



EQUINE ASSISTED ACTIVITIES IN FINLAND

The current situation from the point of view
of the people working in the field

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Bachelor's thesis
February 2010
Degree Programme in Social Services
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ABSTRACT

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Degree Programme in Social services

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Equine Assisted Activities in Finland –

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Bachelor's thesis 53 pages, appendixes 17 pages
February 2010

The topic of this Bachelor's Thesis is Equine Assisted Activities in Finland – The current situation from the point of view of the people working in the field. The author's personal interest in the subject is based on her own experiences in equine industry combined with interest towards special needs groups.

The amount of research in English on the field of Equine Assisted Activities in Finland is rather limited and, therefore, all information gained through this work is valuable. The purpose of this Bachelor's Thesis was to gain a wider picture on the situation of Equine Assisted Activities in Finland. The aim was, also, to strengthen people's overall knowledge in the field.

The answers for the research questions were searched in autumn 2009 through reviewing some of the basic theoretical information on equine industry and, sending a survey with multiple choice questions to a group of people working in the field. The final number of the respondents decreased from about a dozen to seven, of whom six was taken into account in the final results.

Due to the rather narrow sampling in the survey used in this Bachelor's Thesis it seems incoherent to make any assured arguments on the situation of Equine Assisted Activities in the whole country of Finland. However, it can be stated that there are different types of workers: the ones having primarily worked in the equine industry before the EAA-studies and, on the other hand, the ones having worked outside the equine industry. It seems that in both cases the worker is likely to keep his old clientele and, to integrate the Equine Assisted Activities as to become part of the old work. Also, there seems to be a distinction between the people offering more specific activities for more specific clientele and, on the other hand, the people preferring as not to define the clientele or aim too strictly.

Key words: equine assisted activities, social pedagogy, social rehabilitation, discrimination

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1 INTRODUCTION

The topic of this Bachelor's Thesis is Equine Assisted Activities in Finland – The current situation from the point of view of people working in the field. The author's personal interest in the subject is based on her own experiences as a horse girl, combined with more recent interest towards special needs groups and, especially, the children with developmental disabilities. These are the motives that drove the author towards this exploratory study on the Equine Assisted Activities.

Increasingly, people around the world are starting to realise the impact on animals as a therapy tool. The global history of such activities goes far back, in some countries further than in others. As far as the author personally sees it, Finland has a lot of work to be done before it can be said that animal assisted therapies, including the riding centre's that focus on enriching the lives of people who have special demands and needs, belong to the mainstream. It must be stated that, globally there are various forms of equine related activities and therapies. Also the terms vary from country to country. In this study the emphasis is on Finland and, especially on the Equine Assisted Activities, which is also referred with an abbreviation EAA.

The amount of research in English on the field of Equine Assisted Activities in Finland is rather limited and, therefore, one can wish this particular Bachelor's Thesis as being one of the important works. Compared to some other fields in social services there are rather limited amount of data available on the subject in question. Therefore, all information gained through this work is valuable and, the results rising from the survey needed.

This written work is an exploratory study, through which the points of view of the people working in the field of EAA in Finland are sought. The Bachelor's Thesis is, therefore, to gain a wider picture on the situation of Equine Assisted Activities in Finland, as well as to strengthen people's overall knowledge in the subject.

According to the conclusions gained through this written work, one may, therefore, be able to have an idea on how to continue, in order to develop the field of Equine Assisted Activities further.

2 RESEARCH METHODOLOGY

The research questions of this Bachelor's Thesis are

- How are the current Equine Assisted Activities in Finland defined?
- How could one develop the field further?

When considering the options on how to find answers to the research questions, it was necessary first to review some of the basic theoretical information behind the basics of the Equine Assisted Activities and, its relation to the field of social services. The main theoretical background in this Bachelor's Thesis was chosen to be social rehabilitation, social rehabilitation, and discrimination. Besides the theoretical part an empirical part of the study was done by using a qualitative method, a survey with multiple choice questions. The survey was sent by e-mail in autumn 2009 to a group of people working with Equine Assisted Activities in Finland. The people chosen to be a part of this written work were people having studied Equine Assisted Activities in Finland and, who belonged to the EAA organisation of Finland.¹

This type of method was seen as a best option for empirical study at this point, due to the fact that the people working in the field of EAA seem to be situated all over the country and, therefore, the possibility of using for example interviews would have been rather impossible. Another motive behind the idea on using a survey was, that primarily the amount of the possible respondents seemed rather sufficient. The contact information of the people chosen to be part of the survey were found through the official Internet-pages of the Finnish Equine Assisted Activities. Later it became clear that, the author's lack of experience on research in general may have caused the lack of rather low amount of final responds.

¹ Sosiaalipedagoginen hevostoiminta ry

First step towards the empirical results was to contact a number of people working in EAA by e-mail and politely ask their willingness to answer to a survey on Equine Assisted Activities in Finland and, especially their own involvement in it. Of these people first contacted total of about a dozen people indicated their interest towards the survey and, thereby, the survey was sent by e-mail.

Of the about dozen people working in the field of EAA and having earlier indicated their interest in answering to the survey, total of seven people finally answered and, so became a valuable part of this Bachelor's Thesis. Of the seven respondents only one replied to section B in the survey as a not currently active in the field of EAA and, due to reliability and privacy reasons it was seen necessary to leave this part out when looking at the results of the survey. Though, at this point it can be stated that the reasons for the person not being currently active at the field of EAA in Finland were personal and outside of the EAA field itself.

Regardless of the fact that more answers were aspired the making of this Bachelor's Thesis continued and, reasonably useful information on the current situation of the EAA field in Finland was gained. In addition to six people currently active in the field of EAA one person gave valuable opinions and feedback on the survey itself.

3 THEORETICAL BACKGROUND

3.1 Social pedagogy

Equine Assisted Activities function in a social pedagogical context (Sosiaalipedagoginen hevostoimintayhdistys ry 2009) and, therefore, social pedagogy is to be seen as the main theoretical background in this Bachelor's Thesis. Another motive behind taking social pedagogy in to focus is, that the previous name for the EAA organisation in Finland was "Suomen Ratsastuspedagogit ry" which, as translated refers to pedagogical riding.

3.1.1 History

Social pedagogy originates from Germany when in the 19th century the term "Sozial Pädagogik" came into use. The term and the idea of it as being an alternative to "Collectivpädagogik" came into wider knowledge due to the work of an educational thinker, Friedrich Diesterweg, whose concern was the fact that in education theory fails to connect with practice. (Smith 2009)

Later in the 19th century in Germany the idea of community developed. Strong sense of community and education that would support this was seen necessary in order to change the imbalance between the rich and the poor. At that time debates around social pedagogy had an influence on American educational thinking and, for example, Dewey started to develop a child-centred theory. Dewey saw that people learn in social environment by interacting with others. (Smith 2009)

In the 20th century, social pedagogy was associated with social work and social education in some European countries. The meaning of the term "social pedagogy" varies and is not quite simple. In some European countries the term was used to embrace the activities of, for example, youth workers and occupational therapists.

