

# The Abstract Book

Containing abstracts of sample courses for  
degree and short courses in social farming





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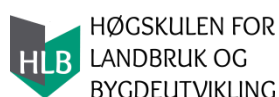
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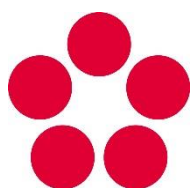
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# Introduction

Welcome to the Abstract Book of the project Social Farming in Higher Education (SoFarEDU). We say welcome because this (and the other resources of the project) are aimed at supporting people – specifically those who wish to create programmes and courses in Higher Education on Social Farming. This Abstract Book is one of the outputs of the project and should be used in conjunction with the others, in particular, the various outputs from the project, including the Pedagogical Guide and the fully elaborated Chapters. In addition, the first product of the project was research on the needs of the practitioners and the field, in order to be sure we addressed the full range of topics in the curriculum. All other products of the project are based upon this first one, and all can be found on the SoFarEDU website. The second output from the project is a sample guide to creating a bachelor programme based upon the research and discussions with experts and practitioners which formed the first year of the project. All of these are designed to work together to support the creation of new education programmes which support and promote social farming.

This introduction will give you the guidance you need to use the various outputs in the creation of your own bachelor or other educational programme in Higher Education. It describes the book itself, and how it can be used. Along the way, it offers further insight into the way we have been thinking about and understanding social farming in the context of different European nations with different situations both in terms of the recentness of the presence of social farming, and the differing institutional structures which occur across jurisdictions. By this, I am referring specifically to whether social farming is situated in government agencies responsible for agriculture, social work, or perhaps a combination of the two.

## Creating a bachelor curriculum using the Abstract Book

The original application for the project stated: “The Abstract Book, therefore, will contain short references to every relevant topic needed to create a bachelor level degree programme. Some of these will remain as short abstract, whilst others will be elaborated by other IO groups for their outputs. It will contain a set of various topics covering aspects of Social Farming, combining the experiences/knowledge of the partner organizations. It will be the result of a consultation with all partners and their associated practice organisations. It will cover a wide range of topics (potentially up to 70), each being the focus of a single page (or two), in conformance with an agreed common format”. Thus was set the purpose and shape of this Abstract Book.

The project itself was created in order to accomplish two key things. The first is to aid the creation of high-quality educational resources to support the creation and development of the social farming sector. It focuses on providing students with the information, skills and competence they need to become successful social farmers. The second is to function as a quality control mechanism in the face of a wide range of situations across European nations. Given the variability of the presence of the sector from one country to another, the chances of the creation of a pan-European single set of quality standards remain unlikely in the short to medium term. By creating a scheme to help the creation of educational opportunities of the highest quality, driven by information and data from existing practitioners and

practitioner-member organisations, it is hoped that it will function as an informal guide to quality standards. Thus, the topic units and the individual courses have been created to satisfy those objectives.

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 will offer students opportunities to pursue theoretical knowledge, to acquire practical skills, and delivers a strong foundation of education in social farming across Europe.

Social farming is a transdisciplinary field which includes social work and agriculture. It does not sit easily within a single academic discipline, requiring not only good farming practice but also high levels of skill in the social care field. This reflects the lived experience of existing social farmers that were interviewed. Many operate as a team which one member the expert farmer and the other the expert at supplying care services. Indeed, some require teams of, in particular, care service experts, depending upon the needs of the clients being served. Nevertheless, it is important for all involved in a social farm to understand the basics of both disciplines. After extensive consultation with practitioners, these two disciplines have been joined by another – entrepreneurship and business development. This is because, in order to be successful, both the farm and the social care aspects of the business must be run professionally, with high-quality management of the business, its finances, and human resources. Thus, we feel that complete, high-quality education in social farming requires knowledge, skills and competence in all three fields.

The developed curriculum is designed to be used flexibly according to the educational background of the students and the different national situations that new entries will face. Thus, although a standard bachelor curriculum will contain in the range of 15 – 20 courses, we have offered up 70 course abstracts here so that you can pick the ones you feel more applicable to your local situation. By doing so we have assured that they all fit into the overall quality scheme yet understand that no one bachelor programme will employ them all. It is up to you, therefore, to choose which are most relevant for your students, your institution, and for social farming in your country. Such is the variation across Europe that in fact, we expect you may want to create one or two of your own specific courses to address local priorities which we have not touched upon.

## **The Abstract Book**

The SoFarEDU project began first with a round of research in which we consulted and interviewed existing practitioners and experts. This gave us a sense of what they felt were important subjects to be included in a bachelor programme. From this, a sample curriculum was created, divided into seven topic areas.

We started with the social farming curriculum being 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 resulting seven topic areas are:

- 1) Introduction to Social Farming
- 2) Basics of Social Work
- 3) Basics in Agriculture



- 4) Clients on a Social Farm
- 5) Adaptation of Farming Activities and Farms to Social Farming
- 6) Entrepreneurship
- 7) Practical Placements and Field Trips

This schema is also used for this Abstract Book.

Within each topic area can be found approximately ten course descriptions, in the form of abstracts. They are written as a brief abstract for a particular course. From this abstract, the rest of the course may be built. There is enough information in the abstracts to give the reader a strong sense of what the particular course contains and is focused upon, whilst remaining short and easily readable. This is necessary as there are 70 or more abstracts.

They have been proposed and gathered in a common format which consists of:

- 1) Title
- 2) Author and author's location
- 3) Topic
- 4) Abstract
- 5) Discipline
- 6) Other Bologna Process information (i.e. ECTS ratings)
- 7) A short explanation of why this knowledge is relevant to Social Farming
- 8) Links to national and other websites of relevance (including Learning Resources)

Each category will be described now in further detail.

*Title:* These are suggestive of both the topic and its relevance.

*Author and author's location:* This is important not only so that the author can be contacted and queried, should that be relevant, but also the location of the author can tell you about their experience with their own national milieu.

*Topic:* This aligns the particular course both with the curriculum but also it explains in more detail what the course is about

*Abstract:* This entry describes the course briefly and will often mention the Learning Objectives of the course.

*Discipline:* This specifies which academic discipline the course may be seen as part of. Some courses could be part of more than one discipline and where so, this is mentioned.

*Bologna Process information:* Here, the authors have attempted to give a sense of how long the course should be, and how important it is through the proposal of an ECTS value ranging from 1 ECTS to 30 ECTS. Obviously, those with higher values will be longer, more complete, and will require more work over a longer time from the student.

*A short explanation of why this knowledge is relevant to Social Farming:* Here you can see how the author(s) thought the course will address issues in the practice of social farming which were raised in the research component of the project. This is less formal than the abstract but equally important as it shows concrete examples of why the topic areas were chosen in the first place.

*Links to national and other websites of relevance* (including learning resources): Here you can find resources that lay behind the decision-making in the project and also other inspiring resources which could be used in the realization of a social farm enterprise.

From these categories it should be possible for you to choose the key topics which apply more directly to your local situation, and string them together to build a bachelor curriculum. You can gain further inspiration from both the sample curriculum, which gives a sense of how to prioritize individual courses – some are long and many ECTS, and some are much shorter. There also is a separate Pedagogical Guide which we feel is essential in creating and designing such a curriculum. The Pedagogical Guide gives you, firstly, insight into our thinking when we came up with the curriculum, and secondly, it gives you background information for how to design your own version of the curriculum. Although many of you will be familiar with one or another aspect of these, we feel it necessary to specify them to be sure that all who approach this task are supported across the spectrum of choices they will need to make, and indeed, it is seldom the case that farmers have much expertise in social care, and vice versa. Plus, our informants suggested to us that both types need further support in designing, maintaining and running a successful and sustainable business, regardless of its location or activities. Thus you find these three core themes dominating this bachelor schema.

In conclusion, we hope that this Abstract Book inspires you to think and reflect on your own purposes, your own students and your own national situation. With this in mind, we have provided a wide range of suggested courses and offered key ideas and suggestions for creating a higher education programme of the highest quality. Social farming can be a very satisfying vocation and certainly, when well developed, can deliver vital services to those in need, particularly of improved quality of life, socialization and self-actualization. We wish you well with your own process and stand ready to respond should you have questions we might help with.

# Section 1      Abstracts Connected to “Introduction to Social Farming”

This first section contains ten abstracts which focus on the first learning unit in the curriculum, called Introduction to Social Farming. They have been created to reflect on the type of courses which could and should be contained in such a unit. Not all can be incorporated into a single degree programme, and they are offered as a set of possibilities, of choices which a prospective designer of a programme can use.

We recognize that any educational programmes which will use our process will need to address local and regional needs and situations, leading not only to the creation of other potential courses, but also to the variation of learning objectives. Nevertheless, we include the learning objectives which we believe describe the content of this and each subsequent learning unit. Users are, of course, free to use or not use them. They are:

*Learning Unit 1 Learning Objectives example.*

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

<b>1.1 Introduction to Social Farming – History, Distinction, Variety</b>	
<b>Author and author's location</b>	Martin Nobelmann, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	Background and fundamentals of social farming in Germany and Europe.
<b>Abstract</b>	Farms and market gardens use their multifunctional potential to create a wide range of services in the areas of occupation, education, health, care, and therapy for diverse target groups. The course starts with explaining the term “social farming” and an overview of the history of social aspects in a farming environment. That leads to aspects of social farming today: various settings, forms and target groups are presented and compared to approaches of social farming in other European countries, illustrated by best practice examples and field trips. An overview of the administrative framework and funding rules for social farming is given. The benefits, as well as obstacles of social farming for the farmers and the clients, are discussed.
<b>Discipline</b>	agriculture, social work, social pedagogics, education
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	The course works as a module in a bachelor programme “Organic Farming and Marketing” (3 ECTS) or an introductory unit in a certificate course on social farming (further training).
<b>A short explanation of why this knowledge is relevant to social farming</b>	This basic seminar offers to students of agriculture an overview of the occupational field of social farming. The students will be able to describe the history and development of social farming in Europe, compare different settings common features of social farms, and analyse the scope and concept of social farming.
<b>References and resources</b>	Gallis, C. (Ed.) (2013). <i>Green Care. For Human Therapy, Social Innovation, Rural Economy, and Education</i> . New York, Nova Science Publishers. ISBN 9781624174797  Limbrunner, A., Van Elsen, T. (Eds.) (2013). <i>Boden unter den Füßen. Grüne Sozialarbeit – Soziale Landwirtschaft – Social Farming</i> . Weinheim und Basel, Beltz Juventa. ISBN 9783779928799

<b>Links</b>	<p>German social farming network (German language): <a href="http://www.soziale-landwirtschaft.de/">http://www.soziale-landwirtschaft.de/</a></p> <p>German network for pedagogic activities on farms (German language): <a href="https://baglob.de/">https://baglob.de/</a></p>
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<b>1.2 Concepts and Variety of Social Farming in Europe</b>	
<b>Author and author's location</b>	Martin Nobelmann, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	Background and fundamentals of social farming in Germany and Europe.
<b>Abstract</b>	Social farming is considered an innovative approach to enhancing social inclusion amongst marginalized groups within rural areas, but there exist multiple innovative models of operating the social farming sector both within individual countries and throughout Europe. The course or course- unit provides an overview of concepts and approaches to social farming in selected countries and shows best practice examples for each. Features of interest will be status/reputation, legal background, client groups, operational structure, and funding.
<b>Discipline</b>	agriculture, social work, social pedagogics, education
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	There are various ways to offer this topic: as a whole course or part of it within a BSc. programme or as part of a module within a certificate course.
<b>A short explanation of why this knowledge is relevant to social farming</b>	This basic seminar offers to students of agriculture an overview of the variety of social farming in selected countries. It shows that the approaches to social farming could be different and the meaning of what social farming represents could vary. The students will be able to compare different settings of social farms, and their common features and illustrate best practice in social farming.
<b>References and resources</b>	Hassink, J., & Van Dijk, M. (2005). <i>Farming for Health. Green-Care Farming Across Europe and the United States of America</i> . Dordrecht, Springer. ISBN 978-1-4020-4540-0  Ujj, A. (2017). <i>Social Farming Best Practice Collection in Visegrad Countries</i> . Szent István University. ISBN 978-963-269-665-2



<b>1.3 Quality Standards in Social Farming</b>	
<b>Author and author's location</b>	Birgit Steininger, University College for Agrarian and Environmental Pedagogy, Austria
<b>Topic</b>	Quality standards in social farming. Definition of social, economic and organizational standards to provide quality in social farming.
<b>Abstract</b>	<p>Social farms can be evaluated by examining the following aspects: infrastructure, evaluation and mission, education and training, legal regulations, marketing and business plan. Looking at these aspects helps social farmers and external examinations to check the quality of social farm offers.</p> <p>"Infrastructure" shows the appearance and accessibility of the farm and the security measures taken to protect all persons involved. "Evaluation and Mission" looks at internal evaluation methods as well as external quality regulations. The social farm's mission statement, as well as the description and evaluation of possible or existing target groups, is described here. "Education and training" include criteria for education and training of those involved in the implementation of the social farming offers. "Legal regulations" is the basis of the legal contract between the persons involved and addresses legal regulations that must be followed. "Marketing and Business plan" examines the economic strategy.</p>
<b>Discipline</b>	socioeconomics, entrepreneurship
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	The quality of social farming is essential for a successful business. The 5 pillars of quality standards ensure that clearly defined social, organizational, business and legal standards (criteria) are met and regularly evaluated. It helps the social farmer to evaluate quality as well as it is a tool to communicate to existing or future partners about the quality of social farming offers.

<b>References and resources</b>	<p>Gagliardi, C., Santini, S., Piccinini, F., Fabbietti, P., &amp; di Rosa M. (2019). A pilot programme evaluation of social farming horticultural and occupational activities for older people in Italy. <i>Health Soc Care Community</i>. 2019;27, 207–214. <a href="https://doi.org/10.1111/hsc.12641">https://doi.org/10.1111/hsc.12641</a> (English).</p> <p>Hassink, J., Elings, M., Zweekhorst, M., Nieuwenhuizen, N., &amp; Smit, A. (2010). Care farms in the Netherlands: Attractive empowerment-oriented and strengths-based practices in the community. <i>Health and Place</i>, 16, 423– 430. <a href="https://doi.org/10.1016/j.healthplace.2009.10.016">https://doi.org/10.1016/j.healthplace.2009.10.016</a> (English).</p>
<b>Links</b>	<p><a href="https://www.greencare-oe.at/die-zertifizierung+2500++1000189">https://www.greencare-oe.at/die-zertifizierung+2500++1000189</a></p>

## 1.4 Good Practice Examples in Social Farming

<b>Author and author's location</b>	Birgit Steininger, University College for Agrarian and Environmental Pedagogy, Austria
<b>Topic</b>	Students learn about different types of Social Farms to help to develop a vision and concept. By understanding and learning about different social farm examples students will be able to relate multiple concepts to their own projects.
<b>Abstract</b>	Four different types of "Social Farms" ("Green Care" as it is called in Austria) have been established: Work Place Farm, Education Place Farm, Health Place Farm, Living Place Farm. Work Place Farm: Farms offer a variety of different work and employment opportunities. Depending on the needs and abilities of the target groups, the spectrum ranges from simple manual work to complex tasks. Work Place Farm includes e.g. a day structure/workshop for people with disabilities or an inter-company training workshop on the farm. Education Place Farm: The farm as a place of education, where children, young people and adults, can deepen their knowledge of farm animals, the production of high-quality food and sustainability. Pupils with "special educational needs" benefit from a farm visit. Health Place Farm: The farm as a health resort offers a unique combination of animal and nature. Already established offers in this area are equine therapy, the therapeutic work with farm animals in the context of animal-assisted intervention horticultural therapy. Living Place Farm: The farm as a place of meaningful care and care - always in combination with the opportunity for active engagement with animals and nature.
<b>Discipline</b>	agriculture, social sciences
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS

<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Good practice examples serve as inspiration to start social farming. Learning about different concepts within the field supports students to integrate new knowledge within their existing experiences.</p>
<b>References and resources</b>	<p>Wernisch, A. (2015). <i>Von der Vision zum gelungenen Projekt. Über das Potential von Kooperation und den Nutzen im Netzwerk von Green Care Initiativen in der Sozialen Landwirtschaft</i>. Master These an der Hochschule für Agrar- und Umweltpädagogik, Wien, Österreich. Available from <a href="http://www.greencare.at/wp-content/uploads/2015/08/Anita-Wernisch-Master-HAUP_2015.pdf">http://www.greencare.at/wp-content/uploads/2015/08/Anita-Wernisch-Master-HAUP_2015.pdf</a> (German).</p> <p>Wydler, H., Stohler, R., Christ, Y., Bombach, C. (2013). <i>Care Farming – eine Systemanalyse</i>. Züricher Hochschule für Angewandte Wissenschaften, Schweiz (German).</p>

<b>1.5 Understanding Social and Economic Changes which Lay the Foundation for Delivering Health and Wellbeing Services on Farms</b>	
<b>Author and author's location</b>	Rhys Evans, Hogskulen for landbruk og bygdeutvikling, Norway
<b>Topic</b>	Develop a vision, a mission and a strategy for social farming.
<b>Abstract</b>	Many new innovations in farming have been driven by relatively recent changes in the way that society views agriculture, and by the way the health and social care system has evolved. This course will illustrate this with concrete examples to help students create new models which address these changing needs, trends and desires.
<b>Discipline</b>	human geography, anthropology, sociology
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	Social farming is a response to changes in how health and social care are delivered – a movement characterized by decentralization and “care in the community”. These and other general changes in how outdoor activities are valued are key drivers of the growth of social farming. Further, they continue to encourage the development of new, innovative services, including new types of social farming. One example of this is the recent rise in the use of social farms for care for the elderly or those with dementia. By understanding how these social and institutional changes have come about, the students will build their own framework by which they can assess the opportunities this raises.
<b>References and resources</b>	FAO (2018): Transforming Food and Agriculture to Achieve the SDGs. Available from <a href="http://www.fao.org/3/I9900EN/i9900en.pdf">http://www.fao.org/3/I9900EN/i9900en.pdf</a>

<b>Links</b>	The Norwegian association for social farming – with links to the wider sector in Norway: <a href="http://www.innpatunet.no">www.innpatunet.no</a>
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<b>1.6 Vitalization of Rural Communities and Rural Livelihood by Social Farming</b>	
<b>Author and author's location</b>	Paulina Jancsovszka, Szent István University, Hungary
<b>Topic</b>	Improving the coherence of local communities by the inclusion of a wider scope of stakeholders
<b>Abstract</b>	<p>Some of the benefits of social farming to the rural economy are related to more diversified farm incomes and new employment opportunities.</p> <p>But social farming is also community focused – it is about the individuals as part of a community, and the role of the farm in the context of rural community life. Social farming is inclusive – individuals with special needs become fully integrated and accepted into the community. Social farming could be one approach to address and combat poverty and social exclusion in rural areas.</p> <p>Social farming contributes to clients playing real social roles (real work contributing to the local economy and community).</p> <p>Social farming activities are mainly activities linked with the endogenous resources of the territory that generate new enterprises, together with complementary activities that consolidate an economic network as the basis for regional development.</p> <p>By introducing the positive effects of the social farm on rural areas, the course will encourage students to set up such a farm.</p>
<b>Discipline</b>	agriculture, agricultural policy, rural development policy, rural sociology
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as a module of a 4 ECTS MSc course “Sustainable Farm management in the EU” or as a module of a 2 ECTS MSc course “Agricultural and Rural Policy”

<p><b>A short explanation of why this knowledge is relevant to social farming</b></p>	<p>The significance of the topic lies in the fact that the social farm creates a specific inner and outer community space and influences wider rural areas on the economic, environmental and social level.</p> <p>The knowledge of how social farming could contribute to the social economy, rural and regional development and how it could support a new agri-social paradigm, can convince the students to start a social farm.</p>
<p><b>References and resources</b></p>	<p>Bruhn, J. G. (2011). <i>The Sociology of Community Connection</i>. Springer Science &amp; Business Media. ISBN 978-94-007-1632-2. DOI 10.1007/978-94-007-1633-9</p> <p>Ferris, J., Norman, C., &amp; Sempik, J. (2001). People, Land and Sustainability: Community Gardens and the Social Dimension of Sustainable Development. <i>Social Policy &amp; Administration</i>. Vol. 35, No. 5.</p> <p>Foti, V. T., Scuderi, A., &amp; Timpanaro, G. (2013). <i>Organic social agriculture: A tool for rural development</i>. Available from <a href="https://www.researchgate.net/publication/236615829">https://www.researchgate.net/publication/236615829</a></p> <p>Kinsella, J., O'Connor, D., Smyth, B., Nelson, R., Henry, P., Walsh, A., &amp; Doherty, H. (editors) (2014). <i>Social Farming Handbook</i>. School of Agriculture and Food Science, University College Dublin. ISBN 978-1-905254-89-7. Available from <a href="https://www.socialfarmingireland.ie/wp-content/uploads/2019/01/Handbook-for-Social-Farming.pdf">https://www.socialfarmingireland.ie/wp-content/uploads/2019/01/Handbook-for-Social-Farming.pdf</a></p> <p>Leck, C., Upton, D., &amp; Evans, N. (2013). <i>Social Aspects of Green Care</i>. In Gallis, Christos (ed.): <i>Green Care: For Human Therapy, Social Innovation, Rural Economy, and Education</i>. Nova Science Publishers New York ISBN: 978-1-62417-479-7</p> <p>Kajner, P. &amp; Jakubinyi L. (szerk.) (2015). <i>Szociális farmok létrehozása Magyarországon</i>. Szimbiózis Alapítvány. ISBN: 978-963-12-3567-8. Available from <a href="http://szocialisfarm.hu/files/Szocialis%20Farm%20tanulmany%203.2.%20vegleges_nokorr.pdf">http://szocialisfarm.hu/files/Szocialis%20Farm%20tanulmany%203.2.%20vegleges_nokorr.pdf</a></p>

<b>Links</b>	<p>This website contains a Hungarian and foreign link collection of useful sites and documents on social farming(Hungarian language):</p> <p><a href="http://szocialisfarm.hu/">http://szocialisfarm.hu/</a></p>
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<b>1.7 The Social Farm as a Public Good Provider</b>	
<b>Author and author's location</b>	Paulina Jancsovszka, Szent István University, Hungary
<b>Topic</b>	Maintenance of the ecosystem and socio-cultural values by the contribution of social farms.
<b>Abstract</b>	<p>Agriculture as a human activity deals with basic economic concepts and terms such as pure public goods, pure private goods and quasi-public goods. As agriculture produces positive and negative externalities, it has the role of economic, environmental and social benefits keeper in rural areas, which can also have negative impacts on landscapes, biodiversity and countryside social geography.</p> <p>The course explains the basic economic concepts and terms relating to agriculture. Furthermore, it describes the different types of public goods/positive externalities provided by social farming. E.g. since social farms are usually engaged in organic farming or other environmentally friendly farming, the pressure on the environment and nature can be reduced. The possibility of running a social farm can keep smaller economies alive by providing rural employment opportunities.</p>
<b>Discipline</b>	agriculture, economics
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as a module of 4 ECTS MSc course "Sustainable Farm management in the EU" or as a module of 2 ECTS MSc course "Agricultural and Rural Policy".
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>The importance of the topic lies in the fact that currently, the social demand for public goods is undersupplied by agriculture. Furthermore, one objective of the CAP reform is to subsidize farming applying the principle "public money for public goods".</p> <p>As an area of multifunctional agriculture, social farming provides environmental (e.g. biodiversity, soil functionality, agricultural landscapes) and social (e.g. rural vitality, food security) public goods/positive externalities.</p>

	<p>Future social farmers need to be aware that they are more than just economic entrepreneurs – they can produce environmental and social public goods with their farming activities.</p>
<b>References and resources</b>	<p>Anheier, H. K. (2005). <i>Nonprofit Organizations. Theory, Management, Policy</i>. London, New York, Routledge. ISBN 0-203-50092-X Master e-book ISBN</p> <p>Cooper, T., Hart, K., and Baldock, D. (2009). <i>The Provision of Public Goods Through Agriculture in the European Union</i>. Report Prepared for DG Agriculture and Rural Development, Contract No 30-CE-0233091/00-28, Institute for European Environmental Policy, London.</p> <p>Gerrard, C.L. et al. (2012). Public Goods and Farming. In: Lichtfouse E. (eds.) <i>Farming for Food and Water Security. Sustainable Agriculture Reviews</i>, vol 10. Springer, Dordrecht. ISBN 978-94-007-4500-1</p> <p>Hart, K. (2019). <i>Future CAP: Public Money for Public Goods</i>. Available from <a href="https://www.researchgate.net/publication/265402768_Future_CAP_Public_Money_for_Public_Goods">https://www.researchgate.net/publication/265402768_Future_CAP_Public_Money_for_Public_Goods</a></p> <p>Horváth, J., Pataki, Gy. &amp; Hayes, M. (2015). <i>A szociális farmok néhány további gazdasági, társadalmi, környezeti hatása</i>. In Kajner, P. &amp; Jakubinyi L. (szerk.) (2015). <i>Szociális farmok létrehozása Magyarországon. Szimbiózis Alapítvány</i>. pp. 88-89. ISBN: 978-963-12-3567-8. Available from <a href="http://szocialisfarm.hu/files/Szocialis%20Farm%20tanulmany%203.2.%20vegleges_nokorr.pdf">http://szocialisfarm.hu/files/Szocialis%20Farm%20tanulmany%203.2.%20vegleges_nokorr.pdf</a>.</p> <p>Mészáros, D., Sipos, B., Jancsovszka, P., &amp; Balázs K. (2015). Közjavak a mezőgazdaságban. <i>Gazdálkodás</i>. 59. évf. 4. sz., 2015. pp. 332–345. Available from <a href="https://ageconsearch.umn.edu/record/234401/files/GAZDALKODAS_2015_04_Meszaros%20et%20al_332_345.pdf">https://ageconsearch.umn.edu/record/234401/files/GAZDALKODAS_2015_04_Meszaros%20et%20al_332_345.pdf</a></p> <p>Power, A. G. (2010). Ecosystem services and agriculture: tradeoffs and synergies. <i>Philosophical Transactions. The Royal Society Publishing. Biol. Science</i>. 2010 Sep 27; 365(1554): 2959–2971. DOI: 10.1098/rstb.2010.0143</p>

