

# Curriculum

# Teaching Social Farming in Higher Education





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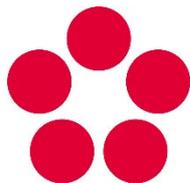
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# 1 Introduction

The project “Social Farming in Higher Education” (SoFarEDU) is an international project, which creates a transnational higher education curriculum and teaching materials for the field of social farming. The curriculum is based on expert interviews to determine and formulate general quality standards for teaching in social farming. The quality standards have been developed based on the project’s research results of:

- the characterisation 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.

The “Quality Standards” relate both to the subjects and topics included in the curriculum. Therefore, all practitioners share a common base knowledge, and the students develop skills and experiences during the programme, in accordance to the standard Bologna Accord procedures.

Based on the quality standards developed in the first part of this project (IO1), a curriculum (IO2) for social farming in higher education has been developed.

Depending on disciplines, professions and countries, different designations and definitions like clients, target group, participants etc. are used. In the text at hand, as well as in the project “Social Farming in Higher Education” the terms target group and participant are used.

## 2 Mission

The mission of the social farming curriculum is to provide students with an educational programme and a learning environment in which they will acquire in-depth knowledge, superior skills, humanitarian values, and professional excellence. The social farming curriculum is a student-centred, competency-based, integrated, dynamic curriculum that emphasizes active and contextual learning, teamwork, critical thinking, problem solving and self-reflection. It offers students opportunities to pursue theoretical knowledge, to acquire practical skills, and delivers a strong foundation of education in social farming across Europe.

The curriculum as well offers students the possibility to a sustainable and resilient future in line with the 17 sustainable development goals (SDGs) devised 2015 by the United Nations. Students get the opportunity for “decent work and economic growth” (SDG 8) through a profound education in social farming. Additional, a social farm can contribute to economic stability in rural areas. Trough out the “quality education” (SDG 4) in social farming, sustainable development will be promoted and the idea will be spread. The curriculum includes all three dimensions of sustainable development: economic, social and environmental aspects. Social farming contributes further to SDG 3, “good health and well-being” for its target groups as well as for its practitioners. As the curriculum contains

the topics organic and sustainable farming, it disseminates SDG 2, “zero hunger”, where small-scale farming and sustainable food production is driven forward.

Social farming is a transdisciplinary field, including social work and agriculture. Colleges and universities in the 21st century educate a much larger, more diverse population of students, and offer opportunities in many new settings and formats. Therefore, international experts within the professions of agriculture, social work and pedagogy have done research to assure that practitioners have a wide range of skills and competences to run a social farm. The developed curriculum can be used flexibly according to the educational background of the students and the aims of different settings, such as a bachelor’s degree or for further education. This was done to provide an international set of quality standards, which will be used by students and practitioners. As well to foster another goal of SDG 4 - ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Seven units cover all necessary areas of education for social farming, following the concept of education for sustainable development. According to the students and the academic course setting, the units make one curriculum or can be taught separately.

## 3 Vision

The vision of the social farming curriculum is to educate social farmers, social workers and educators who will influence and bring social farming to the next level of quality.

The social farming curriculum learner is empowered through theoretical and practical skills; informed by knowledge and ways of knowing; and responsible for personal actions and civic values.

## 4 Goals

- To ensure that graduates of social farming are highly competent in fields of social work, agriculture and farm entrepreneurship
- To instil in students ethical values, professionalism, social responsibility, and sustainability
- To nurture a collegial environment that supports personal growth and development, leadership skills, and career paths of students
- To provide students with the opportunity to engage in social farming
- To provide high quality educational and practical approaches to social farming

# 5 Philosophy and approach

The mission and vision of the curriculum are achieved through transformation and impact at two levels:

- At the individual level, it provides learning opportunities that will educate students as social farmers with high quality professional values
- At a broader level, its graduates will have a positive impact on the field of social farming

The social farming curriculum is founded on three pillars:

1. Agriculture
2. Social Work
3. Entrepreneurship

Each of these pillars is the basis of an educational thread that runs throughout all units of the social farming curriculum.

The social farming curriculum is based on various approaches to learning, and on research in the field of social farming. Thus, the learning programme:

1. is student centred: respects students' autonomy, builds on their experience and knowledge, and recognizes that students have different learning styles, is goal-oriented, relevant, practical, and motivating
2. is standardised yet flexible
3. emphasises personal growth, development, and self-examination and self-improvement skills of students
4. emphasises the importance of reflection as a key to effective learning
5. appreciates the value and effectiveness of learning in small groups and teams
6. uses assessments to confirm quality and learning

This curriculum forms a strong foundation in social farming across Europe. Social farming is a very diverse field, therefore other topics may be necessary in certain settings, but we assert that this curriculum provides a firm foundation for all those who will engage in social farming.

