (structured/semi structured), practical tests/assignments or simulated performance (checklist of observations related to process or product).

- What is the quality of the assessment methods and process?

What is the balance being assessing knowledge, skills and competence?

Plenary and individual time: how is the time division between plenary sessions and individual / group time for learning and working on assignments?

Locations: where does learning takes place: inside and outside, relevance of locatio

Source: (6)

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4. Final remarks

Social Farming in Europe is a promising way to integrate people at risk of social exclusion. Creating the know-how and qualification, among farmers, that will enable them to take a step towards working with people with disabilities and other target-groups, is a very important way to promote Social Farming. Creating a qualifying pathway that is achievable through mobility among European countries, including training and internships, acquires a transcultural dimension and enables a larger sharing of experience.

The MAIE project aimed at laying the foundations that will make it possible, through:

- a common reference job profile for an Enterpreneur in Social Farming;

- qualification units on "Enterpreneurship in Social Farming", and guidelines for training;

- a Transnational Virtual Competence Centre on Social Farming, including materials for trainers, and linking European stakeholders;

- a first agreement among European training and education institutions for a common qualification on "Enterpreneurship in Social Farming".

Further developments are possible and desirable, in view of ECVET accreditation, including the possible refinement of learning outcomes, the definition of procedures and criteria for assessment of learning outcomes, and quality assessment.

5.
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As part of the MAIE project a pilot course Social Farming was held in Portugal in September 2013. The pilot c

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EQUFAS, Experiences of the EQF in the Agricultural sector, TOI project Leonardo da Vinci number: NL/07LLP-LdV/TOI/123013

YEBISU - INFORMAL LEARNING AS A MOTOR FOR SUCCESS IN BUSINESS, project number 2010-1-NL1-LEO04-02648 1

18

Annex 1
Qualification units on "Enterpreneurship in Social Farming"

Enterpreneurship in Social Farming (SoFar)

Target group: Farmers

Prerequisites: Basic knowledge about farm management and agriculture in general

EQF level 4

UNIT 1: Starting a Social Farm		
Sub-units	**Learning outcomes**	
	Knowledge	**Skills**
Reflect upon different models of Social Farming and design an adequate model to his own profile and farm	The learner is able to: analyse the scope and concept of Social Farming compare different types of Social farms, and their common features illustrate best practice in Social Farming infer the benefits and advantages of Social Farming for the clients compare different kinds of care arrangements applicable on farms compare different models for combining care and agriculture analyse the possibilities for financing of care services analyse opportunities for Social Farming in his/her social and geographical context	The learner is able to: analyse his own business concerning interfaces for Social Farming select and apply adequate models for combining care and agricultural activities in his own context
Select appropriate target groups for the work and/or care and therapeutic activities on his/her farm	The learner is able to: infer the knowledge, experience and personal qualities that are important for a Social Farmer analyse his/her motivations for SoFar analyse his/her personal profile determine the impact and support from his/her family and other significant people on his/her project compare different target groups for Social Farming analyse the main traits of different intellectual disabilities analyse his/her farm's accessibility to different target groups analyse work processes on his/her farm and their suitability to different target-groups analyse possible care and therapeutic activities on his/her farm and their suitability to different target-groups	The learner is able to: select appropriate target groups using knowledge about: target-groups his/her profile and motivations, and the support of his/her family and other significant people; his/her farm, work processes and possibilities for care and therapeutic activities

Competence
The learner is able to: • integrate and use relevant information on social farming, target groups and care in agriculture and apply it to his/her own context • reflect upon his/her profile and integrate this knowledge into professional practice • reflect on the rights and duties of people with disabilities • consider the impact on clients, and their point of view and motivations • select adequate target group(s), considering his/her profile, motivations, and family support • select adequate target group(s), considering his/her farm, and the possibilities for work and other activities • strive for finding the most adequate solutions to fit his own conditions