<b>Links</b>	<p>This website contains a Hungarian and foreign link collection of useful sites and documents on social farming:</p> <p><a href="http://szocialisfarm.hu/">http://szocialisfarm.hu/</a></p> <p>In addition to the experiences of the study tour in Norway, the blog communicates theoretical and practical materials related to care farms, and reports on other international examples and domestic initiatives in this field.</p> <p><a href="https://carefarm.blog.hu/">https://carefarm.blog.hu/</a></p> <p>The Institute for European Environmental Policy's website among others contains publications on agriculture and land management.</p> <p><a href="https://ieep.eu/">https://ieep.eu/</a></p> <p>On this page information about the future of the CAP can be found.</p> <p><a href="https://ec.europa.eu/info/food-farming-fisheries/key-policies/common-agricultural-policy/future-cap_en">https://ec.europa.eu/info/food-farming-fisheries/key-policies/common-agricultural-policy/future-cap_en</a></p>
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<b>1.8 Non-Production Related Activities of Social Farms</b>	
<b>Author and author's location</b>	Paulina Jancsovszka, Szent István University, Hungary
<b>Topic</b>	Environmental, economic and social benefits of social farming.
<b>Abstract</b>	The focus is on the opportunities of social farm diversification with non-production related activities (e.g. processing, handicraft) which result a range of benefits for both the farmers and the clients. Besides the new income sources (including possible subsidies in the framework of the Rural Development Program) which increase the economic stability and adaptability of the social farm, a more diverse farm structure can contribute to enhancing the livelihood of the countryside and the local economy. After completing this course, the students will be able to make the right decision about the most appropriate non-productive activity suitable for their farm.
<b>Discipline</b>	agriculture, rural development policy (organic farming and agro-environmental planning)
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as part of a 4 ECTS MSc course "Sustainable Farm management".
<b>A short explanation of why this knowledge is relevant to social farming</b>	The course helps future social farmers to successfully manage the diversification of their farms by choosing the right non-production related activities. Future social farmers need to be aware that they are more than just economic entrepreneurs – they can produce environmental and social public goods with their farming activities.
<b>References and resources</b>	<p>Davidova, S., Chaplin, H., &amp; Gorton, M. (2015). <i>Non-agricultural Farm Diversification in Central European Countries: is the transposition of the West European model appropriate?</i> Available from <a href="https://www.researchgate.net/publication/265737668">https://www.researchgate.net/publication/265737668</a></p> <p>European Parliament (2016). <i>Farm diversification in the EU. Briefing</i>. Available from</p>

	<p><a href="http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/581978/EPRS_BRI(2016)581978_EN.pdf">http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/581978/EPRS_BRI(2016)581978_EN.pdf</a></p> <p>Hayes, M., Rácz J., Jakubinyi L., Horváth J., Pataki Gy., &amp; Kajner P. (2015). A szociális farmok hatása a gazdákra. in Kajner, P. - Jakubinyi L. (szerk.) (2015). <i>Szociális farmok létrehozása Magyarországon</i>. Szimbiózis Alapítvány. pp. 83-85. ISBN: 978-963-12-3567-8. Available from <a href="http://szocialisfarm.hu/files/Szocialis%20Farm%20tanulmany%203.2.%20vegleges_nokorr.pdf">http://szocialisfarm.hu/files/Szocialis%20Farm%20tanulmany%203.2.%20vegleges_nokorr.pdf</a></p> <p>Kézművesség, kismesterségek és nem mezőgazdasági vállalkozások támogatása a VP-ben. Available from <a href="https://www.kisleptek.hu/vallalkozasinditas_vptamogatassal/">https://www.kisleptek.hu/vallalkozasinditas_vptamogatassal/</a></p> <p>Kremen, C., Iles A., &amp; Bacon C.(2012). Diversified Farming Systems: An Agroecological, Systems-based Alternative to Modern Industrial Agriculture. <i>Ecology and Society</i> 17(4). Available from <a href="https://www.jstor.org/stable/26269193?seq=1#metadata_info_tab_contents">https://www.jstor.org/stable/26269193?seq=1#metadata_info_tab_contents</a></p>
<b>Links</b>	<p>This website contains a Hungarian and foreign link collection of useful sites and documents on social farming (in Hungarian):</p> <p><a href="http://szocialisfarm.hu/">http://szocialisfarm.hu/</a></p> <p>In addition to the experiences of the study tour in Norway, the blog communicates theoretical and practical materials related to care farms, and reports on other international examples and domestic initiatives in this field (in Hungarian):</p> <p><a href="https://carefarm.blog.hu/">https://carefarm.blog.hu/</a></p>

<b>1.9 Distribution of Products of Social Farming</b>	
<b>Author and author's location</b>	Jan Moudry, University of South Bohemia in Ceske Budejovice, Czech Republic
<b>Topic</b>	marketing - distribution
<b>Abstract</b>	Distribution of products is one of the key factors in marketing and management activities with high importance for sustainability and economic viability. For different types of farms and products, different forms of distribution are suitable. Both basic forms – direct and indirect have their advantages and disadvantages. Distribution plays an important role also in communication with customers/society, which is very important for social farming.
<b>Discipline</b>	agrobusiness, marketing, sustainability
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Can be delivered e.g. as a 10 ECTS course with a graded assignment, or as a professional certificate without ECTS, or as part of a module within a study programme (ca. 5 ECTS, depends on the concrete subject).
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Distribution of products strongly affects the economic viability of the farm. For different kind of products/farms, different forms of distribution are suitable. In social farming, the logistic connected with the distribution of products plays an important role. Distribution, especially in its direct form, is also a strong channel for communication with customers/local communities/society. This communication is very important for introducing and explaining the added values of social farming and its products. Within distribution, cooperation with other community stakeholders can be developed.</p> <p>Participants will be competent to choose, develop and organise optimal distribution forms for different kind of products/farms.</p>
<b>References and resources</b>	<p>Bruhn, M. (2016): <i>Marketing: Grundlagen für Studium und Praxis</i>. 13th edition. Springer Gabler, Wiesbaden</p> <p>Galli, F. – Brunori, G. (2013): <i>Short Food Supply Chains as drivers of sustainable development</i>. Document developed in the framework of the FP7 project FOODLINKS (GA No. 265287). Laboratorio di studi</p>

	<p>rurali Sismondi. Available from  <a href="http://orgprints.org/28858/1/evidence-document-sfsc-cop.pdf">http://orgprints.org/28858/1/evidence-document-sfsc-cop.pdf</a></p> <p>Kohls, R. L., Uhl, J. N. (2014). <i>Marketing of agricultural products</i>, Prentice Hall, New Jersey, USA, 848 p.</p> <p>Moudrý, J., Moudrý, J. jr., Konvalina, P., and Kalinová, J.(2007). <i>Marketing bioprodukce</i>. JU ZF v Č. Budějovicích, 39 s.</p> <p>Strecker, O., Strecker, A., Elles, A., Weschke, H.-D., and Kliebisch, Ch. (2010). <i>Marketing für Lebensmittel- und Agrarprodukte</i>. 4th edition, DLG-Verlag, Frankfurt/M.</p>
<b>Links</b>	<p>Social farming in the Czech Republic (in Czech language):  <a href="http://www.socialni-zemedelstvi.cz">www.socialni-zemedelstvi.cz</a></p>

<b>1.10 Find your vision of Social Framing by using creativity methods, creative methods help to think outside the box</b>	
<b>Author and author's location</b>	Birgit Steininger, University College for Agrarian and Environmental Pedagogy, Austria
<b>Topic</b>	Creativity methods help to solve problems. It is a way of identifying opportunities when conventional thinking has failed. It encourages you to find fresh perspectives and come up with innovative solutions so that you can formulate a plan to overcome obstacles and reach your goals. All methods and models on this topic have in common that they bring the participants to break out of everyday life and the usual, well-established perspective. Disrupting a problem beyond recognition, asking strange questions, distorting apparent facts, or being forced to look at topics from a completely new perspective.
<b>Abstract</b>	These methods help the participants to break out of the usual, well-established perspective. 1) Methods for brainstorming: The focus is on generating new projects, ideas or ways out of seemingly nothing. Brainstorming - spontaneously gathering ideas that will be considered and evaluated later. The Walt Disney method is putting the participants into three very different roles. With the 6-3-5 method ideas are generated and developed by different people in a very short time. 2) Methods for the development of ideas: The Osborn checklist, which breaks up the topic by specific questions and breaks them down into individual parts. The Morphological Box: The idea / The project is disassembled and later recombined. 3) Problem-solving methods: The cake method, helps to tap into the subconscious and brings up new solutions. The headstand technique chooses a different approach: By twisting the problem, one is briefly forced to work in a completely opposite direction. Six completely different perspectives are taken with the Six-Thinking-Hats, which guarantees a comprehensive problem analysis. Much earlier, the method of Premortem starts: Here, the worst-case scenario is played out even before the project starts to identify possible pitfalls early on.
<b>Discipline</b>	communication

<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	1 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	Developing a Social Framing Project demands a lot of new ideas and approaches. Creativity techniques are always helpful to develop ideas outside the usual procedure. Creativity Methods help to explore completely new products, projects and opportunities.
<b>References and resources</b>	<p>Backerra, H., Malorny, C. und Schwarz, W. (2002). <i>Kreativitätstechniken</i>. Kreative Prozesse anstossen, Innovationen fördern, die K7. 2. Aufl., Reihe Pocket Power. Hanser, München und Wien. ISBN 3446190090 (German)</p> <p>De Bono, E. (2005). <i>DeBonos neue Denkschule</i>. Kreativer denken, effektiver arbeiten, mehr erreichen. MVG Verlag Frankfurt am Main. ISBN: 9783636070692 (German)</p> <p>Kelley, T., Littmann, J. (2001). <i>The Art of Innovation</i>. Lessons in Creativity from IDEO, America's Leading Design Firm. Currency Book, New York. ISBN 0385499841 (English).</p> <p>Noack, C. (2008): <i>Kreativitätstechniken</i>. Schöpferisches Potential erkennen und nutzen. 2. Aufl., Reihe Pocket Business, Cornelsen</p> <p>DeBono, E. (2005). ISBN 3411870567 (German)</p> <p>Taylor, D., Berry, P., &amp; Block, C. (1958). Does Group Participation When Using Brainstorming Facilitate or Inhibit Creative Thinking? <i>Administrative Science Quarterly</i>, 3(1), 23-47. DOI 10.2307/2390603 (English).</p> <p>Schlicksupp, H. (2004). <i>Ideenfindung</i>. Innovation, Kreativität und Ideenfindung. 6. Aufl., Vogel Verlag. ISBN 3802317866 (German).</p>
<b>Links</b>	<p>Teaching material communication (German):  <a href="http://wirtrainieren.de/werkzeugkoffer/kreativitaetstechniken/">http://wirtrainieren.de/werkzeugkoffer/kreativitaetstechniken/</a></p> <p>Creativity Tools (English):  <a href="https://www.mindtools.com/pages/main/newMN_CT.htm">https://www.mindtools.com/pages/main/newMN_CT.htm</a></p>



## Section 2      Abstracts Connected to “Basics in Social Work”

This learning unit focuses on one of the three key areas of study for social farming – the field of social work. In our early research, it became clear that the field of social work had to be a key component of social farming as this is the field which trains a practitioner in the concepts, ethics and practices of effective handling of client needs across a vast range of clients.

We have chosen the 10 sample courses mostly from those offered in social work programmes. At the same time, there is this imperative need to education in all three key study areas, which means that none of them gets as much tuition as they would studying just one, for example, social work, as a whole bachelor programme. As a result, the suggested courses here are the ones which those of us with expertise in delivering social work education consider essential.

As always, you as the user must make your own decisions about what courses to include, and indeed, the balance between social work, agriculture, and business studies for your own programme.

For our choices, the Learning Objectives include the following:

### *Basics in Social Work Learning Objectives*

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.

<b>2.1 Basics of Psychology – Personality and Socialization Psychology</b>	
<b>Author and author's location</b>	Eliška Hudcová, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	basics of psychology – personality psychology – socialization, a subtopic of social work study programme
<b>Abstract</b>	Psychology is a scientific field which researches different aspects of human mind and behaviour, including conscious and unconscious phenomena, as well as feeling and thought. Personality psychology is a branch of psychology that studies personality and its variation among individuals due to different psychological forces. Socialisation studies the determinants (environmental, social, biological, genetics) that influence the process of internalizing the norms and ideologies of society. Specific attention is given to selected areas with relevance to social farming when developing the teaching material.
<b>Discipline</b>	psychology
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as 3 ECTS course with an assessment. Without individual certificate. Short course, fulfilment of a compulsory study plan as a part of Diploma/BA/BSc.
<b>A short explanation of why this knowledge is relevant to social farming</b>	The basic knowledge of psychology and its theoretical background is important when working with specific collectives e.g. at a social farm. Personality psychology helps understand specific determinants influencing performances and the background of behaviour, cognition, emotion and motivation. The knowledge of anamnesis of clients' socialization and its impact on client's problematic behaviour can improve the quality of communication at the workplace and gives the farmer instructions on how to deal with difficult situations.

<b>References and resources</b>	<p><i>Sources in English:</i></p> <p>Anderson, J. R., &amp; Schooler, L. J. (1991). Reflections of the environment in memory. <i>Psychological Science</i>, 2(6), 396-408. Available from <a href="http://dx.doi.org/10.1111/j.1467-9280.1991.tb00174.x">http://dx.doi.org/10.1111/j.1467-9280.1991.tb00174.x</a>.</p> <p>Armstrong, D. M. (1980). <i>The nature of mind</i>. Ithaca, NY, Cornell University Press. Available from <a href="https://doi.org/10.1007/978-94-009-6280-4_3">https://doi.org/10.1007/978-94-009-6280-4_3</a>.</p> <p>Eysenck, H.J. (1970/2013). <i>The Structure of Human Personality</i>. London, Routledge.</p> <p>Feist, J., Feis, G. J., &amp; Roberts, T. (2013). <i>Theories of personality</i>. New York, McGraw-Hill. ISBN 978-0-07-353219-6.</p> <p><i>Sources in Czech:</i></p> <p>Šulová, L. &amp; Gillernová, I. (eds.) (2008). <i>The individual and the process of socialization in the environment of current society</i>. Prague, Matfyzpress. ISBN 978-80-7378-072-2.</p> <p>Šolcová, I. P. (2018). <i>Emoce: Regulace a vývoj v průběhu života: Funkce a zákonitosti emocí, sociální a kulurní souvislosti, měření emocí</i>. Praha: Grada.</p>
<b>Links</b>	<p>Czech public website on psychology (reliable yet not academic): <a href="https://psychologie.cz/">https://psychologie.cz/</a></p>

## 2.2 Social Pedagogy in Social Farming

<b>Author and author's location</b>	Michal Pařízek, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	Understanding fundamental psychological processes in order to understand behaviour, both personal and public.
<b>Abstract</b>	Social pedagogy describes a holistic and relationship-centred way of working in care and educational settings (which may include farms) with people across the course of their lives. The methods of social pedagogy include individual work, group work or community work. Emphasis is put on the relation between the person (the group or community) and the social environment. This includes understanding personal development in relation to the farming environment, the importance of group dynamics, generalized others, etc. and appropriate educational approaches.
<b>Discipline</b>	social pedagogy
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Usually delivered as a 3 ECTS course.  Short course, part of social work study programme.
<b>A short explanation of why this knowledge is relevant to social farming</b>	Pedagogical principles and methods may vary slightly from the methods of social work (depending on the country) and therefore it is helpful to be aware of methods of working with individuals, groups or communities in terms of prevention and in terms of bringing their highest potential to life. The methods contain training of verbal skills, non-verbal skills and written communication. Concerning verbal communication, the methods foster nonviolent communicational skills. The pedagogical approach will help farmers keep a long term perspective as they focus not only on the present situation, but lead clients toward personal and professional growth (farmers as well as clients, students, volunteers, etc.).

<b>References and resources</b>	<p><i>Sources in English:</i></p> <p>Hatton, K. (2013). <i>Social pedagogy in the UK</i>. Lyme Regis, Russell House Publishing.</p> <p>Storø, J. (2013). <i>Practical social pedagogy: Theories, values and tools for working with children and young people</i>. Bristol, The Policy Press.</p> <p>Stephens, P. (2013). <i>Social pedagogy</i>. Bremen, Germany: EHV. ISBN 978-3-86741-830-0</p> <p><i>Sources in Czech:</i></p> <p>Jedlička, R. (2015). <i>Poruchy socializace u dětí a dospívajících: prevence životních selhání a krizová intervence</i>. Praha: Grada.</p> <p>Kraus, B. (2008). <i>Základy sociální pedagogiky</i>. Praha: Portál.</p> <p>Labáth, V. (2001). <i>Riziková mládež: možnosti potenciálních zmien</i>. Praha: Sociologické nakladatelství (Studijní texty).</p> <p>Procházka, M. (2012). <i>Sociální pedagogika</i>. Praha: Grada.</p>
<b>Links</b>	<p>Encyclopedia of informal education:</p> <p><a href="http://infed.org/mobi/social-pedagogy-the-development-of-theory-and-practice/">http://infed.org/mobi/social-pedagogy-the-development-of-theory-and-practice/</a></p> <p>Source of various revised academic works on positive social change:</p> <p><a href="https://campbellcollaboration.org/">https://campbellcollaboration.org/</a></p>

<b>2.3 Pedagogical Approaches for Different Client Groups in Social Farming Systems</b>	
<b>Author and author's location</b>	Michal Pařízek, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	pedagogy/education, communication – a subtopic of a social work study programme
<b>Abstract</b>	In this course, the students will learn about the specifics of various client groups (i.e. people with various special needs, substance abusers, migrants, people from socially excluded environment, etc.) especially from educational/pedagogical point of view. The emphasis will be on the development of communication skills with individuals, groups and communities originating from the above groups. The course will focus on verbal skills, but it will touch upon non-verbal and written communication. Concerning verbal communication, the course will foster nonviolent communicational skills (i.e. feedback).
<b>Discipline</b>	social work, social pedagogy/education
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as 3 ECTS course, with an assessment.  Delivered as an independent professional development course.
<b>A short explanation of why this knowledge is relevant to social farming</b>	A social farm represents a specific setting for work with individuals, groups and communities in a difficult social situation. The appropriate usage of language and all possible communicational means will result in a safer environment, enable facilitation of the difficulties at the workplace and it will encourage achievement of individual, group or community predefined goals. Using suitable means of communication may help not only with good relationships on a farm but also in promotion and formal communication with local community and officials.

<b>References and resources</b>	<p><i>Sources in English:</i></p> <p>Koprowska, J. (2014). <i>Communication &amp; interpersonal skills in social work</i>. Los Angeles: Sage.</p> <p>Richards, S., Ruch, G., &amp; Trevithick, P. (2005). Communication Skills Training for Practice: the Ethical Dilemma for Social Work Education, <i>Social Work Education</i>, 24:4,409-422, DOI: 10.1080/02615470500096928</p> <p>Rosenberg, M.B. &amp; Garciová, N., 2016. <i>Nenásilná komunikace</i>, Praha: Portál.</p> <p><i>Sources in Czech:</i></p> <p>Šarounová, J., (2014). <i>Metody alternativní a augmentativní komunikace</i>, Praha: Portál.</p> <p>Greene, J. O. (2009). <i>Handbook of communication and social interaction skills</i>. New York u.a.: Routledge.</p>
<b>Links</b>	<p>General Czech resource and methodology material for teaching purposes:</p> <p><a href="https://rvp.cz/">https://rvp.cz/</a></p>

## 2.4 Methods and Approaches Towards Various Client Groups

<b>Author and author's location</b>	Eliška Hudcová, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	Social work with different client groups in social farming systems, a subtopic of a social work study programme.
<b>Abstract</b>	<p>The goal of social work is to meet the needs of the client to achieve his/her social well-being and quality of life. Thanks to the various methods of social work (e.g. casework, group work, community work, social action, social welfare research, social welfare administration), the characteristics, personality development, handicap, actual needs, problems in the social system, skills, strengths of different client groups of social work can be evaluated and improved. A social worker then should look for a balance in the choice of approaches, based on a deep knowledge of selected disabilities and social disadvantages. He/she can then provide a qualified assessment of the state of satisfaction of the client's basic needs and a qualified assessment of the resources that may be used to meet the needs.</p>
<b>Discipline</b>	social work
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	<p>Delivered as a 5 ECTS course with an assessment.</p> <p>Short course, fulfilment of a compulsory study plan as a part of Diploma/BA/BSc.</p>



<p><b>A short explanation of why this knowledge is relevant to social farming</b></p>	<p>Social farms exist to help meet the needs of different client groups in a difficult personal or social situation for social work. A social farmer must know their individual strengths and weaknesses, the etiology of disability, have insight into the socialization process and, accordingly, seek ways of working with the clients. The method is a tool to help attain individual, group and community goals effectively. The procedure is carried out in several phases: A) Getting to know the case: a) contact, b) case analysis (situational analysis), c) evidence. B) Social assessment: a) social diagnostics, b) work plan, c) choice of working methods. C) Social interventions: a) social therapy, rehabilitation, b) counselling, c) discussion. D) Termination of the case.</p>
<p><b>References and resources</b></p>	<p><i>Sources in English:</i></p> <p>Hassink, J. and Marjken van Dijk, M. (eds.) (2006). <i>Farming for Health: Green care Farming across Europe and the United States of America</i>. Dordrecht, Springer.</p> <p>Hine, R., Peacock, J., &amp; Pretty, J. (2008). Care Farming in the UK: Contexts, Benefits and Links with Therapeutic Communities. <i>International Journal of Therapeutic Communities</i> 29 (3), 245-260.</p> <p>Lindsay, T. (ed.) (2009). <i>Social Work Intervention</i>. Learning Matters Ltd., Exeter.</p> <p>Trevithick, P. (2000). <i>Social Work Skills, A Practice Handbook</i>. OU Press, Buckingham &amp; Philadelphia.</p> <p><i>Sources in Czech:</i></p> <p>Dvořáčková, J., Křivánková, D., &amp; Uhříčková, A. (2018). <i>Jak léčí zahrada, Praktické náměty pro zahradní terapii</i>. Brno, Lipka.</p> <p>Matoušek, O., Kolářková J., Kodymová, P. (eds.) (2010). <i>Sociální práce v praxi: specifika různých cílových skupin a práce s nimi</i>. Praha, Portál.</p>

<b>Links</b>	<p>All links present the reader specific work with disadvantaged people on farms. Some of the methodologies were developed within the international projects focusing on the topic of social farming (e.g. IncluFar), some are more descriptive (e.g. SoFar), some of them focuses on direct work with clients on farms and its impacts on quality of life (e.g. Campbellcollaboration):</p> <p><a href="https://www.campbellcollaboration.org/library/impact-of-care-farms-on-quality-of-life-different-population-groups.html">https://www.campbellcollaboration.org/library/impact-of-care-farms-on-quality-of-life-different-population-groups.html</a></p> <p><a href="http://www.socialfarmingacrossborders.org/care-farming-netherlands-handbook">http://www.socialfarmingacrossborders.org/care-farming-netherlands-handbook</a>.</p> <p><a href="http://www.inclufar.eu/en/dokumente/">http://www.inclufar.eu/en/dokumente/</a></p> <p><a href="http://sofar.unipi.it/index.htm">http://sofar.unipi.it/index.htm</a>.</p> <p>Czech most influential magazine on social work published by the Association of Educators in Social Work:</p> <p><a href="http://www.socialnprace.cz/index.php">http://www.socialnprace.cz/index.php</a></p>
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<b>2.5 Social Policy Related to Social Farming</b>	
<b>Author and author's location</b>	Eliška Hudcová, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	Social policy, terminology and basic principles of social policy. Basic terminology, principles and findings in theory of social policy.
<b>Abstract</b>	Social policy aims to identify and find ways of reducing inequalities in access to services and support between social groups defined by socioeconomic status, race, ethnicity, migration status, gender, sexual orientation, disability and age, and between countries. The study is oriented toward the logic, categories and elements of social security systems/welfare systems in the given country. It consists of guidelines, principles, legislation and activities that responses to social needs of members of a society through shaping the distribution of and access to goods and resources in that society. In this topic, social policy chapters are selected in accordance with national rules in the areas such as employment policy, social support and social help and in relevance to social farming management.
<b>Discipline</b>	policy studies, social policy
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as a 3 ECTS course with an assessment.  Without individual certificate: Short course, the fulfilment of a compulsory study plan as a part of Diploma/BA/BSc.
<b>A short explanation of why this knowledge is relevant to social farming</b>	The social farm participates in the social welfare system and can meet human needs for education, health, housing and economic security. Core knowledge of social policy theory and welfare system and its practical application enable future social farmer in improving services, and the financing and political and societal situation of his/her farm. The social farmer becomes an active counsellor to people with special needs through. He/she possesses orientation in the system of comprehensive state welfare support including institutional security and further counselling opportunities.

<b>References and resources</b>	<p><i>Sources in English:</i></p> <p>Dean, H. (2006). <i>Social Policy</i>. Cambridge, Polity Press.</p> <p>Green, L. &amp; Clarke, K. (2016). <i>Social Policy for Social Work: Placing Social Work in its Wider Context</i>. Cambridge, Polity Press.</p> <p>Harrington, A. et al. (2002). <i>Modern Social Theory: An Introduction</i>. Oxford, New York, Oxford University Press.</p> <p>Hasmath, R. (ed.) (2016). <i>Inclusive Growth, Development and Welfare Policy</i>. New York and Oxford, Routledge.</p> <p><i>Sources in Czech:</i></p> <p>Tomeš, I. (2011) <i>Obory sociální politiky</i>. Praha, Portál.</p>
<b>Links</b>	<p>Czech most influential magazine on social work published by the Association of Educators in Social Work:</p> <p><a href="http://www.socialniproce.cz/index.php">http://www.socialniproce.cz/index.php</a></p>

<b>2.6 Health and Illness in Social Farming</b>	
<b>Author and author's location</b>	Eliška Hudcová, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	Determinants influencing a person's health – health, illness, aetiology of diseases, first aid.
<b>Abstract</b>	The aim of the course is to gain knowledge about approaches to illness and health, and selected illnesses, handicaps, standards and deviations from standard, treatment and disability. The aim is to understand the holistic bio-psychosocial-spiritual view of human, to get orientation in health concepts and to create the prerequisites for interdisciplinary cooperation and creating a complex view of an individual and his/her life situation. The student gets basics of medical terminology, knowledge on the healthcare system, basics of somatic disease, bioethics or patients' rights. The student learns how to apply practical first aid.
<b>Discipline</b>	health promotion
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as a 3 ECTS course with an assessment.  Short course, fulfilment of a compulsory study plan as a part of Diploma/BA/BSc.
<b>A short explanation of why this knowledge is relevant to social farming</b>	Clients of social farms come with their disadvantages and stigma and are more inclined to morbidity and psychosomatic diseases. The farmer should know the basic scope of diseases, handicaps and disabilities, their origin and symptoms. He/she should be able to estimate a situation in order to call on an expert and collaborate with professionals from other disciplines in delivering comprehensive care. The farmer should be able to provide first aid at the workplace. He/she should know the basic steps to ensure occupational safety and health and ensure accident prevention.