On the other hand, more recently in, for example, Britain “social pedagogy” has been seen as an option in making sense of the professional development of staff. (Smith 2009)

Diesterweg looked Rousseau and later also Froebel and saw people being able to develop, respect and care for other people as well as to work for the good of the community. He wanted to move the school away from the church’s and politics’ influence and change it as a force of social change available for everyone. He argued for social pedagogy being “educational action by which one aims to help the poor in society”. (Smith 2009)

Education became concerned with social development, and the influence of Friedrich Ernest Schleiermacher can be recognised. He moved from “natural self-development” towards “education for community”. Attaching pedagogy with community and democracy is still a key theme when talking about social pedagogy, and it can also be seen in the work of, for example, Paulo Freire. (Smith 2009)

Although social pedagogy has longer roots globally, in Finland it is still a rather new field and concept. Only during the past 10 years social pedagogy has grown towards wider knowledge and it is developing all the time. Also the use of concepts and defining the field is still rather wide and, developing. (Smith 2009)

3.1.2 Main idea

The concepts in social pedagogy, or the field of education for society, might vary according to location and so on. Nevertheless, some definitions can be found. Social work in Germany is nowadays divided into two major branches: Sozialarbeit (casework) and Sozial Pädagogik. Social pedagogy can roughly be translated as education for society. It is impossible to define in one specific way but, it is a branch of education and upbringing. One of the goals in social pedagogy is to try to integrate people to society and, to increase the skills that are needed in social

circumstances. Social pedagogy also aims at increasing personal responsibility in every day life. Therefore, also the term of empowerment is one of the goals in social pedagogical. Reducing discrimination and alienation is another aim, together with reducing the use of stigmas. Using social pedagogy in one's work depends on the work environment. The field of social services is rather wide and therefore the same methods cannot be used in all places. The working methods ought to be fixed to fit the purpose. (Smith 2009)

3.2 Social rehabilitation

Social rehabilitation is a term that has various meanings, especially in everyday language. What also makes the term difficult to define are the societies in the world and their varied content and definition of social rehabilitation. Due to variety of cultures the concept of social rehabilitation is not even used in all parts of the world. Social rehabilitation is a process which aims to promote a person's functional ability. This can mean being able to function in various social situations and, move towards satisfaction of person's needs. There are roughly two meanings in social rehabilitation. Firstly, it can mean the improvement of the conditions of social activities. Secondly, social rehabilitation can mean the process of enriching a person's capacity in various social activities. Rehabilitation International, RI, is a global network working on a more inclusive and accessible society for people with disabilities. According to RI, social rehabilitation aims at satisfaction of person's own needs. Another aim is to achieve as much richness in their participation in society as possible. In other words, social rehabilitation aims at equalisation of social situations, making them available for every person regardless of the abilities or lack of them. (Kemppainen 2006, 1)

According to Rehabilitation International, in social rehabilitation at least three dimensions can be mentioned. One dimension, in the opinion of RI, is to improve the context of social activities. Paying attention on equality, accessibility and non-discrimination must be considered, on basis of universal human rights. The environment available and circumstances made suitable for everyone are

conditions that ought to be among the objectives of social rehabilitation. On the other hand, one must look at the fact that almost any kind of rehabilitation has a social aspect in it, while aiming at participating in social life in the community. The community can even refer to a family and person's participation in social life at home. Still another dimension, according to RI, when defining social rehabilitation, is the specific methods in social rehabilitation. This means the environment being separate from, for example, social functioning ability or capacity of participating in social activities. Therefore, specific methods in social rehabilitation are required in order to develop one's social functioning. (Kemppainen 2006, 1)

3.4 Discrimination

One dimension of Equine Assisted Activities is to prevent discrimination and, therefore, it is necessary to first look at the term of discrimination in general. According to Neil Thompson (2006) the history of issues such as discrimination and oppression date back to about the 1960s when women's rights and opportunities as well as the oppression of ethnic minorities' in the United States emerged. According to Thompson (2006, 12) the concept of discrimination is not necessarily negative one if it is seen in its literal meaning: identifying differences. When you think about it in other point of view, such as legal or political sense, it probably refers to unfair treatment after recognising the difference (Thompson 2006, 13).

It is not enough only to identify discrimination as something mentioned above but, also to add the view of power to it. Thompson (2006, 13) suggests that anyone is able to discriminate towards someone else but, it is the question of power in its various forms, which plays an important role: more powerful group discriminates more "successfully" against powerless groups and not vice versa. One can be discriminated and oppressed because of many reasons, such as race, class, disability, sexual identity and so on. It is to be noted that these might be introduced separate but, in fact, are linked to each other and most likely to happen simultaneously. Thompson also claims that unless social work is aware of discrimination and oppression social work can be dangerous rather than effective.

He is also in the opinion that it is the people, their views and attitudes that make the difference in the world, finally developing as something more commonly followed. (Thompson 2006)

4 HISTORY

Before looking at the Equine Assisted Activities and, the way that it is understood as a concept in Finland, one can look at the history of animals as being part of human's lives in general.

4.1 Animal Assisted Therapy

According to Christiansen (2007, 1) human having animal as a companion has a rather long history. For example cave drawings of people and wolves sitting together around a camp fire suggest that the history of a man and animal may even go as far as prehistoric times. This assumption is strengthened by the information that in 1976 in Israel a tomb of human skeleton holding remains of a young dog was found. This finding is suggested to be about 12 000 years old. Another example is the ancient Greek who believed dogs' tongues to have medicinal powers. Still another fact supporting the long history of men and animal's companionship is that the Egyptians were buried with pets such as cats, in order to remain together with themselves also after the death. (Christiansen 2007)

The first known case of animals included in therapy took place in Belgium in the 9th century when the disabled people learned to care for farm animals as part of the therapy. Another example is from Germany in the 1800s when epileptic patients were allowed to interact with animals and take care of them. Also in 1940s in one of the Air Force Hospitals in the USA, the veterans were encouraged to work with animals at the centre's farm and only a little later, a program involving dogs was introduced. It was to help the patients suffering from various symptoms such as physical injuries or emotional fatigue. Perhaps one of the most significant examples from history is a case in the USA in the 1960s when a child psychiatrist Boris Levinson discovered that communication skills of a non-verbal child patient, who had problems in social interaction, was highly improved when one day, by accident, the psychiatrist's own dog was present at the session. In 1964 Levinson

started using the term Pet Therapy and, nowadays, his work is regarded as the beginning of Animal Assisted Therapy. (Christiansen 2007)

4.2 Equine Assisted Therapy

Throughout history, there has been a special relationship between a human and a horse. Horses are said to be masters of non-verbal communication. Maybe these skills have made horses being recognised as an effective tool in therapies. They are animals that are able to see and feel our emotions and are also to respond to them immediately. Various studies have shown how effective Equine Assisted Therapy can be when treating different kinds of conditions such as emotional or mental illnesses. (Hamilton 2008, 1)

The author once had a personal experience of a horse's ability to sense moods, as she once as a teenager remembers being on really bad mood. As part of the daily routines she went to her horse and thought to groom the mare a bit, this time outside at the paddock. The author did not realise her own movements and the fact that she was grooming the horse rather aggressively. Suddenly the normally so kind and sociable horse stamped her hind leg, turned her head giving an bad eye, and walked away as if to say "It is not my fault, go away!" Feeling the bad mood changing in to bemusement the author stood still a couple of minutes thinking of how the horse, assumed being lower in the hierarchy than a human, had told the author off.