# 6 Curriculum for Social Farming

## 6.1 Unit 1 Introduction to Social Farming

Table 1: Curriculum Unit 1 Introduction to Social Farming

Content	Learning Outcomes	
	Knowledge The learner is able to:	Skills The learner is able to:
Reflection upon the decision of starting a social farm	<ul style="list-style-type: none"> <li>- Estimate strengths, weaknesses, opportunities and threats (SWOT) of social farming on personal level</li> <li>- Estimate his/her personal resources</li> <li>- Recall different types of agricultural settings</li> <li>- Reflect on his/her motivation for rural life</li> <li>- Know about the difficulties and opportunities of social farming</li> </ul>	<ul style="list-style-type: none"> <li>- Make an informed decision on whether to start working in social farming</li> <li>- Analyse the motivation of involvement into social farming based on SWOT analysis</li> <li>- Analyse his/her motivation for working with people with special needs</li> </ul>
Concepts and varieties of social farming	<ul style="list-style-type: none"> <li>- Describe the history and development of social farming</li> <li>- Recall different approaches to social farming in Europe</li> <li>- Compare different settings of social farms, and their common features</li> <li>- Illustrate best practice in social farming</li> <li>- Infer the benefits and advantages of social farming for the target groups</li> <li>- Describe and explain what social farming is</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse his/her own business concerning interfaces for social farming</li> <li>- Select and apply adequate models for combining care and agricultural activities in his/her own context</li> <li>- Analyse the scope and concept of social farming</li> <li>- Compare different kinds of care arrangements applicable on farms</li> <li>- Compare different models for combining care and agriculture</li> </ul>
Scientific Research	<ul style="list-style-type: none"> <li>- Comply with scientific research and citation</li> </ul>	<ul style="list-style-type: none"> <li>- Generate a research</li> </ul>

<b>social farming</b>	<p>rules and gender-sensitive formulations</p> <ul style="list-style-type: none"> <li>- Understand qualitative and quantitative methodologies</li> <li>- Understand the structure of scientific research</li> <li>- Understand qualitative and quantitative survey and evaluation methods</li> <li>- Posses knowledge management and knowledge transfer</li> <li>- Posses Knowledge of models and systems for information and knowledge acquisition</li> </ul>	<p>question related to his/her own practice and process it with simple scientific methods as well as independently develop solutions</p> <ul style="list-style-type: none"> <li>- Describe the difference between qualitative and quantitative scientific research, and is able to both work with it and critically analyse research</li> <li>- Use discrimination-free and gender-inclusive language</li> <li>- Effectively use concepts and reliable sources of knowledge in one's own professional context</li> </ul>
<b>Legal issues regarding social farming</b>	<ul style="list-style-type: none"> <li>- Acknowledge legal regulations and relevant laws in social farming</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse legal situations concerning social farming</li> </ul>
<b>Financial issues/funding social farming</b>	<ul style="list-style-type: none"> <li>- Understand the financial groundwork related to social farming</li> </ul>	<ul style="list-style-type: none"> <li>- Associate financial regulations and funding opportunities with specific concepts of social farming</li> </ul>

## Methods

Lectures, best practice examples, case studies, reflection, SWOT analysis

## Competence

The learner is able to:

- Integrate and use relevant information on social farming, target groups and care in agriculture
- Reflect upon his/her profile and integrate this knowledge into professional practice
- Strive for finding the most adequate legal and financial solutions to fit concepts of social farming

- Describe fundamental quality characteristics of research and apply selected survey and evaluation methods
- Reflect upon his/her own personality, strengths and weaknesses, motivations and benefits

### **Certificate of Performance**

Case report, paper, book report, oral or written exam

## 6.2 Unit 2 Basics in Social Work

Table 2: Curriculum Unit 2 Basics in Social Work

Content	Learning Outcomes	
	Knowledge The learner is able to:	Skills The learner is able to:
<b>Introduction to social work: theory and methods</b>	<ul style="list-style-type: none"> <li>- Understand the history of social work</li> <li>- Recall occupational fields for social workers and related professions</li> <li>- Differentiate between the social work professions</li> <li>- Understand the principles of creating a professional relationship</li> <li>- Recall the main theories in social work</li> <li>- Define human rights</li> </ul>	<ul style="list-style-type: none"> <li>- Connect the basic concepts of social work with social farming</li> <li>- Apply and use basic and practical methods of social work</li> <li>- Reflect on personal performance</li> </ul>
<b>Ethics for helping professions</b>	<ul style="list-style-type: none"> <li>- Know of fundamental human rights</li> <li>- Be aware of professional ethics, values and ethical codes relevant in the society</li> <li>- Reflect on his/her moral conviction and ethical codes in the context of pluralistic and multicultural society and the global world</li> <li>- Recognize the fragility in social situations with different target groups in social farming</li> </ul>	<ul style="list-style-type: none"> <li>- Relate to professional ethics, human rights, values and ethical codes relevant in society</li> <li>- Apply the main ethical theories to specific cases</li> <li>- Consider ethical aspects in responsible decision-making and behaviour</li> </ul>
<b>Specific issues of psychology, sociology and social pathologies</b>	<ul style="list-style-type: none"> <li>- Recall the basic features of the human psyche, in particular its biological and social condition</li> <li>- Understand cognitive processes, the essence of human emotions and emotional intelligence</li> <li>- Comprehend the psychological basics of a personality</li> <li>- Understand the basics of social psychology, and its importance for social workers</li> <li>- Estimate group dynamics, classification of groups and distinctive attributes of a social group</li> <li>- Understand basics of psychopathology – classification and ethology of mental disorders</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on themselves and others based on psychological knowledge</li> <li>- Recognize personality potential as well as critical situations</li> <li>- Apply the principles of mental hygiene in their personal life and in the practice of social work</li> <li>- Recognize and</li> </ul>