UNIT 2: Adapting the farm and farming activities to Social Farmin		
Sub-units	**Learning outcomes**	
	Knowledge	**Skills**
Plan work for clients on his/her farm	The learner is able to: • discriminate and compare work processes on different types of farms (animal farm, petting zoo, horticultural farm, fruit farm, farm with nature and forestry, farm with campsite and/or recreation, farm with sales activities) • illustrate daily, seasonal and occasional work processes suitable for different target groups • illustrate examples of: • day spending activities for participants with restricted skills • work processes and activities for participants with more possibilities • on job training for participants with a relatively high level	The learner is able to: • define work processes according to the requirements of the selected target-group(s) • use knowledge about different target groups to develop a flexible and suitable plan for daily, seasonal and occasional work for clients
Plan and organise the work and prepare his/her staff and volunteers, assuring continuity of care and agricultural production	The learner is able to: • determine daily, seasonal and occasional activities for staff and volunteers necessary for assuring continuity of agricultural production • determine daily, seasonal and occasional activities for staff and volunteers necessary for assuring continuity of care • compare different training techniques that can be used for preparing staff and volunteers	The learner is able to: • plan daily, seasonal and occasional activities for staff and volunteers assuring continuity of care and agricultural production • use training techniques to prepare staff and volunteers
Adjust and adapt machines, equipment and tools according to the applicable legislation, the target group(s) and the activities to carry out	The learner is able to: • provide examples of adaptations of machines, equipment and tools to the requirements of clients, according to legal requirements • analyse the legislation applicable to machines, equipment and tools and their adaptations	The learner is able to: • select machines, equipment and tools that are suitable for different target group(s) • adapt machines, equipment and tools, according to the target group(s), the activities to carry out, and legal requirements
Adapt the space and buildings, ensuring their accessibility, according to the care services to offer, the target group(s) and the applicable legislation	The learner is able to: • provide examples of adaptations of space and buildings to the requirements of clients, according to legal requirements • anayse the legislation applicable to accessibility of space and buildings	The learner is able to: • adapt the space and buildings, according to the care services to offer, the target group(s) and legal requirements
Implement Work Hygiene and Safety measures	The learner is able to: • provide examples of measures concerning work hygiene and safety that should be implemented on a social farm • analyse legislation applicable to work hygiene and safety	The learner is able to: • select relevant information to plan and implement measures compliant with Work Hygiene and Safety regulations
Delevop a transport plan for the clients	The learner is able to: • identify different transport possibilities and their suitability to the clients	The learner is able to: • develop a transport plan, according to the availability, type of access and needs of each participant

Competence
The learner is abe to: • take responsibility for planning activities for clients, staff and volunteers • manage responsibilities, consult and involve staff, volunteers and clients • prepare the staff and volunteers • take responsibility for adapting the farm (machines, equipment, tools, space, buildings, and transport), considering the client's needs • take responsibility for complying with Work Hygiene and Safety regulations