As stated before, the history of using horses as a tool for therapy goes far back. To see one of the big breakthroughs one must go all the way until the 1950s and a Danish woman called Liz Hartel. She had suffered polio, and her legs were paralysed. Nevertheless, she managed to get back on her horse and started rebuilding her strength, finally competing in dressage ² in the Helsinki Olympics in 1952. Liz Hartel won a silver medal, and her success in the competition inspired both the professionals in the medical field as well as professionals working with

² one of equestrian disciplines

horses. Soon there were therapeutic riding centres established in Europe and soon after in North America. Liz Hartel's success is said to be the beginning of therapeutic riding, and since then different forms of equine related therapies have been formed. (CHAPS Equine Assisted Therapy 2010, 1)

5 EQUINE ASSISTED ACTIVITIES

5.1 Equine Assisted Activities as a concept

Equine Assisted Activities ³ mean somewhat different than, for example, that of therapeutic riding. Even in Finland the name of these kind of activities was originally referring to riding pedagogy but, due to findings during a project by The Equestrian Federation of Finland ⁴ running from 2001, the activity soon became called Equine Assisted Activities. (Sosiaalipedagoginen hevostoiminta lasten ja nuorten sosiaalisen kasvun sekä hyvinvoinnin edistäjänä 2003) According to a worker in Equine Assisted Activities, Ritva Kjaldman (2009), thus far no similar equine related activity has been found in other countries and, thereby, the concept of Equine Assisted Activities is yet seen to be the proper translation to be used. Using the term Equine Assisted Activities, rather than pedagogical riding seems logical: instead of purely concentrating on the riding aspect, various activities in the equestrian surroundings are performed.

5.2 EAA

In this work, the term Equine Assisted Activities is used to refer to activities aiming to improve people's wellbeing with the help of not only horses but also the community, in this case the stall environment with all its duties. EAA are based on a person's own experiences gained through the various activities at the stall environment, which as a whole is seen as a valuable social community (Hevostoiminta Anne Terävä 2009, 4). The activities aim, therefore, to support social development and wellbeing of people. Instead of only horseback riding or carriage driving, all the activities at the stall are included in the Equine Assisted Activities. This means also, for example, feeding the horses, grooming them and taking care of the equipment. Other key words in EAA, to mention a few, are interaction, participation, cooperation, responsibility, and sharing experiences.

³ Sosiaalipedagoginen hevostoiminta

⁴ Suomen Ratsastajainliitto ry

Equine Assisted Activities are a social process which, are both to function as a tool for prevention, as well as a method in rehabilitation. Besides these the EAA can be a free time activity, and a tool towards socialisation. (Sosiaalipedagoginen hevostoimintayhdistys ry 2009, 10)

In Equine Assisted Activities, the person is encouraged in interaction not only with the instructor and the horse but, with the whole community. It is said that while working with the horse and through realising the horse's wellbeing, one is finally able to pay attention in things which create their own wellbeing. Through absorbing new things, one is able to develop socially in various ways. Equine Assisted Activities are a form of rehabilitation, being a part of one's total rehabilitation. The activities aiming towards rehabilitation are to answer the demand according to the person or the group in question, paying attention to one's personal skills and resources. Equal opportunities for everyone, in feeling of achievement and challenging oneself, are seen important. Together with the instructor the individual is given an opportunity to learn and undergo activities that are meaningful. (Hevostoiminta Anne Terävä 2009, 4)

5.3 Studying Equine Assisted Activities

Studying Equine Assisted Activities can be said to be supplementary education and, as such, does not give a qualification, but some first hand knowledge on EAA and, how to integrate the activities in one's own profession. People specialising on EAA have been trained by University of Kuopio, Centre for Training and Development, in cooperation with Equine College Ypäjä, since 2002 (University of Kuopio – Centre for Training and Development 2009.). The courses have been running ever since, not necessarily yearly or following the typical academic year from August until July, but, on a regular basis. During the time of making this Bachelor's Thesis another application time for the course was running and the next course to begin was in January 2010. (Ypäjän Hevosopisto 2009)

6 EARLIER RESEARCH

As said before, the field of Equine Assisted Activities is still a rather new field and the concept currently unique in the world. It has been troublesome in finding earlier research on the subject even though, EAA is said to have spread and become more popular recently.

6.1 A project by The Equestrian Federation of Finland

In 2001 The Equestrian Federation of Finland, with support of Ministry of Education, instigated a project to develop “ratsastuspedagoginen toiminta” in Finland. At the beginning besides “ratsastuspedagoginen toiminta” also “tallipedagogiikka” was suggested as being the proper term for activities involving horses in social pedagogy. The project was to run from 2002 until 2006 and it was divided into five areas: developing and modelling the functional concept, research basic education, supplementary education, and international network. 91 riding centres and stalls approved by The Equestrian Federation of Finland completed the survey. (Sosiaalipedagoginen hevostoiminta lasten ja nuorten sosiaalisen kasvun sekä hyvinvoinnin edistäjänä 2003)

From the survey it came out that already at current form the stalls in Finland are working in a way that has a significant role in supporting children and adolescent's wellbeing. What was also found significant was that the stalls are already cooperating with different parties in children's and adolescent's social education. Firstly, it was stated that stalls in Finland in general have a low profitability and the business is rather uncertain. Secondly there is lack of professional staff, and also the current educational system is not too supporting. Another issue from the stalls' point of view was the general image of the equine business, as well as undeveloped functional culture. The stalls taking part in the survey had their suggestions on how to develop the business and especially the area of “ratsastuspedagogiikka”. One suggestion by the respondents was to aim at getting

the society's financial support. Another suggestion was to have stalls specialising in specific areas and have professional staff. Still another suggestion was to develop new functional models. (Sosiaalipedagoginen hevostoiminta lasten ja nuorten sosiaalisen kasvun sekä hyvinvoinnin edistäjänä 2003)

Already after about two years of experiences with the project, developing the model on Equine Assisted Activities could be aligned. First of all, changing the term of "ratsastuspedagogiikka" into that of "Sosiaalipedagoginen hevostoiminta" stood out. Another thing stated was that developing the area of Equine Assisted Activities in Finland was to be done from the Finnish basis, although, networking internationally. Still another point was recognising that developing the model of social pedagogy would be a rather systematic and long-lasting project. An important statement during the project was about developing the education and knowledge on Equine Assisted Activities in order to assure its continuation. It was stated that, at the moment, there is no a clear pattern in organising the basic education in social pedagogy and, that it is to take years to get Equine Assisted Activities as part of social pedagogical studies as well as one of the specialisation paths towards an academic degree. Another statement made was that the way to develop the social pedagogical supplementary education is cooperation. Still other measures would be changing the attitude of the Finnish society towards the equine industry in general, as well as having projects to make cooperation with different parties even stronger. (Sosiaalipedagoginen hevostoiminta lasten ja nuorten sosiaalisen kasvun sekä hyvinvoinnin edistäjänä 2003)

6.2 Master's Thesis

Saastamoinen (2007) found that cooperation between the client and the instructor is one of the key elements when supporting the client in functioning in a stall environment with horses. Another point of view was that the possibilities that the horse activities are able to offer are defined individually and according to the client's ability to function. In this specific research, the sense of community was not emphasised as often is the case in Equine Assisted Activities. In the activities in the research in question some social pedagogical elements were seen, although,

occasionally some other things such as performing the tasks and individual accomplishments were emphasised. Still another statement according to the Master's Thesis was the importance of diverse activities performed at stall environment with horses and, the assumption that diverse activities would support the client's ability to function in various different areas. (Saastamoinen 2007)