	and ways of their prevention	<p>moderate the sources of social conflicts</p> <ul style="list-style-type: none"> <li>- Detect signs of an upcoming crisis</li> <li>- Work in a team on case studies and social plans</li> <li>- Distinguish the structure of social, pathological phenomena and identify institutional prevention steps</li> </ul>
<b>Traineeship and Supervision</b>	<ul style="list-style-type: none"> <li>- Understand supervision</li> <li>- Identify the meaning, purpose and basic elements of supervision</li> <li>- Comprehend the role of a social worker within an organisation</li> </ul>	<ul style="list-style-type: none"> <li>- Master the methods of social work in practice</li> <li>- Formulate the need and benefit of supervision</li> <li>- Define the role of a social worker within an organisation</li> </ul>
<b>Social policy and legal regulations</b>	<ul style="list-style-type: none"> <li>- Understand basic terminology, principles, and data of social policy</li> <li>- Understand social solidarity and redistribution based on the state budget</li> <li>- Recall social situations and social risks based on social policy</li> <li>- Understand legal regulations concerning social work</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse social work concepts</li> <li>- Apply for state funding</li> <li>- Interpret the situation to participants</li> <li>- Cooperate within the social system with social administration</li> <li>- Apply legal norms</li> </ul>
<b>Health and illness</b>	<ul style="list-style-type: none"> <li>- Understand basics in anatomy and human physiology</li> <li>- Know the determinants influencing a person's health</li> <li>- Understand the basics of epidemiology and hygiene</li> <li>- Understand first aid</li> <li>- Recall basic terms of psychiatry</li> </ul>	<ul style="list-style-type: none"> <li>- Find an appropriate solution for the social situation depending on the health status of a participant</li> <li>- Propose appropriate preventive measures</li> <li>- Provide basic first aid</li> <li>- Manage finding</li> </ul>

		specialized health assistance - Apply first Aid
<b>Communication</b>	- Recall the process of social communication (verbal and non-verbal communication) - Know about various types and procedures of communication with different target groups	- Apply acquired communication knowledge - Use the principles of communication strategies with different target groups - Develop effective communication, including negotiating and mediating techniques and mutual cooperation

### Methods

Lectures, case studies, reflection, simulation of situations (interactive games), enneagram

### Competence

The learner is able to:

- Integrate and use relevant information on different professional areas in social work, psychology, psychopathology, ethics and communication, social work methods
- Reflect upon his/her profile and integrate this knowledge into professional practice
- Strive for finding the most adequate legal and financial solutions to fit his/her own conditions
- Knows how to hold a balance in the personal possibilities of a participant in relation to the rest of the group of participants and the social farming organisation

### Certificate of Performance

Case report, paper, book report, oral or written exam

## 6.3 Unit 3 Basics in Agriculture

Table 3: Curriculum Unit 3 Basics in Agriculture

Content	Learning Outcomes	
	Knowledge The learner is able to:	Skills The learner is able to:
Agriculture in country X – key figures, characteristics, developments	<ul style="list-style-type: none"> <li>- Understand the societal and economical relevance of agriculture in country X and substantiate with facts and figures (farms, agricultural area, types of production, development of the last decades)</li> </ul>	<ul style="list-style-type: none"> <li>- Integrate basic information on social farming in the context of agricultural development in country X and relate to the farm within this national system</li> </ul>
Basics in soil science	<ul style="list-style-type: none"> <li>- Define and explain different soil types</li> <li>- Recall basic knowledge about plant nutrition in relation to soil parameters</li> <li>- Define basics of soil protection and basics of good agricultural practice in relation to soil quality</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise, evaluate and manage the advantages and disadvantages of different soils</li> <li>- Identify potential risks for concrete soil types and propose soil protection measures</li> </ul>
Crop production	<ul style="list-style-type: none"> <li>- Recall the basics of agricultural plants</li> <li>- Define basic agro technical methods with focus on usability in social farming</li> <li>- Understand the principles of crop rotations and create crop rotation plans in accordance with local conditions</li> <li>- Understand the use of basic agricultural mechanisation</li> <li>- Describe the essentials of pathogenic elements (pests, weeds, diseases)</li> <li>- Recognise methods of plant protection</li> <li>- Understand the relationship between plant and animal production within farm cycles</li> <li>- Understand nutrient balance and fertilisation</li> </ul>	<ul style="list-style-type: none"> <li>- Select most suitable crops</li> <li>- Create combinations of market crops/fodder crops/soil protection and green manure crops</li> <li>- Evaluate and manage the functions of intercrops and apply them in crop rotations</li> <li>- Apply methods of plant protection</li> <li>- Calculate nutrient balance and have a basic overview about fertilisation</li> <li>- Apply basic agro technical methods</li> </ul>
Animal production	<ul style="list-style-type: none"> <li>- Identify the basics of domestic animals</li> </ul>	<ul style="list-style-type: none"> <li>- Propose farm</li> </ul>

	<ul style="list-style-type: none"> <li>- Define welfare of specific domestic animal species</li> <li>- Understand the relationship between plant and animal production within the farm cycle</li> <li>- Understand feeding balance</li> <li>- Understand the opportunities of different domestic and farm animals in relation to the specific needs of different target groups</li> </ul>	<ul style="list-style-type: none"> <li>structures for animals</li> <li>- Manage plant and animal production – fodder, crops, manure</li> <li>- Master the skills required to identify suitable animals for social farming target groups</li> <li>- Calculate feeding balance</li> </ul>
<b>Socio economics and multifunctional agriculture</b>	<ul style="list-style-type: none"> <li>- Understand the importance of agriculture as an element of rural work and life</li> <li>- Describe national different good practice examples of socio economics and multifunctional agriculture</li> </ul>	<ul style="list-style-type: none"> <li>- Manage non-productive activities in agriculture</li> </ul>
<b>Legal policy of farming and selling products</b>	<ul style="list-style-type: none"> <li>- Recall basic agricultural legislations and regulations, and relevant follow-up legislations such as processing and selling of products, certification and control</li> </ul>	<ul style="list-style-type: none"> <li>- Manage agricultural activities, and process and sell agricultural products in accordance to relevant legislations</li> </ul>
<b>Food processing</b>	<ul style="list-style-type: none"> <li>- Identify basics of food processing methods and economics related to local market development</li> </ul>	<ul style="list-style-type: none"> <li>- Process and sell market relevant farm products</li> </ul>
<b>Organic Farming</b>	<ul style="list-style-type: none"> <li>- Understand the criteria and history of organic farming</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate upon the connection of organic and social farming</li> </ul>
<b>Sustainable Farming and Small-scale Farming</b>	<ul style="list-style-type: none"> <li>- Define market gardening, fishing, herb production, orchards</li> </ul>	<ul style="list-style-type: none"> <li>- Plan and manage small scale farming according to the local situation and condition</li> </ul>

## Methods

Presentation, interaction and participation methods, observation

## Competence

The learner is able to:

- Create a farm plan with basic understanding of plant and animal production and non-productive activities

- Organise and finalise basic operations in plant production, create crop rotations and calculate balanced and sustainable plant production
- Organise and finalise basic operations in animal production, know the basic veterinary and welfare aspects, and calculate balanced and sustainable animal production
- Use standard agricultural mechanisation (focus on small scale farming tools)
- Analyse and use basic legislation related to agriculture and agricultural production
- Cooperate with relevant institutions or experts
- Understand farming systems
- Know where to find specific information and further education within different agricultural production areas
- Analyse farm data and gather relevant key features and evaluate them in a regional and product specific context
- Communicate with farmers as well as social institutions about farming issues
- Provide constructive feedback within the farming context

### **Certificate of Performance**

Case report, paper, book report, oral or written exam

## 6.4 Unit 4 Target groups on a Social Farm

Table 4: Curriculum Unit 4 Target groups on a Social Farm

Content	Learning Outcomes	
	Knowledge The learner is able to:	Skills The learner is able to:
<b>Communication and conflict management</b>	<ul style="list-style-type: none"> <li>- Recall basic communication theories</li> <li>- Recall basic theories about conflicts</li> <li>- Understand why certain situations and settings provoke conflicts</li> <li>- Understand the role of conflict management on a social farm</li> <li>- Explain various techniques of conflict management</li> </ul>	<ul style="list-style-type: none"> <li>- Estimate potential conflicts in the field of social farming and develop prevention activities</li> <li>- Develop and reflect communicative strategies for precarious situations in a professional context</li> <li>- Use conflict management techniques in a practical setting</li> <li>- Use communication tools with target groups and stakeholders</li> <li>- Apply solution- and resource-oriented communication strategies</li> </ul>
<b>Knowledge of target groups and need of specific groups</b>	<ul style="list-style-type: none"> <li>- Characterise different target groups</li> <li>- Recognise basic behavioural displays</li> <li>- Recognise needs of specific groups such as, people with learning disabilities, people with mental illness, people with physical disabilities, seniors, youth and children, migrants, drug addicts</li> <li>- Understand vocational and occupational education</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare and adapt the surroundings for the participants' individual needs</li> <li>- Respond to participants' physical and emotional needs</li> <li>- Plan personalised day activities for the participant</li> <li>- Estimate limits and abilities of different target group</li> </ul>
<b>Cultural, social and religious background of target groups</b>	<ul style="list-style-type: none"> <li>- Identify and understand the basic concepts related to social work with minorities</li> <li>- Recognise the basic sociocultural characteristics of major ethnic minorities and their religious values</li> <li>- Know about diverse social and</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and reflect on his/her cultural attitudes and their impact in social work with minorities</li> <li>- Communicate different needs according to participants' social and</li> </ul>

	<p>religious backgrounds of participants</p> <ul style="list-style-type: none"> <li>- Understand that minority status is a relative concept, and anyone can be in minority</li> </ul>	<p>religious background</p> <ul style="list-style-type: none"> <li>- Capture the impact of religious and social background on social farming projects</li> </ul>
<p><b>Choosing types of social farming according to aims of target groups concerning employment, therapy, social services, education care and assisted living</b></p>	<ul style="list-style-type: none"> <li>- Determine the impact and support of family and other significant people on the project</li> <li>- Compare different target groups for social farming and understand the farm's accessibility for different target groups</li> <li>- Know about the main traits of different intellectual disabilities</li> <li>- Recall work processes on the farm and their suitability for different target-groups</li> <li>- Understand possible care and therapeutic activities on the farm and their suitability for different target-groups</li> </ul>	<ul style="list-style-type: none"> <li>- Select appropriate target groups for social farming</li> <li>- make decisions based on evaluating the motivation and support of significant people on the farm</li> <li>- Use and adapt the farm for work processes and possibilities for care and therapeutic activities</li> <li>- Analyse the main traits of different intellectual disabilities</li> <li>-Adapt work processes on the farm and their suitability for different target-groups</li> <li>- Evaluate the farm's accessibility for different target groups</li> <li>- Examine possible care and therapeutic activities on the farm and their suitability for different target-groups</li> </ul>
<p><b>Personal resource management</b></p>	<ul style="list-style-type: none"> <li>- Reflect upon his/her personal situation of integrating participants on a farm</li> <li>- Reflect upon the family situation with participants on a farm</li> </ul>	<ul style="list-style-type: none"> <li>- Develop his/her specific setting of participants on his/her farm and the level of family involvement</li> </ul>

## Methods

Presentation, interaction and participation methods, case studies, discussion, supervision

## Competence

The learner is able to:

- Conduct a social farming project beneficial to the participants
- Reflect on the rights and duties of people with disabilities

- Consider the impact on participants 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

### **Certificate of Performance**

Case report, paper, book report, oral or written exam

## 6.5 Unit 5 Adaption of Farming Activities and the Farm to Social Farming

Table 5: Curriculum Unit 5 Adaption of Farming Activities and the Farm to Social Farming

Content	Learning Outcomes	
	Knowledge The learner is able to:	Skills The learner is able to:
<b>Plan work for participants on the farm</b>	<ul style="list-style-type: none"> <li>- Understand work processes on different types of farms such as, animal farm, arable farm, horticultural farm, fruit farm, farm with campsite and/or recreation, farm with sales activities</li> <li>- Illustrate daily, seasonal and occasional work processes suitable for different target groups</li> <li>- Understand day spending activities for participants with restricted skills, work processes and activities for participants with possibilities on job training</li> </ul>	<ul style="list-style-type: none"> <li>- Define work processes according to the requirements of the selected target-group(s)</li> <li>- Apply knowledge of different target groups to develop a flexible and suitable plan for daily, seasonal and occasional work for participants</li> <li>- Work with team specialists</li> <li>- Draft examples of day spending activities for participants with restricted skills, work processes and activities for participants with possibilities on job training</li> </ul>
<b>Plan and organise care and agricultural production</b>	<ul style="list-style-type: none"> <li>- Determine daily, seasonal and occasional activities, necessary for assuring continuity of agricultural production, for staff, volunteers and operational management</li> <li>- Determine daily, seasonal and occasional activities, necessary for assuring continuity of the participant's care</li> </ul>	<ul style="list-style-type: none"> <li>- Plan daily, seasonal and occasional activities for staff and volunteers assuring continuity of care and agricultural production</li> <li>- Apply and compare training techniques to prepare staff and volunteers</li> </ul>
<b>Plan and organise cooperation with stakeholders</b>	<ul style="list-style-type: none"> <li>- Recall public and private bodies to prepare daily and seasonal activities for participants</li> <li>- Know about public and private bodies in organizing daily and seasonal activities with participants</li> <li>- Know about different transportation possibilities and their suitability for the participants</li> </ul>	<ul style="list-style-type: none"> <li>- Apply the knowledge of involvement of public and private bodies in daily activities such as, labour office, hospital, family, social service provider, bank</li> <li>- Develop a transport plan, according to the availability, type of access and needs of each participant</li> </ul>

<b>Adjust and adapt machines, equipment and tools according to social farming</b>	<ul style="list-style-type: none"> <li>- Recall examples of adaptations of machinery, equipment and tools to the requirements of target groups, and according to legal requirements</li> <li>- Understand the legislation applicable to machinery, equipment and tools and their adaptations</li> </ul>	<ul style="list-style-type: none"> <li>- Select machines, equipment and tools that are suitable for different target groups</li> <li>- Adapt machines, equipment and tools, according to the target groups, the activities to be carried out, and legal requirements</li> </ul>
<b>Adapt the space and buildings to social farming</b>	<ul style="list-style-type: none"> <li>- Know about examples of adaptations of space and buildings to the requirements of target groups, according to legal requirements</li> <li>- Recall the legislation applicable to accessibility of space and buildings</li> </ul>	<ul style="list-style-type: none"> <li>- Adapt the space and buildings, according to the care services offered, the target groups and legal requirements</li> </ul>
<b>Implement work hygiene and safety measures</b>	<ul style="list-style-type: none"> <li>- Recall examples of measures concerning work hygiene and safety that should be implemented on a social farm</li> <li>- Understand legislation applicable to work hygiene and safety standards</li> </ul>	<ul style="list-style-type: none"> <li>- Select relevant information to plan and implement hygiene and safety measures</li> <li>- Comply with work hygiene and safety regulations</li> </ul>

## Methods

Discussions, case study, lectures, observation, reflection

## Competence

The learner is able to:

- Take responsibility for planning activities for participants, staff and volunteers
- Manage responsibilities, consult and involve staff, volunteers and participants
- Prepare staff and volunteers
- Take responsibility for adapting the farm (machinery, equipment, tools, space, buildings, and transportation), considering the participant's needs
- Take responsibility for complying with work hygiene and safety regulations
- Promote the welfare, satisfaction and motivation of target groups by choosing activities according to their aims and expectations
- Promote personal and professional development, and increase employability of participants
- Cooperate with relevant institutions or experts
- Consult experts to adapt the buildings
- Work with team specialists

## Certificate of Performance

Case report, paper, book report, oral or written exam

## 6.6 Unit 6 Entrepreneurship

Table 6: Curriculum Unit 6 Entrepreneurship

Content	Learning Outcomes	
	Knowledge The learner is able to:	Skills The learner is able to:
<b>Develop a vision, a mission and a strategy for social farming</b>	<ul style="list-style-type: none"> <li>- Understand his/her company's profile (vision, mission and strategy)</li> <li>- Determine the main goods and services offered by the company</li> </ul>	<ul style="list-style-type: none"> <li>- Establish objectives for his/her social farm</li> <li>- Analyse the demand and quality of goods and services needed for social farming</li> </ul>
<b>Human resources management</b>	<ul style="list-style-type: none"> <li>- Describe the professions on a social farm</li> <li>- Identify legal issues concerning different experts on a social farm</li> <li>- Understand staff communication</li> </ul>	<ul style="list-style-type: none"> <li>- Apply human resources management skills</li> <li>- Involve and motivate different professionals to work and cooperate with a social farm</li> </ul>
<b>Stakeholders and Networking</b>	<ul style="list-style-type: none"> <li>- Understand the relevant stakeholders such as national and local authorities, care institutions, NGO's, sponsors and financial sources, regional social farm advice, other farmers, citizens initiatives, and analyse their roles</li> </ul>	<ul style="list-style-type: none"> <li>- Assess the business environment and apply for funding</li> <li>- Establish connections with stakeholders which are relevant for the accomplishment of his/her social farm's objectives, mission and strategy</li> </ul>
<b>Financial plan</b>	<ul style="list-style-type: none"> <li>- Understand his/her social farm's expense, revenue and business income</li> <li>- Recall different possibilities for fundraising</li> <li>- Understand risk and success factors for his/her social farming business</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the types of resources needed to achieve his/her social farm's objectives</li> <li>- Quantify the amount of resources such as labour, equipment, materials required</li> <li>- Calculate the total cost of each type of resource</li> <li>- Summarise the costs to create a budget</li> <li>- Collect, interpret and use information about different funding sources</li> <li>- Estimate his/her potential</li> </ul>

		<p>business income</p> <ul style="list-style-type: none"> <li>- Interpret risk and success factors for his/her business</li> </ul>
<b>Marketing plan</b>	<ul style="list-style-type: none"> <li>- Understand the main steps of SWOT analysis and its usefulness for determining marketing objectives</li> <li>- Determine a marketing mix strategy</li> <li>- Understand basic strategies of a market survey</li> </ul>	<ul style="list-style-type: none"> <li>- Use decision making techniques and analyse his/her social farm's strengths, weaknesses, opportunities and threats, for determining marketing objectives</li> <li>- Develop marketing strategies</li> <li>- Design a basic marketing plan, according to the defined strategy</li> <li>- Undertake a market survey</li> </ul>
<b>Communication plan</b>	<ul style="list-style-type: none"> <li>- Understand different communication strategies</li> <li>- Understand different communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Use information technology and communication strategies for organizing external contacts and advertise the farm</li> <li>- Develop a basic promotion plan and use basic marketing and public relation instruments</li> </ul>
<b>Entrepreneurship plan for sustainable income</b>	<ul style="list-style-type: none"> <li>- Know about basic management techniques and concepts such as book keeping, daily balance, administration, human resources, quality requirements, organization models (juridical forms), change market, risk management</li> <li>- Understand basics of staff management</li> </ul>	<ul style="list-style-type: none"> <li>- Use management techniques and concepts (book keeping, administration, human resources, quality requirements, organization models) and collegial consultation</li> </ul>
<b>Business plan</b>	<ul style="list-style-type: none"> <li>- Determine the main steps for creating a business plan</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a business plan, including structure and content</li> </ul>

## Methods

Presentation, interaction and participation method

## **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
- Communicate and manage staff

## **Certificate of Performance**

Business plan, marketing plan

## 6.7 Unit 7 Practical Placement and Field Trip

Table 7: Curriculum Unit 7 Practical Placement and Field Trip

Content	Learning Outcomes	
	Knowledge The learner is able to:	Skills The learner is able to:
<b>This module includes a study tour to visit and analyse a wide variety of social farms, as well as an individual internship at a Social farm</b>	<ul style="list-style-type: none"> <li>- Understand social farms: practical interventions in plant- and animal-based pedagogy, counselling and therapy</li> <li>- Gain practice in educational / counselling / therapeutic facilities and in agriculture</li> <li>- Understand the structure of organisations, as well as the values, mission, goals and working methods</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect, discuss and analyse different social farm models</li> <li>- Test and compare theoretical knowledge practically on different social farm models</li> <li>- Relate the practical experience to his/her work with participants</li> <li>- Deal with group dynamic processes</li> <li>- Prepare and reflect on practical experience</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>- Perceive supervision as a part of the social work profession</li> <li>- Understand basic knowledge of supervision</li> <li>- Understand the meaning, purpose and basic elements of the contract of supervision</li> </ul>	<ul style="list-style-type: none"> <li>- Formulate their own supervision objectives under the guidance of a supervisor</li> <li>- Work under the guidance of a supervisor</li> <li>- Discuss situations and topics, which are suitable for supervision</li> </ul>

## **Methods**

(Group) Discussions, focus groups, case study, lectures, observation, reflection, supervision

## **Competences**

The learner is able to:

- Examine social farming concepts at home and abroad and compare their different approaches and any similarities.
- Reflect on different practices and implement innovative approaches in their own professional activities.
- Develop practical examples of social farming interventions, perform them, document and reflect on them in practice and theory.

## **Certificate of Performance**

Case report

# 7 Example Bachelor Curriculum for Social Farming 180 ECTS

## 7.1 Unit 1 Introduction to Social Farming 20 ECTS

Table 8: Curriculum Unit 1 – 20 ECTS

Content	ECTS
Reflection upon the decision of starting a social farm	2
Concepts and varieties of social farming	5
Scientific research social farming	5
Legal issues regarding social farming	4
Financial issues/funding social farming	4

## 7.2 Unit 2 Basics in Social Work 35 ECTS

Table 9: Curriculum Unit 2 – 35 ECTS

Content	ECTS
Introduction to social work: theory and methods	5
Ethics for helping professions	4
Specific issues of psychology, sociology and social pathologies	6
Traineeship and supervision	5
Social policy and legal regulations	4
Health and illness	6
Communication	5

## 7.3 Unit 3 Basics in Agriculture 35 ECTS

Table 10: Curriculum Unit 3 – 35 ECTS

Content	ECTS
Agriculture in country X – key figures, characteristics, developments	2
Basics in soil science	4
Crop production	6
Animal production	6
Socio economics and multifunctional agriculture	4
Legal policy of farming and selling products	2
Food processing	4
Organic farming	3
Sustainable farming and small-scale farming	4

## 7.4 Unit 4 Target groups on a Social Farm 25 ECTS

Table 11: Curriculum Unit 4 – 25 ECTS

Content	ECTS
Communication and conflict management	5
Knowledge on target groups and needs of specific groups	6
Cultural, social and religious background of target groups	5
Choosing types of social farming according to aims of target groups concerning employment, therapy, social services, education care and assisted living	6
Personal resource management	2

## 7.5 Unit 5 Adaption of Farming Activities and the Farm to Social Farming 20 ECTS

Table 12: Curriculum Unit 5 – 20 ECTS

Content	ECTS
Plan work for participants on the farm	5
Plan and organise care and agricultural production	5
Plan and organise cooperation with stakeholders	2
Adjust and adapt machines, equipment and tools according to social farming	3
Adapt the space and buildings to social farming	3
Implement work hygiene and safety measures	2

## 7.6 Unit 6 Entrepreneurship 25 ECTS

Table 13: Curriculum Unit 6 – 25 ECTS

Content	ECTS
Develop a vision, a mission and a strategy for social farming	1
Human resources management	2
Stakeholders and networking	1
Financial plan	5
Marketing plan	5
Communication plan	3
Entrepreneurship plan for sustainable income	3
Business plan	5

## 7.7 Unit 7 Practical Placement and Field Trip 10 ECTS

Table 14: Curriculum Unit 7 – 10 ECTS

Content	ECTS
This module includes a study tour to visit and analyse a wide variety of social farms, as well as an individual internship at a social farm	8
Supervision	2

## 7.8 Unit 8 Bachelor Thesis 10 ECTS

Table 15: Curriculum Unit 8 – 10 ECTS

Content	ECTS
Bachelor Thesis	5
Bachelor Seminar	5

# 8 Example Professional Development Course for Social Farming in Norway 10 ECTS

This example course is an advanced training course developed for existing social farmers in Norway. It was designed in response to the social farming association, Inn på tunet Norge's, wish to support new entrants and existing providers with multidisciplinary knowledge about economics, local mobilization and development processes in social farming, as well as collaboration with demand side. Students will benefit from a course with this content and format and gain a professional certificate. The overall goal is to increase the local value creation both for the providers and for society - who are purchasers and users of the services.

The Høgskulen for landbruk og bygdeutvikling (HLB) delivers the course as a module with 10 ECTS credits, where the focus is on identification and processing of own resources (economics, production, nature, culture); collaboration with customers; combined with local involvement and mobilisation. The course content is abstracted from courses in HLB's Bachelor in Innovative Community Development.

## 8.1 Learning Outcomes

Students will gain important knowledge and practice of core business practices, including control of economics of their business, communication, within the business and outside of it; and a greater understanding of the sector, including potential users and service buyers.

Links to Bachelor Curriculum for Social Farming

Table 16: Links to Bachelor Curriculum

Curriculum Unit	Sub-unit in Curriculum
Unit 1 Introduction to social farming	<ul style="list-style-type: none"><li>- Reflection upon the decision of starting a social farm</li><li>- Concepts and varieties of social farming</li><li>- Financial issues/funding social farming</li></ul>
Unit 6 Entrepreneurship	<ul style="list-style-type: none"><li>- Develop a vision, a mission and a strategy for social farming</li><li>- Human resources management</li><li>- Stakeholders and Networking</li><li>- Financial plan</li><li>- Marketing plan</li><li>- Communication plan</li><li>- Entrepreneurship plan for sustainable income</li><li>- Business Plan</li></ul>

The module, and the outcomes directly address parts of the social farming in Higher Education Bachelor curriculum, including Unit 1 Introduction to social farming – Sections: Reflection upon the decision of starting a social farm; Concepts and varieties of social farming; Financial issues/funding social farming. Unit 6 Entrepreneurship, including sections: Develop a vision, a mission and a strategy for social farming; Human resources management; Stakeholders and Networking; Financial plan; Marketing plan; Communication plan; Entrepreneurship plan for sustainable income; and Business Plan.

## 8.2 Key Themes in the course are:

1. Social farming's economy. Calculation and valuation, product identification and specification, market development etc.
2. Social farming and the local community. Learn to identify, make use of and co-operate with local community forces that can make it easier to establish robust offerings. Includes collaboration, anchoring and facilitation.
3. Collaboration on professional quality standards with a focus on customer relations, both participants and purchasers. Social farming is an attractive partner for municipalities (education, health and social) as well as health care and the like. Specific topics: How do we get access to and understanding of importance and quality, how to market to buyers and people, how to co-operate with budget-controlled systems?

The course consists of six intensive full day meetings in three groups of two days. In order to gain the 10 ECTS credit for the course, students must submit a graded assignment. Reading and other resources will be available in a Virtual Learning Environment created especially for the course.

## 8.3 Overview of classes / topics:

### Unit 1: Economy - The resource base (5 ECTS)

(Each gathering consists of two full days)

- What is the farm's resource base, and how do you identify this?
- How do you develop your resources further in accordance with relevant new trends and demands in contemporary life?
- Practical day-to-day financial management
  - Use of bank account
  - Business economics and private finance - how to distinguish them
  - Document handling - manual and electronic
- Formal requirements for accounting and reporting in a company
  - Salaries
  - Value added tax
  - Legal registration and self-declaration
- Accounting
  - Results and balance - how to hang these together

- Inventory assessments and depreciation
- Accrual
- Practical use of the accounts
  - Goal of payroll
  - Regular expenses
  - Assessment of liquidity - cash flow
- Social security rules for businesses
- Planning and budgeting
  - Calculations
  - Operating budget
  - Cash Budget

### **Unit 2: Investment and Financing (3 ECTS)**

- Investment Economy
  - Investment costs
  - Operating plan
  - Interest expense
  - Depreciation
  - Evaluation of alternatives
- Financing
  - Own funds and own contribution
  - Public arrangements
  - Loan
  - Leasing

### **Unit 3: Risk Assessments and Company Organization (2 ECTS)**

- Risk Assessments
  - What is risk?
  - How to reduce or control
  - Insurance Strategy
- Company Organization
  - Different models available for social farming

## **8.4 Evaluation / examination**

The examination consists of a written homework assignment where the students - usually in groups - will apply the course material in a discussion of an ongoing or innovative new project. It should be based on their own social farming offerings, current or planned.