<b>References and resources</b>	<p><i>Sources in English:</i></p> <p>Gehlert, S. &amp; Browne, T.A. (eds.) (2006). <i>Handbook of Health Social Work</i>. Hoboken, NJ, John Wiley &amp; Sons.</p> <p>McDonnell, O., Lohan, M., Hyde, A., &amp; Porter, S. (2009). <i>Social theory, health &amp; healthcare</i>. Basingstoke, Palgrave Macmillan.</p> <p>Serafino, E.P. &amp; Smith, T.W. (2014). <i>Health psychology: Biopsychosocial interactions</i>. New York: Wiley &amp; Sons Inc.</p> <p><i>Sources in Czech:</i></p> <p>Kotulán, J. et al. (2005). <i>Zdravotní nauky pro pedagogy</i>. 2nd edition. Brno: Masarykova univerzita.</p> <p>Künzel, D. (1990). <i>Lidský organizmus ve zdraví a nemoci</i>. Praha: Avicenum.</p> <p>Susa, Z. (2010). <i>Tělo a duše ve zdraví a nemoci</i>. Ve Středoklukách: Zdeněk Susa.</p> <p><i>Sources in German:</i></p> <p>Schoppmeyer, M. (ed.) (2018). <i>Gesundheits- und Krankheitslehre für Pflege- und Gesundheitsfachberufe</i>. München, Urban &amp; Fischer Verlag.</p>
<b>Links</b>	<p>World Health Organization – Key concepts of social determinants of health:</p> <p><a href="https://www.who.int/social_determinants/sdh_definition/en/">https://www.who.int/social_determinants/sdh_definition/en/</a></p> <p>Basic information on first aid – official website of Czech Emergency Service (Ambulance):</p> <p><a href="https://zachrannasluzba.cz/prvnipomoc/">https://zachrannasluzba.cz/prvnipomoc/</a></p>

<b>2.7 Ethics and Values in Social Work</b>	
<b>Author and author's location</b>	Ondřej Fischer, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	Ethics for the Helping Profession, a sub-topic of social work.  Key principles and values which underline the profession of social work in the context of social farming.
<b>Abstract</b>	Introducing students to the subject of ethics in general (the good, value, virtue etc.), the course draws upon community/non-institutional features of social work. It discusses values in human life juxtaposed to values specific to social work (e.g. professionalism, ethical codes, human rights) and to farming, leading to cases of ethical dilemmas or problems in order to raise awareness of ethical complexity of social practice in specific contexts.
<b>Discipline</b>	philosophy, ethics
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as a 5 ECTS course with an assessment or a short course as part of the fulfilment of a compulsory study plan as a part of Diploma/BA/BSc.
<b>A short explanation of why this knowledge is relevant to social farming</b>	Social farming provides an environment for living and working with people who are recognized as users/clients of social work intervention, hence basic awareness of what are ethical issues of this profession is essential. In addition, social farms represent a unique setting for people living and working together while coming from often different and/or disadvantaged backgrounds. Ethics is introduced as one of the means for dealing with this diversity and mutual dignity. On the social farm, basic human rights, respect for each other and awareness of equality despite the handicaps must be kept.

<p><b>References and resources</b></p>	<p><i>Sources in English:</i></p> <p>Banks, S. (2012). <i>Ethics and Values in Social Work</i>. 4th ed. Basingstoke, Palgrave Macmillan.</p> <p>Banks, S. &amp; Gallagher, A. (2009). <i>Ethics in professional life: virtues for health and social care</i>. London, Palgrave Macmillan.</p> <p>Barsky, A. E. (2010). <i>Ethics and values in social work : an integrated approach for a comprehensive curriculum</i>. Oxford, Oxford University Press.</p> <p>Beckett, C. &amp; Maynard, A. (2005). <i>Values &amp; ethics in social work: an introduction</i>. London, Thousand Oaks, Calif, Sage.</p> <p>Gensler, H. J., Spurgin, J., &amp; Swindal, J. (2004). <i>Ethics: Contemporary Readings</i>. London, Routledge.</p> <p>Macintyre, A. C. (2007). <i>After virtue: a study in moral theory</i>. London, Duckworth.</p> <p>Oakley, J. &amp; Cooking, D. (2001). <i>Virtue ethics and professional roles</i>. Cambridge, New York, Cambridge University Press.</p> <p>Parrott, L. (2006). <i>Values and ethics in social work practice</i>. Exeter, Learning Matters.</p>
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## 2.8 Theoretical Approaches and Paradigms of Social Work

<b>Author and author's location</b>	Eliška Hudcová, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	A subtopic of a social work study programme: theoretical approaches of social work – welfare philosophy and history – paradigms – theoretical framework – social work.
<b>Abstract</b>	Social work is a professional activity with the purpose to help individuals, groups or communities to improve or restore their ability of social functioning. There are many paradigms of social work, which cover social work theories guiding social work practice (i.e. psychodynamic theory, systems theory, social learning theory, psychosocial theory, social cognitive theory, humanistic theory etc.). The knowledge of theoretical approaches of social work and its history offers the social worker the scale of choices in his/her specific work with people in need. It also gives the participant the key terminology for communication with professionals from other disciplines.
<b>Discipline</b>	social work
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as 3 ECTS course with an assessment.  Without individual certificate: Short course in fulfilment of a compulsory study plan as a part of Diploma/BA/BSc.
<b>A short explanation of why this knowledge is relevant to social farming</b>	One of the aims of social farming is to maintain or improve the state and well-being of people with particular needs via different interventions in a farm environment. Specific knowledge of paradigms and theoretical frameworks of social work offer social farmers the choice of particular approaches to clients individually on a farm. The knowledge of basic social work theories provides the farmer theoretical background for further work and effective usage of methods of communication with a client on a farm.

<b>References and resources</b>	<p><i>Sources in English:</i></p> <p>Barker, R. S. (1995). <i>The social work dictionary</i>. Washington, National Association of Social Workers.</p> <p>Compton, B. R., Galaway, B. (eds.) (1999). <i>Social Work Processes</i>. Brooks/Cole, Pacific Grove.</p> <p>Howe, D. (2017). <i>An Introduction to Social Work Theory</i>. Aldershot, Wildwoodhouse.</p> <p>Payne, M. (2014). <i>Modern Social Work Theory</i>. 4th edition. London, Macmillan.</p> <p><i>Sources in Czech:</i></p> <p>Matoušek, O. et al. (2012). <i>Základy sociální práce</i>. Praha, Portál.</p> <p>Schimmerlingová, V. &amp; Novotná, V. (1992). <i>Sociální práce, její vývoj a metodické postupy</i>. Praha, Skripta FF UK.</p> <p><i>Sources in German:</i></p> <p>Engelke, E., Borrmann, S., Spatscheck, C. (2018). <i>Theorien der Sozialen Arbeit</i>. 7th ed. Freiburg, Lambertus.</p> <p>Müller, C., Lorenz, A. (2017). <i>Geschichte der Sozialen Arbeit</i>. Paderborn, Wilhelm Fink Verlag.</p>
<b>Links</b>	<p>Czech's most influential magazine on social work published by the Association of Educators in Social Work:</p> <p><a href="http://www.socialniprace.cz/index.php">http://www.socialniprace.cz/index.php</a></p> <p>German website on social work and related theories:</p> <p><a href="https://soziales-wissen.de/tl/Klassische-und-aktuelle-Theorien-der-Sozialen-Arbeit.htm">https://soziales-wissen.de/tl/Klassische-und-aktuelle-Theorien-der-Sozialen-Arbeit.htm</a></p>

## 2.8 Methods and Techniques in the Implementation of Social Work

<b>Author and author's location</b>	Eliška Hudcová, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	Methods, tools and techniques of social work. A subtopic of a social work study programme.
<b>Abstract</b>	Methods in social work are represented as specific procedures defined in relation to its goal and target group. Basic methods are working with an individual (casework), a group (e.g. family), or a community. Social work technique means a specific and clearly structured instrument of a given method that leads to the goal and is subordinated to the method. The technique should respond to the client's need and result from his/her problem situation. Techniques include types of communication, gesticulation, mimics and physical contact.
<b>Discipline</b>	social work
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as 3 ECTS course with an assessment.  Without individual certificate: Short course in fulfilment of a compulsory study plan as a part of Diploma/BA/BSc.
<b>A short explanation of why this knowledge is relevant to social farming</b>	A social farm represents a specific setting for work with individuals, groups and communities in a potentially difficult social situation. Knowledge of methods and techniques of social work and their practical usage enable the facilitation of communication at the workplace as well as the achievement of individual and group predefined goals. The practical application of these methods and tools can solve difficult social situations with the clients and improve the overall climate of the farm. The knowledge of specific terminology of social work methods (e.g. casework, teamwork, group work etc.) simplifies the communication with professionals from other relevant fields involved.

<b>References and resources</b>	<p><i>Sources in English:</i></p> <p>Beresford, P. &amp; Croft, S. (1993). <i>Citizen involvement – A Practical Guide for Change</i>. Basingstoke, Palgrave Macmillan.</p> <p>Brown, A. (1986). <i>Groupwork</i>. Aldershot, Gower.</p> <p>Folberg, J. &amp; Taylor, A. (1984). <i>Mediation, A comprehensive Guide to Resolving Conflicts without Litigation</i>. Jossey Bass Publisher, San Francisco.</p> <p>McMahon, M.O. (1990). <i>The general method of social work practice: A problem-solving approach</i>. Englewood Cliffs, N. J., Prentice Hall.</p> <p>Nichols, M.D. &amp; Schwartz, R.C. (1998). <i>Family Therapy – Concepts and Methods</i>. Boston, Allyn and Bacon.</p> <p>Payne, M. (1991). <i>Modern Social Work Theory</i>. London, Macmillan.</p> <p>Sheafor, B. W., Horejsi, Ch. R., &amp; Horejsi, G. A. (1988). <i>Techniques and Guidelines for Social Work Practice</i>. Massachusetts, Allyn and Bacon, Inc.</p> <p>Zastrow, Ch. (1995). <i>The Practice of Social Work</i>. Brooks/Cole Publishing Co., Pacific Grove, CA.</p> <p><i>Sources in Czech:</i></p> <p>Kalvach, Z. (2011). <i>Křehký pacient a primární péče</i>. Praha, Grada.</p> <p>Matoušek, O., Kolářková J., &amp; Kodymová, P. (eds.) (2010). <i>Sociální práce v praxi: specifika různých cílových skupin a práce s nimi</i>. Praha, Portál.</p>
<b>Links</b>	<p>Source of various revised academic works on positive social change and models of social work:</p> <p><a href="https://campbellcollaboration.org/">https://campbellcollaboration.org/</a></p>

<b>2.10 Supervision, Self-Reflection, Peer Supervision</b>	
<b>Author and author's location</b>	Eliška Hudcová, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	A subtopic of a social work study programme: supervision,  problem-solving in the workplace/ organizational quality management/ improving quality of work of helping professions/ burnout syndrome prevention/solving of interpersonal problem situations.
<b>Abstract</b>	Supervision is a method that helps a worker to understand and to solve conflicted individual and group relationships in a workplace and with a client. Supervision helps to cope with work-related stress and it effectively protects against burnout syndrome in helping professions. The functions of supervision are to balance the needs of clients, needs of a team and purposes of an organization. Then it is a function of education and personal development of a worker and finally, it has a restorative function for workers in helping professions. Methods and techniques of supervision vary with the size and complexity of the organization. It can occur in different formats (e.g. individual, triadic, group or team supervision) and with different supervisors (e.g. faculty, site of peer supervisor). The most common methods are supervisee self-report, observation, co-therapy, role-playing and modelling.
<b>Discipline</b>	psychology, supervision
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as 3 ECTS course with an assessment.  Without individual certificate: Short course in fulfilment of a compulsory study plan as a part of Diploma/BA/BSc.
<b>A short explanation of why this knowledge is relevant to social farming</b>	A social farm is a specific setting where people from different professions interact with people with specific needs and work and spend their time together at occupational activities with plants and animals. This space can easily lead to conflicted situations, misunderstanding, fatigue and hopelessness. Supervision helps

	<p>solve specific problems and conflict in a workplace under the guidance of an expert. Supervision helps to prevent further conflicts and hence burn-out syndrome. It encourages individuals, teams and organizations to improve and develop their quality and to encourage lifelong learning.</p>
<b>References and resources</b>	<p><i>Sources in English:</i></p> <p>Hawkins, P. &amp; Shohet, R. (1989). <i>Supervision in the helping professions</i>. Derby, Burns and Smith.</p> <p>Kadushin, A. (1992). <i>Supervision in Social Work</i>. Oxford, Columbia University Press.</p> <p>Morrison, T. (2005). <i>Supervision in Social Care: Making a real difference for staff and service users</i>. Brighton, Pavilion Publishing.</p> <p><i>Sources in Czech:</i></p> <p>Havrdová, Z. (2000). <i>Poslání a smysl supervise</i>. Ethum 28, 35-39.</p> <p>Matoušek, O. (2003). <i>Metody a řízení sociální práce</i>. Praha: Portál.</p> <p>Matoušek, O., Kolářková J., &amp; Kodymová, P. (eds.) (2010). <i>Sociální práce v praxi: specifika různých cílových skupin a práce s nimi</i>. Praha, Portál.</p>
<b>Links</b>	<p>Czech website giving general information on supervision:</p> <p><a href="https://www.supervize.eu/">https://www.supervize.eu/</a></p>

<b>2.11 Animal Welfare as a Quality and Safety Standard in Social Farming</b>	
<b>Author and author's location</b>	Verena Borghorst and Claudia Schneider, Thüringer Ökoherz e.V., Germany
<b>Topic</b>	quality- and safety standards in social farming, animal welfare
<b>Abstract</b>	<p>The positive effect of animals for physical and mental health is scientifically proven. That is why some social farms create special programs with their farm or companion animals for reaching different target groups – these programs are called “animal assisted interventions” (AAI).</p> <p>Safety and success of programs with farm animals depends on animal welfare. Farm animals can help the client by interacting with them (e.g. by feeding and taking care, riding or hiking with animals like donkeys, lamas or horses). Depending on the service offered and the farm, special animal knowledge is needed about species-specific behaviour, animal nutrition, animal farming, animal health, hygiene regulations and the choice of suitable animals. Species-appropriate available space in the stable and outdoors, group housing of gregarious animals and special requirements on breaks and “free time” for therapeutic animals are topics that will be taught. Students will learn how species-appropriate husbandry is an essential quality and safety standard of AAI.</p>
<b>Discipline</b>	<p>agriculture, animal husbandry</p> <p>animal assisted intervention / therapy /activities</p>
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	3 or 5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>AAI can have various forms, e.g. pet programs for elderly, service animal programs; institutionally based residential programs e.g. animals in a prison, visiting programs or equine programs.</p> <p>Each of these programs presents an animal welfare dilemma.</p>

	<p>Therefore, an ethical discourse about the legitimacy of using animals for human well-being complemented by knowledge about farm animal welfare and housing should be part of a social farming course. In part, guidelines about how to avoid animal abuse do exist (e.g. pet visits in social facilities should not exceed an hour). However, these guidelines mostly fit typical animal assistants like dogs. There is a lack of animal welfare regulations or laws within the EUI to protect donkeys, horses and other farm animals.</p>
<b>References and resources</b>	<p>Ebinghaus, A., van Elsen, T., Knierim, U. (2013). <i>Tiergestützte Interventionen in der sozialen Landwirtschaft aus Sicht der Tierethologie und -haltung</i>. In: Neuhoﬀ, D., Stumm, C., Ziegler, S. (edt). Beiträge zur 12. Wissenschaftstagung - Ökologischer Landbau: Ideal und Wirklichkeit: Perspektiven ökologischer Landbewirtschaftung, Bonn, pp. 448 – 451.</p> <p>Iannuzzi, D., Rowan, A. N. (1991). Ethical Issues in Animal-Assisted Therapy Programs. <i>Anthrozoös</i> 4(3), pp. 154-163. DOI 10.2752/089279391787057116</p> <p>Otterstedt, C. (2007). <i>Mensch und Tier im Dialog – Kommunikation und artgerechter Umgang mit Haus- und Nutztieren: Methoden der tiergestützten Arbeit und Therapie</i>. Stuttgart, Franckh-Kosmos Verlag.</p>
<b>Links</b>	<p>Guidelines of the German humane society for treating animals (in German language):</p> <p><a href="https://www.tierschutzbund.de/fileadmin/user_upload/Downloads/Broschueren/Tiergestuetzte_Massnahmen.pdf">https://www.tierschutzbund.de/fileadmin/user_upload/Downloads/Broschueren/Tiergestuetzte_Massnahmen.pdf</a></p>



## Section 3      Abstracts Connected to “Basics in Agriculture”

This Learning Unit is the second key field which is needed in social farming education. In order to provide a good setting for the delivery of client services, farms must be well run, and providers must have a basic backgrounding in agriculture. Thus, the Abstracts in this section focus on this. Colleagues from several Faculties of Agriculture were central in offering up courses which were deemed necessary whilst still occupying only a percentage of the whole degree programme.

Such was the diversity of topics that we have included 12 Abstracts in this section. Given the correlation of alternative farming methods and the delivery of social farming which we have seen, we feel that some backgrounding in, for example, organic agriculture, compost development, etc., is a worthwhile inclusion here. Likewise, social farming offers key opportunities for small farms – those not big enough to participate in the extensive-scale industrial farming industry. Social farming falls into the category of multi-functional farming and this is why we chose to focus on these as courses in the programme.

*The Learning Objectives chosen for this Basics in Agriculture Learning include the following.*

The learner is able to:

- Create a farm plan with a 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 and provide constructive feedback within the farming context

<b>3.1 Fundamentals of Agriculture for Lateral Entrants</b>	
<b>Author and author's location</b>	Martin Nobelmann, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	characteristics of agriculture and farming, key elements of production
<b>Abstract</b>	The unit is dedicated to non-farmers wanting to work in social farming. It imparts an overview of the key elements of agriculture and the related occupational fields. This includes for example production (animals, crops, fruits), farm work (seasonal work, hands-on work and machine usage), features of organic farming, agricultural market and policy.
<b>Discipline</b>	agriculture
<b>Other Bologna Process information (i.e. Student Points, ECTS)</b>	part of a scientific certificate course (further training), 6 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	A farm is usually the place where social farming takes place. Hence it is important also for actors of the social sector to have a basic knowledge of the agricultural environment. It will help them to communicate with the farmer and to assign suitable work tasks individually to the clients and their requirements. The students will be able to understand farming systems, communicate with farmers as well as social institutions about farming issues, know where to find specific information and further education within different agricultural production areas, and create a farm plan with basic understanding of plant and animal production and non-productive activities.
<b>References and resources</b>	<p>Brassley, P., &amp; Soffe, R. (2016). <i>Agriculture. A Very Short Introduction</i>. Oxford University Press. ISBN 9780198725961</p> <p>Lochner, H.(2015). <i>Agrarwirtschaft Fachstufe Landwirt</i>. 10th ed. München, BLV Verlagsgesellschaft. ISBN 978-3-8186-0784-5</p> <p>Ziron, C., &amp; Ziron, M. (2015). <i>Landwirtschaft für Quereinsteiger. Basics der Agrarwirtschaft</i>. Frankfurt, DLG-Verlag. ISBN 9783769020410</p>

### 3.2 Basics of Animal Husbandry, Breeding and Feeding

<b>Author and author's location</b>	Gerriet Trei, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	animal husbandry, breeding, feeding, livestock housing
<b>Abstract</b>	<p>The course offers an introduction and an overview of animal husbandry using the example of cattle, pigs and chicken. Participants discover management methods for productive livestock (ethology, keeping, breeding, feeding, health) as well as legal requirements. The students gain knowledge on the role of animals in farming systems and learn about livestock housing.</p> <p>The students learn to recognize the features of different breeds and they get an introduction to animal breeding techniques or practices.</p> <p>Teaching livestock feeding will contain information on the digestion process of ruminants and animals with one stomach, feeding and fodders specific for both groups.</p>
<b>Discipline</b>	livestock farming
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	The content is originally part of a bachelor programme "Organic Farming and Marketing" (6 ECTS) but also works in a certificate course on social farming with fewer ECTS.
<b>A short explanation of why this knowledge is relevant to social farming</b>	This basic seminar offers to students of agriculture an overview of techniques for productive livestock. Animals are crucial for various forms of farming and can have a particular impact on social farming when used for therapeutic reasons. Besides farmers, also a social worker on a farm planning work/therapy for clients connected to animals needs to know how to handle farm animals. Thus he/she is able to select suitable tasks for the respective group of clients.

<b>References and resources</b>	<p>Bartussek, H., Lenz, V., Ofner-Schröck, E., &amp; Zortea, W. (2008). <i>Rinderstallbau</i>. 4th ed. Wien, Stocker. ISBN: 3702007229</p> <p>Baumann, W. (2004). <i>Artgerechte Hühnerhaltung</i>. Mainz, Bioland. ISBN: 3934239153</p> <p>Kirchgessner, M. (2014). <i>Tierernährung</i>. 14th ed. Frankfurt: DLG-Verlag. ISBN: 978-3-7690-0819-7</p> <p>KTBL (2011). <i>Ökologische Schweinehaltung</i>. Darmstadt, KTBL.</p> <p>Webster, J. (Ed.) (2011). <i>Management and Welfare of Farm Animals - The UFAW Farm Handbook</i>. 5th ed. Chichester, Wiley-Blackwell. ISBN: 978-1-405-18174-7</p> <p>Willam, A., &amp; Simianer, H. (2017). <i>Tierzucht</i>. 2nd ed. Stuttgart, Ulmer. ISBN: 9783825248055</p>
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<b>3.3 Understanding Soil - Basics of Soil Science and Soil Tillage</b>	
<b>Author and author's location</b>	Martin Nobelmann, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	basics in soil science: formation and characteristics, life in the soil, spade analysis
<b>Abstract</b>	<p>This course gives a brief overview of the basics of soil knowledge. Important ideas and theories are roughly described to introduce the student to make him/her aware of what he/she could deepen at any point. Input: Soil formation - mineral and organic components of the soil; formation and characteristics of humus; soil texture; soil structure; physical properties of soil; soil chemistry and fertility. Spade analysis. Life in the soil, living soils.</p> <p>During exercises, the students will learn to determine different mineral components of the soil – gravel, sand silt, clay and to differentiate between main soil types– sandy, silty, clayey soils and their physical and chemical characteristics. A method to be learned will be the soil spade analysis.</p>
<b>Discipline</b>	agriculture, soil science
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	3 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	No matter what professional background or focus a person has: to work on a farm requires knowledge of the basic elements which constitute agriculture. Besides plants and animals, the soil is one fundamental element. Without the corresponding competences and skills, it is hardly possible to successfully serve, support and employ people on a farm, as it is the case in social farming. Topics include: define and explain different soil types, recall basic knowledge about plant nutrition in relation to soil parameters, define basics of soil protection and basics of good agricultural practice in relation to soil quality, recognise, evaluate and manage the advantages and disadvantages of different soils, as well as

	identify potential risks for concrete soil types and propose soil protection measures.
<b>References and resources</b>	<p>Birkás, M. (2006). <i>Földművelés és földhasználat</i>. Mezőgazda Kiadó.</p> <p>Blum, W. E. H., Schad, P., &amp; Nortcliff, S. (2018). <i>Essentials of soil science: soil formation, functions, use and classification (World Reference Base, WRB)</i>. Borntraeger Science Publishers, Stuttgart (Germany) ISBN 9783443010904</p> <p>Blume, H.-P., Brümmer, G.W., Horn, R., Kandeler, E., Kögel-Knabner, I., Kretzschmar, R., Schad, P., Stahr, K., &amp; Wilke, B.-M. (2016). <i>Scheffer/Schachtschabel Soil Science</i>. Springer, Berlin Stuttgart (Germany). ISBN 978-3-642-30941-0</p> <p>Ujj, A. (ed.) (2017). <i>Ecological Small-scale Farming - Ecological Vegetable Production</i>. Gödöllő, Szent István Egyetem. ISBN 978-963-269-655-3 (in English).</p> <p>Ujj, A. (ed.) (2017). <i>Ökológiai szemléletű háztáji gazdálkodás - Ökológiai szemléletű zöldségtermesztés</i>. Gödöllő, Szent István Egyetem. ISBN 978-963-269-649-2 (in Hungarian).</p>
<b>Links</b>	<p>Spade analysis:</p> <p><a href="http://magyarmezogazdasag.hu/2018/02/21/talajmuvelesi-abc-ii">http://magyarmezogazdasag.hu/2018/02/21/talajmuvelesi-abc-ii</a></p> <p>Soil Science Society of America (in English):</p> <p><a href="https://www.soils.org/discover-soils/soil-basics">https://www.soils.org/discover-soils/soil-basics</a></p>

### 3.4 Sustainable Agricultural Farming Systems

<b>Author and author's location</b>	Apolka Ujj, Szent István University, Hungary
<b>Topic</b>	Agroecological approaches of farming systems, containing descriptions and practical applications of different practices and trends: permaculture, organic farming, biodynamic farming, evergreen agriculture, regenerative agriculture, agroforestry, etc.
<b>Abstract</b>	<p>Although achieving the basic goals of sustainability does not seem complicated, it is still not easy to judge which cultivation systems and methods can meet these expectations. The farmer must set up a balance between economic interests and environmental considerations, and must also take into account the ethical aspects and social impacts of his farming. There are good practices and trends that fit into the sustainability based on their principles and aspirations which learners will know at the end of the course: soil conservation; sustainable management; integrated management; sustainable, ecologically intensive agriculture; evergreen agriculture; agroforestry; climate-smart agriculture; precision agriculture, etc.</p> <p>It is noticeable that there are many overlaps between the different sustainable trends and practices (such as the intention towards soil protection, water retention, energy-saving cultivation), but the emphasis on their principles is different. However, often the fashionable name is only part of the business strategy, so that is why studying these trends is important.</p>
<b>Discipline</b>	agriculture, agroecology
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	4 ECTS

<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Agroecological approach considers the social aspects of farming. The best example of strengthening the social pillar of sustainability is social farm management, but the nature conservation pillar must also be included.</p>
<b>References and resources</b>	<p>Burger, P. (ed.) (2013). <i>Agroécologie, une transition vers des modes de vie et de développement viables</i>. Paroles d'acteurs. Publication du Groupe de Travail Désertification. Available from <a href="https://www.avsf.org/public/posts/1277/agroecologie_paroles_acteurs_gtd_cari_avsf_2013.pdf">https://www.avsf.org/public/posts/1277/agroecologie_paroles_acteurs_gtd_cari_avsf_2013.pdf</a> (in French).</p> <p>Freyer, B. (ed.) (2016). <i>Ökologischer Landbau</i>. Bern:Haupt Verlag ISBN 3825246396 (in German).</p> <p>INKOTA-netzwerk e. V., Oxfam Deutschland e. V., and MISEREOR e. V. (eds.) (2016). <i>Besser anders, anders besser. Mit Agrarökologie die Ernährungswende gestalten</i>. Available in German and English from <a href="https://webshop.inkota.de/produkt/broschuere-download/besser-anders-anders-besser-mit-agraroekologie-die-ernaehrungswende">https://webshop.inkota.de/produkt/broschuere-download/besser-anders-anders-besser-mit-agraroekologie-die-ernaehrungswende</a></p> <p>Holmgren, D. (2002). <i>Permaculture, Principles &amp; Pathways Beyond Sustainability</i>. Hampshire: Permanent Publications. Holmgren Design Services. ISBN 0646418440</p> <p>Martin, K., Sauerborn, J. (2006). <i>Agrarökologie</i>. Stuttgart, UTB. ISBN 978-3-8252-2793-7. (in German).</p> <p>Mollison, B. (1988). <i>Permaculture: A Designers' Manual</i>. Tagari Publications, Tyalgum. ISBN 0908228015</p> <p>Ujj, A. (2016). <i>Agroökológia</i>. In: <i>Ökológiai gazdálkodás szabályozása és irányzatai</i>. (Tirczka, I.&amp; D. Saláta Eds.) Egyetemi jegyzet. Gödöllő, Szent István Egyetem (in Hungarian)</p> <p>Wachendorf, M., Bürkert, A., and Graß, R. (eds.) (2018). <i>Ökologische Landwirtschaft</i>. Stuttgart, Ulmer. ISBN 978-3-8252-4863-5 (in German).</p>



<b>Links</b>	<p>Agroecology knowledge hub (in English with language changing option):</p> <p><a href="http://www.fao.org/agroecology/en/">http://www.fao.org/agroecology/en/</a></p> <p>Extension service and education related to agroecology (in Hungarian):</p> <p><a href="https://www.agrofutura.hu/">https://www.agrofutura.hu/</a></p> <p>Evergreen agriculture:</p> <p><a href="http://evergreenagriculture.net/what-is-evergreen-agriculture/">http://evergreenagriculture.net/what-is-evergreen-agriculture/</a> in English</p> <p>FAQ about organic farming and organic groceries (German language):</p> <p><a href="https://www.boelw.de/service/bio-faq/">https://www.boelw.de/service/bio-faq/</a></p>
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<b>3.5 Suitable Activities in Plant Production in Social Farming</b>	
<b>Author and author's location</b>	Jan Moudry, University of South Bohemia in Ceske Budejovice, Czech Republic
<b>Topic</b>	agriculture, plant production crops growing, crops suitable for different target groups of social farming, green therapy vs. market crops
<b>Abstract</b>	Plant production covers a very wide scale of cultural crops, agrotechnical operations and methods and related activities. Among the local conditions, farm structure and other relevant factors, skills and abilities of target groups play an important role in social farming. There are typical activities suitable for social farming, like vegetable and fruit growing or other activities requiring a higher share of handwork, but different target groups can be effectively involved also into other parts of plant production. Suitability of activities in plant production may vary also on the base of the main purpose of the work – (green) therapy or employment. Clients of social farming can support farming activities depending on their skills, e.g. harvesting, weeding, picking.
<b>Discipline</b>	agriculture, plant production, small scale farming
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Can be delivered as a 10 ECTS course with a graded assignment, or as a professional certificate without ECTS, or as part of a module within study programme (ca. 5 ECTS, depends on the concrete subject).
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Plant production offers a very wide scale of activities suitable for social farming. Almost all target groups of social farming can be involved in different activities within plant production. Knowledge of the most suitable activities for concrete target groups and conditions is essential for farmers as well as for social workers accompanying the client on the farm.</p> <p>Participants will gain knowledge about suitable activities in plant production for target groups of social farming.</p>

<b>References and resources</b>	<p>Grubinger, V. P. (1999). <i>Sustainable Vegetable Production From Start-Up to Market</i>. NRAES, 268 p.</p> <p>Konvalina, P., Moudrý, J. jr., Kalinová, J., &amp; Moudrý, J. (2007). <i>Pěstování rostlin v ekologickém zemědělství</i>. JU ZF v Č. Budějovicích, 118 p.</p> <p>McCrate, C., Halm, B. (2012). <i>Food Grown Right, In Your Backyard: A Beginner's Guide to Growing Crops at Home</i>. Skipstone, 320 p.</p>
<b>Links</b>	<p>Social farming in the Czech Republic (in Czech language):</p> <p><a href="http://www.socialni-zemedelstvi.cz">www.socialni-zemedelstvi.cz</a></p>

<b>3.6 Interrelation Between Social Farming and Organic Farming</b>	
<b>Author and author's location</b>	Apolka Ujj, Szent István University, Hungary
<b>Topic</b>	Organic farms are the ideal production environment for the beneficiaries that is why their operating principles are discussed.  (Part of a sustainable and ecological farm management course).
<b>Abstract</b>	<p>Students will learn of the formal descriptions and regulatory definitions of organic agriculture and how and why this can be utilized in a social farm.</p> <p>Due to the strict rules of organic farming, no chemical fertilizers and herbicides can be used during production, and plant protection products can only be chosen from the EU positive list of products. The principles outlined by IFOAM (International Federation of Organic Agriculture Movement) are the following: The principle of health; ecology; fairness; and care.</p> <p>These principles should be applied in practice, realized together and connected to each other. One decision that is made during farming based on one of these principles should enhance the realization of the others.</p> <p>The aim is to provide guidelines on the necessary steps farmers should make to reach beneficial goals. After completing this course learners will have knowledge about these steps. E.g. utilization of the system's own resources (e.g. farmyard manure), utilization of natural materials and natural methods (e.g. the use of physical traps, natural predators, microorganisms), safeguarding and increasing biodiversity: The more plant species and varieties; etc.).</p>
<b>Discipline</b>	agriculture
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as part of a 4 ECTS course 'Sustainable agricultural farming systems'.

<p><b>A short explanation of why this knowledge is relevant to social farming</b></p>	<p>Healthy diets and chemical-free food are of paramount importance to the target groups of social farms. A healthy environment is part of the rehabilitation and recovery, which is why knowing with the principles and practical implementation of organic farming is very relevant to social farming. On top of that, not using pesticides or herbicides means that there are fewer risks for the clients of social farming. Also, very often in organic farming manual work (e.g. weeding) is performed more often (especially compared to big industrialized farms that use heavy machines many clients are not able to work with). Therefore, organic farms are ideal for working with people with special needs.</p>
<p><b>References and resources</b></p>	<p>Brandt, K. &amp; Mølgaard J.P. (2001). Organic agriculture: does it enhance or reduce the nutritional value of plant foods? <i>Journal of the Science of Food and Agriculture</i>, 81(9), 924-931. Available from <a href="http://dx.doi.org/10.1002/jsfa.903">http://dx.doi.org/10.1002/jsfa.903</a> ISSN: 00225142.</p> <p>Bundesanstalt für Landwirtschaft und Ernährung (ed.) (2014). <i>Die ökologische Landwirtschaft. Fachinfos zum Einstieg</i>. Available from: <a href="https://www.oekolandbau.de/fileadmin/redaktion/dokumente/lehrer/unterrichtsmaterialien_2014/landwirtschaft_052014/8_bsa_lw_fachinfos_ua.pdf">https://www.oekolandbau.de/fileadmin/redaktion/dokumente/lehrer/unterrichtsmaterialien_2014/landwirtschaft_052014/8_bsa_lw_fachinfos_ua.pdf</a> (in German).</p> <p>Ujj, A. (Ed.) (2017). <i>Ecological Small-scale Farming - Introduction to Ecological Small Scale Farming</i>. Gödöllő, Szent István Egyetem. ISBN:978-963-269-657-7 (in English).</p> <p>Ujj, A. (Ed.) (2017). <i>Ökológiai szemléletű háztáji gazdálkodás - Az ökológiai gazdálkodás alapjai</i>. Gödöllő, Szent István Egyetem. ISBN 978-963-269-651-5 (in Hungarian).</p> <p>Van Elsen, T. (2009). Soziale Landwirtschaft und Öko-Landbau: Partnerschaft mit doppeltem Wert. In <i>Ökologie &amp; Landbau</i> 149(1), 30-32. Bad Dürkheim. Available from <a href="http://www.soziale-landwirtschaft.de">www.soziale-landwirtschaft.de</a></p> <p>Wachendorf, M., Bürkert, A., Graß, R. (eds.) (2017). <i>Ökologische Landwirtschaft</i>. Stuttgart, UTB. ISBN 978-3-8252-4863-5 (in German).</p>

<b>Links</b>	<p>Definition of organic agriculture (in English):</p> <p><a href="https://www.ifoam.bio/en/organic-landmarks/definition-organic-agriculture">https://www.ifoam.bio/en/organic-landmarks/definition-organic-agriculture</a></p> <p>Information portal about organic farming also offering various teaching materials (German language):</p> <p><a href="https://www.oekolandbau.de/">https://www.oekolandbau.de/</a></p> <p>Guidebook about funding opportunities for rural areas in Germany (German language):</p> <p><a href="https://www.netzwerk-laendlicher-raum.de/service/publikationen/handbuecher/foerderhandbuch/">https://www.netzwerk-laendlicher-raum.de/service/publikationen/handbuecher/foerderhandbuch/</a></p>
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### 3.7 Organic Matter Supply Possibilities in Social Farming

<b>Author and author's location</b>	Apolka Ujj, Szent István University, Hungary
<b>Topic</b>	Natural fertilization methods and closed material flow are discussed: animal manure, green manure, compost, mulch, etc.
<b>Abstract</b>	Organic farms provide excellent venues for social farming, where organic matter supply is a practical issue. There are many solutions regarding maintenance of soil fertility from small scale to larger field solutions since well-timed cultivation, (e.g. traditional winter ploughing or digging) can allow the soils to help good crumb formation, but additionally, learner should get acquainted with the theoretical background and practical implementation of other techniques: mulching, green manuring, cover cropping, animal manuring or even compiling proper crop rotation. These techniques help to maintain and develop good soil structure, as well as protect soils from climate extremes and erosion. After completing this course, learners will be able to identify suitable organic matter supply techniques.
<b>Discipline</b>	agriculture, organic farming
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as part of a 4 ECTS course.
<b>A short explanation of why this knowledge is relevant to social farming</b>	For the environmentally conscious farming, caring about the organic matter content of the soil is essential. The social role of social farms can also be reflected in the supply of soil with organic matter and its presentation to a wider target audience. Above all, these activities (composting, mulching, etc.) can be easily implemented with the help of social farm clients.

<b>References and resources</b>	<p>Hayes, M., Huese, A., &amp; Descombes, C.A. (eds.) (2013). <i>Organic market garden start-up manual: A practical guide for a new generation of growers</i>. Gödöllő, GAK Nonprofit Közhasznú Kft. ISBN 978-963-08-7330-7 (in English).</p> <p>Hayes, M., Huese, A. &amp; Descombes, C.A. (eds) (2013). <i>Gyakorlati kézikönyv önálló biokertészet beindításához. Kézikönyv az új generációs zöldség- és gyümölcsstermesztők számára</i>. Gödöllő, GAK Nonprofit Közhasznú Kft kiadásában. ISBN 978-963-08-7035-1 (in Hungarian).</p> <p>Ujj, A. (ed.) (2017). <i>Ecological Small-scale Farming - Ecological Vegetable Production</i>. Gödöllő, Szent István Egyetem. ISBN 978-963-269-655-3 (in English)</p> <p>Ujj, A. (ed.) (2017). <i>Ökológiai szemléletű háztáji gazdálkodás - Ökológiai szemléletű zöldségtermesztés</i>. Gödöllő, Szent István Egyetem. ISBN978-963-269-649-2 (in Hungarian).</p>
<b>Links</b>	<p>Practical information can be found in these websites in relation to the topic of organic matter supply in organic farming:</p> <p><a href="http://www.biokultura.org">www.biokultura.org</a> (Hungarian)</p> <p><a href="http://www.biokutatas.hu">www.biokutatas.hu</a> (Hungarian)</p> <p>How to mulch vegetables:</p> <p><a href="https://www.youtube.com/watch?v=3Px1toK4iPM">https://www.youtube.com/watch?v=3Px1toK4iPM</a></p> <p>No-till living mulch composting:</p> <p><a href="https://www.youtube.com/watch?v=2brHfHPusac">https://www.youtube.com/watch?v=2brHfHPusac</a></p>



<b>3.8 Simple Compost Preparation in Small-Scale Farms</b>	
<b>Author and author's location</b>	Apolka Ujj, Szent István University, Hungary
<b>Topic</b>	The positive properties of compost; the basic principles and steps of the compost preparation; the 'ingredients' of the compost pile and the materials to keep out of the compost pile are discussed.
<b>Abstract</b>	<p>Good composting is achieved through the right balance of the mix of raw materials, adequate amounts of air and adequate amounts of water. A good balance of these things means that compost piles will naturally warm-up and this heat will deactivate weed seeds and pathogens, whilst at the same time, through the action of bacteria and fungi, convert the animal manures and plant wastes into stable compost. Mixing and building up the pile is the key to success.</p> <p>A controlled composting process produces a stable compost product, which can be safely applied to the soil and crops at any time of the year, has no unpleasant odours and is rich in natural plant nutrients and soil structure enhancing properties. After completing this course, learners will know and be able to prepare compost.</p>
<b>Discipline</b>	agriculture
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as part of a 4 ECTS course.
<b>A short explanation of why this knowledge is relevant to social farming</b>	For the environmentally conscious farming, caring about the organic matter content of the soil is essential. The social role of social farms can also be reflected in the supply of soil with organic matter and its presentation to a wider target audience. Composting processes can be easily controlled with the help of social farm clients. Showing this true alchemy to a wider audience of the society - as out of unpleasant smelling, decaying waste a pleasant, dark, crumbly, spongy earth-like compost can be produced - can enhance the social farm visitors' environmental awareness.

<b>References and resources</b>	<p>Pahler, A. (2013). <i>Das Kompostbuch. Gartenpraxis für Hobbygärtner und Selbstversorger</i>. Darmstadt, Pala Verlag. ISBN 978-3-89566-315-4 (in German).</p> <p>Ujj, A. (ed.) (2017). <i>Ecological Small-scale Farming - Ecological Vegetable Production</i>. Gödöllő, Szent István Egyetem. ISBN 978-963-269-655-3 (in English).</p> <p>Ujj, A. (ed.) (2017). <i>Ökológiai szemléletű háztáji gazdálkodás - Ökológiai szemléletű zöldségtermesztés</i>. Gödöllő, Szent István Egyetem. ISBN978-963-269-649-2 (in Hungarian).</p>
<b>Links</b>	<p>These websites often release articles and interesting professional information about composting:</p> <p><a href="http://www.biokultura.org">www.biokultura.org</a> (in Hungarian)</p> <p><a href="http://www.biokontroll.hu">www.biokontroll.hu</a> (in Hungarian)</p> <p><a href="http://www.biokutatas.hu">www.biokutatas.hu</a> (in Hungarian)</p> <p><a href="https://www.soilassociation.org/media/15931/farming-and-growing-standards.pdf">https://www.soilassociation.org/media/15931/farming-and-growing-standards.pdf</a> (in English)</p> <p>Composting videos:</p> <p><a href="https://www.youtube.com/watch?v=M1klpCBD3UI">https://www.youtube.com/watch?v=M1klpCBD3UI</a> (in English)</p> <p><a href="https://www.youtube.com/watch?v=QMZUvORo9WE">https://www.youtube.com/watch?v=QMZUvORo9WE</a> (in English)</p> <p>No-till living mulch composting:</p> <p><a href="https://www.youtube.com/watch?v=2brHfHPusac">https://www.youtube.com/watch?v=2brHfHPusac</a></p> <p><a href="https://www.youtube.com/watch?v=sDN8H2GfdNo">https://www.youtube.com/watch?v=sDN8H2GfdNo</a> (in German)</p>

<b>3.9 Processing of Products Suitable for Social Farming – Animal Production</b>	
<b>Author and author's location</b>	Jan Moudry, University of South Bohemia in Ceske Budejovice, Czech Republic
<b>Topic</b>	agriculture, animal production food production, processing of animal products, suitable products for different target groups of social farming
<b>Abstract</b>	The processing of products is a logical and usual activity within social farming. Within animal production processing, there are activities more suitable for different target groups of social farming. Selection of concrete activities and most suitable products depends (among others) also on the skills and abilities of the concrete target group of clients.
<b>Discipline</b>	agriculture, animal production, food processing
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Can be delivered e.g. as a 10 ECTS course with a graded assignment, or as a professional certificate without ECTS, or as part of a module within a study programme (ca. 5 ECTS, depends on the concrete subject).
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Social farming has only limited possibilities to compete with conventional farming systems by primary production.</p> <p>For increasing the economic viability of subjects involved in social farming, the creation of different kinds of additional values is necessary. Processing of products is usually a method to increase the value of products in the agri-food sector. Selected animal products are suitable for different target groups of social farming and involvement into more parts of the chain „farm production-processing-marketing“ have a positive impact on clients.</p> <p>Absolvents gain knowledge about the possibilities of different target groups of clients in the processing of animal products and are able to select suitable products for concrete target groups and farms.</p>

<b>References and resources</b>	<p>Albrecht-Seidel, M., Mertz, L. (2014). <i>Die Hofkäserei: Planung, Einrichtung, Produktion, Grundrezepte</i>. 2nd edition. Stuttgart, Ulmer.</p> <p>Hui, Y. H., Chandan, R. C., Clark, S. et al. (2007). <i>Handbook of food products manufacturing: health, meat, milk, poultry, seafood, and vegetables</i>. Wiley, 1221 p.</p> <p>Simeonovová, J., Ingr, I., Gajdůšek, S. (2003). <i>Zpracování a zbožiznalství živočišných produktů</i>. MENDELU, Brno. 128 p.</p> <p>Tscheuschner, H. D. (2016). <i>Grundzüge der Lebensmitteltechnik</i>. 4th edition. Hamburg, Behr.</p>
<b>Links</b>	<p>Social farming in the Czech Republic (in Czech language):</p> <p><a href="http://www.socialni-zemedelstvi.cz">www.socialni-zemedelstvi.cz</a></p>

<b>3.10 Processing of Products Suitable for Social Farming – Plant Production</b>	
<b>Author and author's location</b>	Jan Moudry, University of South Bohemia in Ceske Budejovice, Czech Republic
<b>Topic</b>	agriculture, plant production food production, processing of plant products, suitable products for different target groups of social farming
<b>Abstract</b>	Processing of products is logical and usual activity within social farming. Within plant production processing, there are activities more suitable for different target groups of social farming. Selection of concrete activities and most suitable products depends (among others) also on skills and abilities of the concrete target group of clients. E.g. sorting and packaging potatoes can be a good activity for mentally disabled people that like to do repeating and simple work. Suitable activities are also e.g. processing of the herbs, vegetable or fruit (oil, jam, chutney, etc.). Group of clients like re-socialised prisoners or people with different forms of addiction could participate also on physically and technically more difficult activities.
<b>Discipline</b>	agriculture, plant production, food processing
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Can be delivered e.g. as a 10 ECTS course with a graded assignment, or as a professional certificate without ECTS, or as part of a module within a study programme (ca. 5 ECTS, depends on the concrete subject).
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Social farming has only limited possibilities to compete with conventional farming systems engaged in primary production.</p> <p>For increasing the economic viability of subjects involved in social farming, the creation of different kind of additional values is necessary. Processing of products is the usual method to increase the value of the products in the agri-food sector. Selected plant products are suitable for different target groups of social farming and involvement into more parts of chain „farm production-processing-marketing“ have a positive impact on clients.</p> <p>Absolvents gain knowledge about the possibilities of different</p>

	target groups of clients in the processing of plant products and are able to select suitable products for concrete target groups and farms.
<b>References and resources</b>	<p>Dunford, N. T. (ed.) (2012). <i>Food and industrial bioproducts and bioprocessing</i> (pp. 2-8), Wiley-Blackwell. ISBN: 978-08-1382-105-4</p> <p>Jaiswal, A. K. (ed.) (2016). <i>Food Processing Technologies: Impact on Product Attributes</i>. CRC Press. ISBN: 978-14-8225-754-0</p> <p>Kalinová, J., Moudrý, J., Konvalina, P., Moudrý, J. jr. (2007). <i>Posklizňová úprava, skladování a zpracování rostlinných bioproduktů</i>. JU ZF v Č. Budějovicích, 26 p. ISBN: 978-80-7394-033-1</p>
<b>Links</b>	<p>Social farming in the Czech Republic (in Czech language):</p> <p><a href="http://www.socialni-zemedelstvi.cz">www.socialni-zemedelstvi.cz</a></p>

<b>3.11 Food Safety Aspects of Small-Scale Farms</b>	
<b>Author and author's location</b>	Csaba Bálint, Szent István University, Hungary
<b>Topic</b>	<p>The concept and main aspects and interrelations of food quality and safety, the community and national level legislation and regulations, specificities of the food safety measures to be implemented in small-scale farms.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> <li>• Concept, importance and history of food quality, food hygiene and food safety</li> <li>• Microbiological basics</li> <li>• Fundamentals of toxicology, infections and poisoning</li> <li>• Physical and chemical preserving and protection basics</li> <li>• The specificities of product groups (plants, meat, milk etc.)</li> <li>• Legislation, law control</li> </ul> <p>HACCP, good practices</p>
<b>Abstract</b>	<p>The issue of food safety has recently come to the fore and is a priority in the European Union. It is a legitimate expectation that the food we consume will not harm us, but rather, support our health. Much of the population is concerned about the possible presence of pathogens and chemicals in food, including pesticide, veterinary medicine, additives, harmful substances from contaminated environments. At the same time, poor production processes introduce bacteriological contaminants and compromise food safety. Food safety means ensuring that food does not endanger the health of the consumer throughout the entire process of production and distribution if it is prepared and consumed for its intended purpose.</p> <p>The three general objectives of EU food policy are: providing safe and nutritious food and feed; high standards of plant protection, animal health and animal welfare; providing adequate and transparent information on the origin, content/labelling and use of food. Students will become familiar with these in this course, as well as the appropriate responses to improve food safety.</p>

<b>Discipline</b>	food hygiene, food safety
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as part of a 4 ECTS course.
<b>A short explanation of why this knowledge is relevant to social farming</b>	Safe and high-quality food is the fundamental basis of the agri-food industry. Within the framework of social farming, the substantive form of farming activity, the self-produced inputs and raw materials, the 'non-industrial' circumstances of production, the role of manual work especially raises the question of food safety. Following regulatory obligations ensures the legal operation of the farm and strengthens consumer trust.
<b>References and resources</b>	<p>Angelos J., Arens, A., Johnson, H., Cadriel, J., &amp; Osburn, B. (2016). One Health in food safety and security education: A curricular framework. <i>Comparative Immunology, Microbiology and Infectious Diseases</i> 44 (2016) 29–33. Available from <a href="https://doi.org/10.1016/j.cimid.2015.11.005">https://doi.org/10.1016/j.cimid.2015.11.005</a></p> <p>European Court of Auditors (2018). <i>Food Safety in the EU</i>. Background paper. Available from <a href="https://www.eca.europa.eu/Lists/ECADocuments/BP_FOOD_SAFETY/BP_FOOD_SAFETY_EN.pdf">https://www.eca.europa.eu/Lists/ECADocuments/BP_FOOD_SAFETY/BP_FOOD_SAFETY_EN.pdf</a></p> <p>FAO-WTO (2017). <i>Trade and Food Standards</i>. Food and Agriculture Organization of the United Nations &amp; World Trade Organization. Available from <a href="http://www.fao.org/3/a-i7407e.pdf">http://www.fao.org/3/a-i7407e.pdf</a></p> <p>NÉBIH (2013). <i>Élelmiszerlánc-biztonsági Stratégia 2013-2022</i>. Available from <a href="http://mek.oszk.hu/17400/17458/17458.pdf">http://mek.oszk.hu/17400/17458/17458.pdf</a></p>
<b>Links</b>	<p>Food safety policy overview of the European Commission (English): <a href="https://ec.europa.eu/food/overview_en">https://ec.europa.eu/food/overview_en</a></p>



<b>3.12 Social Farming Products in the Short Supply Chain</b>	
<b>Author and author's location</b>	Csaba Bálint, Szent István University, Hungary
<b>Topic</b>	<p>The concept and advantages, as well as the challenges of a short supply chain, as an economic and social opportunity for social farms and their clients.</p> <p>Sub-topics:</p> <ul style="list-style-type: none"> <li>• Distribution channels of agri-food products</li> <li>• Consumer and producer segmentation</li> <li>• Economic, social and environmental advantages and disadvantages of short supply chains</li> <li>• Marketing activities for short-chain sales of social farming products.</li> </ul>
<b>Abstract</b>	<p>The role of local food and, in this context, short supply chains, is receiving increasing attention from both consumer NGOs and decision-makers at different levels. It can solve many problems of the conventional food industry for both consumers and for producers. Such supply chains typically include local producers who work together to promote the local food market. These partnerships help to boost the rural economy, create new ways of selling local products, and attract new types of customers. They also support cooperation between local economies, the tourism industry and the food industry. Buying locally produced food also supports sustainable development by reducing shipping costs, CO<sub>2</sub> emissions, wear on rural roads, traffic congestion, and road accidents.</p> <p>The student will be able to understand the concept of short supply chains, be aware of its socio-economic and sustainability interrelations as well as the opportunities and risks of this type of market distribution in the context of products from social farming.</p>
<b>Discipline</b>	business studies - supply chain management marketing

<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as part of a 4 ECTS course.
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>In the case of social farms, the fact that the production takes place with the contribution of socially disadvantaged people can represent a special value added to the food products, especially in the local markets. Taking part in the production process, and having positive feedback from local consumers may strengthen the sense of achievement in the clients and their connection to the wider local community. The social ‘message’ of the above can be completed by the other environmental and economic advantages of short supply chains.</p>
<b>References and resources</b>	<p>Benedek, Zs. (2014). <i>A rövid ellátási láncok hatásai - Összefoglaló a nemzetközi szakirodalom és a hazai tapasztalatok alapján</i>. Műhelytanulmányok MT-DP – 2014/8. MTA Közgazdaság- és Regionális Tudományi Kutatóközpont Közgazdaság-tudományi Intézet. Available from <a href="http://real.mtak.hu/11257/1/MTDP1408.pdf">http://real.mtak.hu/11257/1/MTDP1408.pdf</a></p> <p>Carey, J. (2013). Urban and Community Food Strategies. The Case of Bristol. <i>International Planning Studies</i>, 18(1), 111-128.</p> <p>European Commission (2013). <i>Short Food Supply Chains and Local Food Systems in the EU</i>. A State of Play of their Socio-Economic Characteristics, JRC Scientific and Policy Reports. Available from <a href="http://ftp.jrc.es/EURdoc/JRC80420.pdf">http://ftp.jrc.es/EURdoc/JRC80420.pdf</a></p> <p>Friends of the Earth Europe (2016). <i>Eating from the farm: the social, environmental, and economic benefits of local food systems</i>. Available from <a href="https://www.foeeurope.org/sites/default/files/agriculture/2015/eating_from_the_farm.pdf">https://www.foeeurope.org/sites/default/files/agriculture/2015/eating_from_the_farm.pdf</a></p> <p>Galli, F., Brunori, G. (2013). <i>Short Food Supply Chains as drivers of sustainable development</i>. Document developed in the framework of the FP7 project FOODLINKS (GA No. 265287). Laboratorio di studi rurali Sismondi. Available from <a href="http://orgprints.org/28858/1/evidence-document-sfsc-cop.pdf">http://orgprints.org/28858/1/evidence-document-sfsc-cop.pdf</a></p>

<b>Links</b>	<p>Short Food Supply Chain Knowledge and Innovation Network (English):</p> <p><a href="http://www.shortfoodchain.eu/">http://www.shortfoodchain.eu/</a></p> <p>Networking project of fruit orchards (Hungarian):</p> <p><a href="http://nyitottkertek.hu/">http://nyitottkertek.hu/</a></p> <p>The International Network for Community-supported Agriculture (English):</p> <p><a href="https://urgenci.net/the-network/">https://urgenci.net/the-network/</a></p>
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## Section 4      Abstracts Connected to “Clients on a Social Farm”

This Learning Unit focuses directly on the practices (often day-to-day) of a social farm. In this sense, it is not derived from a discipline (such as Agriculture or Social Work) but rather upon the experience of our respondents and colleagues. It addresses unique issues such as dealing with social, cultural or religious aspects of clients or practical skills such as communication and conflict management. These are things that existing social farmers have told us were very important to them, and also to their clients' experiences.

This section acknowledges the importance of day-to-day practice even when focusing on a wider set of ideas. Thus, the course 'Knowledge of client groups and need of specific groups' includes concrete considerations such as how to plan personalised day activities for the client, or how to estimate limits and abilities of different target groups and gives students practice in these practical skills.

*The Learning Objectives for Clients on a Social Farm include:*

The learner is able to:

- Plan and Conduct a social farming project beneficial to the clients
- 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

## 4.1 Social Farming as a Shelter for Youth With Behavioural Disorders

<b>Author and author's location</b>	Verena Borghorst, Claudia Schneider Thüringer Ökoherz e.V. Germany
<b>Topic</b>	How to create successful projects for youth with behavioural disorders on a farm.
<b>Abstract</b>	<p>For working with adolescents, a special structure of farm is needed. Various farming activities are necessary to draw the interest of adolescents and to give them the possibility to learn new skills. Additionally, socio-pedagogical professionals might be necessary to guarantee assistance and care. When working with infants with behavioural disorders they are required by law.</p> <p>Working with youngsters with behavioural problems and adolescents who might have experienced violence and abuse can be very challenging. Next to empathy and self-assertion social-pedagogic understanding is necessary. Social farmers might experience feelings like anger, aggression or depression from the adolescent.</p> <p>Students will learn about the challenges of working with that target group and they will get familiar with different programs which might fit their needs. For the social farmer it is important to know how to deal with the feelings and actions of youngsters. Therefore, students will be taught about attachment theory, traumatization and pedagogies as well as emotional distance and closeness while working with vulnerable youth.</p>
<b>Discipline</b>	psychology, special education, youth pedagogics, social work
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS

<p><b>A short explanation of why this knowledge is relevant to social farming</b></p>	<p>Youth aid must deal with adolescents coming from a difficult social or familiar background. In some cases, many services offered by the youth aid sector are uncondusive for those youngsters. Rather, they need individual assistance. This support might include providing a familiar environment and day structure or an isolated location for doing an apprenticeship. Very often child protective services struggle to find forms of care, support and shelter that are suitable for youth with behavioural disorders. Here, social farming might offer a niche product. Farming work can be a positive response to behavioural syndromes associated with aggression or hyperactivity. Communicating with farming animals might support children that experienced sexual, physical or mental abuse. Farm animals can help to build trust. Some adolescents might be able to live as a foster child in a farming family, while other behavioural disorders require special pedagogic care that goes far beyond normal parenting. Social farming provides meaningful work and shelter.</p>
<p><b>References and resources</b></p>	<p>Bombach, C., Stohler, R., Wydler, H. (2015). Farming families as foster families: The findings of an explanatory study on care farming in Switzerland. <i>International Journal of Child, Youth and Family Studies</i>. 6 (3), 440 – 457, available from:  <a href="https://journals.uvic.ca/index.php/ijcyfs/article/view/13564/4363">https://journals.uvic.ca/index.php/ijcyfs/article/view/13564/4363</a></p> <p>Kogstad, R. E., Agdal, R., Hopfenbeck, M. S. (2014). Narratives of Natural Recovery: Youth Experience of Social Inclusion through Green Care. <i>International Journal of Environmental Research and Public Health</i>. 11, 6052 – 6068. DOI: 10.3390/ijerph110606052</p> <p>Pretty, J., Wood, C., Bragg, R. &amp; Barton., J. (2013). “Nature for rehabilitating offenders and facilitating therapeutic outcomes for youth at risk”. In South, N., &amp; Brisman, A. (eds.) <i>Routledge International Handbook of Green Criminology</i>. London and New York: Routledge.</p> <p><i>German:</i></p> <p>van Elsen, T. (2017). Hof Hauser - Raum für lernende Menschen. Gewalt- und angstfreie Begegnung mit Tieren in der Jugendhilfe. <i>Green Care</i>. 3, 28 – 30, available from:  <a href="http://www.devdummy.de/fileadmin/media/soziale-landwirtschaft.de/PDF/Publikationen_und_Materialien/Publikationen/2017_03_HofHauser.pdf">http://www.devdummy.de/fileadmin/media/soziale-landwirtschaft.de/PDF/Publikationen_und_Materialien/Publikationen/2017_03_HofHauser.pdf</a>.</p>

	<p>Kalisch, M., Von Schwanenflügel, M., Christink, A. (2009). Arbeit macht Sinn: Aus dem Leben mit Jugendlichen, die aus der Rolle fallen. In: Christinck, A., Van Elsen, T. (eds.) <i>Bildungswerkstatt Pädagogik und Landwirtschaft</i>. Tagungsdokumentation 25. – 26.10. 2008. Künzell, Loheland Stiftung, 2. Auflage 2016, pp. 39 – 49. ISBN-10: 394387305</p>
<b>Links</b>	<p>A platform where good practices for social farming with adolescents are shared (English language):</p> <p><a href="http://socialfarmyouth.eu/">http://socialfarmyouth.eu/</a></p>

<b>4.2 Animal Assisted Interventions (AAI) on Social Farms for Children with Autism Spectrum Disorder (ASD)</b>	
<b>Author and author's location</b>	Verena Borghorst, Thüringer Ökoherz e.V. Germany
<b>Topic</b>	Using animals in therapeutic situations with children on farms.
<b>Abstract</b>	<p>Animal assisted interventions (AAI) on social farms offer children with autism a place where they can find space, rhythm, tranquillity as well as the affection of animals with their clear messages. Very often for this client group, communicating with animals in nature is less challenging than communicating with other humans. The positive and healthful effect of animal contact on autistic children has been scientifically demonstrated. Animals can help children develop communication skills and social behaviour and therefore their quality of life. Farmers can use their animals as icebreaker, co-therapist or motivators. Therefore, students need knowledge about animal training, autism and skills for dealing with children with autism. It is also important that not only the farmer but also the animal has special training for working with people with special needs. This is the only way to provide a safe AAI offer which is also high in quality.</p> <p>The students will learn about autism and gain skills for dealing with situations like autism severe aggressive or auto-aggressive behaviour. Furthermore, they will know how to use the stereotypical behaviour of their clients when working with animals.</p>
<b>Discipline</b>	social work, special education, social psychiatry, child and adolescent psychiatry, psychology, agriculture
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	AAI on social farms is an acknowledged way of supporting autistic children and their parents. Students of social farming need to realize that they are responsible for the safety of the child and the animals: They need to know how to support the child and how to pay attention to animal welfare at the same time. That means



	<p>farmers have to be cautious with direct animal contact because some children who experience feelings like anger and aggression might pass these feelings to other living beings. Very often they cannot realize that they might hurt an animal by their action.</p> <p>Different animals have different etiologies and these have different impacts on clients, depending upon their own needs and challenges. Students will learn how to work with both in effective and safe ways.</p>
<b>References and resources</b>	<p>Berget, B., Ekeberg, O., Braastad, B.O. (2008). Animal-assisted therapy with farm animals for persons with psychiatric disorders: Effects on self-efficacy, coping ability and quality of life, a randomized controlled trial. <i>Clinical Practice and Epidemiology in Mental Health</i> (10), pp. 4-9. DOI: 10.1186/1745-0179-4-9</p> <p>Ferwerda-van Zonneveld, R.T., Oosting, S.J., Kijlstra, A. (2012). Care farms as a short-break service for children with Autism Spectrum Disorder, <i>Wageningen Journal of life science</i> 59, pp. 35 – 40. DOI: 10.1016/j.njas.2012.01.001</p> <p>Göhring, A., Schneider-Rapp, J. (2017). <i>Bauernhoftiere bewegen Kinder. Tiergestützte Therapie und Pädagogik mit Schaf, Kuh und Co. – ganz praktisch</i>. Pala-Verlag, Darmstadt ISBN: 3895663689</p> <p>Kern, J. K., Fletcher, C. L., Garver C.R., Mehtha J.A., Grannemann, B.D., Knox K.R., Richardson, T.A., Trivedi M.H. (2011). Prospective Trial of Equine-assisted Activities in Autism Spectrum Disorder, in: <i>Alternative Therapies in Health and Medicine</i>, 17(3), pp. 14-20. PMID: 22164808</p> <p>Rollett, B., Kastner-Koller, U. (eds.) (2018). <i>Praxisbuch Autismus für Erzieher, Lehrer, Psychologen, Therapeuten und Eltern</i>. 5th edition. Elsevier, München. ISBN: 978-3-437-44407-4.</p> <p>Sams, M. J., Fortney, E. V., Willenbring, S. (2006). Occupational Therapy Incorporating Animals for Children with Autism: A Pilot Investigation, in: <i>American Journal of Occupational Therapy</i>, 60 (3), pp. 268-274. DOI: 10.5014/ajot.60.3.268</p>

<b>Links</b>	<p>Temple Grandin's website (famous speaker about autism and animal behaviour) (English language):</p> <p><a href="http://templegrandin.com/">http://templegrandin.com/</a></p> <p>German Association about autism Assistance dogs (German language):</p> <p><a href="http://www.assistenzhunde-zentrum.de/index.php/autismushund2">http://www.assistenzhunde-zentrum.de/index.php/autismushund2</a></p>
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### 4.3 Social Farming With Refugees

<b>Author and author's location</b>	Claudia Schneider, Thüringer Ökoherz e.V. Germany
<b>Topic</b>	Refugees as a client group in social farming.
<b>Abstract</b>	<p>Refugees are a new target group of social farming. Their needs vary from the needs of typical target groups of social farming like mentally disabled people or adolescents. However, there are many reasons why social farming is a good way to support them. People who have managed to escape to Europe have had to deal with many challenges: They came to grief because they lost their home and they are separated from their loved ones, and they are challenged by linguistic, legal and cultural issues. Social workers or farmers who want to be involved in social farming with refugees need intercultural competences and need to be sensitive about the story of people who experienced forced displacement.</p> <p>Students of social farming should know how to deal with traumatised people. Basic knowledge about asylum and migration law is important. Students need to know about funding opportunities and regulations for employing refugees or for organizing pedagogic activities. On top of that knowledge about language teaching can be very helpful. Social farming with refugees should also focus on how to develop income opportunities for refugees and migrants, especially for all those that have a rural background.</p>
<b>Discipline</b>	<p>pedagogics (special education, environmental education, vocational education, adult education, youth pedagogic, intercultural pedagogic)</p> <p>psychology</p> <p>social work (adult education, therapeutic pedagogy, language education, intercultural social work, case management, social law, health promotion, jurisprudence)</p>

<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>In Europe, and worldwide, the number of refugees and migrants is on the rise. There are many ways that refugees can benefit from social farming. Refugees in social farming are a topic of global importance, as most refugees stay in developing countries, looking for income and shelter.</p> <p>Refugees might link to familiar activities as many refugees come from rural areas or have a small-scale farming background. The life in the countryside and work in nature can be healthful for people who escaped from war and violence and might even be traumatised. At the same time, farming offers a great opportunity for learning a new language in an informal way. This is especially important if someone is not used to teacher-centred teaching or might even be analphabetic. Living and working in a community or family can facilitate a mutual getting to know the culture, and supports integration. On top of that most refugees are desperate to find a job and earn money. Here social farming can focus on training and qualification and job opportunities for people with special needs.</p>
<b>References and resources</b>	<p>Allianz Umweltstiftung (2017). <i>Geflüchtete in Grünen Berufen. Stärken. Lernen. Integrieren.</i> Berlin, Available from <a href="https://umweltstiftung.allianz.de/content/dam/onemarketing/umweltstiftung/umweltstiftung/media/interactive-pdfs/PDF1/epaper/ausgabe.pdf">https://umweltstiftung.allianz.de/content/dam/onemarketing/umweltstiftung/umweltstiftung/media/interactive-pdfs/PDF1/epaper/ausgabe.pdf</a>.</p> <p>Bishop, R., Purcell, E. (2013). The value of an allotment group for refugees. <i>British Journal of Occupational Therapy</i>, 76 (6), 264-269. DOI: 10.4276/030802213X13706169932824</p> <p>Institute for Social And Economic Development (no date). <i>Teaching Handbook Refugee Farmer Training</i>. Guidance, teaching tips, and tools for staff working with culturally and linguistically diverse farmers in farmer-training projects. Available from <a href="https://nesfp.org/resources/refugee-farmer-teaching-handbook">https://nesfp.org/resources/refugee-farmer-teaching-handbook</a></p> <p>Jean, M. (2015). The Role of Farming in Place-Making Processes of Resettled Refugees. <i>Refugee Survey Quarterly</i>, 34 (3), 46–69. DOI: 10.1093/rsq/hdv007</p>

	<p>Thüringer Ökoherz e.V. (2017). <i>Unbegleitete minderjährige Flüchtlinge in der Sozialen Landwirtschaft – Ein Leitfaden für Landwirtschaft und Soziale Arbeit</i>. Weimar. Available from <a href="https://bio-thueringen.de/wp-content/uploads/2018/05/T%C3%96H_Leitfaden_UMF-in-der-SozLaw.pdf">https://bio-thueringen.de/wp-content/uploads/2018/05/T%C3%96H_Leitfaden_UMF-in-der-SozLaw.pdf</a>.</p> <p>Thüringer Ökoherz e.V. (2018). <i>Soziale Landwirtschaft mit jungen Geflüchteten – Tipps und Tricks zur Verständigung auf dem Hof</i>. Weimar. Available from <a href="https://bio-thueringen.de/wp-content/uploads/2019/02/O%CC%88H_Handbuch_UMF_tipps_web.pdf">https://bio-thueringen.de/wp-content/uploads/2019/02/O%CC%88H_Handbuch_UMF_tipps_web.pdf</a>.</p>
<b>Links</b>	<p>Social farming with refugees in Ireland (English language):  <a href="https://www.socialfarmingireland.ie/social-farming-highlighted-by-unhrc/">https://www.socialfarmingireland.ie/social-farming-highlighted-by-unhrc/</a></p> <p>Healing garden project of Kauno kolegija, Lithuania (English language):  <a href="http://www.kaunokolegija.lt/en/healing-gardens/">http://www.kaunokolegija.lt/en/healing-gardens/</a></p> <p>Short documentary about a refugee volunteering at a farm (German language):  <a href="https://www.youtube.com/watch?v=uVm_OXO2TqE">https://www.youtube.com/watch?v=uVm_OXO2TqE</a></p>

<b>4.4 Living and Care for the Elderly at Social Farms</b>	
<b>Author and author's location</b>	Claudia Schneider, Thüringer Ökoherz e.V. Germany
<b>Topic</b>	Assisted living, therapy, and care of elderly people at farms.
<b>Abstract</b>	<p>Farming offers various ways of working with the elderly. Farm buildings can be rebuilt into flats or rooms suitable for senior citizens. Senior-focused flats at a farm can be the basis for assisted living in the countryside or nature. Some farms only rent out rooms for assisted living. Others might offer care service or special programs like animal-assisted intervention or gardening therapy targeting seniors and people with age-related diseases. From offers for visiting groups from retirement homes or senior clubs via daycare offers, through to green care farms providing 24-h nursing home care for people with dementia, various options are possible.</p> <p>In many countries, legal conditions for establishing a care facility or nursing home are very strict (e.g. building law, care by skilled personnel).</p> <p>Activities that involve care and not just company can only be delivered by specially trained personnel. Very often a farm will cooperate with a care provider and might only provide space at the farm for nursing facilities.</p> <p>For working with the elderly, knowledge about age-related diseases is necessary. Especially for organizing activities for people with dementia or Alzheimer special knowledge is needed. Farming activities need to match the interests and skills of senior citizens. Education about plants and growing methods adapted for the elderly and also knowledge about dietary requests of this client group is necessary.</p> <p>Further, future social farmers need to know how to rebuild the farm senior-friendly and barrier-free (e.g. raised beds that are wheelchair accessible, accessible barns, disabled toilet).</p>
<b>Discipline</b>	pedagogics and social work (especially social work with the elderly, gerontology)

	psychology (especially geropsychology)
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Social farming with the elderly is focused on the areas assisted living and care.</p> <p>In an ageing society, social farming is an excellent way of creating new and individualized services for senior citizens. It is an innovative approach to combat social isolation of the elderly.</p> <p>For the elderly, very often being at a farm is associated with positive childhood memories, home, and being in touch with nature. There are various activities like felting, cooking or weeding where they can contribute with their skills. Those activities appeal to all senses.</p>
<b>References and resources</b>	<p>Bayerische Landesanstalt für Landwirtschaft (ed.) (2018). <i>Senioren auf dem Bauernhof: Leitfaden zum Aufbau zielgruppenorientierter Angebote im Rahmen der Sozialen Landwirtschaft</i>. Freising-Weihenstephan, Available from <a href="https://www.lfl.bayern.de/mam/cms07/publikationen/daten/informationen/senioren-auf-dem-bauernhof-lfl-information.pdf">https://www.lfl.bayern.de/mam/cms07/publikationen/daten/informationen/senioren-auf-dem-bauernhof-lfl-information.pdf</a>.</p> <p>Busch, C., Henryson, A. (2019). Lebensabend in der Landwirtschaft. <i>Ökologie &amp; Landbau</i>. 02, 43 – 45. Available from <a href="http://blogs.hawk-hhg.de/vivage/wp-content/uploads/sites/26/2019/03/2019_BuschHenryson_Lebensabend-in-der-Landwirtschaft.pdf">http://blogs.hawk-hhg.de/vivage/wp-content/uploads/sites/26/2019/03/2019_BuschHenryson_Lebensabend-in-der-Landwirtschaft.pdf</a></p> <p>Chalfont, G. (2009). <i>Naturgestützte Therapie: Tier- und pflanzengestützte Therapie für Menschen mit einer Demenz planen, gestalten und ausführen</i>. Bern, Huber. ISBN: 978-3456847481</p> <p>De Bruin, S.R., Oosting, S. J., Kuin, Y., Hoefnagels, E. C. M., Blauw, Y. H., de Groot, L.C. P. G. M., &amp; Schols J. M. G. A. (2009). Green Care Farms Promote Activity Among Elderly People with Dementia, <i>Journal of Housing for the Elderly</i>. 23 (4), 368 – 389. DOI: 10.1080/02763890903327275</p>

	<p>De Boer, B., Hamers, J.P.H., Beerens, H.C., Zwakhalen, S.M.G., Tan, F.E.S., &amp; Verbeek, H. (2015). Living at the farm, innovative nursing home care for people with dementia: study protocol of an observational longitudinal study, <i>BMC Geriatrics</i>. 15 (144). DOI: 10.1186/s12877-015-0141-x</p> <p>Gagliardi, C., Santini, S., Piccinini, F., Abbietti, P., &amp; di Rosa, M. (2018). A pilot programme evaluation of social farming horticultural and occupational activities for older people in Italy. <i>Health and Social Care in the Community</i>. 27. 214 – 227. DOI: 10.1111/hsc.12641</p> <p>Gilliard, J., Marshall, M. (eds.) (2011). <i>Transforming the Quality of Life for People with Dementia through Contact with the Natural World: Fresh Air on My Face</i>. London, Jessica Kingsley Publishers. ISBN: 978-1849052672</p> <p>Milligan, C., Gatrell, A., Bingley, A. (2004). Cultivating health: therapeutic landscapes and older people in northern England. <i>Social Science &amp; Medicine</i>. 58 (9), 1781 – 1793. DOI: 10.1016/s0277-9536(03)00397-6</p> <p>Rappe, E., Lindén, L. (2004). Plants in health care environment: Experiences of the nursing personnel in homes for people with dementia, <i>Acta Horticulturae</i> 639 (8), 756 – 81. DOI: 10.17660/actahortic.2004.639.8</p>
<b>Links</b>	<p>Research project “Vivage” about offers for the elderly at farms (German language):  <a href="http://blogs.hawk-hhg.de/vivage/">http://blogs.hawk-hhg.de/vivage/</a></p> <p>Cooperation project “farms as a shelter for people with dementia” in Schleswig-Holstein (German language):  <a href="https://www.demenz-sh.de/hilfen-vor-ort/bauernhoeft-als-orte-fuer-menschen-mit-demenz/">https://www.demenz-sh.de/hilfen-vor-ort/bauernhoeft-als-orte-fuer-menschen-mit-demenz/</a></p>



## 4.5 School Classes on the Farm

<b>Author and author's location</b>	Christian Augsten, Claudia Schneider, Thüringer Ökoherz e.V. Germany
<b>Topic</b>	Pedagogical work with school classes on educational farms.
<b>Abstract</b>	<p>Social farming with school classes is not just a guided tour but a proper concept of farm-based education. The project might be prepared in the classroom and evaluated afterwards. It involves the participation of the pupils in farming activities like harvesting, product processing or taking care of animals. Pupils learn about agriculture procedures and the impact of agriculture on the environment. The curriculum of the school classes is linked with practical knowledge about natural science, ecology, the teaching of social competences as well as realizing of practical activities.</p> <p>Students of social farming will learn about the various ways that farms can shape programs for school classes – depending on the intensity of the course, age and number of children, season, and focus of the farm. Social farming might focus on learning about a special crop or animal, might involve one brief or recurring visits to the farm.</p> <p>Students of social farming will learn how to develop concepts that fit farms and harmonize with the daily farming activities. They also need to learn about pedagogics as pedagogical skills are crucial to fit the needs of children and youth. Also, special health and safety requirements for working with children need to be considered.</p>
<b>Discipline</b>	pedagogics (especially environmental education, early childhood education, school education, youth pedagogics)
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS

<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Social farming can have a crucial role in environmental education. Nowadays many children have little relation to agriculture. „Where does our food come from?“ is a question that many children can't answer. At the same time, inadequate nutrition and disconnection to nature, in general, can have negative consequences for the environment, climate and society. Educating children about agriculture, creating awareness about the environment and the role of agriculture is a way to take action. It gives pupils a first-hand experience on the farm and not just in the classroom.</p>
<b>References and resources</b>	<p>Hartkemeyer, T., Guttenhöfer, P., Schulze, M. (eds.) (2014). <i>Das pflügende Klassenzimmer</i>. Handlungspädagogik und Gemeinschaftsgetragene Landwirtschaft, München, oekom. ISBN-13: 978-3-86581-697-9</p> <p>Jolly, J., Krogh, E. (2007). <i>The farm as a pedagogical resource. Health and learning from farm activities for school children in Norway</i>. Available from <a href="http://www.livinglearning.org/PDF%20documents/The%20Farm%20as%20a%20Pedagogical%20Resource[1].pdf">http://www.livinglearning.org/PDF%20documents/The%20Farm%20as%20a%20Pedagogical%20Resource[1].pdf</a>.</p> <p>Mayer-Smith, J., Bartosh, O., Peterat, L. (2009). Cultivating and Reflecting on Intergenerational Environmental Education on the Farm. <i>Canadian Journal of Environmental Education</i>, 14 (1), 107-121. Available from <a href="https://www.academia.edu/30136478/Cultivating_and_Reflecting_on_Intergenerational_Environmental_Education_on_the_Farm">https://www.academia.edu/30136478/Cultivating_and_Reflecting_on_Intergenerational_Environmental_Education_on_the_Farm</a></p> <p>Mayer-Smith, J., Bartosh, O., Peterat, L. (2007). Teaming children and elders to grow food and environmental consciousness. <i>Applied Environmental Education and Communication</i>, 6, 77-5. DOI: 10.1080/15330150701319529</p> <p>Peterat, L., Mayer-Smith, J. (2006). Farm friends. Exploring intergenerational environmental learning. <i>Journal of Intergenerational Relationships</i>, 4 (1), 107-116. DOI: 10.1300/J194v04n01_12</p>
<b>Links</b>	<p>International network for farm-based education (English): <a href="https://www.farmbasededucation.org">https://www.farmbasededucation.org</a></p> <p>German federal association for school classes at farms (German): <a href="https://baglob.de/">https://baglob.de/</a></p>