6.3 A project by MTT Agrifood Research Finland and Finland Futures Research Centre

In a project "The farms at the countryside's service structure" ⁵ by MTT Agrifood Research Finland and Finland Futures Research Centre the aim was to find out what kind of possibilities for entrepreneurship the current estates in Finland have, in order to provide services in which the countryside and the activities in an estate could be benefited and used as resources. One of the five businesses taking apart in the project was a riding centre where Equine Assisted Activities were used as part of the business. In the project it was stated that, for example, therapy riding have long traditions in Finland and even KELA – The Social Insurance Institution of Finland is granting allowance in these services. Instead, proving the advantages of animal assisted rehabilitation have so far failed, and marketing of for example Equine Assisted Activities have been unsuccessful. The project report emphasises that the social, psychological and physical features of activities where animals are used as tools ought to be paid more attention to and, thereby, tools in measuring the advantages on such rehabilitation could be found. (Lilja et al. 2008)

⁵ Maatilat maaseudun palvelutoiminnassa

7 THE SURVEY

7.1 Introduction

From the beginning of this Bachelor's Thesis the focus group of the survey was clear. After reading through some of the earlier research and information found it seemed obvious that big amount of research and development was to be done in the field to make the subject more common and widely known. Therefore, rather than contacting the average people or the people using the EAA services it seemed wise to find out more about the people having studied Equine Assisted Activities in Finland and, working or having worked in the field.

The interest of this Bachelor's Thesis is to find out the general situation of the Equine Assisted Activities in Finland, at the point of view of the workers and, especially according to their own working situation. In this written work the respondents of the survey are seen as an important part of the Equine Assisted Activities field in Finland. They have passed currently the only training available in EAA in Finland and, in the eyes of this Bachelor's Thesis, are the ones most likely to develop the field further and spread the knowledge on the subject.

7.2 Results

In the survey a few answers on multiple points of view were sought. In this section the answers are told, some of which are presented as charts. The areas of questions included questions on background information on the respondents, their activity in EAA field, types of EAA offered, main target group, intensity of the activities, and availability of the activities. Also, the respondents' opinions on the profitability of activities were asked, as well as the future perspectives at their work in Equine Assisted Activity field.

Whilst the results given here are in English, the original survey used was in Finnish. In the results the parts including quotations the original answer is given in Finnish, followed by the English translation.

7.2.1 Background information

The first step of the survey was to shortly look into the background of the respondents and find out if there were any similarities in order to clearly recognise what could have led into studying Equine Assisted Activities. It was found out that all of the six respondents were female and aged between 35 and 47. As an educational background one can see that all six of the respondents had an educational background, from vocational education all the way until Master's Degree, before studying the Equine Assisted Activities. There might have been some interpretation issues in the survey on the question on educational background and, therefore, in this work only the highest already accomplished educational level chosen by each respondent were taken into account.

When talking about the background and the previous education of the respondents it seems significant to make a comment that one of the requirements for applying to study Equine Assisted Activities is a previous education on minimum of vocational education on specific field, that is to say, educational-; social- or health care field.

As personal background on equine field one similarity seems to be that all of the six respondents have a long history and knowledge on horses, most of which from already childhood or adolescence. According to the findings in the survey the respondents studied Equine Assisted Activities during different years, some during the first class on Equine Assisted Activities launched in 2002 and, some others not until the class running in 2008.

7.2.2 Activity in the field of EAA

One of the main points in the survey was the information about the current activity level of the respondents in Equine Assisted Activities. As stated before, six of the seven respondents said being “currently active” in EAA field in Finland whereas one stated being “not currently active”, nor having ever officially been active since the training. When asking about their role in the Equine Assisted Activities four of the six active ones stated being the main worker and two being one of the main workers.

When asking about the roles of the EAA activities, in their life in general, the answers were plenty and difficult to be defined here. Only one of the six considered EAA as being their main income. Two of the respondents stated EAA as being part of her main income, as well as another respondent who, thought EAA as being her secondary income as well. The fifth respondent reckoned EAA as being her secondary income and, the sixth was on the opinion that EAA would be considered as part of her secondary income as well as voluntary work.

7.2.3 Type of Equine Assisted Activities offered

Another question was to find out about the types of the EAA activities offered. The main functions of EAA are to act as a preventive tool or, as part of one’s total rehabilitation. Even if the amount of respondents was rather limited, we can shortly look at the percentages on which type of activities are offered by the workers in the field. About 23% of the activities offered seem to be preventive type. On the other hand, 31% of the activities in total, according to the answers in this particular survey, are socially rehabilitative. In addition, also activities concentrating in psychologically rehabilitative issues get 31%. Physically rehabilitative activities, on the other hand, are only offered in the amount of 8%.

7.2.4 Target groups

Still another main point in the survey was about the target age in the activities. One respondent said the activities being open for all ages. Another respondent said the activities being for children, adolescence, adults and elderly, which can be understood as meaning all ages. On the other hand, one of the respondents reckoned the main target age as being the adolescence. Another respondent said the main target age being the adolescence and adults, whereas the fourth respondent reckoned the main target age being the children and the adolescence. Still another respondent stated the target age including children, adolescence and adults. When asking about the people participating in the activities it became clear that none of the six respondents had one and only target group even though, some of the workers seem be more specifically orientated towards certain types of clients than the others.

As for target groups the choices in the survey were plenty. The biggest target group, 18%, seem to be the people with learning disabilities. Child welfare clients, as well as the people needing social support, build 14% of the target groups. Third biggest groups, with 11%, are mental health clients and the people with behavioural challenges. According to the survey only 4% of the target group consists of average people coming to the stall.

7.2.5 Intensity

Also one important point to find out through the survey was how often and in which way the Equine Assisted Activities were offered. Five of the six said the activities being offered regularly, of which two daily, two weekly, and one about three to four times per week. One of the six said the activities being offered according to the demand every now and then.

7.2.6 Availability of the activities

Still another important question was to look at the availability of Equine Assisted Activities. Two of the respondents stated the demand being in balance with the activities available but, according to three of the respondents there is more demand than there are activities available. Another answerer said the current personal resources being limited but, in the case of the growing demand the activities could be put to match it. All in all, it seems that there is a need for the Equine Assisted Activities. None of the respondents suggested there being a lack in clientele.

7.2.7 One's personal work situation at the field of EAA

Another main point to find out was the current work situation at EAA field. The answers were varied and told the Bachelor's Thesis some important information.

Olisi tulossa paljon asiakkaita, harmi, ettei aika anna periksi...

There would lots of clients coming, it is a pity that the time is not flexible...

Asiakkaita riittää, mutta hinnoittelu on vielä liian matala.

There are enough clients but, the pricing is still too low.

Sosiaalipedagoginen ajattelu vaikuttaa kaiken toiminnan taustalla...

Työtä siis on, mutta elääkö sillä?

Social pedagogical thinking is in the background of all activities... That is to say, there is work to be done but, can one survive with it?

- - mm. työyhteisössäni saanut sos.ped.hevostoiminnan yhdeksi työmuodoksi - - Erittäin hyvin on aina otettu vastaan - -

- - ia. have gotten the equine assisted activities as one working method in my work community - - Has always been accepted very well

- -

7.2.8 Future perspectives

The last piece of the survey was future oriented and the aim was to find out if the respondents were to stay active in the field of EAA in Finland in the future. Luckily for the field five of the six currently active ones stated most likely staying active in the field in the future. One of the six thought it likely at staying active.