UNIT 3: Organizing care on a social farm		
Sub-units	**Learning outcomes**	
	Knowledge	**Skills**
Select and deal with clients on a social farm	The learner is able to: • analyse the adequacy of his/her Social farm for different clients • analyse the client's profile and personal motivations • experiment with assertive communication techniques • compare different ways to communicate with people with intelectual disabilities • experiment with motivation techniques • compare different techniques for dealing with inadequate behaviour	The learner is able to: • interview the clients for selection purposes • evaluate the adequacy of the candidates' profile to the farmer and the farmer's family • evaluate the adequacy of the candidates' profile to the farm and the work processes and/or activities offered • use basic information about psychology and adequate strategies and techniques to instruct, guide and motivate clients • use adequate techniques for dealing with inadequate behaviour and stress situations • elaborate house rules, including: rights and obligations, basic safety rules, and complaints procedures
Organize care and therapeutic activities on his/her farm	The learner is able to: • discriminate and compare care and therapeutic activities on different types of farms • illustrate daily, seasonal and occasional care and therapeutic activities suitable for different target groups	The learner is able to: • define care and therapeutic activities on his/her farm suitable to the selected target-group(s) • use knowledge about different target groups to develop a flexible and suitable plan for daily, seasonal and occasional care and therapeutic activities
Plan the guidance of clients, and promote their welfare, employability and personal development	The learner is able to: • compare different ways of organising guidance of clients • discriminate the main steps to be considered for the guidance of clients • infer the potential benefits of his/her Social Farm for the client's personal development, and social and professional integration • infer the therapeutic and occupational benefits of Social Farming • explain the advantages for the client of being on a Social farm • compare objectives and steps of training for different target groups • analyse skills valued by employers • analyse the integration trajectory of people with disabilities into the labour market • compare strategies that facilitate the acceptance and employment of people with disabilities • identify the available public Supported Employment measures • analyse the advantages of being a work integration social enterprise	The learner is able to: • select and use relevant information to decide how to implement guidance of clients • introduce the farm and the farm activities to the clients • plan the work and/or activities for the clients taking into account their motivations, expectations, skills, experiences, and degree of independence • report on the progress of clients • cooperate with supporting institutions and other relevant actors for the guidance, welfare, and employability of clients • train clients and encourage their personal development in order to promote their employability • apply to public measures of Supported Employment according to the goals and specificity of his/her company

Competence
The learner is able to: • integrate knowledge about communication techniques and psychology to interact with clients • promote the welfare, satisfaction and motivation of clients by choosing activities according to their aims and expectations • promote personal and, employability and professional development of clients • cooperate with relevant institutions or experts

UNIT 4: Financial management of a Social Farm		
Sub-units	**Learning outcomes**	
	Knowledge	**Skills**
Develop a vision, a mission and a strategy for his/her Social Farm	The learner is able to: • describe his/her company's profile (vision, mission and strategy) • determine the main goods and services offered by the company	The learner is able to: • establish objectives for his Social Farm • analyse the demand and quality of goods and services put forward by his/her Social Farm, taking into account the farm, its territory and the target group(s)
Identify and cooperate with relevant stakeholders for the accomplishment of his/her Social Farm's objectives	The learner is able to: • identify the relevant stakeholders and analyse their roles (national and local authorities, care institutions and NGO's, sponsors and financial sources, regional Social Farm advice, other farmers)	The learner is able to: • assess the business environment • establish connections with stakeholders which are relevant for the accomplishment of his/her Social Farm's objectives, mission and strategy
Develop a financial plan	The learner is able to: • evaluate his Social Farm's expense, revenue and business income • analyse different possibilities for fundraising • analyse risk and success factors for his/her SoFar business	The learner is able to: • identify the types of resources needed to achieve his/her Social Farm's objectives • quantify the amount of resource (labour, equipment, materials) required • calculate the total cost of each type of resource • summarize the costs to create a budget • collect, interpret and use information about different funding sources • estimate his/her potential business income • interpret risk and success factors for his/her business
Elaborate a strategic marketing plan	The learner is able to: • test the main steps of SWOT analysis and its usefulness for determining marketing objectives • determine a marketing mix strategy	The learner is able to: • use decision making techniques and analyse his/her Social Farm's strengths, weaknesses, opportunities and threats, for determining marketing objectives • develop marketing strategies • design a basic marketing plan, according to the defined strategy
Design a communication plan	The learner is able to: • compare different communication strategies • compare different communication techniques	The learner is able to: • use information technology and communication strategies for organising external contacts and advertise the farm • develop a basic promotion plan and use basic marketing and PR instruments
Create a plan of approach to enterpreneurship	The learner is able to: • analyse basic management techniques and concepts (book keeping, administration, human resources, quality requirements, organisation models (juridical forms))	The learner is able to: • use management techniques and concepts (book keeping, administration, human resources, quality requirements, organisation models (juridical forms))
Create a business plan	The learner is able to: • determine the main steps for elaborating a business plan	The learner is able to: • develop a business plan, structure and content

