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Social organic farmer (SOF) vocational training syllabus

AGRIFORM
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Social organic farmer (SOF) vocational training syllabus

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1. Methodology Summary

The identification of the key competencies required in the field of social organic farming (SOF) is indispensable for developing the social organic farmer's job profile and also the basis of definition of main training curriculum topics. Key competences include knowledge, skills, and attitudes needed for personal fulfilment and development e.g. by a student graduating from a program or completing a course. "Knowledge" means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual. „Skills" means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). „Attitude" is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation e.g., support acceptance, reduce prejudiced behaviour, communicate as a partner.

Source: Apolka Ujj

Case Study Methodology (CSM) was used in the research where each national situation was considered as a case, with at least 6 interviews for each case. Therefore, in the framework of CSM, semi-structured interview (a qualitative research technique) was applied as the most suitable method for this purpose. In semi-structured interviews, the interviewer prepares a set of questions to be answered by all interviewees. However, additional questions could be asked during interviews to clarify and/or further expand certain issues.

Assumed on literature review and experience from previous projects, the interviewees were selected to be representatives of professions relevant to SOF as follows:

- "green"/agricultural sector (organic farmer, gardener),
- social sector (social worker)
- educational sector (social pedagogue, educator).

The interviews - 6 in Italy, 6 in Greece and 7 in Hungary - were conducted in person and had duration from 40 to 90 minutes. They aimed to clarify the knowledge- and experience-based key competencies of stakeholders (i.e., practitioners of social and organic farming, or persons related to it). In each case the interviewee's position, his/her actual work, experience with social farming, kind and the number of clients, and his/her farm type were recorded.
In Hungary, 7 interviews with social workers (3 persons), social organic farmers (2 persons) and educators (2 persons) were held. (Table 1)

No. of interview partner	profession	actual work	experience with Social Farming (years)	kind of clients	number of clients per farm	type of Farming (E.g. Supported employment, therapy, (assisted) living, care, education
R1	Pedagogical assistant, special educational assistant, involved parent	volunteer in a social farm and in a social institute for people with mental disabilities	1	people with mental disabilities	4+ 7	c garden, social in
R2	Organic farmer	organic farmer, farm manager	1	disadvantaged women as public workers	4	organic farming
R3	Social assistant	project coordinator	1	people with mental disabilities	10	organic/social garden
R4	Forest engineer	organic and social farmer	1,5	people with limited work capacity, addicts	3	organic/social garden
R5	Educator	University educator	5	students, farmers	-	-
R6	Educator	University educator teaching social farming	4	students, farmers	-	-
R7	Social worker, involved parent	Hungarian Maltese Charity Association	14	roma minorities, disadvantages women, people with mental disabilities	depending on the project	arable land farming - she is leader of model project for romas

Table 1: Profile of the Hungarian interviewees

In Italy, 6 interviews were conducted: 2 with organic farmers, 2 with educators and 2 with social workers. (Table 2)

No. of interview partner	profession	actual work	experience with Social Farming (years)	kind of clients	number of clients per farm	type of Farming (E.g. Supported employment, therapy, (assisted) living, care, education
R1	Organic farmer	Technical management of the farm and personnel management	10	consumers, disadvantaged people	10	vegetable and cereals organic farming
R2	Organic farmer	Farmland management and organic certification Social farm management	10	consumers, disadvantaged people	4 employees - 10 guests	vegetable and cereals organic farming
R3	Educator	Educator, assistant in social farm	10	disadvantaged people	-	-
R4	Educator	Educator, assistant in social farm	5	disadvantaged people	-	-
R5	Social Worker	Coordinator for social inclusion	4	disadvantaged people	depending on the project	Social home, social farm, social services
R6	Social Worker	Social assistant	2	disadvantaged people	depending on the project	Social home, social farm, social services

Table 2: Profile of the Italian interviewees

In Greece, 6 interviews with social workers (2 persons), social organic farmers (2 persons), and educators (2 persons) were conducted. (Table 3)

No. of the interview partner	profession	actual work	experience with Social Farming (years)	kind of clients	number of clients per farm	type of Farming (E.g. Supported employment, therapy, (assisted) living, care, education
R1	Agronomist - trainer	coordinator for organic farming operations	20	inmates	~100	organic farming
R2	Organic farmer	agronomist, responsible during organic farming operations	10	inmates	~100	organic farming

R3	Social Worker	social worker in the Agricultural Detention Office of Agia	20	inmates	~100	therapy
R4	Trainer	coordinator for organic farming operations	4	disadvantages women, low-income people, long-term unemployed	6	organic farming
R5	Social Worker	Social assistant - farmer	4	disadvantage d women, low-income people, long-term unemployed	6	organic farming
R6	Unemployed	farmer	4	disadvantages women, low-income people, long-term unemployed	6	organic farming

Table 3: Profile of the Greek interviewees

Building on the long-time experience in education and research in the field of social and organic farming, Hungarian Agriculture and Life Sciences (MATE) research team selected five SOF relevant curriculum topics as follows:

- Farming
- Social work
- Farm economics
- Social farming
- Personal competences,

and also, defined subtopics within each topic. The subtopics were categorised by competence (Knowledge, Skills, Attitude) according to the definitions of the European Qualification Framework already mentioned above. Subsequently, we developed an interview question set with "question packs" grouped by subtopics. (Table 4) The topics, subtopics, and the questions assigned to them are contained in the excel table created for the purpose of mapping out the competence matrix. It should be emphasised that since the research carried out is qualitative, not quantitative, the number of subtopics and questions related to them is not the same.