According to the information gained through this Bachelor's Thesis there is still a lot to do to get the field of Equine Assisted Activities to the lips of average people, so to say. In order to understand the whole picture more research needs to be done and the word of the field spread out. As one of the respondents in the survey stated:

Tietoa asiasta pitäisi saada enemmän kukaan ei tiedä mitä on sosiaalipedagoginen hevostoiminta, eli nyt on se aika kun markkinoidaan toimintaa ja toivotaan tutkimuksia ja opinnäytetöitä.
More information is needed no-one knows what Equine Assisted Activities is, therefore now is the time when the activities are marketed and researches and bachelor theses desired.

7.3 Summary

One of the survey's main discoveries seems to be that horses have been part of the respondents' lives for a long time. Even if the respondents have a good knowledge on horses and some have even made their main career within the field in a first place, all of the respondents have educational background also on outside the equine field, as it is one of the requirements by Equine College Ypäjä and University of Kuopio- Centre for Training and Development in order to being eligible for applying to study Equine Assisted Activities.

According to information gained through the survey there seems to be something for everyone within the field of Equine Assisted Activities. Target groups already in this survey itself are various and, the activities are offered to all ages. Whether the activities are then specifically aimed or not, is another story. According to the

answers it seems, with an exception of one respondent, that there are two types of motivation when it comes to applying and studying EAA:

- A) The people already having their own equine business, such as riding centre, and thereafter having applied to study EAA, and
- B) The people having first worked outside the equine industry and, afterwards having applied to study EAA.

Group A does not necessarily find it important to separate the Equine Assisted Activities from their previous work on stall. One of the ideas at the background was:

Koska sosiaalipedagoginen hevostoiminta perustuu tekijän omaan ammatilliseen näkemykseen ja ohjaa ikään kuin aatteena toimintaa, on tavallisessa ratsastuskoulussa tarpeetonta myydä erikseen sosiaalipedagogista hevostoimintaa tuotteena.

Since Equine Assisted Activities are based on worker's personal view and guiding the activities as kind of a principle, it seems useless in regular riding centre to sell EAA as a separate product.

On the other hand group B has been able to integrate the Equine Assisted Activities as being part of their previous work on social field and, seem to be more specific in defining the product offered: they seem to be more detailed, at the minimum of: type of activities, target group and target age.

Then again, previous educational level nor the year of EAA-studies seems to have an effect on defining the Equine Assisted Activities offered. Both in group A as well as group B consisted of people with higher education as well as people with lower education, as regards to that of educational system of Finland.

At this point it seems important to make a comment on the rather narrow sampling in this particular survey and, to state that the answers of one of the workers was totally against the discovery made previously: she had a more loose definition on

the Equine Assisted Activities offered even though, she first started through work in social field and, only thereafter, applied to study EAA.

When talking about the future of the field it seems obvious that the field needs more active participants, training, etc. As one of the respondents stated:

- - *kukaan ei tiedä mitä on sosiaalipedagoginen hevostoiminta.*

- - no-one knows what Equine Assisted Activities are.

When asking about the situation at ones' work it became clear that there are clients and, in some occasions, there may also be a need for more Equine Assisted Activities to be offered. On the other hand, we can hear a voice saying that EAA is still a rather new concept for people in general and even, that no-one knows what it is. Thereby, one can wonder where are the clients coming from. According to the information gained through this Bachelor's Thesis and the survey, it seems that the structure of the clientele has something to do with the background of the people organising the Equine Assisted Activities.

8 CONCLUSION

Due to the fact that the final amount of the respondents in this Bachelor's Thesis is rather narrow, it seems incoherent to make generalisations on the situation of Equine Assisted Activities in the whole country of Finland. However, some conclusions can be made, and points of view to be seen, according to the results from the survey, combined with the theory and, earlier research on the field in question.

As regards the theoretical background in this written work, one can state the Equine Assisted Activities being an alternative way to mainstream therapies and, a healthy way towards gaining social skills. Both social pedagogy and, the Equine Assisted Activities aim at education for society, as well as reducing discrimination and alienation. Also social rehabilitation emphasises person's ability to function in various social situations. Rehabilitation International emphasises equality, among other things, as does EAA in the form of paying attention in individuals, and personal abilities. As regards the relationship between the EAA and discrimination, it must be understood that people participating in the activities may have their own experiences on discrimination from beforehand. As the results of this Bachelor's Thesis show the field of EAA in Finland has not quite yet found its place among the mainstream and, also the clientele is not too stabilised. Therefore, multiple issues are to be handled. It seems obvious to claim that anti-discrimination starts from the more powerful parties which, at the point of view of the EAA, must be the people working in the field and, having more close relationship in the subject than average people. In the earlier research the stalls were asked about their opinions on the field of EAA. One of the statements was that equine business in Finland in general is rather uncertain and having low profitability. When you add the fact that KELA is not, at this point, granting allowance for such activities, one could say that Equine Assisted Activities has not yet gained enough power to be included in, lets say, mainstream therapies. As understood through this written work, as already also stated in previous research, one of the next steps could be to concentrate on making the field of Equine Assisted Activities more commonly known. Perhaps a

solution would even be to do cooperation with other fields not being main stream, fields using animals in general as part of rehabilitation or, preventing social challenges.

When it comes to the research questions appointed at the beginning of this Bachelor's Thesis, it can be seen that, the results arising from the theory, combined with the results of the survey, could have been more comprehensive. As for the research questions of this Bachelor's Thesis one can suggest the people working in the field of EAA having mainly two motives: either to define the activities more specifically, or to keep the activities open for wider clientele. In the project by The Equestrian Federation of Finland the stalls being part of the study suggested ways on how, in their opinion, the equine industry and, especially the field of pedagogical riding could be developed. One of the suggestions was to have stalls specialising on specific areas. The survey used in this Bachelor's Thesis shows that there is a distinction between the people offering more specific Equine Assisted Activities for more specific clientele and, on the other hand, the ones preferring as not to define the clientele or, the aim of the Equine Assisted Activities too strictly. The reasons behind the idea on whether to define the product specifically or not are yet to be discovered. One of the reasons may be the personal background of the people organising the activities, both in the equine field, as well as previous education outside equine industry. What is valued seems to be the clients and, especially keeping the ones that already existed. If one was mainly working at a riding centre before studies in EAA, she was likely to keep the old clients and integrate the possible new clients and EAA as part of the old activities. On the other hand, having primarily worked outside the equine field, for example in social field, one was likely to do the same: keep the old work and clients and, integrate the EAA as part of that.

The current definition on Equine Assisted Activities in Finland states that EAA include all the equine related activities in the stall environment, whether the horses being directly involved in, for example riding session or, indirectly by taking care of the equipment. Basically this could be understood in the way that everything

happening at the stall, organised and ran by anyone regardless of their background or professionalism, would be defined as Equine Assisted Activities. But, should it not be the “professionalism” which makes also this subject what it is? Anyone can claim being a professional and, surely there are people who, in fact, have gained their knowledge through their personal output instead of studies. But, one must give credit to the aspect that true professionalism always includes studies and, recognition from inside the field. The power. That may be what also Equine Assisted Activities are all about. People who have knowledge, skills, experience, training, and thereby, power, share their wisdom with others and spread their word. But what if the power ends up in wrong hands, so to say? What are the activities going to be like if the motives are lopsided in a first place? As stated before, unless social work is aware of discrimination, or other issues for that matter, also Equine Assisted Activities may be dangerous rather than effective.