Competence
The learner is able to: • analyse and establish goals according to identified possibilities, obstacles and priorities • analyse his/her business in its surrounding framework • cooperate and obtain benefits from the establishment of networks • develop a workable budget to support the project's financial feasibility • use planning and management techniques and concepts to develop a business plan, including marketing and communication planning • take responsibility for the full cycle of tasks including the financial planning and management

Annex 2
Job profile "Enterpreneur in Social Farming"

Reference Job profile "Enterpreneur in Social Farming", EQF Level 4

Qualification: "Enterpreneur in Social Farming"

General description:

Setting up a business in Social Farming, by providing a programme of farming-related activities, including animal husbandry (livestock, small animals, poultry), crop and vegetable production, woodland management etc. as part of a structured care, rehabilitation, therapeutic or educational programme for one or a range of vulnerable groups of people, including people with mental health problems, people suffering from mild to moderate depression, adults and children with learning disabilities, children with autism, those with a drug or alcohol addiction history, disaffected young people, adults and people on probation.

Specific professional attitude:

As a farmer, he enjoys working outdoors with nature, and is aware of the impact of his work on soil, water and/or the flora and fauna. Besides, he has good social skills, patience and empathy, and an affinity with care and working with people. He is at all times attentive to his own safety and the safety of others. He is responsible, combines good management skills with a client-oriented approach, and cooperates with care institutions to provide health, social or educational care services for clients through farming practices, on a green environment. He is concerned with the quality of the services he provides and seeks to promote the welfare and social inclusion of the clients.

Context:

Social farming takes place on the whole or part of a farm, be it a commercial agricultural unit, a smallholding or a community farm. A green environment has a demonstrable positive effect on the health and welfare of people, and these benefits are exploited in social farming to provide health, social or educational care services, through a supervised and structured programme of farming-related activities, including animal husbandry (livestock, small animals, poultry), crop and vegetable production, woodland management etc. The focus can be on agricultural production (eg.: a commercial farm that welcomes participants) or care (eg.: a farm that is part of a care institution), with different possible intermediate farm types.

Key occupational activities:

- Reflect upon different models of Social Farming and design an adequate model to his own profile and farm
- Select appropriate target groups for the work and/or care and therapeutic activities on his/her farm
- Plan work for clients on his/her farm
- Plan and organise the work and prepare his/her staff and volunteers, assuring continuity of care and agricultural production
- Adjust and adapt machines, equipment and tools according to the applicable legislation, the target group(s) and the activities to carry out
- Adapt the space and buildings, ensuring their accessibility, according to the care services to offer, the target group(s) and the applicable legislation
- Implement Work Hygiene and Safety measures
- Delevop a transport plan for the clients
- Select and deal with clients on a social farm
- Organize care and therapeutic activities on his/her farm
- Plan the guidance of clients, and promote their welfare, employability and personal development
- Develop a vision, a mission and a strategy for his/her Social Farm
- Identify and cooperate with relevant stakeholders for the accomplishment of his/her Social Farm's objectives
- Develop a financial plan
- Elaborate a strategic marketing plan
- Design a communication plan
- Create a plan of approach to enterpreneurship
- Create a business plan

Annex 3
Example of programme content for training on "Enterpreneurship in Social Farming

UNIT 1: Starting a Social Farm

The profile of a Social Farmer

Knowledge, experience and personal qualities of a Social Farmer

Self-diagnosis

Self-analysis of motivation

Self-analysis of personal profile

Impact and support from family and others

Introduction to Social Farming

Definition of Social Farming

Characterization of Social Farms

Social Farming in Europe

Best practice in Social Farming

Different kinds of care arrangements

(Day spending, learn-work trajectories, residential stay, …)

Combining agriculture and care

Different models for combining care and agriculture

Social farming from the standpoint of clients

Advantages of being on a Social farm

Personal motivations for working or living on a social farm

Benefits of Social Farming

Therapeutic and occupational benefits

Personal development, social and professional integration

Target groups

People with intellectual restriction; People with psychiatric demand; People with a physical restriction; (Ex) prisoners; (Ex)addicts; Youth care; Young people from special education; Elderly with dementia; Elderly; Long-term unemployed persons; Autistic persons; People with non-innate brain injury; People with burn-out; Nursery;…; Combinations of target groups

Intellectual Disabilities

Disturbances and characteristics associated with Intellectual Disabilities

Choice of target groups

Adequacy to work and activities offered

Possibilities for financing of care services to offer to concerning target groups

Farm accessibility to target groups

Adequacy of the candidates' profile to the farmer and the farmer's family

UNIT 2: Adapting the farm and farming activities to Social Farming

Care activities on a farm

Care activities on an animal farm

Care activities on a horticultural farm

Care activities on a petting zoo

Care activities on a fruit farm

Care activities on a farm with nature and forestry

Care activities on a farm with campsite and/or recreation

Sales activities on a farm

Daily, seasonal and occasional activities suitable for different target groups

Daily, seasonal and occasional activities for staff and volunteers

Continuity of care and of the agricultural production

Organisation of activities throughout the year

Training staff and volunteers

Machines, equipment and tools

Adjustment of the activities, tools and machines in such a way that they are suitable for participants

Examples of adaptations of machinery, equipments and tools to the participants.

Applicable legislation

Building and spatial planning

Adaptation of buildings and farmyard to the participants:

To improve accessibility of the farm

Canteen

Bedrooms

Sanitary supplies

Security on the farm

In-house emergency and first aid service

Legal requirements concerning adaptation for space and buildings

Safety

Measures concerning work hygiene and safety that should be implemented on a social farm

Applicable legislation on Work Hygiene and Safety

Transport

Types of transport

Possibilities for access to the farm

UNIT 3: Organizing care on a social farm
Interacting with the clients

Assertive communication techniques

How to act and interact with people with intellectual disabilities

Respond to customer needs and enhance their motivation

Dealing with aggressive behavior, sexual harassment and punishable acts

House rules

Guidance of clients

Different ways of organising guidance

Guidance trajectory

The introduction

The guidance trajectory

Evaluations

Moving on

Keeping files

Necessary information about the clients

Physical functioning

Intellectual functioning

Emotional functioning

Social functioning

Mental functioning

Introducing the farm and activities to the clients

Integration of clients in businesses and farms

Professional Training

Individual training plan

Simulated Training

Training at Work

Skills valued by Employers

Guidelines / behavioral strategies that facilitate the acceptance and employment of people with disabilities

Supported Employement

Technical and financial support measures

Support to people with disabilities

Information, assessment and career guidance

Vocational Training

Support to employment

Follow-up After Placement

Support to companies that employ people with disabilities

Advantages of being a social firm

UNIT 4: Financial management of a Social Farm

Company analysis

Aims (company vision, mission, strategy)

Goods and services offered

Demand and quality of goods and services put forward

Network analysis

Relevant stakeholders (national and local authorities, care institutions and NGO's, sponsors and financial sources, regional Social Farm advice, other farmers)

Social Marketing

Financial plan

Knowledge about expense and revenue

Funding sources

Potential business income

Risk and success factors for a SoFar business

Strategic marketing plan

SWOT analysis

Marketing-mix (PMCs)

Promotion plan

Promotion and publicity

Communication techniques

Communication with your stakeholders

- Participants and their family, caretakers, supporting organisations and persons and organisations which look after the interests of participants

- Organisations which play a role at financing

- Governments/policy makers

- Neighbours of the Social Farm

- Consulting organisations

Communication in the network of Social Farming

Different type of communication and communication strategies

Plan of approach to entrepreneurship

Book keeping

Administration

Human Resources

Quality requirements

Organization models (juridical forms)

Compiling a business plan

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