Topic	**Generated questions**
Farming	
Basic concept and terms *(K)*	How important is basic management knowledge in your work?
Basic of organic farming (requirement, legislation, techniques etc.) *(K)*	How important is basic organic farming knowledge in your work?
Philosophy of organic farming (e.g., 4 IFOAM organic farming principles) *(A)*	How important is it to identify with the organic farming approach?

Soil and plant science (including relevant technology) *(K)*	How important do you consider in-depth knowledge of soil science and crop production? (Or can it be learned during farming?)
Animal husbandry (including relevant technology) *(K)*	How important do you consider in-depth animal husbandry knowledge? (Or can it be learned during farming?)
EU agricultural policy (Including system of funding) *(K)*	How important is the knowledge of the regulatory environment in your activity?
Commitment for sustainability *(A)*	How important is farming that guarantees a decent quality of life for the next generation(s)?
Social Work	
Basic concept and terms *(K)*	How important do you consider it to have a basic social work knowledge in your work?
Clients (different kinds of clients; disease patterns, needs, requirements) *(K)*	How important is it to know the specificities of different target groups?
Legal basis *(K)*	How important is it to be aware of the relevant legal regulatory framework?
Social policy *(K)*	How important do you consider the potential of support policy? (specific resources, grants)
Pedagogy, Didactics and methods *(K)*	How important do you consider pedagogical knowledge and applied methods in your work? (e.g., different target groups require different methods)
Communication (theories; internal and external communication - clients, colleagues, customers, neighbours, business partners; people skills - conflict resolution, negotiation, communication; work instruction) *(S)*	How important do you consider the knowledge and application of effective communication techniques in your work?
Farm Economics	
Marketing (theory) *(K)*	How important do you consider knowledge of marketing methods?
Marketing methods in practice *(S)*	How important do you consider the application of marketing methods in practice?

Business start-up (concept, business plan, regulations) *(K)*	How important do you consider to have basic business knowledge (concepts, business plan, regulatory environment)?
Financial calculation (general knowledge and skills needed in farming) *(K)*	How crucial is having financial knowledge?
Social Farming	
Basic concept and terms (principles, background, diversity of social farming in Europe) *(K)*	How important do you consider the social farm-related basic knowledge (concepts and basic concepts)?
Philosophy of social farming *(A)*	How important for you is the social farming philosophy in farming?
Networks *(S)*	How important do you consider to be informed about local and international networks?
Care and therapeutic activities on a SF (theory) *(K)*	How important do you consider the knowledge of therapeutic activities on social farms?
Care and therapeutic activities on a SF (practice) *(S)*	How important do you consider the conscious use of therapeutic activities on social farms?
National regulations on SF (health care, safety, qualification standards) *(S)*	How important do you consider the national social farm regulation (if any)?
Financial system, funding opportunities *(S)*	How important do you consider to know the financial operation and support possibilities of a social farm?
Management methods (theory) (organisational structures and processes, time management) *(K)*	How important do you consider the knowledge of management methods?
Management methods (practice) *(S)*	How important do you consider the organisation, scheduling and advanced planning of social activities during farming?
Personal competences	
Understanding of human nature *(S)*	How important do you consider the understanding of human nature in your activities?
Empathy *(S)*	How important do you consider it is to have good empathic skills during your working activities?

Openness *(A)*	In your opinion, how important is openness to new things (e.g., involving new target groups in the work, applying a new therapeutic method) in your activities?
Life experience *(S)*	How useful is life experience in your activities?
Creativity *(S)*	How important is creativity in your work?
Patience *(A)*	How important is patience in contacting the target group, in your opinion?
Willingness to personal self-development *(A)*	How important is continuous personal self-development for you?
Willingness to professional self-development *(A)*	How important is continuous professional self-development for you?

Table 4: Key SOF curriculum topics, subtopics and related interview questions

Note: For each subtopic the necessary competence was defined.
K: Knowledge; S: Skills; A: Attitude

Answering these questions, the interviewees rated the importance of competences in these areas with points from 0 to 3 (0: topic was not even mentioned or denied in reply to a direct question; 1: topic mentioned but with weak demand; 2: topic preferably demanded, i.e., strong demand; 3: topic demanded as essential). In the table a separate column was dedicated to comments, containing additional information and valuable recommendations for the curriculum.

The methodology applied gave the opportunity to explore and formulate general quality standards from a new perspective provided by the interviewees, which is a foundation on the one hand for development of specific curriculum in the field of social organic farming education and on the other hand for the description of the social organic farmer's job profile. As a final step, the SOF training syllabus was sent to experts for validation. Accordingly, the 6 experts were asked to supplement the description of the SOF training syllabus with their comments and suggestions. These proposals are listed in the Annex.

2. Analyses of the studied competence areas based on the interviews

Comparing the average ratings of the three categories (Knowledge, Skills, Attitude - European Qualification Framework), it shows that skills in "Social Farming" received the highest rating (99) in Hungary, knowledge in "Social work" (77) in Greece and also knowledge in "Farming" (77) in Italy. The second highest score was reached by knowledge in "Farming" (94) in Hungary, by skills in "Social farming" (75) in Greece and by knowledge in "Social work" (72) in Italy. In this area, in Hungary, attitude is more decisive than skills, in Italy both are equally important (61), and according to Greek data, attitude is somewhat more decisive (72). A gap between the assessment of knowledge and skills appears under the heading "Social management". In all three countries, the necessary skills are valued significantly higher than knowledge or attitude. Attitude got the lowest ranking in this field. It is also remarkable that in the case of "Farming", "Social work" and "Farm Economics" knowledge is more important than skills or attitude. However, in the topic header, "Farming" contained no questions relating to skills.

Attitudes are the most important in the topic header "Personal competencies". Attitude is also important at "Farming" because of the commitment for sustainable development. "Farming" and "Social work" are those fields where education has the most influencing role.

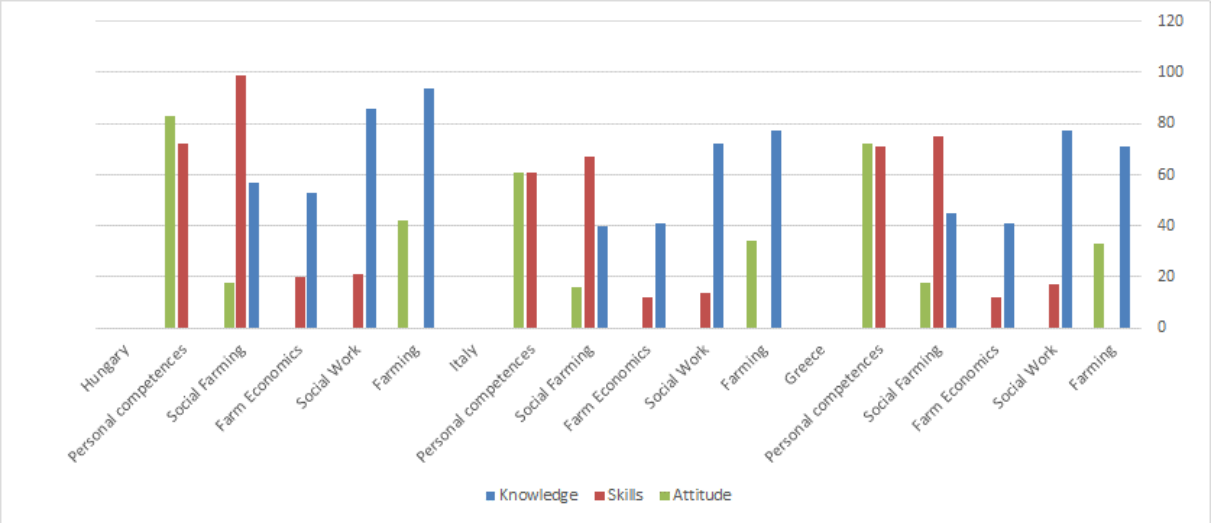

Table 5: The most important topics (field of needed training) in the different countries

The higher scores achieved in Hungary are due to the higher number of respondents, which means 7 interviews instead of 6.

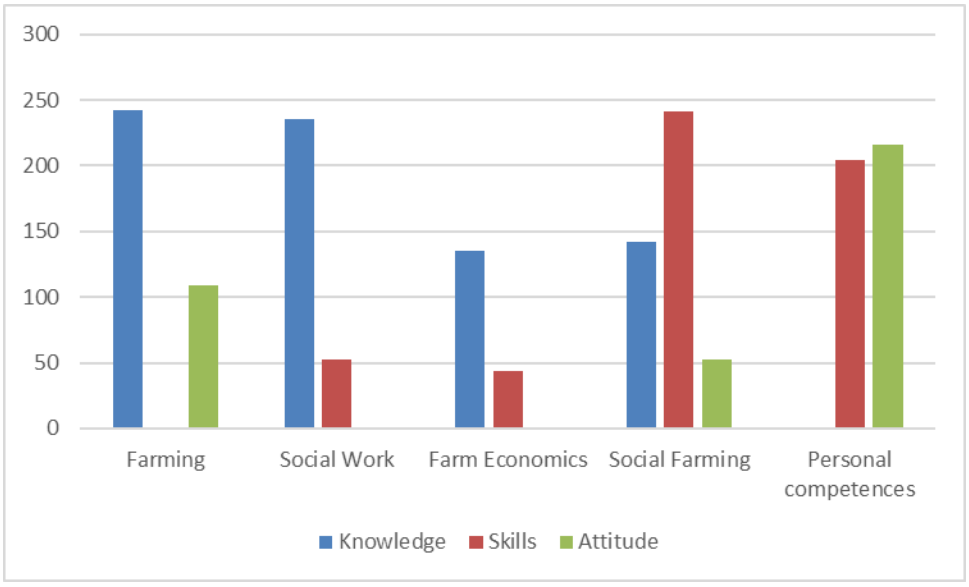

Table 6: The most important competencies relating to the different topics

According to the figure above it can be stated that knowledge is the most important in the case of farming, while skills are dominant in the field of social farming and attitude among personal competences.

Overall, knowledge received the highest score of the three different competency categories (754), followed by skills (541) and attitude (377).

However, to get a clearer view from the situation the structure of the interview questions and the achievable scores should be evaluated in detail.

From the total 16 questions related to knowledge, 11 to skills and only 7 to attitude.

Based on the judgement of the interviewees 755 points were given to the knowledge related interview questions from the total 912, which means almost 82,8%.

According to the respondents 541 points were given to the skills from the achievable 627 which means 86,3 %.

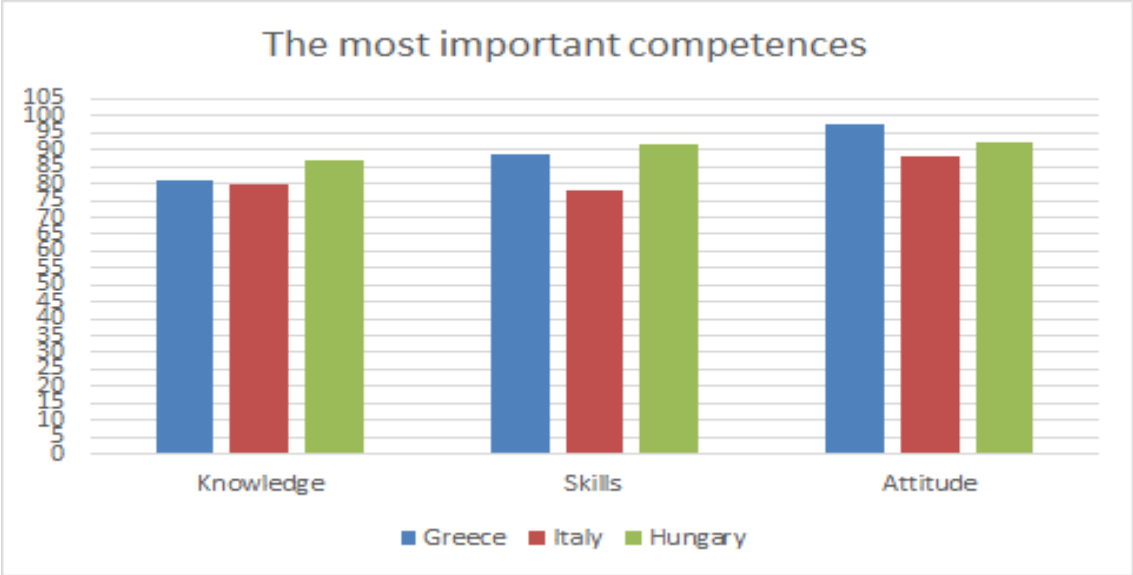

Table 7: The most important competencies in the different countries

Despite that the fewest interview questions were related to attitude and thus the score that could be given to this competence area was the lowest compared to skill and knowledge, attitude has the highest percentage in all countries because ecological farming also assumes a kind of social sensitivity.

Source: Apolka Ujj

According to these, attitude is the most important competence in the field of social organic farming, which is followed by skills in Greece and Hungary and by knowledge in Italy.

Detailed results relating to certain competences

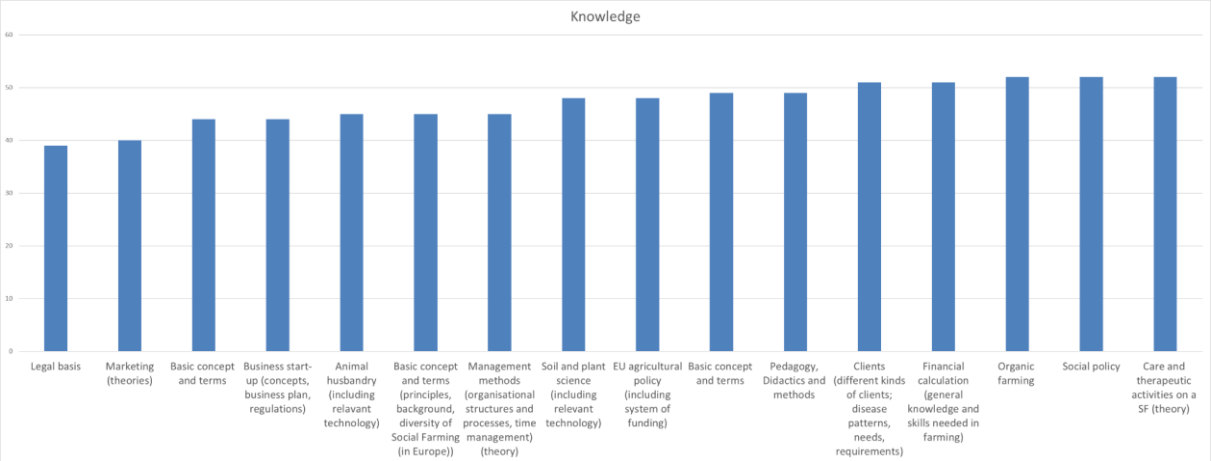

Table 8: Topics relating to knowledge

Note: The maximum possible score for each item was 57.

According to the respondents the knowledge relating to "Care and therapeutic activity on the social farm", "Social policy" and "Organic farming" were the most important from the analysed areas. It is understandable because organic farming methods are knowledge intensive farming methods, the care and therapeutic activity also require a high level of knowledge, and knowing the rules of social policy is also important.

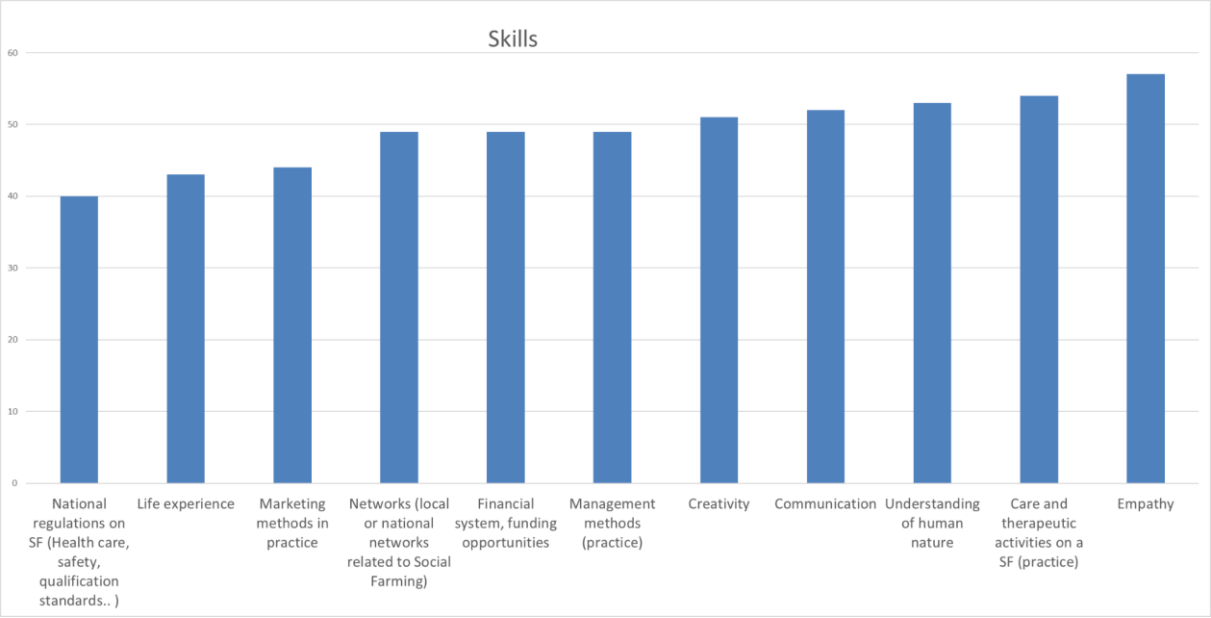

Table 9: Topics related to skills

Note: The maximum possible score for each item was 57.

Based on the surveyed respondents, the first three most important skills relating to social organic farming are "Empathy", "Care and therapeutic activity on SF" and "Understanding of human nature".

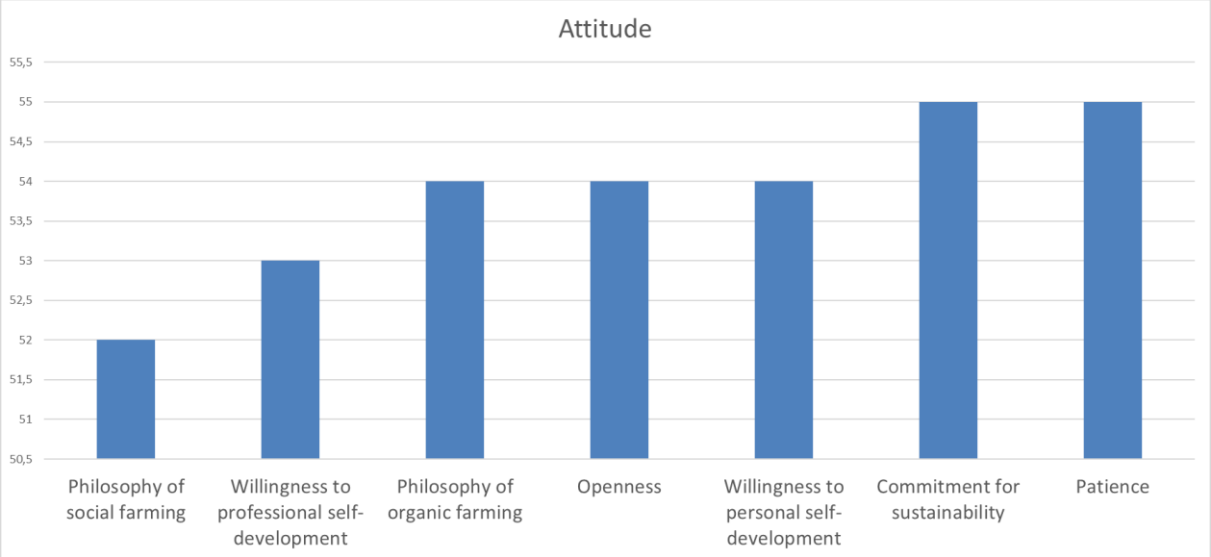

Table 10: Topics related to attitude

Note: The maximum possible score for each item was 57.

The most important attitudes are "Patience", "Commitment to sustainability".

Source: Apolka Ujj

3. Conclusion and recommendations based on the interviews

The topics that strengthen skills and knowledge in the field of 'social farming', shape attitudes and skills in the field of 'personal competence' and convey knowledge in the field of 'social work', 'farming' and 'farm economics' must be prioritised in the planned social organic (SO) farmer vocational training curriculum.

In the case of topics within the Knowledge category, there are not many differences between the "extremely important" topics and the "less important" ones that are still considered important by interviewees. According to them, in teamwork, it is enough if one team member of the social organic farm is responsible for specific activities (e.g. legal issues, marketing, social work basics concepts and terms) but it is advisable if everyone has little knowledge about these activities too as the holistic approach of the farm should include all aspects. The SO farmer must have an overview of everything.

Nonetheless, the knowledge related to farming obtained high scores, due to the fact that organic farming is a production method that needs high technical knowledge to be successful.

However, it can also be observed that it is a type of agriculture that is often chosen by people who do not have an agricultural background and for whom the option for organic production is linked to their commitment to nature. Therefore, this target group has a basic training need. They would like to get acquainted with the exact framework of organic farming (principles, philosophy) and its application in practice (farming techniques).

Among the topics that require knowledge (more than skills or attitude), the theme of pedagogy had a high score too. It is observed that the approach of "learning by doing" is the cornerstone of educational farms, which also applies to social farms. Active users' involvement is of great importance. For that, it is necessary to know how to do it, how to organise workshops, manage differences, conflicts, anxieties, etc.

Regarding the depth of knowledge transfer, educators/trainers must be careful about whom they train in the SO farmer vocational course. E.g. the basics of farming are important for everyone, but from the social workers' point of view, they would rely on the farmer's professional knowledge. Nevertheless, specific topics such as soil and plant science are even more important if the garden wants to produce for the market and does not function only as a therapeutic location.

It is also true for knowledge-related topics, that interviewed workers of a social and organic farm have to be up to speed on the rapid developments of EU agricultural policy. Many interviewers mentioned that it is vital to cooperate in training, funding and knowledge transfer with similar entities. They indicate the necessity of the expansion of their network.

Knowing the different vulnerable target group types is of utmost importance according to the interviewees. "If you want to offer social agriculture, you have to know your target group. Different target groups have different needs. E.g., autistic children suffer if there is no order. So, if you want to offer horticultural activity to them it is better to have many small plots in the garden, with pictures and the name of the vegetables".

Skills such as human capital management are crucial for interviewees as there are people with different personalities, backgrounds, beliefs, etc. and they have to cooperate for the common good. So, both social workers and the rest of the staff members of the farm should properly manage the people working on these farms.

It is also true for social work-related topics as interviewed social workers and social pedagogues found the 'Pedagogy didactics and methods in social work' as knowledge and 'care and therapeutic activities on a social farm' as skills the most important issues to improve the farm clients' conditions and not only keep the persons in an 'adequate condition'. Nonetheless, the need for this knowledge area depends on the social farm type (i.e., clients).

Other skills such as good time management are important for interviewees as farms cannot work properly without scheduling the whole season (including weekly routine e.g., when they are preparing vegetable boxes, when they deliver the boxes etc.).

The interviewees considered personal competences, such as understanding of human nature (skill), empathy (skill) and openness (attitude), and their development to be more important than anything else as the social work on social farms (and in other locations too) should be very personalised. However, stability and solid foundations are also important (e.g., not to change the method too often). Furthermore, willingness to personal self-development as an attitude and life experience as skill are important but can be gained, while commitment to sustainability as an attitude is very important from all interviewees' perspectives. Identifying with the philosophy of organic farming is also considered as an important attitude, especially when creating links between organic production and the work in the social sphere.

In terms of working methodology, it was found that social farming is not a job to be done alone. Teamwork is essential. The success of social farming is highly dependent on networking, which is difficult to teach as it is determined and influenced by methods, current regulations, psychology, and even stereotypes.

Finally, we received the following answers to the question of what is missing from the topic suggestions, in other words, what should be also taught during the planned social organic farmer vocational training:

- The learner of the social organic farm course must be clear about why s/he chooses this profession. S/he needs self-reflection and commitment. (Self-reflection and motivation /Attitude)
- Stress management against burnout (for social workers also). (Stress management/Skill)
- Local connections are very important because if the farm is embedded in the local community, it is much easier to participate for example in projects, where the farm can work together with the local government or other local NGOs. Being part of a farm network is also important (not only social farms network but e.g. organic farms or agroecological farms network). Created synergies among such entities can claim national and/or international funding and transfer knowledge easier and more efficiently. (network building and social capital / Skills)
- Practical approach of therapeutic methods in social farms should be highlighted. Two important target groups are not very much taught (in Hungary): people with addiction and with mental health issues. (Therapeutic methods in social farms /Knowledge)
- Evolving and being up to date on therapeutic methods in social farms should be highlighted. (Therapeutic methods in social farms /Knowledge)
- Skills related to the planning of farm activities and events. (Farm activities planning/Knowledge and Skills)
- Skills to design educational or work paths in SO farming. (Educational planning/Knowledge and Skills)
- Skills to co-design integration paths in SO farming involving the interlocutors who usually interact with the users (in Italy), since interlocutors know the target group members well and are well aware of their disadvantages. (Integration planning/Knowledge and Skills)
- Analysing skills of needs (of farmers, individuals, associations, community, etc.) for a well-functioning SO farm design. (Farm actors' needs analysis/ Knowledge and Skills)

4. Recommended study areas of Social Organic farmer vocational training

The subject areas of the SO farmer vocational training defined on the basis of preliminary studies and study programs and the additional subject areas proposed on the basis of a questionnaire survey of experts are as follows:

Topic (competence)	average score	GR	IT	HU
Farming				
Basic concept and terms (K)	2,58	2,33	2,67	2,71
Organic farming (K)	2,74	2,50	2,83	2,86
Philosophy of organic farming (A)	2,53	2,50	3,00	2,14
Soil and plant science (including relevant technology) (K)	2,53	2,50	2,33	2,71
Animal husbandry (including relevant technology) (K)	2,37	1,83	2,50	2,71
EU agricultural policy (including system of funding) (K)	2,26	2,67	2,50	1,71
Commitment for sustainability (A)	2,74	3,00	2,67	2,57
Social Work				
Basic concept and terms (K)	2,32	2,83	2,33	1,86
Clients (different kinds of clients; disease patterns, needs, requirements) (K)	2,68	2,83	2,33	2,86
Legal basis (K)	2,05	1,50	2,17	2,43
Social policy (K)	2,74	3,00	2,50	2,71
Pedagogy, Didactics and methods (K)	2,58	2,67	2,67	2,43
Communication (S) (theories; internal and external communication - clients, colleagues, customers, neighbours, business partners; people skills - conflict resolution, negotiation, communication; work instruction)	2,11	2,83	2,33	1,29

Farm Economics				
Marketing (K) (theories)	2,11	2,17	2,00	2,14
Marketing methods in practice (S)	1,84	2,00	2,00	1,57
Business start-up (concepts, business plan, regulations) (K)	2,32	2,17	2,00	2,71
Financial calculation (K) (general knowledge and skills needed in farming)	2,68	2,50	2,83	2,71
Social Farming				
Basic concept and terms (principles, background, diversity of Social Farming (in Europe)) (K)	2,37	2,33	2,00	2,71
Philosophy of social farming (A)	2,74	3,00	2,67	2,57
Networks (local or national networks related to Social Farming) (S)	2,05	2,83	2,17	1,29
Care and therapeutic activities on a SF (theory) (K)	2,74	2,83	2,83	2,57
Care and therapeutic activities on a SF (practice) (S)	2,32	2,83	3,00	1,29
National regulations on SF (Health care, safety, qualification standards..) (S)	1,53	1,50	2,00	1,14
Financial system, funding opportunities (S)	2,11	2,67	2,00	1,71
Management methods (organisational structures and processes, time management) (theory) (K)	2,05	1,33	1,83	2,86
Management methods (practice) (S)	2,11	2,67	2,00	1,71
Personal competences				
Understanding of human nature (S)	2,32	3,00	2,33	1,71
Empathy (S)	2,53	3,00	3,00	1,71
Openness (A)	2,84	3,00	2,67	2,86
Life experience (S)	2,11	2,83	2,67	1,00

Creativity (S)	2,21	3,00	2,17	1,57
Patience (A)	2,89	3,00	2,67	3,00
Willingness to personal self-development (A)	2,68	2,50	2,50	3,00
Willingness to professional self-development (A)	2,63	2,50	2,33	3,00

Table 11: Countries average scores relating to the different topics (3 points are the maximum)

Topic	average score	GR	IT	HU	field
Patience (A)	2,89	3,00	2,67	3,00	personal competence
Openness (A)	2,84	3,00	2,67	2,86	personal competence
Organic farming (K)	2,74	2,50	2,83	2,86	farming
Commitment for sustainability (A)	2,74	3,00	2,67	2,57	farming
Social policy (K)	2,74	3,00	2,50	2,71	social work
Philosophy of social farming (A)	2,74	3,00	2,67	2,57	social farming
Care and therapeutic activities on a SF (theory) (K)	2,74	2,83	2,83	2,57	social farming
Clients (different kinds of clients; disease patterns, needs, requirements) (K)	2,68	2,83	2,33	2,86	social work
Financial calculation (K) (general knowledge and skills needed in farming)	2,68	2,50	2,83	2,71	farm economics
Willingness to personal self-development (A)	2,68	2,50	2,50	3,00	personal competence
Willingness to professional self-development (A)	2,63	2,50	2,33	3,00	personal competence
Basic concept and terms (K)	2,58	2,33	2,67	2,71	social farming

Pedagogy, Didactics and methods (K)	2,58	2,67	2,67	2,43	social work
Philosophy of organic farming (A)	2,53	2,50	3,00	2,14	farming
Soil and plant science (including relevant technology) (K)	2,53	2,50	2,33	2,71	farming
Empathy (S)	2,53	3,00	3,00	1,71	personal competence
Animal husbandry (including relevant technology) (K)	2,37	1,83	2,50	2,71	farming
Basic concept and terms (principles, background, diversity of Social Farming (in Europe)) (K)	2,37	2,33	2,00	2,71	social farming
Basic concept and terms (K)	2,32	2,83	2,33	1,86	social work
Business start-up (concepts, business plan, regulations) (K)	2,32	2,17	2,00	2,71	farm economics
Care and therapeutic activities on a SF (practice) (S)	2,32	2,83	3,00	1,29	social farming
Understanding of human nature (S)	2,32	3,00	2,33	1,71	personal competence
EU agricultural policy (including system of funding) (K)	2,26	2,67	2,50	1,71	farming
Creativity (S)	2,21	3,00	2,17	1,57	personal competence
Communication (S) (theories; internal and external communication - clients, colleagues, customers, neighbours, business partners; people skills - conflict resolution, negotiation, communication; work instruction)	2,11	2,83	2,33	1,29	social work
Marketing (K) (theories)	2,11	2,17	2,00	2,14	farm economics
Financial system, funding opportunities (S)	2,11	2,67	2,00	1,71	social farming
Management methods (practice) (S)	2,11	2,67	2,00	1,71	social farming
Life experience (S)	2,11	2,83	2,67	1,00	personal competence
Legal basis (K)	2,05	1,50	2,17	2,43	social work

Networks (local or national networks related to Social Farming) (S)	2,05	2,83	2,17	1,29	social farming
Management methods (organisational structures and processes, time management) (theory) (K)	2,05	1,33	1,83	2,86	social farming
Marketing methods in practice (S)	1,84	2,00	2,00	1,57	farm economics
National regulations on SF (Health care, safety, qualification standards..) (S)	1,53	1,50	2,00	1,14	social farming

Table 12: The order of importance of the different subject areas

The points (average scores) obtained on the basis of the questionnaire evaluation help those who wish to initiate a SO farmer curriculum in establishing a recommended order of importance among subtopics (e.g. more important subject areas that gained more scores and appear in the top of the order arrangement of importance in Table 12. can gain more credits during the training). Based on the competences - that describe which subject area requires knowledge or develops skills and attitudes - it is recommended to establish the number of practical and theoretical hours, as well as to incorporate farm visits and practical placement into the curriculum. The characteristics of each country and the profile of educational institutions are different, the training largely depends on the needs, the length of the training, the enrolment requirements, etc. What is important, however, is that the subtopics listed in Table 11. and the topics suggested by the experts (see in Analyses of the studied competence areas based on the interviews) should definitely be integrated into the SO farmer training, so, the interdisciplinarity of the training that covers several fields of expertise is reserved.

Annex

Suggestions/comments to the "SO Farmer vocational training syllabus" document.

- Involvement of the private processing companies.
- In addition to skills related to the social and health sectors, it is important to be able to reconcile the production activity of agriculture with social activity, which becomes a "cost" when not compensated with public support. Therefore it is needed to investigate possible business models that can make social agriculture economically sustainable.
- It would be indispensable to show the farmers the benefits of the SF programs, the benefits for the community, the financial benefits for the farm, the way to work in a multidisciplinary team, and the methods of financing farms hosting SF programs.
- More practical orientation would be useful.

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