9 EVALUATION OF THE THESIS

9.1 The process and the results

At the author's personal point of view the field of Equine Assisted Activities appeared to be a challenging subject for writing a comprehensive Bachelor's Thesis. The information gained is, however, informative and, a good basis for moving onwards. Contrary to the author's earlier beliefs finding adequate theoretical information, as well as more sufficient amount of respondents to the survey, became a major issue in this particular work.

When it comes into understanding the particular survey and the information gained through it, one must pay attention to possible individual differences and the fact that, questions may be understood in plenty of ways, according to the person interpreting them. For example, there may be differences in the way the respondents were defining as being their "main income" and, if the activities offered were exactly their main income or, for example, part of it. One may be asking a question on so called regular riding sessions and, if all of them could, in fact, be called as Equine Assisted Activities and base the claim on the general definition on EAA: all activities somehow involving a horse, accomplished at stall environment.

During the process it became clear that this kind of a survey has not been done in Finland previously and, therefore, more attention on the background work should have been given. By doing so it would have been possible to get even more useful information, not only for the Bachelor's Thesis in question but, also in general level and, maybe as being part of developing the industry. Also "piloting" the survey by using few people before actually sending it out would have made the survey and therefore the answers more valuable. As a positive note one could say that, in general level the questions ran well together. Also, it seems obvious at this point that any research done on the field of Equine Assisted Activities in Finland is valuable and, may be a part of developing the field.

At general level one ought be satisfied with the survey and the points of view it gave. The conclusions are hoped to give some direction towards the future, and more research. Due to the rather constricted EAA community in Finland it would cause problems in ethics, as well as in privacy, if the amount of power by the respondents was revealed. Therefore, it seems impossible at this state to make a comment on how big part of the whole EAA field in Finland the responds gained through this written work may cover, or, which kind of role each respondent may have in the field.

The lack of final respondents may also be telling their own story. According to Karma (1987, 87) it is never a coincidence who will reply and, on the other hand, will not. Karma states that replying includes some systematic features and, sees it as an option that the ones to reply are the ones more keen on the matter, and see it important. Primarily it seems to have been the inexperience of the author, that caused the lack of final respondents. Regardless of the various people found in the Internet pages and, thereby contacted, total of only six people were eager to reply to the survey. Perhaps it was a matter of the way the people were primarily contacted, it is to say, the lack of personal contact via e-mail, that made the people to back off and, to decide not to be a part of this Bachelor's Thesis. Though, it must be stated that as a counterforce for the people not aware of the Equine Assisted Activities, the people being active seem to be highly motivated on the matter and, working towards getting the field on the lips of average people in Finland.

One suggestion for future research could, therefore, be to figure out what kind of motives drive people to work on the field of EAA and, how do the motives change according to earlier experience and education. Another idea on getting EAA more commonly known could be making cooperation with other activities and therapies which do not, at this point, belong to mainstream either. If the suggestion of the earlier research would be followed, the stalls offering Equine Assisted Activities might want to think about specialising on more specific areas. As Thompson (2006,

31) states as regards anti-discrimination “If you’re not part of the solution, you must be part of the problem”.

9.2 Ethics and reliability

The research was based on information found on Internet, books and earlier research and, therefore, the theoretical part ought not to be an issue in ethical point of view. When it comes to reliability it must be taken into account that not all information found on Internet is truthful, nor are the earlier research always in the same opinion with the other similar research.

Another part of this Bachelor’s Thesis was the data collected by survey from the people having studied the Equine Assisted Activities and, thereby, worked on the field. In the beginning it was seen as a slight question as whether it would be ethical to collect data from the people working in the field. After all, the field of EAA in Finland is still rather unknown by average people but, known and popular in its own professional circles. On the other hand, the multiple-choice questions in the survey were on the respondents’ personal involvement in the field and, the clients were only referred as a quantity.

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APPENDIX 1

CONCEPTS USED IN RELATION TO EQUINE ASSISTED ACTIVITIES

Below some of the basic terminology is explained in a sense that they are understood and used in this work.

EAA

An abbreviation for Equine Assisted Activities

Equine Assisted Activities

A current English language equivalent for the Finnish term Sosiaalipedagoginen hevostoiminta

Equine

Anything horse-related

Equine Assisted Therapy - EAT

Equine Assisted Therapy (EAT) is one of the non-traditional therapies. The field is rather new but its popularity is growing quickly when the effectiveness of animals in therapies is being recognised. In EAT the participants are using their feelings and behaviours in order to understand themselves better and gain emotional growth. This is done by using horses as a tool and is proven, for example, to improve communication skills or confidence. Horses like many other animals communicate non-verbally and, therefore, the skills learned in Equine Assisted Therapy are mainly non-verbal. (Equine Psychotherapy 2008)

Finland Futures Research Centre (Tulevaisuuden tutkimuskeskus)

A centre offering future-oriented services to its clients. Analytical information and giving ideas on alternative futures, followed by challenges as well as possibilities are part of the centre's aims. (Turku School of Economics - Finland Futures Research Centre 2009)

MTT Agrifood Research Finland (MTT Maa- ja elintarviketalouden tutkimuskeskus)

An institute operating under the Ministry of Agriculture and Forestry. It is an leading research institution in the agricultural and food- , and agricultural environment research field in Finland. (Innovations from renewable natural resources 2009.)

People working in the field of EAA

The studies offered on the field of EAA in Finland can be considered as supplementary education and, thereby, in this written work it was chosen that the people were not to be referred as EAA professionals but, as people working in the field of Equine Assisted Activities

APPENDIX 2

THE ORIGINAL SURVEY IN FINNISH

Hei!

Olen erittäin kiitollinen osallistumisestanne tähän kyselyyn, joka on osa opinnäytetyötäni aiheesta Sosiaalipedagogisen hevostoiminnan nykytila ja tulevaisuus Suomessa. Otsikko tulee vielä tarkemmin määriteltäväksi työn edetessä. Varsinaisesti opinnäytetyöni on englanninkielinen, mutta kysely on teitä ajatellen tehty suomeksi ja niin kysely kuin vastauksenne tulee myöhemmin käännettyä englanninkielelle.

Haluan kiittää teitä avusta, ja painotan sitä että ehdottomasti kaikki vastaukset ovat arvokkaita!

Kysymyksiä on yhteensä 16-17 kullekin vastaajalle, ja ne on jaettu kolmeen (3) osioon. Osiot A (juuri nyt aktiivinen Sosiaalipedagogisessa hevostoiminnassa) ja B (ei juuri nyt aktiivinen Sosiaalipedagogisessa hevostoiminnassa) ovat vaihtoehtoisia riippuen omasta tilanteestanne alalla. Osioita A ja B edeltävä osio "Taustatietoja" sen sijaan on kaikkien vastattavissa.

Suurin osa kysymyksistä on vaihtoehtokysymyksiä. Huomatkaa että halutessanne voitte rastittaa useamman kuin yhden vaihtoehdon. Mukana on myös muutama avoin kysymys. Jokaisen osion lopussa on lisäksi vapaaehtoinen "Sana on vapaa" -osio, johon voit halutessasi lisätä mieleen pulpahtaneita ajatuksia aiheesta.