<b>4.6 Integration of Adults With a Psychological Disease on a Social Farm</b>	
<b>Author and author's location</b>	Verena Borghorst, Thüringer Ökoherz e.V. Germany
<b>Topic</b>	How to create social farming projects for adults with a psychological disease.
<b>Abstract</b>	<p>Adults with a psychological disease have a huge need for alternative forms of therapy or employment. Students of social farming need to be trained for fulfilling the job of a motivator and supervisor or role model. Challenging situations like demotivation, depression or self-injuring behaviour might occur.</p> <p>For working with this client group, it is important to recognize and distinguish the most important symptoms, syndromes and diagnosis of different mental illnesses and their impact on individuals' functioning, behaviour and experience.</p> <p>Future social farmers also need to learn how to cooperate with social service providers, and occasionally with psychiatric specialists.</p>
<b>Discipline</b>	<p>psychology</p> <p>special education, social psychiatry, social work, psychiatry</p>
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>There is a prediction that the requirements of this target group will constantly grow. At the same time, people with psychological diseases are considered to be one of the most challenging client groups to serve in social farming. Often, they do not fit into the normal concept of a sheltered workshop and it is also not possible for most of them to work more than 3 hours a day. Social farming may offer opportunities such as ambulant day structure or sheltered jobs. Meaningful employment has a stabilizing effect on self-esteem. Farmers need to accept that efficient farm work is not</p>

	<p>the most important goal while working with this client group. Instead of this, they have to provide various individual employment opportunities for the clients and their needs: Simple work like winnowing, fine-motor skill work like picking or physically demanding work like wood chopping.</p>
<b>References and resources</b>	<p>Berget, B., Ekeber, O., Braastad O, B., (2008). Animal-assisted therapy with farm animals for persons with psychiatric disorders Effects on self-efficacy, coping ability and quality of life, a randomized controlled trial. <i>Clinical Practice &amp; Epidemiology in Mental Health</i>. 4 (9), 50 – 64. DOI: 10.1186/1745-0179-4-9</p> <p>Else, H., Murray, J., Braggy, R. (2016). Green fingers and clear minds: prescribing 'care farming' for mental illness, <i>British Journal of General Practice</i>. 66 (643), 99 – 100. DOI: 10.3399/bjgp16X683749</p> <p>Loue, S., Karges, Richard R., Carlton, C. (2014). The Therapeutic Farm Community: An Innovative Intervention for Mental Illness. <i>Procedia - Social and Behavioral Sciences</i>. 149, 503 – 507. Available from <a href="https://www.sciencedirect.com/science/article/pii/S1877042814050113">https://www.sciencedirect.com/science/article/pii/S1877042814050113</a></p> <p>Czech:</p> <p>Probstová, V. &amp; Pěč, O. (2014). <i>Psychiatrie pro sociální pracovníky</i>. Praha: Portál. ISBN 978-80-262-0731-3</p>
<b>Links</b>	<p>International Statistical Classification of Diseases and Related Health Problems), a worldwide acknowledged classification system for medical diagnoses (German):</p> <p><a href="http://id.who.int/icd/entity/437815624">http://id.who.int/icd/entity/437815624</a> (English)</p> <p><a href="http://www.icd-code.de/">http://www.icd-code.de/</a></p> <p>Diagnostic and Statistical Manual of Mental Disorders (English):</p> <p><a href="https://www.psychiatry.org/psychiatrists/practice/dsm">https://www.psychiatry.org/psychiatrists/practice/dsm</a></p> <p>Schizophrenia and employment (English):</p> <p><a href="http://www.sane.org.uk/uploads/schizophrenia_employment_web.pdf">http://www.sane.org.uk/uploads/schizophrenia_employment_web.pdf</a></p> <p>Guide about schizophrenia and employment (English):</p> <p><a href="https://www.livingwithschizophreniauk.org/information-sheets/schizophrenia-and-work-what-kind-of-work-can-i-do/?print=pdf">https://www.livingwithschizophreniauk.org/information-sheets/schizophrenia-and-work-what-kind-of-work-can-i-do/?print=pdf</a></p>

<b>4.7 Services for Addicts - Social Farming as a Shelter and Chance for Addicts</b>	
<b>Author and author's location</b>	Verena Borghorst, Thüringer Ökoherz e.V. Germany
<b>Topic</b>	How to create successful social farming programs for addicts.
<b>Abstract</b>	<p>Drug addiction concerns both the public and non-public / non-profit sphere. Very often the rehabilitation of this target group takes place within therapeutic communities on the farm, where risk reduction and resocialization are primary concerns. The comprehensive and long-term care involving other experts from the psychotherapeutic field can prevent a relapse and return to a risky way of life, related to crime and abuse.</p> <p>Social farms can give addicts the opportunity to find a way back into society because it gives them a shelter that is drug-free and offers meaningful work with new experiences. They can do manual work which can be rewarded by a feeling of success, satisfaction and self-respect. Farming work can help to structure the daily and weekly rhythm (including sleep pattern and free time) of the clients.</p> <p>Students will become familiar with basic social pedagogy with drug addicts and ways how to implement programs with addicts on a farm.</p>
<b>Discipline</b>	<p>psychology</p> <p>social therapy, work therapy, self-help, psychiatry; addiction care, rehabilitation</p>
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Social farming can offer occupational rehabilitation that is very much needed for integrating former drug addicts back into society. To experience the feeling of belonging to a group is important for many former drug addicts. Very often they used to live isolated on</p>

	<p>the fringes of society.</p> <p>Students of social farming need to know how to communicate with and how to involve clients based on their skills and interests, and how to combine both with work on the farm.</p> <p>Socio-therapeutic knowledge needs to be organized by involving therapeutic professionals. High-quality supervision and care of the clients are crucial to avoid risks like mental or physical overload.</p>
<b>References and resources</b>	<p>Elings, M., Hassink, J. (2008). Green Care Farms: A Safe Community Between Illness or Addiction and the Wider Society. <i>International Journal of therapeutic communities</i>. 28 (3), 310 – 322. Available from <a href="https://www.researchgate.net/publication/37789203_Green_Care_Farms_A_Safe_Community_Between_Illness_or_Addiction_and_the_Wider_Society">https://www.researchgate.net/publication/37789203_Green_Care_Farms_A_Safe_Community_Between_Illness_or_Addiction_and_the_Wider_Society</a>.</p> <p>Kugel, S. (2017). <i>Soziale Landwirtschaft im Kontext Sozialer Arbeit in der Suchthilfe für drogenabhängige Menschen</i>. Bachelorarbeit an der Hochschule Baden-Württemberg Villingen-Schwenningen. Available from <a href="https://therapie-auf-dem-bauernhof.de/wp-content/uploads/2018/02/Bachelorarbeit_Sara-Kugel-1.pdf">https://therapie-auf-dem-bauernhof.de/wp-content/uploads/2018/02/Bachelorarbeit_Sara-Kugel-1.pdf</a>.</p>
<b>Links</b>	<p>Social farms that work with drug addicts:</p> <p><a href="https://www.dawnfarm.org/about/philosophy/">https://www.dawnfarm.org/about/philosophy/</a></p> <p><a href="https://www.recoveryranch.com/articles/addiction-treatment/horses-helping-addicts-heal/">https://www.recoveryranch.com/articles/addiction-treatment/horses-helping-addicts-heal/</a></p> <p><a href="https://mountainvalleyrecovery.com/">https://mountainvalleyrecovery.com/</a></p> <p><a href="https://www.mudra-online.de/wald-und-holz.html">https://www.mudra-online.de/wald-und-holz.html</a></p> <p><a href="https://www.die-fleckenbühler.de/">https://www.die-fleckenbühler.de/</a></p>

<b>4.8 Social Farming with Offenders and Inmates</b>	
<b>Author and author's location</b>	Claudia Schneider, Thüringer Ökoherz e.V. Germany
<b>Topic</b>	Creating successful social farming projects for offenders and inmates.
<b>Abstract</b>	<p>Social farming with offenders, also called green prison programs, is partly realized during prison time. In many countries, prisons own farms or farms that cooperate with prisons exist. Partly projects work with offenders during probation.</p> <p>Green prison programs do have three main goals:</p> <ul style="list-style-type: none"> <li>• using farming as a therapeutic meaning for supporting offenders' mental health</li> <li>• using farming for education, as kind of job preparation or meaningful occupation</li> <li>• using farming as a means of rehabilitation and reintegration of people into society.</li> </ul> <p>Social farming with prisoners tackles many challenges which require special knowledge and skills in the field of social work. The social, psychological and physical development of prisoners is often affected by childhood trauma. Prisoners might have experienced victimization, self-fragmentation, violence and neglect. Next to criminal activities, poor health, school failure or substance abuse are other challenges that prisoners might face (Stone Rice/Lremy 1998).</p> <p>Students of social farming need to learn how to develop projects that fit the needs of these target group. On top of that, prison farming requires especially safety regulations, that farmers, social workers and other staff and therefore students need to know.</p>
<b>Discipline</b>	<p>pedagogics (vocation education, adult education, youth pedagogic, social work)</p> <p>social work (adult education, therapeutic pedagogy, psychology)</p> <p>psychiatry (general psychiatry, addiction, forensic psychiatry,</p>

	<p>psychosomatic psychiatry, social psychiatry)</p> <p>criminology</p> <p>psychology</p>
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Letting prisoners work in farming is not new. However, there is a great difference between the historic convict labour in farming and social farming with prisoners. Currently, there are only a few social farming or farming associations that are experienced in supporting prison farming projects. Research on social farming projects in Germany shows that supervision of prisoners that work in farming is barely supported by trained social workers (Neumaier/Van Elsen 2019).</p> <p>However, better training of staff involved in prison farming, especially in the field of pedagogics, can boost green prison projects to the next level. Pedagogical training can enable social farming projects that do training and qualification and thereby prepare inmates for jobs after release from prison.</p> <p>Working with farming can have a positive impact on offenders in many ways: Being responsible for animals or plants might positively affect their psychosocial development. Cooperative behaviour and pro-social values, self-esteem and self-worth of offenders can be promoted by working in nature. "The opportunity to take care of a living organism, witness its growth and see hard work come to fruition instils a sense of responsibility and achievement, it also promotes empathy and teaches prisoners valuable skills that they can use for life after prison" (Van der Linden 2015).</p>
<b>References and resources</b>	<p>Bischof, S. (2012). <i>Landwirtschaft im Strafvollzug. Tiergestützte Pädagogik in der Jugendanstalt Neustrelitz</i>. In: Projektteam der 19. Witzenhäuser Konferenz (ed.). Wertvoll. Die Landwirtschaft – ein Ort für Bildung und Soziale Arbeit. Dokumentationsband, Kassel, 94 – 96.</p> <p>Neumair, M./Van Elsen, T. (2019). <i>Soziale Landwirtschaft im deutschen Justizvollzug</i>. In: Mühlrath, D, Albrecht, J., Finckh, M. R.,</p>



	<p>Hamm, U., Heß, J., Knierim, U., Möller, D. (ed.) Beiträge zur 15. Wissenschaftstagung Ökologischer Landbau. Innovatives Denken für eine nachhaltige Land- und Ernährungswirtschaft. Berlin, Verlag Dr. Köster, pp. 548 – 552.</p> <p>Pretty, J., Wood, C., Hine, R. and Barton, J. (2013). <i>Nature for rehabilitating offenders and facilitating therapeutic outcomes for youth at risk</i>. In: South, N. and Brisman, A. (ed.). Routledge International Handbook of Green Criminology, Routledge. 184-196. ISBN: 9781138846692</p> <p>Stone Rice, J., Lremy, Linda (1998). Impact of horticultural therapy on psychosocial functioning among urban jail inmates. <i>Journal of Offender Rehabilitation</i>, 26, 169-191. DOI: 10.1300/J076v26n03_10</p>
<b>Links</b>	<p>Farming in Wittlich prison (Germany):  <a href="https://www.lwk-rlp.de/de/aktuelles/detail/news/detail/News/landwirtschaft-mit-sozialer-komponente/">https://www.lwk-rlp.de/de/aktuelles/detail/news/detail/News/landwirtschaft-mit-sozialer-komponente/</a></p> <p>Farming in Neustrelitz prison (Germany):  <a href="https://www.svz.de/regionales/mecklenburg-vorpommern/wollschweine-als-therapie-fuer-gefangene-id4048901.html">https://www.svz.de/regionales/mecklenburg-vorpommern/wollschweine-als-therapie-fuer-gefangene-id4048901.html</a></p> <p>Farming in LaufenLebenau prison (Germany):  <a href="https://www.naturland.de/images/Verbraucher/Hofportraits/2017_01_JVA.pdf">https://www.naturland.de/images/Verbraucher/Hofportraits/2017_01_JVA.pdf</a></p>

<b>4.9 Job Opportunities for Intellectually or Physically Disabled People on a Social Farm</b>	
<b>Author and author's location</b>	Christine Baumbach-Knopf, Claudia Schneider, Thüringer Ökoherz e.V. Germany
<b>Topic</b>	How can social farming work support people who are physically or mentally disabled.
<b>Abstract</b>	<p>Traineeships and internships at farms are a way of offering disabled people work in a farming environment. Also, in many countries social service providers started their own social farming projects. There, disabled people work together in a sheltered workshop or might even live at the farm together in a sheltered housing scheme.</p> <p>To assign jobs to clients, knowledge about the physical condition and the intellectual disability is needed.</p> <p>From the perspective of mentally disabled persons, often, monotonous and repeating tasks are liked (e.g. work at a potato sorting machine) as this work can have a calming effect. Physically demanding work (e.g. clearing the dung away) might be enjoyed by some clients, while others do not have a good enough physical condition for such a job. Working with animals is a door opener for gaining trust, confidence and feeling needed.</p> <p>Knowing the kind of impairment to health is also important, as social farmers need to know how to react on designated behavioural patterns.</p> <p>Health and safety regulations at work need to be adapted to the skills and needs of disabled people. The students will need to know how to speak in easy, clear language.</p> <p>They will adopt competences like patience, sensitivity and empathy for the disabled person.</p>

<b>Discipline</b>	<p>pedagogics (special education, environmental education, vocation education, adult education, social work)</p> <p>social work (adult education, pedagogy, therapeutic pedagogy, social management, project management, case management, social policies, social law, health promotion, sociology)</p> <p>psychiatry (psychosomatic psychiatry, social psychiatry)</p>
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>The Convention on the Rights of Persons with Disabilities of the European Union is targeting equal participation of disabled people in society. Social farming offers a meaningful job for every human, no matter what disability he or she has. It supports and enables participation in professional life.</p> <p>Social farming can be a door opener so that people with special needs can find a real occupation. In many European countries, people with intellectual disabilities are the biggest target group of social farming. They are involved in many ways in social farming activities, mostly by conducting jobs that require many manual activities (e.g. weeding). Therefore, knowing how to design jobs suitable for this target group is essential for most social farmers.</p>
<b>References and resources</b>	<p>Kalisch, M., Van Elsen, T. (2008). <i>Kulturlandschaftsgestaltung in landwirtschaftlichen Betrieben mit Integration von behinderten Menschen - Fallbeispiele in Deutschland</i>. In: Van Elsen, T. (ed.). Von der einzelbetrieblichen Naturschutzberatung im Ökolandbau zum Gesamtbetriebskonzept. Beiträge der Tagungen „Einzelbetriebliche Naturschutzberatung für die Landwirtschaft - Initiativen vernetzen!“ (Dezember 2006) und „Von der Einzelbetrieblichen Naturschutzberatung im Ökolandbau zum Gesamtbetriebskonzept“ (September 2007) in Witzenhausen. FiBL Deutschland e.V., pp. 133-151. Available from <a href="http://www.devdummy.de/fileadmin/media/soziale-landwirtschaft.de/PDF/Publikationen_und_Materialien/Publikationen/Kalisch_vanElsen2008_NABE.pdf">http://www.devdummy.de/fileadmin/media/soziale-landwirtschaft.de/PDF/Publikationen_und_Materialien/Publikationen/Kalisch_vanElsen2008_NABE.pdf</a>.</p>

	<p>Kleinfeldt, H., Van Elsen, T. (2011). Pflege und Erhaltung von Kulturlandschaft durch Menschen mit Behinderung – eine qualitative Studie anhand von drei Fallbeispielen. <i>Naturschutz und Landschaftsplanung</i>. 43 (3), 85-91. Available from <a href="http://www.devdummy.de/fileadmin/media/soziale-landwirtschaft.de/PDF/Publikationen_und_Materialien/Publikationen/NuL03-12_085-091-Kleinfeldt_r.pdf">http://www.devdummy.de/fileadmin/media/soziale-landwirtschaft.de/PDF/Publikationen_und_Materialien/Publikationen/NuL03-12_085-091-Kleinfeldt_r.pdf</a>.</p> <p>Meidlinger, S., Van Elsen, T. (2009). <i>Milcherzeugung und Soziale Arbeit. Arbeitsplätze für Menschen mit Behinderung in ökologisch wirtschaftenden Milchviehbetrieben</i>. In: Mühlrath, D., Albrecht, J., Rinckh, M. R., Hamm, U., Heß, J., Knierim, U., Möller, D. (eds.). Beiträge zur 10. Wissenschaftstagung Ökologischer Landbau, Zürich, Köster Verlag, pp. 398-401. Available from <a href="http://www.orgprints.org/14561/1/Meidlinger_14561.pdf">http://www.orgprints.org/14561/1/Meidlinger_14561.pdf</a>. ISBN: 978-3-89574-700-7</p> <p>Van Elsen, T. (2015). Anthroposophische Lebens- und Arbeitsgemeinschaften als Orte ökologischer Inklusion. <i>Behinderte Menschen</i>. 6, 63-68.</p>
<b>Links</b>	<p>Social Farms where intellectually disabled people work and sometimes live together:</p> <p>Germany:</p> <p><a href="http://www.gutshof-hauteroda.de/">http://www.gutshof-hauteroda.de/</a></p> <p><a href="https://diekuhhorster.de/">https://diekuhhorster.de/</a></p> <p>Austria:</p> <p><a href="https://www.caritas-wien.at/hilfe-angebote/menschen-mit-behinderung/tagesstaetten/wien/tageszentrum-am-himmel/">https://www.caritas-wien.at/hilfe-angebote/menschen-mit-behinderung/tagesstaetten/wien/tageszentrum-am-himmel/</a></p> <p>Czechia:</p> <p><a href="http://www.vallila.cz/">http://www.vallila.cz/</a></p>

<b>4.10 Benefits of Nature on Human Health and Wellbeing</b>	
<b>Author and author's location</b>	Birgit Steininger, University College for Agrarian and Environmental Pedagogy, Austria
<b>Topic</b>	Social Farms can provide a setting that supports human health and wellbeing. Students learn how to use natural settings and interaction with nature to increase clients/patients/visitors health and wellbeing within the natural farm setting.
<b>Abstract</b>	Human beings are part of natural ecosystems and depend on them for their survival. In a rapidly changing environment and with increasing urbanization, this dependence is challenged. Natural environments affect human health and well-being both directly and indirectly. Urban green and blue areas provide opportunities for stress recovery and physical activity. They offer spaces for social interactions in the neighbourhood and places for children's play. Chronic stress, physical inactivity, and lack of social cohesion are three major risk factors for noncommunicable diseases, and therefore access to nature is an important asset for health promotion. The evidence around the effects of natural environments on health and well-being is steadily increasing. Contact with nature is important for the immune-system development, and sensory exposure, which has direct neurobiological impact supporting cognitive development and stress resilience.
<b>Discipline</b>	public health
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	3 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	The general idea of social farming is based on the theory that contact with nature can provide positive effects on human health and well-being. Therefore, it is important to understand the basic theories and research results.

<b>References and resources</b>	<p>Maller, C., Townsend, M., Pryor, A., Brown, P., &amp; St Leger, L. (2006). Healthy nature healthy people: ‘contact with nature’ as an upstream health promotion intervention for populations. <i>Health Promotion International</i>, 21, Issue 1, March 2006, pp. 45–54, (English). Available from <a href="https://doi.org/10.1093/heapro/dai032">https://doi.org/10.1093/heapro/dai032</a></p> <p>Maas, J., Verheij, R. A., Groenewegen, P. P., de Vries, S., Spreeuwenberg, P. (2006). Green space, urbanity, and health: How strong is the relation? <i>Journal of Epidemiology &amp; Community Health</i> 60(7), 587-92. DOI 10.1136/jech.2005.043125. (English)</p>
<b>Links</b>	<p>University of Minnesota, research, practical examples and videos. (English):</p> <p><a href="https://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/environment/nature-and-us/how-does-nature-impact-our-wellbeing">https://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/environment/nature-and-us/how-does-nature-impact-our-wellbeing</a></p>

<b>4.11 Basics in Communication</b>	
<b>Author and author's location</b>	Birgit Steininger, University College for Agrarian and Environmental Pedagogy, Austria
<b>Topic</b>	The participants learn that it is not possible to communicate only on one level. They receive a model by which they can prevent communication problems or analyze and correct them.
<b>Abstract</b>	Schulz von Thun differentiates in his communication model four sides of a message. For the speaker or the sender of a message it is not possible to speak only with one side, He/she always communicates with the recipient over four sides. 1. Factual Information: Facts and data. 2. Self-Revelation: What the speaker reveals about him/herself – motives, values, emotions. 3. Relationship: How the sender and the listener get along and, what they think of each other. 4. Appeal: What the speaker wants to happen. Almost every message has the purpose of getting the recipient to do something. This can happen open or hidden (manipulative). Communication problems arise when the listener responds to a side of the message which the speaker did not want to focus on. Few of us have a well-balanced hearing on all four sides and react according to the situation but listen focused especially in one ear. Using this knowledge and self-reflection it is possible to communicate as clearly as possible. Communication skills such as paraphrasing, active listening, questioning techniques, sender-transmitter-model and non-violent communication train social farmers to communicate with clients, stakeholders and governmental organizations.
<b>Discipline</b>	communication, social work
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	2 ECTS

<p><b>A short explanation of why this knowledge is relevant to social farming</b></p>	<p>As different professions work along within social farming it is an important tool to improve communication skills. Social farmers must communicate on many different levels: clients, stakeholder, government and neighbours within the rural community. Different disciplines, experiences and expectations meet at a social farm, communication skills help to overcome these heterogenic backgrounds and avoid conflicts.</p>
<p><b>References and resources</b></p>	<p>Schulz von Thun, F. (1981, 1989, 1998). <i>Miteinander Reden</i>. Vol. 1 – 3. Reinbek bei Hamburg, Rowohlt Taschenbuch Verlag. ISBN: 9783499174896 (German).</p> <p>Watzlawick, P., Beavin, J. H., and Jackson, D. D. (1967). <i>Pragmatics of Human Communication: A study of interactional patterns, pathologies and paradoxes</i>. New York, Norton. ISBN: 0393010090 (English).</p> <p>Watzlawick, P., Weakland, J. H., and Fish, R. (1974). <i>Change: Principles of problem formulation and problem resolution</i>. New York, Norton. ISBN: 9780393707069 (English).</p>
<p><b>Links</b></p>	<p>Teaching material communication (German):  <a href="http://wirtrainieren.de/werkzeugkoffer/vier-seiten-einer-nachricht/">http://wirtrainieren.de/werkzeugkoffer/vier-seiten-einer-nachricht/</a></p> <p>Communication and Interpersonal Skills in Social Work (English):  <a href="https://epdf.tips/communication-and-interpersonal-skills-in-social-work-2nd-edition-transforming-s.html">https://epdf.tips/communication-and-interpersonal-skills-in-social-work-2nd-edition-transforming-s.html</a> (English)</p>



## Section 5      Abstracts Connected to “Adaptation of Farming Activities and Farms to Social Farming”

This Learning Unit is another which comes directly from the field – it focuses upon the practical consideration of building a social farm from existing farm resources and activities. It includes activities such as working with machines and working with stakeholders, all of which will likely require attention from the social farmer. It also focuses upon practical matters like health and safety, risk management, building conversion and other related concerns.

Again, the exact nature of these concerns will depend upon the jurisdiction in which a social farm enterprise is located, so we encourage you to see these suggestions as ways of thinking about the issues. It is likely that your own local situation (for example, on Health and Safety regulations; client protection regulations; or even agricultural regulations) will dictate, to an extent, the content of this section. Nevertheless, it raises important considerations which will potentially aid students to address some of the more difficult and frustrating impacts of the bureaucratic regime within which they will work.

*The Learning Objects of this section, Unit 5 Adaption of Farming Activities and the Farm to Social Farming include:*

The learner is able to:

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

<b>5.1 Gardening With People With Special Needs</b>	
<b>Author and author's location</b>	Birgit Steininger, University College for Agrarian and Environmental Pedagogy, Austria
<b>Topic</b>	Students learn about accessible garden design, adapted tools and ways to garden with people with special needs. They are able to develop garden activities and long-term settings to work with different client groups in the garden.
<b>Abstract</b>	Gardening is a healthy way to enjoy a safe and comfortable physical and mental activity. One can engage in gardening and structure it to leisure-time physical activity or focus on equally important fine/gross motor skills, flexibility, balance, and eye/hand coordination. A barrier-free or enabling garden can be as simple as an easily accessible window box hung from a balcony railing at waist height or an entire home landscape designed to be accessible and maintained by a person who uses a wheelchair. These are important topics to consider: types of paving, containers, raised beds, vertical gardening, adaptive garden tools, selection of plants, water accessibility, shade, resting places. Activities according to the abilities of the clients have to be planned, put into practice and evaluated.
<b>Discipline</b>	horticulture
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	60 ECTS certificate course or 12 ECTS within a master's programme
<b>A short explanation of why this knowledge is relevant to social farming</b>	Horticulture is an important part of social farming. Traditionally farms do have a kitchen garden. Within a social farm gardening can be the main activity to produce vegetables and herbs or ornamental plants as well as a therapeutic gardening setting.

<b>References and resources</b>	<p>Dvořáčková, J., Křivánková, D., &amp; Uhříčková, A. (2016). <i>Jak léčí zahrada. Praktické náměty pro zahradní terapii</i>. Brno: Lipka – školské zařízení pro environmentální vzdělávání.</p> <p>Haubenhofer, D., Enzenhofer, K., Kelber, S., Pflügl, S., Plitzka, E. (2013). <i>Gartentherapie. Praxis, Wissenschaft, Theorie. ETZ-Projekt Gartentherapie: Österreich</i>. (German, Czech). Available from <a href="http://www.greencare.at/wp-content/uploads/2018/01/gartentherapie_theorie-wissenschaft-praxis.pdf">http://www.greencare.at/wp-content/uploads/2018/01/gartentherapie_theorie-wissenschaft-praxis.pdf</a></p> <p>Kaplan, R., Kaplan, S. (1989). <i>The experience of nature – a psychological perspective</i>. Cambridge, Cambridge University Press.</p> <p>Meixner-Katzmann, K. (2014). <i>Therapieraum Garten. Kinder fördern in und mit der Natur</i>. ETZ-Projekt Gartentherapie: Österreich. (German, Czech). Available from <a href="https://www.naturimgarten.at/sites/default/files/therapieraum_garten_kinder_foerdern_in_und_mit_der_natur.pdf">https://www.naturimgarten.at/sites/default/files/therapieraum_garten_kinder_foerdern_in_und_mit_der_natur.pdf</a>.</p> <p>Putz, M. (2013). <i>Lebensraum Natur. Gartentherapie für Seniorinnen in Wohn- und Pflegeeinrichtungen</i>. ETZ-Projekt Garten-therapie: Österreich. (German, Czech). Available from <a href="https://www.naturimgarten.at/files/content/2.%20UNSER%20ANGEBOT/2.6.%20Soziale%20Einrichtungen/20130909_gartentherapie_seniorinnen_de_web.pdf">https://www.naturimgarten.at/files/content/2.%20UNSER%20ANGEBOT/2.6.%20Soziale%20Einrichtungen/20130909_gartentherapie_seniorinnen_de_web.pdf</a></p>
<b>Links</b>	<p>Social and therapeutic Horticulture, practical tips for working in the garden with seniors or people with special needs (English): <a href="https://www.carryongardening.org.uk">https://www.carryongardening.org.uk</a></p> <p>Accessible gardening resources (English): <a href="https://www.nchpad.org/1496/6450/Accessible~Gardening">https://www.nchpad.org/1496/6450/Accessible~Gardening</a></p> <p>Videos series accessible gardening (English): <a href="https://www.christopherreeve.org/living-with-paralysis/health/staying-active/accessible-gardening">https://www.christopherreeve.org/living-with-paralysis/health/staying-active/accessible-gardening</a></p>

## 5.2 Universal Design Principles for the Accessibility of Farms

<b>Author and author's location</b>	Birgit Steininger, University College for Agrarian and Environmental Pedagogy, Austria
<b>Topic</b>	The purpose of the universal design principles is to guide the design of environments, products and communications. They may be applied to evaluate existing farms, guide the design process of adaptation and to educate about the characteristics of more usable workplaces.
<b>Abstract</b>	This course focuses on the 7 principles of universal design, which were developed in 1997 by a working group of architects, product designers, engineers and environmental design researchers at the North Carolina State University. <b>Principle 1 Equitable Use:</b> The design is useful to people with diverse abilities. <b>Principle 2 Flexibility in Use:</b> The farm design accommodates a wide range of individual preferences and abilities. <b>Principle 3 Simple and Intuitive Use:</b> Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. <b>Principle 4 Perceptible Information:</b> The design communicates necessary information effectively to the user. <b>Principle 5 Tolerance for Error:</b> The design minimizes hazards and the adverse consequences of accidental or unintended actions. <b>Principle 6 Low Physical Effort:</b> The design can be used efficiently and comfortably and with a minimum of fatigue. <b>Principle 7 Size and Space for Approach and Use:</b> Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.
<b>Discipline</b>	design, accessibility
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	3 ECTS which will be part of the unit Adaption of Farming Activities and the Farm to Social Farming.

<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Starting a social farm people with different abilities will enter the buildings and the workspaces of the farm. Therefore, it is important to learn about accessibility and inclusive design for the environment and the communication in order to create a work/education or recreation setting that meets all needs.</p> <p>The students who attend this course will be able to use the Universal Design Principles according to a farm setting.</p>
<b>References and resources</b>	<p>Story, M. F. (1998). Maximizing Usability: The Principles of Universal Design. <i>Assistive Technology</i>, 10 (1), 4-12, DOI: 10.1080/10400435.1998.10131955</p>
<b>Links</b>	<p>Design for all in Austria is a not-for-profit membership organisation dedicated to promoting a Design for all approach in all aspects of development and design (German and Englisch):  <a href="https://www.designforall.at/publikationen/planungshilfen/">https://www.designforall.at/publikationen/planungshilfen/</a></p> <p>EIDD Design for All Europe is a unique international platform for different organizations with a common goal: a more inclusive Europe for everyone (English):  <a href="http://dfaeurope.eu/">http://dfaeurope.eu/</a></p> <p>Enhance quality of life for farmers, ranchers, and other agricultural workers with disabilities: Online Training, Videos (English):  <a href="http://www.agrability.org/resources/disability-and-agriculture/">http://www.agrability.org/resources/disability-and-agriculture/</a></p>

<b>5.3 Identifying Farm Assets Available for Conversion to Social Care Focused Activities</b>	
<b>Author and author's location</b>	Rhys Evans, Høgskulen for landbruk og bygdeutvikling (HLB), Norway
<b>Topic</b>	Conversion of existing farm assets for social farming.
<b>Abstract</b>	One key to a successful and profitable social farm is minimizing capital investment costs through the conversion of existing farm assets such as buildings, fields, fences, etc. Students will receive a positive tool – Asset-Based Rural Development – and its worksheets (Asset Inventory for Conversion) so they can recognize existing valuable assets and assure that all needed assets are present for the new social farm.
<b>Discipline</b>	economics, entrepreneurialism
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	Most social farms in Norway and the UK exist in converted farm buildings. This course helps the students identify assets for conversion as part of the core business plan when they wish to start up a social farm.
<b>References and resources</b>	Evans, R. (2007). <i>Asset-based Rural Community Development – putting the „rural“ into ABCD in the UK</i> . University of the West of England, Department of Geography seminar series.  O`Leary, T. (2007). <i>Asset Based Approaches to Rural Community Development</i> . Carnegie UK Foundation, Dumfermline (UK)
<b>Links</b>	Carnegie UK Foundation (English language): <a href="https://www.carnegieuktrust.org.uk/">https://www.carnegieuktrust.org.uk/</a>

## 5.4 Resource Transfer From Other Aspects of Farm Holding

<b>Author and author's location</b>	Rhys Evans, Høgskulen for landbruk og bygdeutvikling (HLB), Norway
<b>Topic</b>	Adjust and adapt machines, equipment and tools according to social farming.  Adapt the space and buildings to social farming.
<b>Abstract</b>	Research demonstrates that most successful farm multifunctionality enterprises build economic success through the re-purposing or sharing of assets such as buildings, fields, farm equipment, etc., with other economic activities on the farm. This course demonstrates the principles of this, offers many practical examples, and gives students the tools to analyse their own assets and needs ('Asset-based Rural Development model tool', for example) in order to successfully engage in this important business strategy.
<b>Discipline</b>	economics, entrepreneurialism
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	Social farms are a prime example of 'farm multifunctionality'. When it comes to the 'farm' part of social farming, it is important to understand the way different farm activities support each other, especially through the sharing of equipment and other assets. At the same time, each social farm must find the optimum balance between 'farming' and providing a service to clients. In order to find that balance, a conscious strategy is needed of identifying the relevant assets and assuring that both enterprises enjoy optimum use of them.

<b>References and resources</b>	<p>Evans, R. (2007). <i>Asset-based Rural Community Development – putting the ‘rural’ into ABCD in the UK</i>. University of the West of England, Department of Geography seminar series</p> <p>O’Leary, T. (2007). <i>Asset Based Approaches to Rural Community Development</i>. Carnegie UK Foundation, Dumfermline (UK).</p>
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<b>5.5 Fundraising Opportunities and Economic Viability of Social Farms</b>	
<b>Author and author's location</b>	Csaba Bálint, Szent István University, Hungary
<b>Topic</b>	Introduction to the economic specificities and the financing sources of agricultural production, and social functions.
<b>Abstract</b>	<p>Agriculture has complex productive, ecological, social and cultural functions. The sector can be characterized by high capital demand, slow return on the investment, cyclicity, relative low income level, as well as natural and market risks. Due to these reasons, proper financing is essential, which can originate from internal and external sources, such as internal capital formation, subsidies and loans. Supports are mainly given by the European Union and the member states, while the loans are provided in the framework of direct and indirect financial transactions, by specialized and commercial credit institutions. Also funding by private charities, cooperation with an NGO or even the establishment of an NGO that is able to receive donations are options to consider.</p> <p>Students need to know how to develop fundraising strategies for social farming. They need to know how to find and how to apply for public and private funding of agricultural and social activities. They also need to know about innovative ways of funding like crowdfunding, donation campaigns, marketing events or sponsorship. On top of that fundraising management is a complex task that especially requires knowledge about grants administration and accounting.</p>
<b>Discipline</b>	finance, agricultural economics
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as a part of a 4 ECTS course.

<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>The accomplishment of the goals of Social Farming can only be achieved by a sound economic background, primarily by the participation in the competitive market, taking the possible sources of agricultural and social policy supports and the credits of financial institutions into account, completed by the fundraising opportunities from the government or the civilian sector.</p>
<b>References and resources</b>	<p>Baumann, M. (2016). <i>Fördermittel akquirieren. So schreiben Sie einen überzeugenden Antrag</i>. Schäfer-Poeschel, Stuttgart. ISBN: 978-3-791-03597-0 (German)</p> <p>European Commission (2017). <i>CAP Explained – Direct Payments for Farmers 2015-2020</i>. Available from <a href="https://ec.europa.eu/agriculture/sites/agriculture/files/direct-support/direct-payments/docs/direct-payments-schemes_en.pdf">https://ec.europa.eu/agriculture/sites/agriculture/files/direct-support/direct-payments/docs/direct-payments-schemes_en.pdf</a></p> <p>Fundraising Akademie (ed.) (2016). <i>Fundraising. Handbuch für Grundlagen, Strategien und Methoden</i>. Gabler, Wiesbaden. ISBN: 978-3-658-07110-3 (German)</p> <p>Jakubinyi, L. (ed.) (2015). <i>Szociális farmok létrehozása Magyarországon</i>. Szimbiózis Alapítvány, Miskolc. ISBN: 978-963-12-3567-8 (Hungarian)</p> <p>Miller, C., Jones, L. (2010). <i>Agricultural Value Chain Finance</i>. Food and Agriculture Organization of the United Nations and Practical Action Publishing. ISBN: 978-1-85339-702-8</p> <p>Ujj, A. (ed.) (2017). <i>Social Farming Best Practice Collection in Visegrad Countries</i>. Szent István University Press. ISBN: 978-963-269-665-2</p>
<b>Links</b>	<p>Key things to bear in mind when fundraising for your social enterprise (English language):</p> <p><a href="https://www.inspire2enterprise.org/key-things-to-bear-in-mind-when-fundraising-for-your-social-enterprise/">https://www.inspire2enterprise.org/key-things-to-bear-in-mind-when-fundraising-for-your-social-enterprise/</a></p> <p>Funding for social services (English language):</p> <p><a href="https://www.eurodiaconia.org/hu/category/themes/social-and-health-care-services/funding-of-social-services/">https://www.eurodiaconia.org/hu/category/themes/social-and-health-care-services/funding-of-social-services/</a></p>

<b>5.6 Basics in Conflict Management</b>	
<b>Author and author's location</b>	Birgit Steininger, University College for Agrarian and Environmental Pedagogy, Austria
<b>Topic</b>	The participants should understand how conflict arises and how it escalates. In addition, they should be able to assess a conflict according to the levels of escalation and propose a suitable way for de-escalation or conflict resolution by using different conflict management methods.
<b>Abstract</b>	The conflict escalation model according to Friedrich Glasl consists of nine levels of conflict, of which three steps share one level. He describes the first level as a win-win level with levels 1) hardening, 2) polarization & debate, 3) acts instead of words. At this level, conflict resolution is still possible through moderation. The second level is the "win-lose" level with levels 4) concern for image and coalition, 5) loss of face, 6) threatening strategies. At this stage, the conflict partners just want to win to defeat the other. Moderation does not help anymore - it needs process support (mediation, socio-therapeutic process support). On the third level, both can only lose, which is why Glasl calls them "lose-lose" levels. The stages here are 7) limited annihilation, 8) fragmentation, 9) together into the abyss. The conflict here is extremely hard. In stages 7 and 8, an arbitration proceeding may still be helpful, but in principle, any intervention is necessary at this level - the two parties to the conflict are no longer able to resolve it. Methods for conflict management: active listening, iceberg model, nonviolent communication, feedback, a model of the world, paraphrase.
<b>Discipline</b>	communication, social work
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	1 ECTS

<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>Within social farming, conflict resolution is an essential issue for the success of the project. Different professions, different aims within the project and different expectations meet at the farm. In order to know how to identify and solve a conflict, it is important to know what conflict actually is and how it may develop. Identifying the conflict is the first step towards using conflict management methods.</p>
<b>References and resources</b>	<p>Bähner, C., Oboth, M., &amp; Schmidt, J. (2011). <i>Praxisbox Konfliktklärung in Teams &amp; Gruppen: Praktische Anleitung und Methoden zur Mediation in Gruppen</i>. Paderborn, Junfermann Verlag. ISBN: 9783873876798 (German).</p> <p>Ballreich, R. &amp; Glasl, F. (2011). <i>Konfliktmanagement und Mediation in Organisationen</i>. Stuttgart, Concadora Verlag. ISBN: 3940112151 (German).</p> <p>Glasl, F. (2017). <i>Selbsthilfe in Konflikten: Konzepte - Übungen - Praktische Methoden</i>. 8th Ed. Stuttgart, Freies Geistesleben. ISBN 3772515908 (German).</p> <p>Holler, I. (2016). <i>Trainingsbuch Gewaltfreie Kommunikation</i>. 8th Ed. Paderborn, Junfermann Verlag. ISBN 9783955715731 (German).</p> <p>Rosenberg, M. (2009). <i>Nonviolent Communication: A Language of Life</i>. 3rd Ed. Encinitas, CA, PuddleDancer Press. ISBN 189200528X (English).</p>
<b>Links</b>	<p>Toolbox for conflict management (German):</p> <p><a href="http://wirtrainieren.de/werkzeugkoffer/konfliktmanagement-eskalationsstufen-nach-glasl/">http://wirtrainieren.de/werkzeugkoffer/konfliktmanagement-eskalationsstufen-nach-glasl/</a></p> <p><a href="http://wirtrainieren.de/werkzeugkoffer/konflikt/">http://wirtrainieren.de/werkzeugkoffer/konflikt/</a></p> <p>Konstruktive Haltungen in institutionellen Konflikten und Verhaltensweisen - Erfahrungen, Begriffe, Fähigkeiten (German):</p> <p><a href="https://www.berghof-foundation.org/fileadmin/redaktion/Publications/Papers/Reports/b_r3d.pdf">https://www.berghof-foundation.org/fileadmin/redaktion/Publications/Papers/Reports/b_r3d.pdf</a></p> <p>Basics conflict management for youth groups (German):</p> <p><a href="https://www.renner-institut.at/fileadmin/user_upload/images_pdfs/publikationen/Moderationstoolbox/SR_ADJ_Konflikt_M4_2014_end.pdf">https://www.renner-institut.at/fileadmin/user_upload/images_pdfs/publikationen/Moderationstoolbox/SR_ADJ_Konflikt_M4_2014_end.pdf</a></p>

	<p>Basic Management Skills, Swiss Federal Institute of Technology Zurich (German):</p> <p><a href="https://www.ethz.ch/content/dam/ethz/special-interest/mtec/chair-of-entrepreneurship-dam/documents/BMS_Downloads/READER_Konfliktlosungstechniken.pdf">https://www.ethz.ch/content/dam/ethz/special-interest/mtec/chair-of-entrepreneurship-dam/documents/BMS_Downloads/READER_Konfliktlosungstechniken.pdf</a></p>
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## 5.7 Ergonomic Assessment Worksheet (EAWS)

<b>Author and author's location</b>	Birgit Steininger, University College for Agrarian and Environmental Pedagogy, Austria
<b>Topic</b>	Ergonomic Assessment Worksheet method for assessing physical stress in work environments to analyze physical stress in farm work settings.
<b>Abstract</b>	Within farming workloads with biomechanical overload are common. EAWS (Ergonomic Assessment Worksheet) is an ergonomic tool for screening the risk due to biomechanical overload, developed to provide an overall risk evaluation that includes every biomechanical risk to which an operator may be exposed during a working task. EAWS is an ergonomic tool for measuring the workload generated in a workstation by a given working method executed according to a given production plan with a given work organization. EAWS gives the necessary information to redesign the work task. The basis of every ergonomic risk screening tool is to establish a link between the three factors that determine a work task (force, frequency, grip) and the possibility to get into overload or even to contract an occupational disease because of the present working conditions and the type of task. Within social farming, it is necessary to assess workload to adapt work tasks for clients.
<b>Discipline</b>	ergonomic assessment of work
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	1 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	On a farm, work tasks involve a high level of physical stress. When clients with special needs are involved in different working processes on a farm it is important to evaluate and adapt the work tasks in accordance to the client's abilities to provide a safe and healthy work environment. EWAS is a tool to analyze the work task. This knowledge supports the process of adapting the work to the abilities of the clients.

<b>References and resources</b>	<p>EAWS is the first level risk assessment method for biomechanical load development by an international team of experts and is constantly developing further.</p> <p>The method supports its users in the assessment of physical strain, in conducting risk analysis and the assessment of measures to improve the ergonomics - from planning and design to on-going construction. <a href="http://www.eaws.it/">http://www.eaws.it/</a></p> <p>Available in many different languages.</p>
<b>Links</b>	<p>Work design productive and safe (German and English):  <a href="https://www.dmtm.com/glossar/inhalt/Ergonomic+Assessment+Worksheet/">https://www.dmtm.com/glossar/inhalt/Ergonomic+Assessment+Worksheet/</a></p>

<b>5.8 Teaching and Communicating Vocational and Occupational education (in the green sector)</b>	
<b>Author and author's location</b>	Gerriet Trei, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	education, work management, preparation for trainer examinations (in Germany)
<b>Abstract</b>	<p>Besides technical knowledge, farmers who employ or train personnel on their farm need to have relevant skills, for example, in teaching and communicating. They must be able to select training methods and materials appropriate for the target group and use them according to the respective situation; to foster employees' social and personal development; identify problems and conflicts on a timely basis; and work toward a solution.</p> <p>The participants learn how to plan and manage person-centred occupational education as well as working processes and to design person-centred workplaces. In Germany, the course is based on the Ordinance on Trainer Aptitude (AEVO) for green professions and the students are prepared for trainer aptitude examinations.</p>
<b>Discipline</b>	agriculture, forestry, gardening as well as processing, communication pedagogy, subject didactics
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Module in a bachelor programme "Organic Farming and Marketing" (6 ECTS).
<b>A short explanation of why this knowledge is relevant to social farming</b>	The need for special training in teaching and communicating is even higher in the environment of social farming. Especially when the farm serves as a workplace for clients, the farmer requires sufficient expertise in working with clients' needs and abilities; and to communicate effectively, especially with clients who are non-verbal.



<b>References and resources</b>	<p>AID Infodienst (Ed.) (2015). <i>Arbeitsunterweisung. Ein Leitfaden für Ausbilder und Ausbilderinnen</i>. 5th ed. AID: Bonn. Available from <a href="http://www.ble-medien-service.de">www.ble-medien-service.de</a>: Artikel-Nr.: 1177</p> <p>VELA (Ed.) (2013). <i>Berufsausbildung und Mitarbeiterführung</i>. 7th ed. Stuttgart, Verlag Eugen Ulmer. ISBN 978-3-8186-0787-6</p> <p>Möhlenbruch, G., &amp; Mäueler, B. (2012). <i>Ausbilden und Führen im Beruf. Die Kursunterlage für Berufs- und Arbeitspädagogik</i>. 2nd ed. Stuttgart: Verlag Eugen Ulmer. ISBN 978-3-8001-1252-4</p>
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<b>5.9 Using Digital Services to Enable More Efficient Use of Resources on the Farm</b>	
<b>Author and author's location</b>	Rhys Evans, Høgskulen for landbruk og bygdeutvikling (HLB), Norway
<b>Topic</b>	Using digital technologies and networks to manage and deliver social farming services.
<b>Abstract</b>	The rise of the knowledge economy has had profound implications for all businesses, including social farming. The planning and implementation of the farming activities, as well as the management and daily operation of the productive resources (fixed assets and working capital) must be supported by the proper collection and utilization of data, together with the efficient system of linkages between the different production tools. At the same time, the reasonable use of online applications (e.g. social media, mobile apps, thematic websites) can contribute to a more significant presence on the market and easier access to the communities of consumers, collaborators and clients. This course will provide frameworks and evidence about the multiple ways digital networks offer new opportunities for efficient management of the enterprise, communication with community and clients, and the use of networks for marketing a business.
<b>Discipline</b>	economics, entrepreneurship
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	3 ECTS to 5 ECTS depending upon the context, course length and assignment for marking.
<b>A short explanation of why this knowledge is relevant to social farming</b>	Building strong networks – both digitally and socially – enable the creation of stronger social capital, both commercially and in terms of building community. Both are essential to building a strong social farm. Students will learn of new models for accomplishing this, models which directly link value-creation with increased communication and community-building.

<b>References and resources</b>	<p>Barlow, J. P. (1994). "The Economy of Ideas". <i>Wired</i> magazine. March 1, 1994. Available from <a href="https://www.wired.com/1994/03/economy-ideas/">https://www.wired.com/1994/03/economy-ideas/</a></p> <p>Castells, M. (2004). <i>Informationalism, networks, and the network society: a theoretical blueprint</i>. In Manuel Castells (red.). The Network Society. A Cross-cultural perspective. Edward Elgar.</p>
<b>Links</b>	<p>A report on the benefits of building digital networks (English language):</p> <p><a href="https://ec.europa.eu/eip/agriculture/en/digitising-agriculture/benifits-and-impact-digital-technologies">https://ec.europa.eu/eip/agriculture/en/digitising-agriculture/benifits-and-impact-digital-technologies</a></p> <p>A report on new digital technologies in agriculture (English language):</p> <p><a href="https://www.agrocares.com/en/news/precision-digital-smart-farming/">https://www.agrocares.com/en/news/precision-digital-smart-farming/</a></p>

## Section 6      Abstracts Connected to “Entrepreneurship”

This learning unit is derived from what many practitioners told us they needed – help with professionalizing their business practice. To be sustainable, a social farm needs to farm well, to work well with clients, but also, to run successfully as a professional business. As a result, suggested courses include how to make business plans, marketing plans, etc. Courses focus on finance management and day-to-day management of the business, from purchasers to clients, across both the agricultural and social care activities of the farm.

Coming from one of the three key disciplines – Business Studies/Economics/Rural Studies – this section has chosen from a very wide range of potential topics. Once again, in order to focus only on the key ones, we consulted practitioners and experts in rural development, etc. It may very likely be that in creating one’s own bachelor programme, there may be other courses deemed of high priority, too.

*The Learning Objectives of the Entrepreneurship section include:*

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 effectively with, and effectively manage staff.

<b>6.1 Business Start-up in Agriculture</b>	
<b>Author and author's location</b>	Martin Nobelmann, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	entrepreneurship and succession in agriculture
<b>Abstract</b>	<p>Within a six-day course, the students learn about farm succession and entrepreneurship in the organic agriculture and food sector. This application-oriented course should enable students to develop and evaluate business ideas and models and to plan and implement the required steps in the process of starting up a farm. To achieve these learning outcomes participative teaching methods and forms of experiential learning are used.</p> <p>The range of approaches to this issue is rather wide: starting with self-reflection (Does entrepreneurship suit me and my competences, skills, values and motives?), to possibilities, processes and various stages of developing agricultural start-ups and farm successions, up to financial, legal and fiscal basics in the context of entrepreneurship. These teaching methods consist of case examples, contributions from guest lecturers (such as founders or advisers), role plays or project work (like creating a business plan or a business model using the Business Model Canvas).</p>
<b>Discipline</b>	agriculture, entrepreneurship, business management
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	An elective module as part of a BSc (6 ECTS) or independent six-day course.
<b>A short explanation of why this knowledge is relevant to social farming</b>	This application-orientated seminar enables students of agriculture to transfer their business ideas in the field of social farming into business models and to deal with the implementation of their ideas for a farm start-up.

<b>References and resources</b>	<p>AID (Ed.) (2013). <i>Hofübergabe und Existenzgründung</i>. Aid Heft 1186/2013,3rd revised ed. Bonn, Aid. ISBN: 978-3830810933</p> <p>Bundesministerium für Wirtschaft und Energie (2019). „GründerZeiten Nr. 27: Soziales Unternehmertum“. Available from <a href="https://www.existenzgruender.de/SharedDocs/Downloads/DE/GruenderZeiten/GruenderZeiten-27.pdf?__blob=publicationFile">https://www.existenzgruender.de/SharedDocs/Downloads/DE/GruenderZeiten/GruenderZeiten-27.pdf?__blob=publicationFile</a></p> <p>Burns, Paul (2016) <i>Entrepreneurship and Small Business: Start-up, Growth and Maturity</i>. 4th ed. New York, Palgrave Macmillan. ISBN: 9781137430359</p> <p>Horváth, D., Móricz, P., Szabó, ZS. R. (2018). Üzletimodell-innováció. Vezetéstudomány/Budapest <i>Management Review</i>, Vol. 49. 6/2018. DOI: 10.14267/VEZTUD.2018.06.01</p> <p>Zukunftsstiftung Landwirtschaft (Ed.) (2008). <i>Höfe gründen und bewahren – Ein Leitfaden für außerfamiliäre Hofübergaben und Existenzgründungen in der Landwirtschaft</i>. Kassel University Press. ISBN: 978-3-89958-451-6</p>
<b>Links</b>	<p>European Commission on social innovation (English language): <a href="https://ec.europa.eu/growth/industry/innovation/policy/social_en">https://ec.europa.eu/growth/industry/innovation/policy/social_en</a></p> <p>The “Atlas of Social Innovation” series offers a comprehensive overview of the world of social innovation (English language): <a href="https://www.socialinnovationatlas.net/articles/">https://www.socialinnovationatlas.net/articles/</a></p>

<b>6.2 Understanding Entrepreneurship – the Individual Entrepreneur, Self-Efficacy, Networks, Forward Planning</b>	
<b>Author and author's location</b>	Rhys Evans, Hogskulen for landbruk og bygdeutvikling (HLB), Norway
<b>Topic</b>	innovation and entrepreneurship
<b>Abstract</b>	Entrepreneurs are made, not born. This course provides students with insight into the entrepreneurial process and to the process of innovation
<b>Discipline</b>	economics, business studies
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	20 ECTS, full term BA course
<b>A short explanation of why this knowledge is relevant to social farming</b>	All innovators face a long and challenging process where new challenges and opportunities constantly appear. By understanding the process of innovation, they can reflexively strengthen their own participation in the process.
<b>References and resources</b>	The Good Practice Guide to Equine Tourism, available from <a href="http://www.hlb.no/">www.hlb.no/</a> for free download. Guidance for day to day running of a nature-based service business.
<b>Links</b>	Information from HLBs bachelor course on Innovation and Entrepreneurship (Norwegian language): <a href="http://hlb.no/studietilbod/nyskaping-og-utvikling/">http://hlb.no/studietilbod/nyskaping-og-utvikling/</a>

<b>6.3 From Farming to Social Farming: How Change Functions (the Formula for Change)</b>	
<b>Author and author's location</b>	Martin Nobelmann, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	entrepreneurship in social farming - the individual operational concept as a change project – formula for change
<b>Abstract</b>	What does it take for a farmer to successfully start changing his working farm into a social farm? He/She might have to overcome internal and external resistance to any change initiatives, as individuals generally favour the status quo and do not like changes that lead to uncertainty. When a certain dissatisfaction with the actual situation is already present, the change initiative starts by creating a vision and identify those crucial, early steps towards it. A formula can help to solve this task and make a successful change more likely. This “formula for change” will be presented and exercised during this unit. It was first described by David Gleicher in the 1960s and later updated and simplified by Kathie Dannemiller.
<b>Discipline</b>	entrepreneurship, business administration
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Part of a course on entrepreneurship in a certificate course on social farming.
<b>A short explanation of why this knowledge is relevant to social farming</b>	Social farming operates as a business, and the success of the business depends upon more than the quality skills of the practitioners. Working on the students' own ideas, plans and concepts regarding social farming is a core focus of this unit, in order to make the combination of social work and agriculture (financially) sustainable. The students will be able to apply the formula for change to their own ideas.



<b>References and resources</b>	<p>Beckhard, R., &amp; Harris, R.T. (1987). <i>Organizational transitions: Managing complex change</i> (2nd ed.). Addison-Wesley series on organization development. Reading, MA: Addison-Wesley Publishing. ISBN: 978-0201108873</p> <p>Dannemiller, K. D., &amp; Jacobs, R. W. (1992). Changing the way organizations change: A revolution of common sense. <i>The Journal of Applied Behavioral Science</i>, 28(4), 480–498. DOI 10.1177/0021886392284003</p>
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<b>6.4 The “Concept Workshop”: a Method to Develop and Reflect on Individual Concepts in a Group of Peers</b>	
<b>Author and author’s location</b>	Martin Nobelmann, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	entrepreneurship
<b>Abstract</b>	<p>The concept workshop is based on the idea of peer or collegial counselling. Before the workshop starts the students have to develop and work on their individual business concept or idea. During the workshop, they have to present it to the fellow students combined with a specific issue, where they need advice. Collegial counselling is a form of consultation that draws on the knowledge and experience of colleagues. Here, other students have worked on similar concepts and are able to provide their ideas and experience. Thus, many perspectives, opinions, and suggestions could be gathered which help to find a solution. The teacher takes the role of a moderator or facilitator. The different stages of the concept workshop are as follows: Presentation of the concept and one specific question – comprehension questions – feedback by peers, exchange of ideas – resume by the original presenter.</p>
<b>Discipline</b>	business administration, social work, psychology, pedagogy
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	The workshop is usually conducted as part of a certificate course on social farming. Depending on the number of participants, the workshop will take a lot of time and is very intense.
<b>A short explanation of why this knowledge is relevant to social farming</b>	Graduates of a social farming course or study, who want to establish their own social farming business, need to have knowledge and skills of entrepreneurship. Most of them are individually transferring ideas into developed concepts. The exchange with peers helps them to find new solutions, approaches and to encounter new perspectives.

<b>References and resources</b>	<p>De Haan, E. (2005). <i>Learning with colleagues. An action guide for peer consultation</i>. Palgrave, Houndmills. ISBN 978-1-349-52172-2</p> <p>Slocum, N. (2003). <i>Participatory Methods Toolkit - A Practitioner's Manual</i>. viWTA - UNU/CRIS. ISBN: 90-5130-447-1. Available from <a href="http://archive.unu.edu/hq/library/Collection/PDF_files/CRIS/PMT.pdf">http://archive.unu.edu/hq/library/Collection/PDF_files/CRIS/PMT.pdf</a></p> <p>Tietze, K-O (2012). <i>Kollegiale Beratung. Problemlösungen gemeinsam entwickeln</i>. 5th edition. Rowohlt, Reinbek (Germany) ISBN 9783499615443</p>
<b>Links</b>	<p>Website about peer-supervision (in German and English language): <a href="http://www.peer-supervision.com/">http://www.peer-supervision.com/</a></p>

<b>6.5 Business Plan – Importance and Specifics of Business Plan in Social Farming</b>	
<b>Author and author's location</b>	Tomáš Chovanec, University of South Bohemia in Ceske Budejovice, Czech Republic
<b>Topic</b>	How to put together a business plan, its parts, how to compile it, which parts to emphasize, competencies to build it (personal and professional), cooperation with other professionals.
<b>Abstract</b>	<p>The business plan is very important in preparing every business. The author makes clear in his compilation what steps he must take in individual areas of business - eg how to reach customers, how to differentiate from competitors, how much we need employees, etc.</p> <p>Moreover, in the context of social farming, the business plan will include a description of the social aspects associated with employing disadvantaged people.</p>
<b>Discipline</b>	marketing, economy, agribusiness
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Can be delivered e.g. as a 10 ECTS course with a graded assignment, or as a professional certificate without ECTS, or as part of a module within a study programme (ca. 5 ECTS, depends on concrete subject).
<b>A short explanation of why this knowledge is relevant to social farming</b>	In the context of social agriculture, the business plan includes a section describing the link to the agricultural activities carried out and a description of primary production activities, the introduction of social aspects in relation to the employment of disadvantaged people, and a description of the creation of an environment adapted to farming conditions. specific needs of employees. Students point out to have an awareness of how to create a business plan and prepare its sub-parts.
<b>Links</b>	<p><a href="https://www.gov.uk/set-up-a-social-enterprise">https://www.gov.uk/set-up-a-social-enterprise</a></p> <p><a href="https://changecreator.com/the-beginners-guide-to-starting-a-social-business/">https://changecreator.com/the-beginners-guide-to-starting-a-social-business/</a></p> <p>Details on how to set up a care farm (in English language):</p> <p><a href="https://www.carefarminguk.org/faq/starting-care-farm">https://www.carefarminguk.org/faq/starting-care-farm</a></p>

<b>6.6 Business Strategy</b>	
<b>Author and author's location</b>	Tomáš Chovanec, University of South Bohemia in Ceske Budejovice, Czech Republic
<b>Topic</b>	Definition of business strategy, examples of common business strategies, specifics of business strategies for social farming.
<b>Abstract</b>	The business strategy represents plans, choices and decisions designed to ensure profitability and market success. The main mission of the company's business strategy is to set for each strategic business unit defined in the corporate strategy the basic goals and the ways to achieve them. It creates the nature of the company's business in a given market. The business strategy should specify the goals and the methods for accomplishing them within the expanded marketing mix.
<b>Discipline</b>	marketing, economy, agribusiness
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Can be delivered e.g. as a 10 ECTS course with a graded assignment, or as a professional certificate without ECTS, or as part of a module within study programme (ca. 5 ECTS, depends on concrete subject).
<b>A short explanation of why this knowledge is relevant to social farming</b>	The business strategy in social farming is not fundamentally different from the usual common business models. However, within the framework of the entrepreneurial strategy supporting social farming, it is possible to make greater use of the tools developing the so-called Corporate Social Responsibility, while emphasizing the wider context of the company (employment of people with disabilities, etc.). One option is to focus some of your marketing activities on companies that respond positively to CSR and are willing to buy products or services from companies that are socially beneficial. It is also possible to use other (alternative) distribution channels for social enterprises including marketing (short supply chains, CSR and others.). Students will learn how to create a business strategy and link it to the CSRs of different companies that operate in relevant areas of business and with whom they can collaborate.

<b>References and resources</b>	<p>Polanyi, K. (1944). <i>The Great Transformation</i>. Boston, Beacon Press.</p> <p>Evers, A. &amp; Laville, J.-L. (eds.) (2003) <i>The Third Sector in Europe</i>. Gloucesterhire, Edward Elgar.</p>
<b>Links</b>	<p>Start-up toolkit from Canada with information about ways how to apply business solutions to social problems (English language):</p> <p><a href="https://learn.marsdd.com/mars-library/social-enterprise-business-models/">https://learn.marsdd.com/mars-library/social-enterprise-business-models/</a></p>

<b>6.7 Market Analysis</b>	
<b>Author and author's location</b>	Tomáš Chovanec, University of South Bohemia in Ceske Budejovice, Czech Republic
<b>Topic</b>	Definition, methods, competition, market research, specifics in social farming. Branding, B2B, B2C, PR, communication, social media.
<b>Abstract</b>	Market analysis is an important part of determining the focus of the business (ie what we focus on on the farm), the production program (ie what we produce), the necessary technology (ie how we will produce it, etc.). market opportunities and business project risks. This is a fundamental basis for determining farm strategy.
<b>Discipline</b>	marketing, economy, agribusiness
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Can be delivered e.g. as a 10 ECTS course with a graded assignment, or as a professional certificate without ECTS, or as part of a module within study programme (ca. 5 ECTS, depends on concrete subject).
<b>A short explanation of why this knowledge is relevant to social farming</b>	Market analysis is particularly important because the organization should only select those market segments that are able to operate efficiently and profitably in the long term. However, employee productivity and the company's overall performance must be taken into account in social agriculture. Students will know how important it is to analyze customers in social farming (what is being bought in the market, why they are buying, what are their customers' motives and who are buyers) and what is the competition and its products.
<b>References and resources</b>	<p>Bruhn, M. (2016). <i>Marketing: Grundlagen für Studium und Praxis</i>. 13th edition. Springer Gabler, Wiesbaden</p> <p>Strecker, O., Strecker, A., Elles, A., Weschke, H.-D., Kliebisch, Ch. (2010). <i>Marketing für Lebensmittel- und Agrarprodukte</i>. 4th edition, DLG-Verlag, Frankfurt/M.</p>

<b>Links</b>	<p>Market analysis for small businesses (English language):  <a href="https://www.thebalancesmb.com/how-to-write-the-market-analysis-section-2951562">https://www.thebalancesmb.com/how-to-write-the-market-analysis-section-2951562</a></p> <p>What is Marketing Analysis? (English language):  <a href="https://pestleanalysis.com/what-is-marketing-analysis/">https://pestleanalysis.com/what-is-marketing-analysis/</a></p> <p>School for social entrepreneurs (English language):  <a href="https://www.the-sse.org/resources/sustaining/selling-and-marketing-your-social-enterprise/">https://www.the-sse.org/resources/sustaining/selling-and-marketing-your-social-enterprise/</a></p> <p>Project Website on Visibility, Networking, Marketing and Public Relations for Social Farming (English language):  <a href="http://www.fasstproject.eu/contents_pdf.php?id_prod=40">http://www.fasstproject.eu/contents_pdf.php?id_prod=40</a></p>
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<b>6.8 Management and Human Resources</b>	
<b>Author and author's location</b>	Tomáš Chovanec, University of South Bohemia in Ceske Budejovice, Czech Republic
<b>Topic</b>	Adaptation process, education, psycho-social support, identifying human resource needs on a social farm.
<b>Abstract</b>	<p>This topic deals with basic concepts and terms covering personnel management, management of employees, labour law issues, personnel planning, recruitment and selection of employees, motivation and development, remuneration etc. Human resource management is related to the mission of the enterprise.</p> <p>Specificities of disadvantaged personnel management require an individual approach and ask for a longer period of support and motivation. The employer should provide comprehensive care and social needs guaranty for disadvantaged employees, including communication with other support organizations and persons.</p>
<b>Discipline</b>	marketing, economy, agribusiness
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Can be delivered e.g. as a 10 ECTS course with a graded assignment, or as a professional certificate without ECTS, or as part of a module within study programme (ca. 5 ECTS, depends on the concrete subject).
<b>A short explanation of why this knowledge is relevant to social farming</b>	A social farmer, as an employer and job organizer on his farm, solves the same human resource problems as any other employer. They must deal with the adaptation process of the disadvantaged employee, non-binding work, individual plan and its continuous evaluation, education and specific support. Students will know the methods which they will need to increase employment success with a range of special needs.
<b>References and resources</b>	<p>Adair, J. (1997). <i>Leadership Skills</i>. London, Chartered Institute of Personnel and Development.</p> <p>Armstrong, M. (2006). <i>A Handbook of Human Resource Management Practice</i>. 10th edition. London, Cambridge University Press.</p>

	<p>Borzaga, C., Toritoa, E. (2006). Worker motivations, job satisfaction and loyalty in public and nonprofit social services. <i>Nonprofit and Voluntary Sector Quarterly</i>.</p> <p>Drucker, P. F. (1994). <i>Řízení neziskových organizací</i>. Praha, Management Press.</p> <p>Meier, J., Austin, S. F. &amp; Crocker, M. (2010). Generation Y in the Workforce: Managerial Challenges. <i>The Journal of Human Resource and Adult Learning</i>. Vol. 6 (1), 68-78. Available from <a href="http://www.hraljournal.com/Page/8%20Justin%20Meier.pdf">http://www.hraljournal.com/Page/8%20Justin%20Meier.pdf</a></p>
<b>Links</b>	<p>Special website about human resources (Czech language):  <a href="https://www.hrnews.cz/">https://www.hrnews.cz/</a></p>

<b>6.9 Communication Strategies for Effective Relationships With: Clients, Staff, Official Contractors</b>	
<b>Author and author's location</b>	Rhys Evans, Hogskulen for landbruk og bygdeutvikling, Norway
<b>Topic</b>	entrepreneurship, communications
<b>Abstract</b>	This course introduces students to the theories of communication, and to a variety of communication skills tools, including active listening, reframing and rephrasing, Written and verbal communication and others. Students will gain actual practice in developing and using their own versions of the tools.
<b>Discipline</b>	business studies – communication skills
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	3 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	Good communications are essential both for the running of a business and for effective creation of a positive atmosphere when managing clients on a social farm. The essentials for both are the same and the student will find the communication skills contained in this course applicable across a broad range of situations in running a social farm.
<b>References and resources</b>	<p>Huerta-Wong, JE., &amp; Schoech, R. (2010). <i>“Experiential Learning And Learning Environments: The Case Of Active Listening Skills.” Journal of Social Work Education</i>. Volume 46.</p> <p>Hoppe, M. H. (2019). <i>Active Listening: Improve Your Ability to Listen and Lead</i>. Center for Creative Leadership, USA.</p>

<b>Links</b>	<p>Descriptions and work plans to learn Active Listening (English language):</p> <p><a href="https://psychcentral.com/lib/become-a-better-listener-active-listening/">https://psychcentral.com/lib/become-a-better-listener-active-listening/</a></p> <p><a href="https://www.usip.org/public-education/educators/what-active-listening">https://www.usip.org/public-education/educators/what-active-listening</a></p> <p>10 steps to effective listening (English language):</p> <p><a href="https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#21c2e7db3891">https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#21c2e7db3891</a></p>
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<b>6.10 Networks: of Clients, of Service Providers, and of Farmers</b>	
<b>Author and author's location</b>	Rhys Evans, Hogskulen for landbruk og bygdeutvikling, Norway
<b>Topic</b>	entrepreneurship – stakeholders and networking
<b>Abstract</b>	This course focuses first on networks themselves, both social (embodied) and digital. With this understanding they will explore the various ways social networks can enhance both the quality of service delivered, and the ways that digital networks can be used to grow their enterprise. They will be given tools to use in order to turn these ideas into positive practices and to gain experience with using them.
<b>Discipline</b>	business studies
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	3 – 5 ECTS
<b>A short explanation of why this knowledge is relevant to social farming</b>	As a small-scale service provider, the proprietor of a social farm will be dependent upon belonging to a variety of networks. These include partners in service provision (therapists), clients and their families, other social farming practitioners, perhaps a public market for farm products, and the purchasers of services – whether local government or charities. Networking is crucial for partnering up with pedagogical professionals, for finding clients that fit the offers of the social farm, for having a professional consulting and for raising public and private funds. Further, the rise of the Knowledge Economy means that there is the potential, and possibly imperative, to use digital networks and social media to their best effect. This course gives students the theoretical and practical tools to do this.

<b>References and resources</b>	<p>Bradwell, P., Reeves, R. (2008). <i>Network Citizens, Power and Responsibility at Work</i>. Demos.</p> <p>Castells, M. (2004). <i>Informationalism, networks, and the network society: a theoretical blueprint</i>. I Manuel Castells (ed.): The Network Society. A Cross-cultural perspective. Edward Elgar</p> <p>Lee, J., Árnason, A., Nightingale, A., Shucksmith, M. (2005). Networking: Social Capital and Identities in European Rural Development. <i>Sociologica Ruralis</i>. 45 (4), 269 – 283. Available from <a href="https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9523.2005.00305.x">https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9523.2005.00305.x</a></p>
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<b>6.11 Research Methodologies for the Situation Analysis Phase of Marketing Plan Writing</b>	
<b>Author and author's location</b>	Csaba Bálint, Szent István University, Hungary
<b>Topic</b>	Introduction to the application of a set of exploratory, descriptive and structuring methodologies and proceedings supporting the business and marketing decision making.
<b>Abstract</b>	Making the right marketing decisions requires the possession of information in the right quantity and quality, that can be acquired by the objective, formal proceedings aiming the systematic collection, analysis and presentation of data. For the better knowledge of a market situation, the exploratory research finds the causal relationships of the market phenomena, with quantitative and qualitative methods, based on the primary or secondary sources of data. This includes statistical data analysis, literature review, content analysis, observations, interviews, questionnaire surveys, focus groups, among others.
<b>Discipline</b>	marketing and trade, business and management
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Delivered as a part of a 4 ECTS course.
<b>A short explanation of why this knowledge is relevant to social farming</b>	Expressing the value of a product or a service towards the consumer is the essence of marketing. The successful business operation is dependent on making the right decisions, which can only be carried out by the proper planning activity. The objectives must be always in line with the needs of the market, considering the conditions of the macro- and micro-environment. These requirements are also valid in the case of Social Farms, moreover, the fact that the healthy, traceable agricultural or food product is produced by the disadvantaged people, can represent added value for a certain group of consumers.

<b>References and resources</b>	<p>Crawford, I. M. (1997). <i>Agricultural and Food Marketing Management</i>. Food and Agriculture Organization of the United Nations. Available from <a href="http://www.fao.org/3/w3240e/W3240E00.htm">http://www.fao.org/3/w3240e/W3240E00.htm</a></p> <p>Lehota, J. (2001). <i>Marketingkutatás az agrárgazdaságban. Mezőgazda Kiadó</i>. Available from <a href="https://www.tankonyvtar.hu/hu/tartalom/tkt/marketingkutatas/index.html">https://www.tankonyvtar.hu/hu/tartalom/tkt/marketingkutatas/index.html</a></p> <p>Malhotra, N. K. (2010). <i>Marketing Research: An Applied Orientation. Pearson Education</i>. Available from <a href="http://wps.pearsoned.co.uk/ema_ge_malhotra_mr_6/139/35601/9114071.cw/index.html">http://wps.pearsoned.co.uk/ema_ge_malhotra_mr_6/139/35601/9114071.cw/index.html</a></p>
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## **Section 7      Abstracts Connected to “Practical Placements and Field Trips”**

When designing the overall programme, and this Learning Unit, it was decided that practical hands-on experience, similar to that undertaken by Social Work students – i.e. placements with existing practitioners – was essential. Turning theoretical learning into practically applied skills is essential in social farming. Also, placements allow students to learn from a wider constituency than university lecturers, treating existing practitioners as a vital resource in building the sector. This section, therefore, addresses some of the issues with this practice and suggest how they can be made formal learning situations with identifiable outcomes. Once again, the model for this was taken from existing Social Work practices and drafted by those who are familiar with delivering them.

*The Learning Objectives of the Placement and Field Trip section include:*

The learner is able to:

- Examine social farming concepts at home and abroad and compare their different approaches and any similarities.
- Reflect on different practice companies 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.

<b>7.1 Study Partner Social Farm</b>	
<b>Author and author's location</b>	Martin Nobelmann, University for Sustainable Development Eberswalde, Germany
<b>Topic</b>	Learning in real-life situations. A problem-based learning approach to real-life challenges for social farms.
<b>Abstract</b>	<p>The innovative teaching/learning course takes place quite at the beginning of the study, in the second semester. In this course, the students must work in small collaborative groups on concrete issues presented by the participating social farms. A specific characteristic of the course is that the students have to deal with real-life problems. The students work independently on a complex topic, facilitated by the farmer and a teacher of the university. This process of working and learning is triggered by the actual problem and is just as important as the respective result.</p> <p>During one semester the students stay one day per week on the farm to work on their problem in small groups.</p> <p>In addition to their project-related work, the students are involved in other activities which occur during their stay on the farm. Hence they have the possibility to learn more about different branches of farming, operational processes on a social farm and the diversity of life concepts in social farming.</p> <p>The students present their results at the end of the semester in a public event to fellow students, farmers, teachers and the interested public.</p>
<b>Discipline</b>	agriculture, education (problem-based learning)
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	8 ECTS

<b>A short explanation of why this knowledge is relevant to social farming</b>	<p>An essential didactic aspect of this course is to learn how to handle future tasks and situations through challenge, perception and meta-cognition. Working together on solutions in small groups requires a lot of social and personal competence, including the willingness to communicate and collaborate, and the ability to deal with conflicts. The teachers act as facilitators, accompanying the learning process and offering expert knowledge when needed. Therefore, the students have to assume a lot of self-responsibility regarding content and organisation. This knowledge and the related skills, achieved by working on real-life problems, prepares the students for their future professional work as social farmers or in the environment of social farming. The problems are raised by the farmers and could cover nearly every aspect of social farming, ranging from plant and animal production to client-related issues up to marketing, financial or legal issues.</p>
<b>References and resources</b>	<p>Hmelo-Silver, C. (2004). Problem-Based Learning: What and How Do Students Learn? <i>Educational Psychology Review</i>, 16, pp. 235- 266. DOI: 10.1023/B:EDPR.0000034022.16470.f3</p>
<b>Links</b>	<p>The course is similar to the course “Study Partner Organic Farm” held at the HNEE. A description is available from:  <a href="https://netzwerk-n.org/portfolios/innoforum-oekolandbau-brandenburg/">https://netzwerk-n.org/portfolios/innoforum-oekolandbau-brandenburg/</a></p>

## 7.2 Practical Field Placement Preparation and Reflection

<b>Author and author's location</b>	Michal Pařízek, Jabok Academy of Social Pedagogy and Theology, Czech Republic
<b>Topic</b>	Theoretical and practical preparation for work on farms and for work with specific client target groups. (Gaining information about the specifics of working with target groups and basics of working on farms, learning necessary skills.) Reflection of the experience, sharing experience and sharing good practices.
<b>Abstract</b>	The seminar prepares the students for what they should expect at their practical field placement. The students learn to interconnect the theoretical knowledge with the experience they bring from practical field placements. They also learn to achieve the set goals, to understand the values and principles of educational and social work, to be sensitive towards ethical issues and to take appropriate stances in difficult situations. The students learn from reflection on their practical experience which helps them to develop professional skills and identity in social work. The seminar prepares an environment for sharing experiences from practical field placement. It serves as a safe place of accompaniment and evaluation.
<b>Discipline</b>	social work / social pedagogy
<b>Other Bologna Process information (i.e. Student Points - ECTS)</b>	Usually delivered as 2-3 ECTS course.
<b>A short explanation of why this knowledge is relevant to social farming</b>	Proper preparation for the practical field placements helps not only the students to interconnect the theoretical ideas and concepts they learned at school with situations in practice, but it also helps to develop their professional identity. The seminar should prepare students for the reality at social farms so they become valuable members of the staff as early as possible.

<b>References and resources</b>	<p><i>Sources in English:</i></p> <p>Baird, B. and Mollen, D. (2019). <i>The internship, practicum, and field placement handbook</i>. 8th ed. New York and London: Routledge.</p> <p>Glassman, U. (2016). <i>Finding your way through fieldwork</i>. London, Sage Publications.</p> <p>Poulin J., Matis, S. &amp; Witt, H. (2019). <i>The social work field placement: a competency-based approach</i>. New York, Springer Publishing.</p> <p><i>Sources in Czech:</i></p> <p>Havrdová, Z. (1999). <i>Kompetence v praxi sociální práce</i>. Praha, Osmium.</p>
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# Conclusion

As stated in the beginning, given the diversity of situations for social farming across the different nations of Europe, we felt the need to suggest a single optimal curriculum for both a bachelor programme, and a short course. This Abstract Book acknowledges the diversity of situations by proposing, in Abstract form, approximately 10 potential courses for each section or Learning Unit. We would suggest that the 7-unit structure be retained in building a degree programme but understand and support the need for varying content within that.

We hope that, in conjunction with the Curriculum Guide, the Pedagogical Guide, and the fully elaborated Chapters (one each from each partner) we have given you the resources you need to think through your own programme design, addressing your own local issues, whilst retaining high quality and strong preparation of students to enter the field.

This project was created to address the need for quality standards and education in social farming across five national partners. And this was a result of our conviction that social farming can offer important benefits for clients, for small farmers and for rural areas. We hope to see many more social farms, across the breadth of Europe, and we hope that our project contributes to assuring that they are the highest quality that they can be.