Vastauksianne voidaan tulla käyttämään opinnäytetyössäni, ja halutessanne teillä on oikeus nähdä lopullinen työni. Käytän kyselyssä saamiani vastauksia tietenkin henkilötietojanne paljastamatta, luottamuksellisesti ja teidän suostumuksellanne:

PIRKANMAAN AMMATTIKORKEAKOULUN OPISKELIJA MIIA HIRVONEN
(p0651997) SAA KÄYTTÄÄ VASTAUKSIANI OPINNÄYTETYÖSSÄÄN:

Kyllä ___ Ei ___

Kiittäen ja ystävällisin syysterveisin,
Miia Hirvonen

(continues)
APPENDIX 2: 2(8)

TAUSTATIETOJA

1. Sukupuolenne on

A mies _____

B nainen _____

2. Minkä ikäinen olette? _____ vuotta

3. Mikä on ammattinne?

4. Millainen oli koulutuksenne ennen Sosiaalipedagoginen hevostoiminta-koulutusta?

A peruskoulu	_____
B toisen asteen tutkinto	_____
C ylioppilas	_____
D alempi korkeakoulututkinto	_____
E ylempi korkeakoulututkinto	_____
F jotakin muuta, mitä?	_____

5. Millainen oli historianne hevosiin liittyen ennen Sosiaalipedagoginen hevostoiminta -koulutusta?

6. Milloin opiskelitte Sosiaalipedagogista hevostoimintaa?

Sana on vapaa:

A

JUURI NYT AKTIIVINEN SOSIAALIPEDAGOGISESSA HEVOSTOIMINNASSA

(Jos olette juuri nyt aktiivinen Sosiaalipedagogisessa hevostoiminnassa Suomessa, vastatkaa tähän osioon, olkaa hyvä. HUOM: pienikin aktiivisuus huomioidaan.)

A1. Oletteko juuri nyt aktiivinen Sosiaalipedagogisessa hevostoiminnassa Suomessa?

A kyllä _____
 B ei _____
 C jotakin muuta, _____
 mitä?

A2. Millainen on roolinne harjoittamassanne toiminnassa?

A päätoimija _____
 B yksi päätoimijoista _____
 C avustaja _____
 D jotakin muuta, _____
 mitä?

A3. Onko harjoittamanne toiminta

A päätoimenne _____
 B osa päätoimeanne _____
 C sivutoimenne _____
 D osa sivutoimeanne _____
 E vapaaehtoistoimintaa _____
 F jotakin muuta, _____
 mitä?

A4. Millaista Sosiaalipedagogista hevostoimintaa pääasiassa harjoitatte?

- A ennaltaehkäisevää _____
- B sosiaalisesti kuntouttavaa _____
- C fyysisesti kuntouttavaa _____
- D psyykkisesti kuntouttavaa _____
- E jotakin muuta, _____
mitä? _____

A5. Minkä ikäisille ryhmille/yksilöille toimintanne on pääasiassa suunnattu?

- A lapsille _____
- B nuorille _____
- C aikuisille _____
- D vanhuksille _____
- E jotakin muuta _____
mitä? _____

A6. Millaisille ryhmille/yksilöille toimintanne on pääasiassa suunnattu?

- A "tavallisille" tallilla kävijöille _____
- B kehitysvammaisille _____
- C vammautuneille _____
- D autismin kirjon henkilöille _____
- E päihdekuntoutujille _____
- F mielenterveyskuntoutujille _____
- G lastensuojelun asiakkaille _____
- H käyttäytymishäiriöisille _____
- I oppimishäiriöisille _____
- J sosiaalista tukea tarvitseville _____
- K jotakin muuta, _____
mitä? _____

A7. Onko toimintanne pääasiassa

- A säännöllistä _____
- B epäsäännöllistä _____
- C kysynnän mukaan _____
- D jotakin muuta, _____
mitä? _____

A8. Kuinka usein harjoitatte Sosiaalipedagogista hevostoimintaa?

- A päivittäin _____
- B viikoittain _____
- C kuukausittain _____
- D silloin tällöin _____
- E jotakin muuta, _____
mitä?

A9. Millainen on kysynnän ja tarjonnan suhde nykyisessä toiminnassanne?

- A kysyntä vastaa tarjontaa _____
- B kysyntää on enemmän kuin tarjontaa _____
- C tarjontaa on enemmän kuin kysyntää _____
- F jotakin muuta, _____
mitä?

A10. Millaisena näette nykyisen työtilanteenne Sosiaalipedagogisena hevostoimijana?

A11. Kuinka todennäköisenä pidätte pysyväne tulevaisuudessakin aktiivisena toimijana Sosiaalipedagogisessa hevostoiminnassa Suomessa?

- A erittäin todennäköisenä _____
- B todennäköisenä _____
- C epävarmana _____
- D epätodennäköisenä _____
- E erittäin epätodennäköisenä _____
- F en osaa sanoa _____

Sana on vapaa:

B

EI JUURI NYT AKTIIVINEN SOSIAALIPEDAGOGISESSA HEVOSTOIMINNASSA

(Jos ette ole juuri nyt aktiivinen Sosiaalipedagogisessa hevostoiminnasta Suomessa, vastatkaa tähän osioon, olkaa hyvä.)

B1. Oletteko aiemmin olleet aktiivinen Sosiaalipedagogisessa hevostoiminnassa?

- | | |
|---------------------------|-------|
| A kyllä | _____ |
| B ei | _____ |
| C jotakin muuta,
mitä? | _____ |

B2. Millaista toimintaa pääasiassa harjoititte?

- | | |
|------------------------------|-------|
| A ennaltaehkäisevää | _____ |
| B sosiaalisesti kuntouttavaa | _____ |
| C fyysisesti kuntouttavaa | _____ |
| D psyykkisesti kuntouttavaa | _____ |
| E jotakin muuta,
mitä? | _____ |

B3. Minkä ikäisiä toimintaanne osallistuvat pääasiassa olivat?

- | | |
|--------------------------|-------|
| A lapsia | _____ |
| B nuoria | _____ |
| C aikuisia | _____ |
| D vanhuksia | _____ |
| E jotakin muuta
mitä? | _____ |

B4. Millaisille ryhmille/yksilöille toimintanne oli pääasiassa suunnattu?

- | | |
|--------------------------------------|-------|
| A ”tavallisille” tallilla kävijöille | _____ |
| B kehitysvammaisille | _____ |
| C vammautuneille | _____ |
| D autismin kirjon henkilöille | _____ |
| E päihdekuntoutujille | _____ |
| F mielenterveyskuntoutujille | _____ |

G lastensuojelun asiakkaille	_____
H käyttäytymishäiriöisille	_____
I oppimishäiriöisille	_____
J sosiaalista tukea tarvitseville	_____
K jotakin muuta, mitä?	_____

B5. Kuinka usein harjoititte Sosiaalipedagogista hevostoimintaa?

A päivittäin	_____
B viikoittain	_____
C kuukausittain	_____
D silloin tällöin	_____
E jotakin muuta, mitä?	_____

B6. Kuinka kauan/montako kertaa harjoittamanne toiminta jatkui kunnes päätitte lopettaa?

B7. Mikä oli pääasiallinen syy toimintanne päättymiseen/keskeytymiseen?

B8. Oletteko edelleen mukana jollain tavalla Sosiaalipedagogisessa hevostoiminnassa?

A kyllä	_____
B ei	_____
C silloin tällöin	_____
D jotakin muuta, mitä?	_____

B9. Kuinka todennäköisenä näette tulevaisuudessa palaavanne aktiiviseksi Sosiaalipedagogiseen hevostoimintaan Suomessa?

- A erittäin todennäköisenä _____
- B todennäköisenä _____
- C epävarmana _____
- D epätodennäköisenä _____
- E erittäin epätodennäköisenä _____
- F en osaa sanoa _____

B10. Edellyttäisikö alalle paluunne muutosta

- A henkilökohtaisissa asioissa _____
- B taloudellisissa asioissa _____
- C resursseissa _____
- D alalla yleensä _____
- E jotakin muuta, _____
mitä?

Sana on vapaa:

THE SURVEY TRANSLATED IN TO ENGLISH

Hello!

I am really grateful on your participation in this survey, which is part of my Bachelor's Thesis on Equine Assisted Activities - current situation and future in Finland. The exact heading will be defined during the process of writing the work. The Bachelor's Thesis will, in fact, be in English but, the questionnaire is made in Finnish for your convenience. Both the questionnaire and your answers will later be translated into English.

I want to thank you for your help, and emphasise the fact that absolutely all the answers are valuable!

There are 16-17 questions altogether to each respondent and they are divided into three (3) sections. Section A (Currently active in the field of Equine Assisted Activities) and B (Not currently active in the field of Equine Assisted Activities) are alternatives depending on your personal situation in the field. Instead, the "Background information" section preceding the sections A and B is to be answered by all individuals.

Most of the questions are multiple-choice questions. Please note that you can choose more than one alternative if you so wish. There are also a few open questions. Additionally, at the end of each section there is a space for "Word is free". There you are invited to write down anything regarding the subject.

Your answers may be used in my Bachelor Thesis and, you have the right to see my final work. Naturally, I am using the information gained through this questionnaire in a confidential way and with your permission, without revealing your identity.

MIIA HIRVONEN (p0651997), A STUDENT OF PIRKANMAA UNIVERSITY OF APPLIED SCIENCES CAN USE MY ANSWERS IN HER BACHELOR'S THESIS:

Yes ___ No ___

With best regards,
Miia Hirvonen

(continues)

BACKGROUND INFORMATION

1. Your gender is

- A male ___
B female ___

2. How old are you? ___ years

3. What is your profession?

4. What kind of educational background did you have before the studies in Equine Assisted Activities?

- A basic education ___
B vocational education ___
C matriculation examination ___
D Bachelor's Degree ___
E Master's Degree ___
F something else, ___
 what?

5. What kind of history did you have concerning horses before the studies in Equine Assisted Activities?

6. When did you study Equine Assisted Activities?

Word is free:

APPENDIX 3: 3(8)

A

CURRENTLY ACTIVE IN THE FIELD OF EQUINE ASSISTED ACTIVITIES

(If you are currently active in the field of Equine Assisted Activities in Finland, please answer to this section. Note: even a slight level of activity will be taken into account.)

A1. Are you currently active in the field of Equine Assisted Activities in Finland?

- A yes _____
- B no _____
- C something else, _____
what? _____

A2. What kind of role do you have in the activities?

- A main worker _____
- B one of the main workers _____
- C an assistant _____
- D something else, _____
what? _____

A3. Are the activities

- A your main income _____
- B part of your main income _____
- C your secondary income _____
- D part of your secondary income _____
- E something else, _____
what? _____

A4. What type of activities are you mainly organising?

- A preventive _____
- B socially rehabilitative _____
- C physically rehabilitative _____
- D psychologically rehabilitative _____
- E something else, _____
what? _____

APPENDIX 3: 4(8)

A5. For which age groups are the activities organised mainly meant to?

- A children _____
- B adolescents _____
- C adults _____
- D the elderly _____
- E somebody else, _____
what?

A6. For which kind of groups/individuals are the activities organised mainly meant to?

- A "average" people coming to the stall _____
- B people with developmental disability _____
- C the disabled people _____
- D people with autism spectrum disorder _____
- E substance abuse clients _____
- F mental health clients _____
- G child welfare clients _____
- H people with behavioural challenges _____
- I people with learning disability _____
- J people needing social support _____
- K somebody else, _____
what?

A7. Are the activities mainly organised

- A regularly _____
- B irregularly _____
- C according to demand _____
- D something else, _____
what?

A8. How often are you organising the Equine Assisted Activities?

- A daily _____
- B weekly _____
- C monthly _____
- D every now and then _____
- E something else, _____
what?

A9. What do you think about the availability of the activities?

- A demand is in balance with the amount of activities organised ____
 B there is more demand than there are activities organised ____
 C there are more activities than there is demand ____
 D something else, what? ____

A10. How do you see your current work situation in Equine Assisted Activities?

A11. How likely will you be an active worker in the field of Equine Assisted Activities also in the future?

- A very likely ____
 B likely ____
 C uncertain ____
 D unlikely ____
 E highly unlikely ____
 F I cannot say ____

Word is free:

B

NOT CURRENTLY ACTIVE IN THE FIELD OF EQUINE ASSISTED ACTIVITIES

(If you are not currently active in the field of Equine Assisted Activities in Finland, please answer to this section.)

B1. Have you earlier been active in Equine Assisted Activities?

- | | |
|----------------------------|-------|
| A yes | _____ |
| B no | _____ |
| C something else,
what? | _____ |

B2. What type of activities were you mainly organising?

- | | |
|----------------------------------|-------|
| A preventive | _____ |
| B socially rehabilitative | _____ |
| C physically rehabilitative | _____ |
| D psychologically rehabilitative | _____ |
| E something else,
what? | _____ |

B3. For which age groups were the activities organised mainly meant to?

- | | |
|----------------------------|-------|
| A children | _____ |
| B adolescents | _____ |
| C adults | _____ |
| D the elderly | _____ |
| E something else,
what? | _____ |

APPENDIX 3: 7(8)

B4. For which kind of groups/individuals were the activities organised mainly meant to?

- A "average" people coming to the stall _____
- B developmentally disabled people _____
- C disabled people _____
- D people with autism spectrum disorder _____
- E substance abuse clients _____
- F mental health clients _____
- G child welfare clients _____
- H people with behavioural challenges _____
- I people with learning disability _____
- J people needing social support _____
- K somebody else, _____
what? _____

B5. How often were the Equine Assisted Activities by you organised?

- A daily _____
- B weekly _____
- C monthly _____
- D every now and then _____
- E something else, _____
what? _____

B6. For how long/how many times were the activities running before you decided to quit?

B7. What was the primary reason for ending/aborting the activities organised?

B8. Are you still somehow involved in the field of Equine Assisted Activities?

APPENDIX 3: 8(8)

B9. How likely is it that you will return as an active worker in the field of Equine Assisted Activities in Finland in the future?

- A very likely _____
- B likely _____
- C uncertain _____
- D unlikely _____
- E highly unlikely _____
- F I cannot say _____

B10. Would returning to the field require change in

- A personal issues _____
- B financial issues _____
- C resources _____
- D in the field in general _____
- E something else, _____
what? _____

Word is free: