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# **Equine Management, Upkeep and Selection in Equine Assisted Intervention**

A Comparative study

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# ABSTRACT

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Abstract <p>Domestizierte Pferde (<i>Equidae</i>) sind wahrscheinlich neben den Hunden die meist bekanntesten Tierarten, die in den tiergestützte Interventionen verwendet werden. Dadurch, dass diese Tiere sowohl in der Therapie als auch in der sozialen und pädagogischen Arbeit eingesetzt werden, gibt es viele verschiedene Variationen in dem Organisieren der Interventionen, wie auch in der Pflege und Haltung der Einhufer.</p> <p>Durch die Möglichkeit drei verschiedene Organisationen persönlich kennen zu lernen, die Pferde und Esel gestützt arbeiten, konnte ich einen Einblick in die Thematik erhalten. Der Konzentrationspunkt in meiner Hausarbeit ist das Management, die Haltung und die Auswahl der Pferde in der Pferde (<i>eng. equine</i>) gestützten Interventionen. Ich präsentiere in der Arbeit die drei Organisationen – Green Chimneys, Oy Cavesson Ltd, Esperanza – wie auch mehrere Begriffe, die in tiergestützte Arbeit verwendet werden.</p> <p>Da die Organisationen in drei verschiedene Länder – USA, Finnland, Österreich – sind, füllt die Arbeit die Anforderungen einer internationalen Forschung. Das Ziel der Hausarbeit ist jedoch nicht die tiergestützte Arbeit Länder spezifisch zu präsentieren, sondern die empirischen Daten, die als semi-strukturiertes Interview von den Organisationen gesammelt wurden, miteinander zu vergleichen und Gemeinsamkeiten und Unterschiede zu suchen.</p>			
Stichwörter Equine Assisted Intervention, Equus, comparative study, phenomenology, semi-structured interview, Green Chimneys, Oy Cavesson Ltd, Esperanza,			



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## 1 INTRODUCTION

Horses are probably one of the most common animals that facilitators in animal assisted work use. As in history in general their role and possibilities in equine assisted intervention are manifold. They can be part of physical, occupational or speech therapy, where their three dimensional movement is mobilized for helping the client. They offer many opportunities in mental health work or in corporate trainings as well as in recreational sessions. In addition horses can serve people of all ages, because of their versatility.

Horses and ponies are however not the only equines that have found a function in animal assisted work. Donkeys, that have even a longer history as domesticated animals, are preferred working partners for many professionals. Their size, interest in people and their looks make them suitable for animal assisted work especially with children and youngsters. Yet because of their natural character it is important to socialize them well in order to work with them efficiently.

These conclusions are some results of various experiences that I was able collect in my internships on my one year study leave. During this time I had the chance to take a closer look in three organizations that are working in the area of animal assisted intervention. Before I started my internships I had a vision that I would like to present these organizations and their work in my final paper. It was first in my internship in the United States that I was able to choose my final topic.

Generally animal assisted work is not very well known by general population, though the animal assisted intervention has grown over the years to. According to my experiences these areas are seen slightly different from country to country and from person to person, which makes it quite difficult for a student of animal assisted intervention to orientate in this jungle. Because of this problem I was interested in having some *practical guidelines* and I thought that this can be achieved by comparing the organizations and their work with each other. In order to avoid some of the challenges that an international study sets, mostly because of the

vast amount of theoretical and empirical data, I decided to limit my research to equines. This decision was also supported by the fact that all three organizations work with these animals. By going through some literature and discussing my idea with some horse professionals in this area I narrowed my theme in *equine management, selection and upkeep in equine assisted intervention*. It is my purpose to present the various viewpoints that the target organizations have to this theme as well as to study the similarities and differences.

I will present the research methodology and analysis more closely in chapter five and six. In chapter two I will outline the research paradigm and the research questions as well as discuss about the validity and reliability of a qualitative study. This part is followed by the chapters that concentrate on presenting the study contexts and the terminology in hand. The results and conclusions will be presented in the last chapters of this paper followed by a list of references, Appendices and curriculum vitae.

## 2 RESEARCH PARADIGM

### 2.1 Research strategy - Qualitative study

Qualitative research is seen as a process of interactions, where both the researcher and the study object change. It can be constructive, inductive as well as interpretive and it usually emphasizes words, rather than the quantification, in the collection and analysis of data (BRYMAN, 2004: 266). Where quantitative studies answer to the questions “what” and “who”, qualitative studies concentrate on the “how” or “why” questions or processes and it is also assumed that there are no right or wrong answers. The fact that there are no objective measurements is acknowledged these days also in natural sciences. Nevertheless it can be seen especially in social sciences, in which it is difficult to replicate the same research in a different context or with different researcher. Therefore it is necessary to discuss, how the specific study results could apply to other situations and points in time. (MAYRING, 2002: 23-39.)

Qualitative research incorporates values and perspectives of both researcher and participants. Furthermore human actions are historically shaped and situation bound to a great extent, which is another reason that qualitative studies are difficult to generalize or to replicate. (BRYMAN, 2004: 284; MAYRING, 2002: 23.) Hence it is essential to control the qualitative methods in use. This means that the researcher needs to follow the steps of qualitative research explicitly, keep the procedures transparent and to document as well as impart these clearly. (MAYRING, 2002: 29.)

The main steps in qualitative research constitutes the general research question(s), selecting relevant site(s) and subjects, collecting relevant data, interpreting the collected data, constructing the conceptual and theoretical work as well as writing up findings and the conclusion (BRYMAN, 2004: 268-270). The epistemological (nature of knowledge) considerations following all these steps take the position of interpretivism, which means that a

research that takes place in another social context, requires another logic of procedure than in natural sciences. It is therefore essential to grasp the meaning of social action and to understand the wholeness. In addition ontologically (nature of being) scrutinized qualitative research is oriented to constructionism, which implies that social phenomena and categories are not only produced through social interaction but they are in constant state of modification. (BRYMAN, 2004: 11-20; LEUGN et al., 2005: 64.) Therefore it can be said that qualitative research views the social life in terms of processes and emphasizes the context. In addition it is also considered to have more flexible frames than quantitative studies (BRYMAN, 2004: 270-282).

## 2.2 Hypothesis and research questions

According to Bryman (2004) qualitative researchers typically discuss hypothesis- and theory-testing in connection with hypothesis and theories generated in the course of conducting research. In this study the relationship between theory and research is seen primarily inductive, whereby the theory is more the outcome of the study than something to be tested. This is why there is no specific statement of prediction to describe what the result of the study might be. (TROCHIM, 2006.)

Naroll (1968) says that a research conducted in a small number of societies can be stimulating and informative but not conclusive. It is the task of the researcher to present the findings and the processes of the study so that there can be seen some general guidelines. Research questions will guide the steps in making the research and help to stay focused on the study theme. They have a function to help to discover meanings once the researcher becomes immersed in data. (BRYMAN, 2004: 30-33.) In this study the research questions are:

1. What considerations are there in managing equines, which work in the field of equine assisted intervention?
2. What considerations are there in choosing equines for equine assisted intervention?

3. In which kinds of programs and activities of animal assisted intervention do the equines take part to and how?

### 2.3 Validity and Reliability

Qualitative studies face also criticism. Some scientists say that they are too subjective and the problems of replication and generalization, caused by the changes in natural settings, shake the validity and reliability. In order to confront the challenges researchers have developed various methods throughout the last century. According to Lewis (2009), qualitative studies mirrored quantitative studies at the beginning of 20<sup>th</sup> century regarding validity and reliability. At this time reliability was seen synonymous with *consistency* and validity as *truthfulness* of the research findings. However, quantitative researchers started to use also the concepts of *internal and external validity* as well as *construct validity* and *statistical conclusion validity* to assess the truthfulness of their results. The traditional and modernist researcher developed various tests and balances such as member checking, collaboration and triangulation in order to address the possible threats to validity and reliability of their studies. (LEWIS, 2009: 3-4.)

Within the years towards the 21<sup>st</sup> century the terms of validity and reliability were examined from another perspective by the constructivists and naturalists. They replaced internal validity checks with *credibility*, which emphasizes the truthfulness of what the researcher reports both prior and during the research instead of concentrating on the construct and accuracy of the measurement tool(s), treatment and selection of the sample, conceptualization and operationalization of variables or the development of the research design only in the initial design. The constructivists substituted also other terms like objectivity with *confirmability*, external validity with *generalizability* and reliability with *dependability*. (LEWIS, 2009: 4-5; BRYMAN, 2004: 30.)

However these changes were not the last ones but researchers of the critical social science introduced additional new terms. According to their ideas, the individual researcher is accountable to report, which actions were taken throughout the study to ensure that the

research is valid. In addition any biases and other relevant factors that could have affected the findings must be disclosed. Furthermore the researcher, who is often perceived also as the research instrument, has to make sure that the information reported is accurate and not misinterpreted or oversimplified. In the end it is the reader, who decides, based on all the information provided by the researcher, whether the study and the results are valid and reliable. (LEWIS, 2009: 5-8.)

### 3 REVIEW OF THE TERMINOLOGY IN HAND

#### 3.1 The family of Equidae

Equines belong to the family of Equidae and to the genus of *Equus*, which evolved around four million years ago. Different *Equus* species were already at that time spread throughout the world, where they slowly developed into zebras (central Africa), onagers and asses (North Africa and Asia) as well as horses (Europe, Asia, and Middle East). Although the ancestors of the Equines lived also in America, they became extinct about 10 000 years ago and they were not reintroduced before the Spanish conquistadores in the 16<sup>th</sup> century. (TAMSIN, 2003: 164-165; FROWEN, 2007: 10-11)

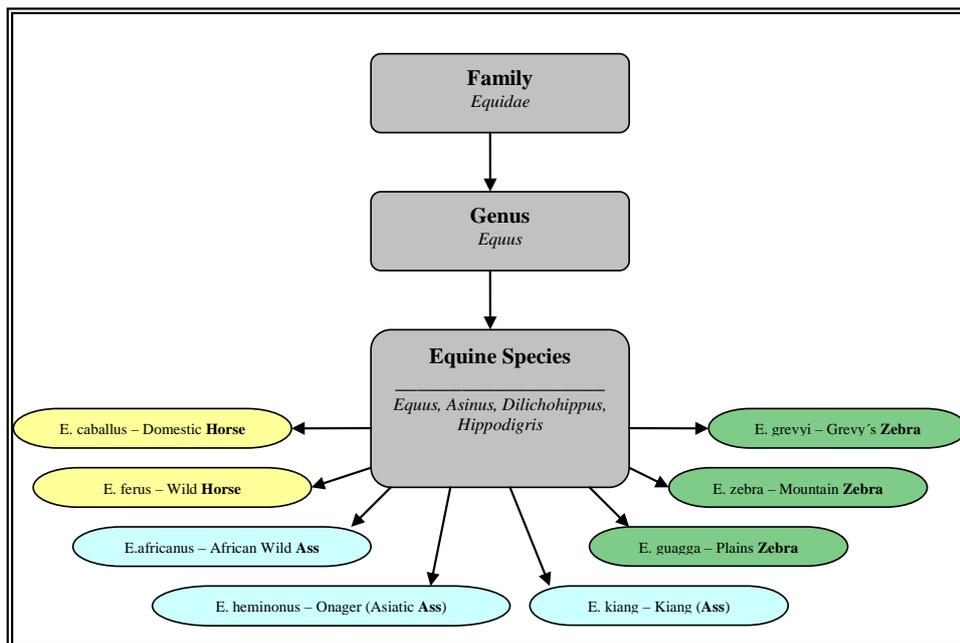


Figure 1: Scientific classification of equines (KIDD, 1989: 6-8; ©WIKIPEDIA, 2010.)

Equines have developed into different species and the species into different breeds as well as cross-breeds (mule, hinny, zebrula etc.). Despite this evolution all equines have kept their similar characteristics. They all are perissodactyls and they live in herds. They form bonds between the individuals and have a secure social system. All members of the family Equidae have also a territorial system, which is evident especially during breeding season. Additional character is the slow reproduction that is caused by the 11 to 13 months the gestation period and the fact that the mares usually have only one foal at the time. (TAMSIN, 2003: 170.) Despite of this, equines can be found throughout the world in some wild forms as well as domesticated animals.

This research concentrates only on the domesticated forms and in the further chapters the word *equine* will refer to those horse, pony and donkey breeds that the target organizations work with. Equine assisted work offers a metaphor for human relationships and invites people to practice communication skills in a genuine, authentic way. Domesticated equines respond to interaction by giving an instant, honest and amazingly accurate feedback based on the verbal and most of all non-verbal communication. This initial way of reacting shows that equines are highly sensitive herd animals, which have a history of thousands of years of living and working with people. (LEHTIO, 1994-2008a.)

### **3.2 Overview of terms used in animal assisted work**

Animals have been seen in different roles – pets, tools, metaphors, working partners, enemies, food, gods – for thousand of years even before the domestication. Within the last century they were also given different functions in a therapeutic, pedagogical as well as in social work. The various roles of animals have produced a wide range of terms describing the actions and interventions related to each role. These terms vary in meaning and interpretation within each country. The variety of terms has led organizations to create glossaries for their interpretation of the terms used in animal assisted programs. The following section introduces some of these terms, which were chosen for a closer look according to their essentiality to this study.

### 3.2.1 AAT – AAA

Delta Society, which is a well known organization world wide working in human-animal connection, prefers to use the terms animal assisted therapy (AAT) and animal assisted activities (AAA) about the interventions in this area. Both terms encompasses the idea that the animal is the motivating force that enhances actions provided by a well-trained person.

*“AAT is a goal-directed intervention directed and/or delivered by a health/human service professional with specialized expertise, and within the scope of practice of his/her profession. AAT is designed to promote improvement in human physical, social, emotional and/or cognitive functioning. Animal-Assisted Activities are basically the casual “meet and greet” activities that involve pets visiting people. The same activity can be repeated with many people, unlike a therapy program that is tailored to a particular person or medical condition.” (Delta Society)*

Delta Society emphasizes that in order to use the word therapy, it is necessary to have specific goals for each client, assessed by the professional. It is also essential that the progress of the client is measured, reported and evaluated. (Schmid, 2007: 6-8.) These requirements make the difference between AAT and AAA.

Another interpretation to of the terms are explained by Dr. Gerhard Gatterer. He sees that all planned actions that have as a goal to influence clients’ experiences and behavior positively, can be seen as animal assisted therapy. He also mentions that this applies to both physical and psychological wellbeing of clients. The therapy team, which consists of the human facilitator and the animal(s), bring various therapeutic elements into the interaction with the client. The animal offers closeness, warmth and acceptance without any prejudice, whereas the role of the human facilitator is to support the communication processes and to bring his or her theoretical knowledge in the situation. (GATTERER, 2003.)

It is natural that people working in animal assisted field have different viewpoints on this matter, because they have clients with various needs and they work together with diverse

animals. Some work with elderly people with dogs, others with farm animals and small children and the next ones with equines and people with physical disability. In this research the goal is to take a closer look to the equine assisted world through the target organizations. Therefore it is essential to view the terminology and methods in this specific branch.

### 3.2.2 Equine assisted field

According to Ms. Michaela Stegner`s lectures on 25<sup>th</sup> January 2009 in the Veterinarian University of Vienna, equine assisted work can be divided into three areas: *therapeutic riding for disabled people* (Behindertenreiten), *hippotherapy* (Hippotherapie) and *therapeutic riding and vaulting* (Heilpädagogisches Reiten und Voltigieren). Hippotherapy is organized in United States by a physical, occupational and / or speech therapists, if they have the additional education for this method (PATRICK, 2009: 37). In Austria however, the occupational equine assisted therapy is first since 2009 an official method, yet the therapist the term hippotherapy is not used of their work. On the other hand in Finland the usage of different terms is not cleared in the legislation and the term *horse therapy* (hevosterapia) is used of most of the activities.

Therapeutic riding and vaulting are used as a pedagogical medium, in psychotherapy and in social-integrative, psychological or rehabilitative work. The goals can be in improving fine motor skills as well as social, cognitive and / or emotional abilities of the clients. In many cases also riding skills can be developed, which is contrary to hippotherapy, where the goals lie mainly in the medical area. However the target group can be partly the same – children, youngsters or adults – yet the goals are different. (ÖSTERREICHISCHES KURATORIUM FÜR THERAPEUTISCHES REITEN.)

In addition to the terms used, there are various other branches in equine assisted field. *Ground work* with equines can be as supportive intervention as the activities on the horse. Although most programs incorporate ground work into their programs that are based on activities on the horse, there are some organizations such as EAGALA working exclusively on ground (EAGALA, 2006). In addition there are some horse barn activities, in which the clients don't

have any direct contact with the animals, but do other chores in the stable, depending on their needs and therapeutic goals. The basis of these programs is in the idea that supportive surroundings and working with hands in the stable atmosphere can be enough input for the client in order to get results. (HYVÄTTI, 2005: 24-25.) One area in the equine assisted field using sessions without direct contact with equines is *equine assisted learning*. The goal of this work is to support the social-emotional as well as cognitive development of the client. In the activities without an equine present, the animal works as a catalyst, metaphor and as a theme for discussions or in art therapy.

According to various literatures the terms mentioned above are only a small part of the whole area of animal assisted world. In an international study it is very important to take the language into consideration and find terminology that everybody can understand in a similar way. Considering the differences in the interpretation of the terms, the word *equine assisted intervention* was chosen. This term will be used as an umbrella term throughout the study.

Equine assisted intervention facilitates the research procedures that took place in three different countries and organization. It was introduced to cover all the different perceptions of the equine assisted field. According to Oxford English Dictionary (PEARSALL 2001: 741) the word intervention means “the action or process of intervening” or “interference by a state in another’s affairs” as well as “action taken to improve a medical disorder”. In this work the meaning is not restricted to *interfering*, but it can be seen also as a *preventive* or *mediating* action. The word can be used in counseling or it can describe an effort to promote good health. At any rate the term was explained beforehand to the interviewees in order to prevent any confusion. They were additionally asked as part of the interview to explain what they or their organization understand with this term. The results to this will be presented in later chapters.

## 4 REVIEW OF THE ORGANISATIONS

This chapter introduces the target organizations of this study. The presentation order was chosen according to the time line, in which the researcher carried out the internships.

### 4.1 Green Chimneys (USA)

*“When animal people talk about a creature having “personality”, we often are sneered at by scientists or those who just don’t “get” animals - but hey – Fluffy had personality. He was unique. He just plain was a nice guy, I mean a nice rooster.” (Kaufmann, 2010.)*

#### 4.1.1 Development

*Green Chimneys* started as a young man’s dream to build a school for children with special needs (a.i. ANONYM 2004). Since the first steps taken in 1947, *Green Chimneys* has expanded from the 75 acre “Farm for Little Folk” to an organization with 200 acre campus and additional 350 acres Clearpool Education Center. It is a non-profit organization that operates *special education school* for children and offers *residential treatment* as well as *recreational services*. Nowadays the organization is also recognized as the worldwide leader in *animal assisted interventions*. (CUARTERO, 2009a; PATRICK, 2009: 35.)

*Green Chimneys* encompasses also the *Hillside Day Camp*. It includes a traditional public day camp as well as an Ability Camp for developmentally and physically challenged children. They have also an inclusion program for special education groups. In order to bring the residential pupils in closer contact with the children from the community, *Green Chimneys* offers *Nature’s Nursery* - pre-school program, which is open for everyone. Within all of these programs, thousands of children yearly take an advantage of the farm and the outdoor education center. (CUARTERO, 2009b.)

The mission of Green Chimneys is to restore possibilities and create futures for children with emotional, behavioral, social and learning challenges by offering specialized treatment, which embody *animal assisted therapy* and *animal assisted activities* as well as *horticultural therapy*. Green Chimneys has also widened its services since 1980's with increasing speed and it has nowadays for example community based programs in New York City including *Supervised independent Living Program (SILP)* and different services for gay, lesbian, transsexual and transgendered people. In addition Green Chimneys has broadened its network by working together with many other organizations like *East Coast Assistant Dogs*, which offer the possibility for the Brewster campus students to participate in the dog training program. (PATRICK, 2009: 35; CUARTERO, 2009a.)

New students take part in a *farm area assessment*, which aims to examine child's reactions to and with the animals as well as to find out possible problems that the participation to *the Nature Based Programs* or living in a farm surrounding might cause. In addition the purpose of the assessment is to specify treatment goals and to come across potential triggers, which might lead the child to go



Picture 1: Donkeys-sisters ©Kati Säkkinen

into crisis. Problems, such as aggression towards animals in the past or during the assessment as well as the possible traumas caused by an animal or even the challenges that handling smells and/or dirt might occur, will be taking into consideration by planning the treatment for this specific child.

#### 4.1.2 Brewster Campus

Green Chimneys *special education school* offers services up to 200 pupils at the time. Approximately half of the pupils are day students and the other half residential, who live in nine dormitories spread throughout the campus. All students get psychological, psychiatric and social worker services as well as after school activities. There also is a fully functioning health center on campus.

The farm, which offers different services to the pupils and visitors outside the Green Chimneys, has estimated 200 animals and approximately 50 different species. It consists of a *Wildlife Conservation Center*, *Children's Garden* in campus, *Organic Farm and Garden BoniBel*, *Upper Barn* with a variety of farm animals and *Horse barn* with diverse Equines. Children's use of the farm services depends on their personal treatment goals, but most of the students take part to the farm programs weekly. They can join the Learn & Earn program at the different farm areas, take part in Therapeutic Horseback Riding or Vaulting classes, go to Hippotherapy as a part of their speech therapy or help in the public programs Farm on the Moo-ve or Farm Tours. (CUARTERO, 2009d.)

#### 4.1.3 Nature based programs in Green Chimneys

As already mentioned above Green Chimneys has various programs for both the children and youth in Brewster Campus as well as for general public. All children in the Campus have the possibility to participate in various programs in different areas according to their needs and treatment goals. They can also express their own wishes, in which area they would want to have more activities. *The*



Picture 2: Garlic Girl © Kati Säkkinen

*Learn and Earn program* for example is set up so that the students not only get the therapeutic interaction with the animals but also so that they are contributing to the running of Green Chimneys. It is not limited to the farm, but the students can get jobs in the health center, kitchen or for example house cleaning. The whole program enables the children to have one on one time with adults, which is not self evident in residential treatment. The sessions last usually from half an hour to one hour at a time and include various chores in the specific area, in which that supervising adult is working at. All sessions will be documented and evaluated and the child will be paid monthly a small pocket money.

One of the areas, in which the children can participate as learn and earn workers, is the *Horticultural Therapy and Children's Garden*. Horticulture has played a significant role as part of Green Chimneys since the early years of the farm. The campus students take part in

horticulture classes during the spring, summer and autumn months, where they learn about planting, maintenance and harvesting of the crops. During the wintertime pupils learn more about the scientific side of horticulture and participate in greenhouse work. As an extension to the children's garden, *BoniBel – the Organic Farm and Garden*, offers to the older student the possibility for vocational training and learning organic farming. It includes also working with bees as well as in a small grocery store, where the crop is sold to the public. (CUARTERO, 2009g.)

*The Farm on the Moo-ve* program enables also for some of the more experienced pupils chances to see other institutes, organizations or events outside Green Chimneys and to get work experience. It is an educational program, which contributes to the animal awareness of the public. In the program some of the farm animals will be taken to school or hospital visits, to birthday parties as well as to animal fairs (CUARTERO, 2009f). Yet it is also possible for the public to come to see the animals in their living surroundings in Green Chimneys. *Farm tours* that take place during weekdays include hay ride, pony ride and a tour in the area. The farm is also open on Saturdays and Sundays for public visits, although there will be no official tours arranged. (CUARTERO, 2009e)

*The Green Chimneys Wildlife Conservation Center* has been licensed by the U.S. Fish & Wildlife Service and NY Department of Environmental Conservation. It operates in Brewster campus as well as in a rescue sub-station in Bedford, NY. The Center takes mainly care of injured, orphaned or distressed Birds of Prey and whenever it is possible the rehabilitated animals are set free in nature. For some of the students participate in the work at the Wildlife Center, it has been set as goal to enable these children to release the cured animals back into the wild. (CUARTERO, 2009h.) This process is prepared already from the beginning on so that the animals in wildlife are seen as part of the wild nature. They do not have names as the other animals in Green Chimneys and they are not there to be cuddled. The difference between the domesticated and wild animals is emphasized throughout the programs.

The domesticated animals, which include all kinds of farm animals as well as the exotic Emus, are part of *the Upper barn* programs. Upper barn is involved in the Humane Education

and 4-H program, in which students learn proper animal handling techniques and care taking throughout the year and then present their skills in an animal fair competition on a county level. Yet not all the students participate in the animal fairs. The animal assisted activities and experiential learning consists of for example participating in cleaning and feeding chores in the stable or the pastures, taking some



Picture 3. Friends without Borders ©Kati Säkkinen

of the animals for a walk or participating in animal lesson organized by the staff in this area. The goal is to create opportunities for the students to learn more about themselves through the interaction with people and different animals in the barn environment. The experiences can teach responsibility and care as well as affect the interpersonal boundaries and develop gross motor, leadership and teamwork skills. (CUARTERO, 2009i.)

Similar skills are emphasized also in *the Horse Barn*, which consists of equines that mostly have found their home in Green Chimneys through a donation. The programs that the horse barn offers are accredited from the North American Riding for the Handicapped Association (NARHA). There are multiple activities and therapies that take place within this area. The equestrian programs provide therapeutic riding and vaulting, horsemanship education, possibilities to participate in upkeep chores like feeding and cleaning the stalls or take part in horse, pony or donkey driving. Also hippotherapy, which is organized by a certified occupational therapist, is part of the horse barn activities. (PATRICK, 2009: 35-36.) The ultimate goal of all the activities is to enhance social, emotional, physical and academic



Picture 4: Horses Celebration Week ©Kati Säkkinen

growth beyond the horse barn. At the end of the riding semester the students that have worked with the equines can show their knowledge and development in a so called celebration week. (CUARTERO, 2009i.) It enables also those children that don't have direct interaction with equines as well as the family members of the youngsters to come and see the work that is done in the horse barn.

## 4.2 Oy Cavesson Ltd (Finland)

*“Having one of our horses as a team member creates a powerful coaching experience that gets you to the real issues quickly and effectively. The fastest and most powerful ride you will ever get - feet on the ground.” (Oy Cavesson Ltd, 2007-2009.)*

### 4.2.1 Development

Oy Cavesson Ltd has been working since 1994 offering coaching, workshops, family programs, supervision and professional further education in Finland and abroad. The family organization has its client facilities in the Savikko Farm in southern Finland. The facilities consists of stables, indoor and outdoor arenas, group facilitation room and an art studio as well as 140 acres of fields and forest that give the possibility to keep the herd in the pastures with a free access to a open stall. The equine herd shares their sleeping barn with three Åland sheep and often the five family dogs run among them in the pasture. Additionally there are two African Grey parrots and a French lop-eared rabbit that belong to the Savikko / Cavesson team.

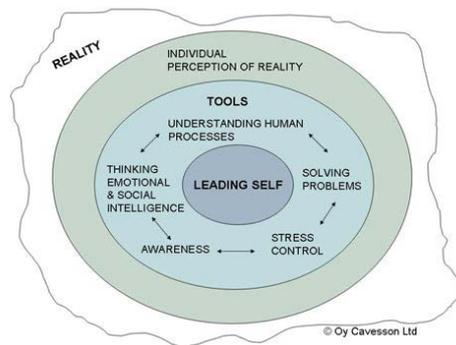


Picture 5: The Pastures ©Kati Säkkinen

### 4.2.2 Objectives

Oy Cavesson Ltd offers programs for individuals, children and families, corporate teams and leaders as well as equestrian professionals. The emphasis in all of their programs is on the social emotional intelligence and learning, which can be enhanced through guided experience-based personal discovery and increasing research-based information. The Cavesson facilitators work with equines and other animals in Savikko farm in order to create new learning experiences and challenge their clients to investigate their ways of communicating, acting and reacting. Through the programs the clients are also encouraged to learn problem solving, setting boundaries, leading and working with others to reach a common goal. (LEHTIÖ, 1994-2008a.) The core of these efforts lies in leading self that can be reached by

*increasing awareness, solving problems, controlling stress, developing social emotional intelligence and learning to understand human processes* (see figure 2).



**Figure 2: Leading self (LEHTIÖ, 1994-2008a.)**

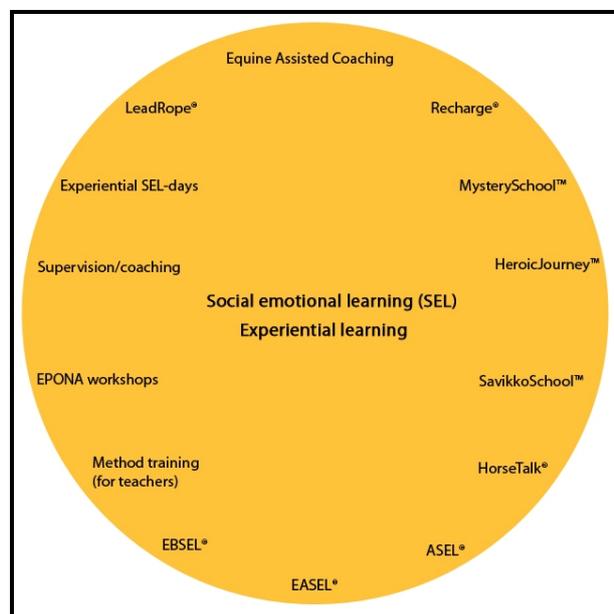
The working methods vary from combining *conventional coaching techniques* with tools and activities from *Social Emotional Learning (SEL)*, *Equine Assisted Experiential Learning (EAL/EFL)* and *Adventure Education* (LEHTIÖ, 1994-2008a). The basis of all work with equines is the ethical horsemanship that regards equally the emotional and physical safety of horse and client. Nevertheless all activities are designed to support the free will of the animal co-worker and to enable both parties in the interaction to withdraw from the situation. (LOUHI-LEHTIÖ, 1994-2007.) Working with an equine at liberty in an area that allows the horse to flight does not usually cause negative behavior in the equine and is secure for the client.

According to one interview (B1), Savikko farm and Oy Cavesson Ltd walk hand in hand in many things. The farm is a productive unit that produces horse hay and breeds Finn horses as well as Welsh Part Bred ponies for riding and driving. On the other hand these equines participate also in the programs that Cavesson offers to the public. The focus of the Farm area lies in classical riding and carriage driving, whereas Cavesson works with the horses and ponies in *equine or animal assisted social emotional learning and therapy* based programs. (LEHTIÖ, 2007-2009.) However, it is important to note that foals do not take part in client

work except as an observation object among the rest of the herd. In addition all new (adult) equines have 3 to 6 month time to settle down and build skills that are needed in the programs before they are involved in the work.

### 4.2.3 Programs

All client programs that have direct contact with equines follow usually similar steps: observation of the herd, meeting the equines in the herd situation and choosing one of them to work with in the ground work sessions. The experimental ground work activities follow structured progressive steps in developing a trusting relationship that supports free play, learning assertiveness and consensual leadership skills that are the foundation for horse agility. The main objectives of client work do not lie in developing driving or riding skills, but in the human-animal relationship that is based in ethical and natural horsemanship. If the relationship evolves well, the client can progress in a riding or driving under guidance. (LEHTIÖ, 2007-2009.) Some of the programs are listed in the table 3.



**Figure 3: Overview of programs**

*HorseTalk*<sup>TM</sup> is a pedagogical model that is designed to support the social emotional learning and ethical thinking while teaching the basic equestrian skills. It is used both in educational and therapeutic interventions as well as in a standard riding exercises. It is mainly targeted to riding instructors and horse professionals, to whom the program offers a curriculum and principles to teach horsemanship skills and riding in a way that it supports ethical horsemanship and social emotional learning. (LEHTIÖ, 1994-2010c.) *LeadRope*<sup>TM</sup> on the other hand is corporate coaching and training that is targeted at people, who need to work with, lead and motivate others. Equine assisted coaching is based on the principle of horses being teachers in nonverbal communication, intention, setting boundaries, staying present and being assertive without dominating. (LEHTIÖ, 1994-2010b.)

The facilitator programs in Cavesson are offered mainly in Finnish and English, but in some cases it is also possible to work in Swedish, German or French (LEHTIÖ, 1994-2008b). The foundation of the programs is in experience based social emotional learning (EBSEL<sup>TM</sup>) that utilizes facilitation principles, psycho education, SEL tools and experiential learning without animals. Depending on the participants interests the specialization area can be in animal assisted socio-emotional learning (AASEL<sup>TM</sup>) or in equine assisted social emotional learning (EASEL<sup>TM</sup>).



Picture 6: EASEL-work ©Kati Säkkinen

The theoretical framework for EASEL<sup>TM</sup> comes from attachment theories, psychosocial stages of development and the principles of SEL. The activities within the program focus on mutual respectful interaction between the human and the equine as well as on different aspects of analog communication, relationship building and personal growth. (ANONYM, 2008: 12.) It is possible to continue the one year

initial training with another year in order to finish with nationally certified work counselor/coach/supervisor degree specialized in SEL and experiential methods (LEHTIÖ, 1994-2010d).

The experiential methods are also emphasized in the programs that the researcher sets under the category of child welfare and family. *HeroicJourney*® is targeted at children and youngsters that are facing serious difficulties in school and are at risk of ending up marginalized. The participants of this program meet weekly in three hours sessions for approximately one year starting from winter and continuing after summer holidays until Christmas. The parents of these children have also a support group that has meetings every week in order to enable the holistic development of the children. (LEHTIÖ, 1994-2010a.)

The same holistic viewpoint is also a key element in *MysterySchool*®, which is an intensive family program that lasts seven weeks. The whole family, preferably the extended family, comes to Savikko weekly for three hours at a time. The goal of the program is to discover together alternative ways to deescalate the upcoming crisis. The sessions run solution-oriented and include discussions as well as activities in nature, with the animals or in the art studio. (LEHTIÖ, 1994-2010a.)

### 4.3 Esperanza (Austria)

*“Leben allein genügt nicht, sagte der Schmetterling, Sonnenschein, Freiheit und eine kleine Blume muss man auch haben.” ©Hans Christian Andersen (KOTZINA, g.)<sup>1</sup>*

#### 4.3.1 Development



Picture 7: ©Esperanza

Esperanza (Zentrum für tiergestützte Pädagogik) is a *private establishment of youth welfare* that offers currently a placement for seven youngsters (both girls and boys) that are facing challenges in their personal and / or external life and cannot continue living with their families. The pedagogical work is combined by various approaches such

<sup>1</sup> “The life itself is not enough”, says the butterfly, “one has to feel free, have sunshine and small flower too.” ©Hans Christian Andersen

as family-like structures and supervision as well as the interaction with the farm animals and living true to the nature. (KOTZINA, b.)

The organization was established at the end of 1990's as it got the authorization to offer services in the area of youth welfare and started to develop from a short time crisis intervention and weekend activities into a residential center. As years passed Esperanza got also the permission to start an apprentice program in order to *educate animal caretakers*. (KOTZINA, a.) At the moment there are two residents that take part to the vocational training as the other youngsters go to normal community lower secondary schools. The youngsters get the support until the age of 18 with the exception that the services can be extended for the apprentices until the graduation as animal care takers. The social-pedagogical services in general consist of sustaining the daily life, various therapeutic interventions and working together with the families as well as with the child welfare officers. (KOTZINA, b.)

The amount of animals living in the farm has grown steadily over the years and at the moment there are about 50 animals: horses, pigs, donkeys, cats, alpacas, sheep, goats, chicken, fish and ducks. According to the interview (C1) the animals and people live in coexistence offering each other support in the areas that every individual needs. This can be seen for example in the project "*Pflegemensch*", in which the person takes the responsibility for a specific animal(s) and dedicates time and attention to it. The interactions with the animals offer possibilities for mirroring feelings and it teaches to accept self and the others as they are. (KOTZINA, c.) This so called *Esperanza principle* is a key element in all the programs that the organization offers and it is emphasized in the every day life.

#### 4.3.2 The Esperanza principle

All people and animals have their own stories and experiences that have shaped them to be the way they are. According to the Esperanza principle this history must be acknowledged and it should be integrated in the pedagogical work. The principle contains the idea that the youth need to recognize their personal needs themselves and accept their paths in order to heal and to develop as persons. The behavioral abnormalities, which have brought most of the youth to

Esperanza, are sometimes only a response to the frustration of basic needs. Therefore one of the goals for the social-pedagogical work is to make them visible and confront them together with the child. Nevertheless many times the youth have been disappointed by an adult(s) and have difficulties in trusting other people, which can be seen as constant resistance. However, the resistance is not the same towards animals that confront the children directly and without judgment. (KOTZINA, d.)

Animals live in the moment and they are always authentic, which makes them valuable role models. People do not need to pretend when being with them, because the animals are inherent, honest and free from prejudice. Animals can teach new approaches to borders and border crossing as well as train emotional and social intelligence. (KOTZINA, e.) Yet there are neither educated therapy animals in Esperanza, nor organized



Picture 8. ©Esperanza

animal assisted therapy sessions for the residential children. The goal is instead, to create an environment and conditions, which are for humans and animals adequate and livable and to support the natural human-animal connection in every day life. (KOTZINA, d.)

### 4.3.3 Other dimensions

Although the residential program is momentarily the most visible part of Esperanza, the organization offers also various *further education* possibilities. The training of animal assisted pedagogy facilitators according to Esperanza principle and the project “Schmetterling” (butterfly), which is consulting new animal assisted projects, are parts of the adult education. Additionally, there are various programs for the public such as therapeutic vaulting in order to *support outpatient care, work training for unemployed youngsters, holiday activities and animal sponsorships*. Esperanza is also devoting time for *national and international networking* in order to bring up the value of animals as social partners and to raise awareness about the proper upkeep. (KOTZINA, g.)

The farm itself is built to enable resource-efficient and sustainable use of the nature. The goal in the near future is to establish a biologically and ecologically functioning agricultural project that offers a placement for young adults, who need supportive activities before they can be integrated in the society. The other goal of this project is to supply food and fodder for the organization's own use and in this way support sustainable development. This approach is already highly valued in every area of the farm. The waste is disposed of in an environmentally safe manner and the sewage water is purified in a hydro cleaning system of the farm, which enables a safe recirculation of the water. In general it can be said that the key element of Esperanza is to live in harmony with nature and to understand the basis of our lives. (KOTZINA, f.)

## 5 RESEARCH METHODOLOGY

### 5.1 Research design – comparative study

The qualitative comparative research is also frequently seen as an extension to a (multiple) case study design. It compares the characteristics of one entity with those of another entity, with no concern for amounts or frequencies of the characteristics being studied. (MURRAY, 1998: 4-5.) Put simply, the comparative design entails a study using more or less identical methods of two or more contrasting cases. It implies that it is possible to understand phenomena better when they are compared in relation to other cases, situations or organizations. (BRYMAN, 2004: 53-55.)

According to Murray (1998: 3) comparative studies have four types of aims: explanatory, predictive, evaluative and descriptive. It is usual to combine two or more of these types in one research. The main purpose of this paper is descriptive, which means that the researcher concentrates on presenting the status of the phenomena as found in the target organizations. However, there will be discussions about the possible causes for the similarities and contrasts, which is why this study is also explanatory. (MURRAY, 1998: 3-4.)

Since equine assisted intervention, was studied in three different organizations in three different countries, the research fulfills also the requirements of a cross-cultural or cross-national study. Although it is not the goal to concentrate on the cultural or national differences and similarities between the organizations, it is obvious that these things cannot be entirely ignored. The challenges that transpire especially because of three languages must be taken into consideration, particularly in the translation of the data-collection instrument. (BRYMAN, 2004: 53-55.)

## 5.2 Collection of data

### 5.2.1 Choosing the study informants

There are various sampling methods available for qualitative research. Some of them are being commonly used in statistical analysis (*probability*) or suit well in field based studies (*ethnographic*). The criteria for choosing specific sampling method may sometimes be limited because of lack of time or funds that determine the use of not so accurate methods (*convenience*). (ANONYM. 2002-2009a.) Nevertheless a proper sample should be a small part of the population that mirrors the various patterns and subclasses (LAZERWITZ, 1968: 279).

The sampling method for this research was selected among the non-probability sampling methods. In *quota sampling* the participant group will be decided already while designing the study according to the research objectives and the characteristics of the study population. These characteristics can be for example age, class, gender and marital status, place of residence or profession. This sampling method is commonly used to study groups and to get equivalent number of empirical material for comparable analysis. (FAMILY HEALTH INTERNATIONAL; ANONYM, 2002-2009a; ANONYM. 2002-2009b.)

Quota sampling gives interviewer the possibility to select the best possible informants in order to get an accurate and relevant data about the phenomenon. The sample from the study population was chosen according to the occupation (director/leader of the farm) and the duties that the person had in the area of equine assisted intervention. In order to have comparable answers and to establish a good correspondence altogether six informants were chosen, two from each organization.

### 5.2.2 Semi-structured Interview as a data collection method

Interviewing is possibly one of the most common data collection methods in a qualitative research. Out of these different methods semi-structured interview was chosen for this study. According to this design the researcher outlines a list of questions, a so called interview guide (see appendix 1), which confines the theme in hand. However, the interviewee is allowed to answer the questions freely and the interviewer may include further questions in the interview. It is also possible to change the order of the questions according to the situation, but all questions have to be asked from each of the informants with similar wording in order to get comparable data at any rate. The goal of the interview is to understand the meaning of what the interviewees say and to analyze it further. (BRYMAN, 2004: 320-321.)

The interview guide in this research was originally made in English and it was tested two times before the actual interviews, each time with a different person. Both test persons are equine professionals working in the field equine assisted intervention and therefore had the required knowledge. The feedback that they gave helped to specify the questions and to improve the interview guide in general. The interview guide was translated in German (see appendix 2) for the last two interviews, in order not to lose any information because of the language barrier. The translated guide was not tested as an interview but it was corrected by a person with both English and German as a mother tongue.

The interviews were made at the end of each of the internships between August and December 2009. The first part of the interview consisted of seven personal questions (see appendices 1-2), which were designed to help the informants to explain about their background and expertise in equine assisted work. The actual equine related questions were formed to give an extensive view to the management, selection and upkeep of equines in equine assisted interventions as well as to enable the informants to state their opinions about these themes. Before starting to record the interviews the study informants had an introduction to the research (see appendix 3) and a possibility to ask questions about it. All participants signed also an agreement that the answers will be used only for this research.

## 6 ANALYSIS OF DATA

The analysis of qualitative data – which can be in form of words and images from documents, observations, surveys or transcripts – involves extracting themes from evidence and organizing these further into subthemes and categories in order to present a coherent and consistent picture (BRYMAN, 2004, 265-398). In this research the analysis pursues phenomenology, in which the researcher tries to reach the unchangeable core of the phenomenon that shows itself in similar way to people living in the same environment (CRESWELL, 1998: 52). As in phenomenological study also this work is largely inductive and not theory-driven, yet the emphasis is on comparison. The researcher reflects upon his or her own preconceptions about the data and the experiences of the phenomenon, and attempts to differentiate the collected data first into significant statements and code them further into meaningful structures (KARSIKAS et al., 2004: 15-16).

The roots of phenomenology go as far as to the 19<sup>th</sup> century and to the founder, Edmund Husserl, whose *Logische Untersuchungen* (1900-1901) started the phenomenological movement (TOADWINE, 1997-2002). Phenomenology was developed further to various directions by his students Heidegger and Stein as well as by Max Scheler, Maurice Merleau-Ponty, Jean-Paul Sartre and Alfred Schütz. However, the basic ideas – keeping close focus on meaning and insightful interpretation of the participants, intentionality and consciousness – can be found behind all different branches. (MAYRING, 2002: 107.) Phenomenology is above all a research philosophy and in spite of the various analysis models developed from its viewpoint, it is essential that the researcher applies the schemes that are suitable for his or her own study (LAINE, 2001: 31).

In this research the analysis is based first of all on the model of Giorgi Amadeo, in which Mayring (2002: 108-110) as well as Karsikas et al. (2004: 13-14) referred to. It has been modified also according to the principles of ideographic case study by Stephanie Fade (2004), not to forgetting the principles of comparative study that Murray (1998) presents. It was also decided already before hand to put an emphasis on the organization's understanding about the

phenomenon instead of concentrate on each participant individually. Therefore the answers were put together per institution in quite an early stage of the analysis. All in all the steps of the analysis followed as presented underneath:

1. *Reading* the transcripts several times in order to get an overall sense of the data and getting an insight into participants' experiences and perspectives to the phenomenon. *Marking* the statements with colors in order to differentiate them from the whole transcript.
2. *Reducing* the text by deleting the interjections. *Reformulating* the transcripts by bringing the answers of the participants together per each organization. Writing notes about any striking issues.
3. *Reviewing* the transcripts further and naming themes from the whole data by using the language of the participants.
4. *Looking for patterns* (meaningful units) in occurring themes relevant to the phenomenon. Transforming the lived experience of the subjects into more theoretical language.
5. *Extracting and listing* the meaningful units. Structuring and summarizing the units.
6. Using the final set of meaningful units to *interrogate* the texts

## 7 RESULTS

This chapter demonstrates the results of the analysis that was presented in the previous chapter. The outcomes are introduced approximately in the same order as the questions followed in the interview. Following list elucidates the contents of the passages in this chapter:

- 7.1 Questions one to six
- 7.2 Questions seven and nine
- 7.3 Questions ten and eleven
- 7.4. Questions twelve to fifteen
- 7.5. Questions sixteen and seventeen
- 7.6 Questions eighteen, nineteen and twenty-one
- 7.7 Questions twenty, twenty-two and twenty-three
- 7.8 Question twenty-four

The interviews themselves will not be presented as such in this research because of personal data protection. However there are direct quotations as part of the description of the results. They are marked with a code, which is made from a letter A - C and a number one or two. The letter A is for Green Chimneys, the letter B for Oy Cavesson Ltd and the letter C for Esperanza. The quotations of Esperanza will be presented in their original language to enable viewing authentic answers and the translations are marked at the end of the page. In addition there are examples of the analysis procedure presented at the end of this paper (see appendices 10.4. and 10.5.) in order to enlighten how the researcher came to the outcomes.

### **7.1 Considerations about the amount, type and qualities of equines**

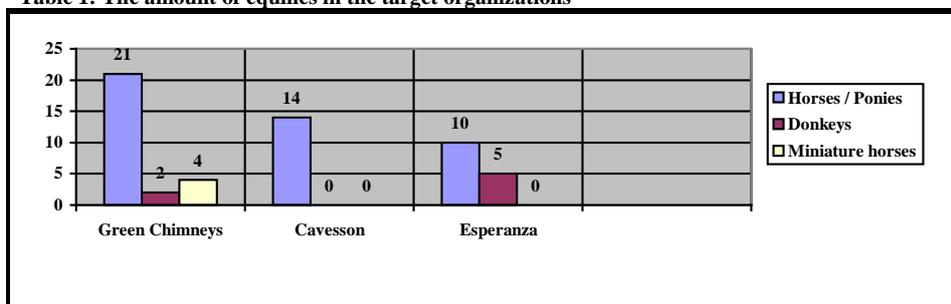
All target organizations have had equines since they were founded, which mean that Green Chimneys has used equines in their work over 60 years, Oy Cavesson Ltd 16 years and

Esperanza 12 years. **The amount and type of equines** that the organizations had at the interview moment can be seen in the table 1.

*A1: “We have two donkeys, four miniature horses and the rest of the horses are of different breeds, different sizes, different ages, trainings... Issue of weight is always important with horses, so we do have enough horses to be able to carry the larger riders. Then we have horses that can accommodate very small and light child riders... There is a lot that goes into deciding, what kind of horse we need at what time.”*

According to the interviews the biggest group of equines used in every institution is horses and ponies. Both Green Chimneys and Esperanza work additionally with donkeys and they do not have any specific preference for equine breeds, whereas Cavesson wishes to work with Finn horses and Welsh B part bred ponies. Nevertheless all organizations expressed that it is important for their work to have different sized equines because of their target groups.

**Table 1: The amount of equines in the target organizations**



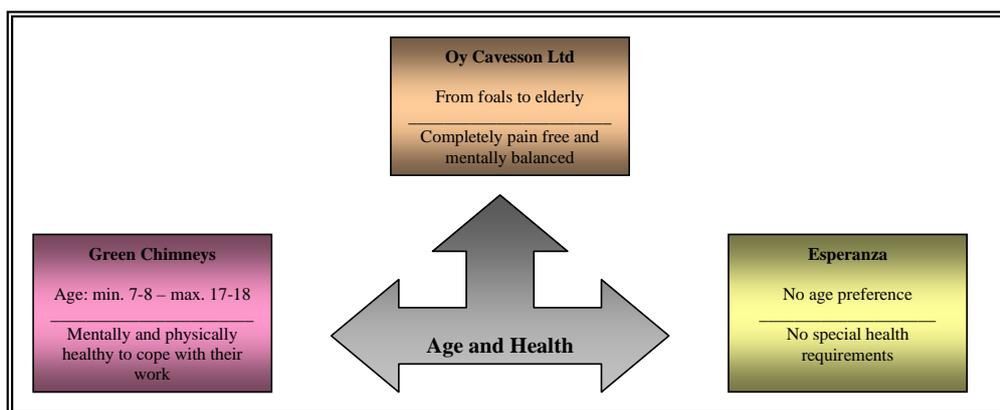
*B1: “If you have a herd that you use in this kind of work, there needs to be a bit different sizes and it’s not a bad idea to have also a bit so to say looks. But if we would search for new horse, it would be extremely preferred from our point of view that it would be a Finn horse... I hope that we can build up so that we have Finn horses and we have Welsh ponies, so that we have a scale.”*

*C1: “Im Grunde haben wir eben von Zwergesel bis zum großen Friesen oder bis zum großen Warmblut Wallach...alles durchgestuft und das macht schon Sinn und das hat*

*auch Sinn... weil jedes Kind, jede Jugendliche einfach auf gewisse Größen anspricht oder sich auch bei gewissen Größen überwinden muss und dann aber auch die Möglichkeit hat aufstufen, abstufen zu können, wie auch immer.”<sup>2</sup>*

The viewpoints about **age and health** varied between the organizations (see figure 4). Green Chimneys has set specific minimum and maximum limits for the age of their equines, whereas Cavesson prefers to have equines of all ages from foals to elderly horses in order to simulate a natural herd situation. In order to participate in client work equines in Cavesson have to be mentally balanced and completely pain free. They need to be able to live in a big pasture in a herd situation and take part to the movements of the herd without problems. General philosophy in Cavesson is that an equine that cannot be ridden or driven at, all because of its health situation, cannot also participate in client work. Green Chimneys however states that the health situation has to be pondered in comparison with the program or activity requirements, which tell, whether the specific equine can be part of the activity. In general they have to be healthy to cope mentally and physically their work.

*A1: “The thinking is that therapeutic horses need to be healthy animals, able to cope physically and mentally with the work that they do.”*



**Figure 4: The amount of equines in the target organizations**

<sup>2</sup> *In General we have all sizes from the miniature donkeys to a big Friesian or warm-blooded Gelding...It makes sense...because every child, each teen, simply responds to certain sizes or needs to overcome some sizes and has this way the possibility to graduate or howsoever.*

*B2: “The horses have to be absolutely pain free, healthy... The horses need to be fit to walk, trot and canter at liberty. They also live in a big herd in a pasture so they can’t be in pain that would make it difficult to them to live a happy life in a herd in a big pasture. If they live a happy life there, then they can work with clients.”*

Esperanza has neither specific age limits nor health requirements for their equines. According to the interviews (C1-C2) the personality of an equine, as well as the mutual sympathy between the person and an animal, matters more in their social-pedagogical work. Yet they usually don’t have possibilities to take in equines that need green breaking. Nevertheless, one donkey has been born and trained in the farm.

*C2: “Natürlich wird man bevorzugt gesunde Tiere zu nehmen... Für mich kommt es immer auf das Tier als Persönlichkeit darauf an... Für mich ist jedes Tier, so wie es ist, wichtig und hat sein Berechtigung da zu sein.”<sup>3</sup>*

The equines come through three different routes to the organizations. Green Chimneys get their equines mainly as a **donation** from the local horse community, though there are two Norwegian Fjords that were bought for the driving program. In Cavesson and in Esperanza equines have been **purchased** or **bred** in the farm. Regardless both organizations have also a couple of equines that could be considered as a donation, because only nominal amount money was paid for them.

The target organizations look for diverse things in their prospective equines. Esperanza does not have any specific requirements or standards for **the training** level that the equines need show, but their emphasis lies more in the character. Yet it was stated that equines must be tame and safe to handle. They have to let a people touch them all over and allow to be lead on a lead line. Additionally horses and ponies should be suitable for riding purposes.

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<sup>3</sup> *Of course it is preferred to take healthy animals...For me it always comes to the animal as a personality...For me is every animal is important as it is and has his right to be here.*

**Table 2: Training level and skills of prospective equines**

Green Chimneys	Oy Cavesson Ltd	Esperanza
No green breaking – no foals	Green breaking possible – foals in the herd	No green breaking – donkey foals possible
Beginners riding level in a ring – No trail riding horses	No earlier riding training – earlier driving training on Finn horses welcomed	No special training criteria – horses and ponies need to be suitable for riding
The background is important	The earlier experiences are more important than the level of training – need to show interest in communicating with people	Character more important than training level – need to be interested in people and to show their character
Cross section of various skills in the whole pack of horses.	Need to have basic manners and some knowledge on ground work.	Able to be lead on a lead line and to let people touch them everywhere
Willingness and tolerance to child riders	No kicking or biting	No agressions

*C2: „Wir haben nicht wirklich jetzt einen Standard. Es kommt wirklich auf das Wesen drauf an, wie sie sind, wie er geht auf Menschen zu, ist er führig, lasst er sich überall angreifen.“<sup>4</sup>*

The foals in Cavesson learn many of the basics as part of the herd, through observing the other equines interacting with people. When it comes to the new adult equines the organization prefers that they do not have any dressage background. However, if the prospective equine is a Finn horse, driving training is welcomed, because it supports the training in horse agility. Yet in order to be accepted to the program, the equines must have basic manners and walk on a lead line. Cavesson and Esperanza both emphasize additionally that it is essential for their client work to have equines that are interested on their surroundings. It is also wished that they are willing to interact and communicate with people.

In Green Chimneys new horses and ponies have to be suitable for riding on a beginner’s level as well as be willing to accept a child rider. Also the background of the equine is crucial. They have to be comfortable working in a ring, since there are not many possibilities for trail riding. Generally seen a cross section of different skills and training levels are needed, so that there are enough equines for the various programs that Green Chimneys offers. Additionally

<sup>4</sup> *We don’t actually have a standard at the moment. It really depends on the character and how they are, how he walks up to people, is he trainable, does he let touch him without everywhere without any problems.*

there is a wish to progress with some riders, which means that horses with higher training level needed.

*AI: “The horses have to be able to tolerate children riding independently, sending them inconsistent cues, pulling on the reins, maybe kicking little bit too hard. The horse has to understand the child, be tolerant of it and respond to the child... Some of our horses are actually very sensitive and very well trained. Other horses are really the entry level horse that the rider would ride in the very beginning... Some of our horses are more suited in doing lead line work and having side walkers and they’re particularly here because they do that very well.”*

Although there are two donkeys and miniature horses in Green Chimneys that are trained in driving, it is their character that counts the most. Often the social workers, who may not have that good horsemanship skill, utilize them in their work, which is why they should be easy to handle. Also the general public is usually very interested in interacting with them, which requires that they should be social too. At the moment however, the future for the donkeys and for the miniature horses in Green Chimneys is a bit uncertain. One reason for this is the lack of the named characteristic qualities, which is result of their earlier experiences and the missing socialization. The other reason is that they are at the moment underutilized and it would be good for them to have ongoing individual attention. The role of the donkeys in Esperanza is completely different to Green Chimneys. In their farm the donkeys were the first inhabitants and have obtained even more significant role in the farm life than planned at the beginning.

*CI: “ Es hat sich schon noch wieder bestätigt, dass Eseln einfach mit Kindern und Jugendlichen insofern recht geschickt sind, weil sie einerseits so eine kompakte Größe haben und sie sind sehr neugierig, sehr auf den Menschen bezogen, mehr als Pferde.”<sup>5</sup>*

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<sup>5</sup> It has been confirmed yet again that donkeys are simple suitable for children and teens, because on the one hand they have such a good size and they are very curious, relate to people more than horses.

## 7.2 The assessment and training

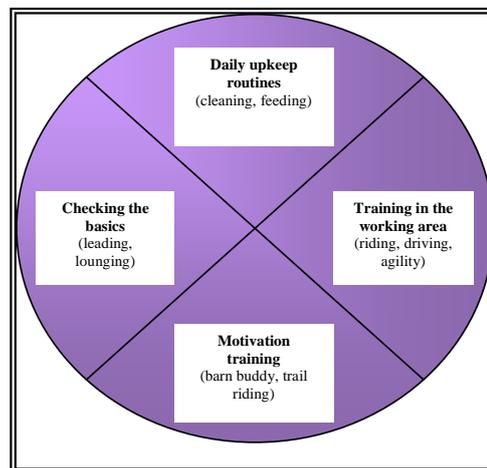
Before the (prospective) equines are chosen for the programs, they go through different assessments. In Esperanza the prospective equines will be visited in their present homes, where it will already be decided, whether the equine is suitable for Esperanza or not. Also Green Chimneys assesses the equines first in their homes. Those equines that pass these first tests, comes to a three months trial period to Green Chimneys. During this time further assessment will be made, which decide whether the equine can stay in the farm.

**Table 3: Assessment of prospective equines and required characteristics**

	Green Chimneys	Cavesson	Esperanza
Assessment	<p>The whole assessment period may last up to three months.</p> <p>1. The equine will be evaluated at its home in various ways. → If the horse gives a positive impression, it shall come to 3 months trial period to Green Chimneys.</p> <p>2. Staff works with the horse: ground manners and the reactions to the outside stimulus staff rides the horse in the inside and outside ring as well as on trail and lounges as well as ground drives the equine simulated riding class training</p> <p>3. Horse participates in a real riding class, where a more advanced child rides the horse</p> <p>If the horse passes the trial period, it becomes a part of the GC herd and GC retains ownership of the horse from that point on.</p>	<p>There is a 3 to 6 months initial period.</p> <p>1. The horse settles down and makes home in the farm</p> <p>2. Staff works with the horse: the basic ground work building a relationship getting to know horse’s reactions</p> <p>3. Horse takes part in facilitator training courses.</p> <p>4. Horse takes part in the client programs.</p>	<p>The assessment happens in the original placement.</p> <p>1. The equine will be evaluated at its home.</p> <p>The decision will be made according to the impression that the equine gives – it needs to show interest in the surroundings and on people.</p>
Characteristic	<p>soundness, good attitude, willing to accept stimuli (group of children, other animals etc.), stability and consistence, thinking with its own brain</p>	<p>healthy, connecting with people; showing individual reactions and personal behavior; authentic</p>	<p>willing to work with children, show interest on people, affectionate, approachable</p>

In Cavesson the **initial period** for the assessments last from three to six months. The equine will be given time to settle down, be accepted by the herd and get to know the staff, before they start working in the programs. As in Green Chimneys new equines will be introduced to the work in various steps and first after simulating client situations with more experienced people, such as equestrian facilitators or advanced riders, equines participate in more demanding work.

**The characteristics** that are looked for in the assessments are listed in the table 3. Cavesson wants equines to be healthy and authentic as well as to show individual reactions and connect with people. Also Esperanza stresses that their equines should be interested in humans, affectionate and approachable. Additionally it is required that they are willing to work with children, which is also mentioned in Green Chimneys' answers. They however stress the stability and consistence as an important quality in their equines. The equines in Green Chimneys campus should also accept different stimuli, such as peacocks, birds of prey or some other animals that live in other farm area. There are also always groups of children that may run towards the horse, when they are moved between the stall and the paddock and therefore equines should be also calm and tolerable.



**Figure 5: Training of program equines**

Generally said the organizations require that the equines master basic ground work and have basic manners. However, the skills that the equines need in client work are stressed differently in each place. Green Chimneys emphasizes the training equines to become excellent school horses for the therapeutic programs, whereas Cavesson wants its horses to be good in horse agility. Their equines also ridden and driven, but this is seldom part of the client programs. In Esperanza however riding is organized for the residents a couple of times a week under the supervision of a riding instructor. Nevertheless it was stated that this is only one part of the interactions and not every child rides. Therefore ground work, checking the basics and the daily upkeep routines are more important.

This was seen similarly in Cavesson, where the staff trains equines during cleaning and feeding on a daily basis. According to the interviews especially the non-verbal communication and introducing new agility obstacles are part of equine training. Equines learn also in the client situations and they get more difficult clients to work with as they progress over the years. Additionally in Cavesson, as in the other two organizations too, motivation training is seen important for the well-being of equines. Green Chimneys has had for example a so called Barn-Buddy – program, in which an adult equestrian gives special attention to the equines and does things with them, different from their working areas.

### 7.3 Considerations about the upkeep of equines

All target organizations have as their goal to **keep equines in as natural conditions as possible**. Therefore all equines live in a herd situation, though the constellation of the herd varies from organization to organization. In Green Chimneys equines are divided, as far as possible, according to the sex, health situation or size into four small herds that are situated around the campus. One herd combines donkeys and miniature horses, another one consists of geldings and a third one has mostly mares with a couple of geldings living among them. In addition there is a small group of equines that live together in the same paddock, in order to enable them the extra attention that they need because of health reasons or their age. Also in Esperanza equines live in paddocks, in a small herd constellation with a possibility to use a

sleeping barn or a running shed. They have two herds, one for the donkeys and one for the horses and ponies. Both mares and geldings of different age are mixed in the herds.

*A2: "Our horses live outside in a herd situation. They all do have running sheds... We try to feed them enough hay that they have it throughout the day. Again so it is more of a natural rhythm then."*

Cavesson has a mixed herd too, which however is bigger than in the other organizations. The equines live in a six hectares pasture. Since last summer there has also been a smaller herd for some geldings and young stallions that cannot be kept in the herd any longer. Also they have a running shed available in the pasture, whereas the bigger herd has a winter isolated sleeping barn.

*B1: "Trying to keep them on the natural way of living, but taking care of them, means that now and then we have to take them in the box (stall)."*

*B2: "The herd comprises of geldings and mares so it is as close to a natural herd as possible."*

*C2: "Die Eseln sind eigentlich nie eingesperrt, weil die einfach Lauftiere sind und die brauchen die Bewegung und das frische Luft und eben das soziale Kontakt."<sup>6</sup>*

In every organization the equines stay outside all year long and they will usually stay in a stall only because of a medical reason. Yet there are a couple of competition ponies in Cavesson that spend their winter nights inside, because they won't get a thick fur over the winter. On the other hand in Esperanza some horses are taken inside over the feeding. Otherwise the goal of the organizations is to arrange also feeding similar to natural rhythm.

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<sup>6</sup> *The donkeys are never actually locked up, because they are animals that wander in the nature and they need the exercise and the fresh air as well as the social contact.*

*A1: "Standing in a stall is not natural to horses, because they are grazing animals...Like I said, they would spend 20 hours a day walking, grazing, walking. So we try to simulate that by having them outside as much as possible, bringing them into stalls only when they are needed for work...if the weather is really terrible or if there is a medical need, why the horse needs to be in the barn."*

*B2: "Also für mich ist es ganz wichtig, dass so viel wie möglich Zeit draußen sein können, gemeinsam sein können. Also wirklich rein in den Boxen nur wenn es ganz kalt ist oder wirklich schüttert... Im Sommer sind sie immer draußen, gemeinsam, auf dem Koppe."<sup>7</sup>*

None of the institutions stated that they would be **accountable to some federal or local authorities** directly on the upkeep of equines. However they all mentioned that there are several laws and legislations about animal cruelty or the farm facilities, which they need to follow. Some of these are national and some international such as European Union directives. It was also indicated that despite of the missing authorities, there is always a public control, since the clients, their family members or visitors are able to make a report about possible grievances in the farms. Additionally it was stated that in Finland and Austria the veterinarians are responsible to take care of the animal rights and inform an abuse. On the other hand Green Chimneys is an accredited member of NARHA and has to keep up with their standards that are set for therapeutic riding organizations. Furthermore Esperanza and Cavesson brought up that there are authorities, who control the organizations from the child welfare point of view. Regardless these controls do not concern the upkeep and maintenance of animals.

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<sup>7</sup> *So for me it is very important that they have as much time outside as possible and with each other. So really only to the stall, if it is very cold or the weather is horrible... In the summer they are always out there, together in the paddock.*

## 7.4 Equine assisted intervention and its development in the target organizations

Though there are not many authorities to whom the organizations are accountable to about the upkeep of equines, there are a **range of associations** that have had or still have an impact to equine assisted intervention in the target institutions. These associations are presented in the figure 6, which also possible shows connections that the organizations have to one another.

Cavesson and Green Chimneys mentioned that not only the associations have influenced their work, but the interaction has been reciprocal. Both organizations explained that they have been utilizing guidelines, methods, philosophies and exercises that the equine societies have created, but they have also been participating in the development work as committee or board members or by co-operating in creating national and international standards. Although Cavesson is not at the moment actively involved in any of these associations, Green Chimneys continues its active cooperation with NARHA, Centered Riding and EFMHA.

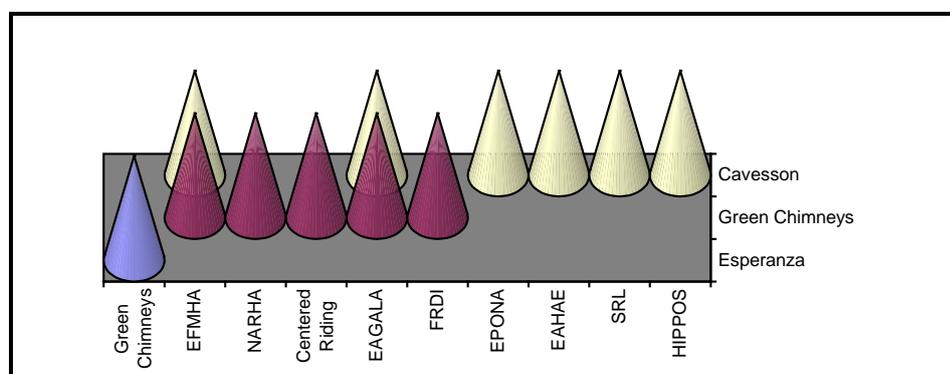


Figure 6: Associations having impact on the target organizations<sup>8</sup>

<sup>8</sup> NARHA = North American Riding for the Handicapped Association; FRDI = Federation of Riding for the Disabled International; EAGALA = Equine Assisted Growth and Learning Association; EAHA = European Association for Horse Assisted Education; EFMHA = Equine Facilitated Mental Health Association; EPONA = Epona Equestrian services; SRL = Suomen Ratsastajainliitto ry. (national riding organization, FIN); HIPPOS = Suomen Hippos ry. (National trotting organization, FIN)

On the other hand Green Chimneys has had an impact to the development of Esperanza. According to Esperanza, its founder visited Brewster Campus in the early 90's. The experiences there gave an impulse to start a similar residential child care center also in Austria, which utilizes animals and the farm atmosphere in the work. Over the years also Esperanza has reached a position, in which it can offer consulting services to other institutions and to manage a discussion platform for professionals in this area. It was also possible to see in the interviews of Cavesson that the role in impacting the development of animal assisted field has been given also to this target organization.

*B1: "There is a national riding federation... The HIPPOS, which is the national trotting organization, but they are not interfering the therapeutic work or equine assisted work... Could be that we are actually able to influence the national thinking and development of guidelines."*

*C1: "Im Grunde gibt es eine Einrichtung die beeinflusst hat, Green Chimneys...Dies eben vor 15-20 Jahren besucht..."<sup>9</sup>*

All three organizations stated that their **ultimate goal is to help children**, yet Cavesson for example offers its services to "*anybody that needs help or anybody that wants to develop himself*" (B1). The duration of the programs in Cavesson varies from a couple of days training up to year long programs, yet the single sessions are always three hours or the whole day. Though animals would not always be directly in contact with the clients in every session, they are involved in all work in some way. The reason for involving animals in their client work is for example to motivate, to pen discussion and to help clients in learning to set goals and boundaries in their lives.

*B2: "Everything we do, we do ultimately for children... Our own goal is to provide children as many adults around, who are balanced and able to support their (children's) growth."*

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<sup>9</sup> Basically, there is one organization, Green Chimneys, which has influenced...It, was visited 15 to 20 years ago.

Green Chimneys’ therapeutic sessions last normally approximately 45 minutes. The children come to their sessions during their school day and they usually participate in the program at least one semester. There are altogether three semesters in a year, because Green Chimneys School follows 12-month campus based special education (CUARTERO, 2010). The equine assisted intervention is only on part of the services that the children get. Some students participate only in one program some participate in most of them according to their therapeutic goals and personal wishes. Programs that are offered in the horse barn area are presented in the table 4.

**Table 4: Equine assisted intervention programs at Green Chimneys Campus**

Hippotherapy	Ground Work	Therapeutic Riding	Therapeutic Vaulting	Driving program	Possible future programs
Physical therapy and a medical intervention organized by an occupational therapist in cooperation with a speech therapist. *** Goals are to use the three dimensional movement of an equine to impact the body of the child in a positive way.	Can be incorporated into educational, recreational or therapeutic sessions. *** Social worker sessions: grooming an equine, going for a walk with it, utilizing equine in the discussions *** Learn&Earn sessions: targeted towards the actual care of equines; involving responsibility, binding the work to the community.	Organized by a licensed riding instructor. *** Goals are to learn riding and horsemanship skills. *** Follows the NARHA standards	Organized by a licensed riding / vaulting instructor. *** Goals are in developing the social dynamic and gymnastic skills. *** Follows the NARHA standards	Organized by a driving specialist *** Goals are to teach anticipating and planning ahead. *** Does not follow NARHA standards.	<i>Vocational training</i> *** <i>To enable youngsters a career in this area</i>

Esperanza does not work according to scheduled equine assisted intervention programs or equine assisted therapy sessions in the farm. There are weekly riding lessons for some of the children organized by a riding instructor, but is could be seen as one of the hobbies for these persons and not as a therapeutic intervention. It is also common for example to go for a walk with the donkeys, but this also this is done on a regular basis by the animal care taker trainees as part of their education.

The residents in Esperanza have an access to the animals on grounds almost the whole time. Therefore the interaction with equines varies on a daily basis and depends often on the interest of the child. Nobody is forced to do anything, although everyone in the farm has their chores to do. Whether these chores include work with equines varies from child to child. There are some, who can for example lounge a horse all by themselves, however it has to be discussed beforehand what the person wants to do and is able to do. The goal is to arrange situations, where the child can learn to take responsibility, develop self-esteem and obtain various skills as well as to express their feelings in a constructive way.

The development of every target organization has started from single persons' ideas and visions. On the other hand the equine assisted intervention programs have developed various ways. Since Green Chimneys has been one of the first organizations in the world active in the animal assisted field, their work with equines has followed the changes of the whole branch. In the 1940's and 50's the prevailing philosophy was "back to the land", whereby the farm work was seen healthy and fun for youth. As the animal assisted therapy started to develop in the 1970's, Green Chimneys organized riding lessons and trail riding. One decade later the first therapeutic psychologically routed programs began, yet it was first in the 1990's that these became more sophisticated.

On the whole there has become a better understanding of how horses can physically support people in hippotherapy and how therapeutic riding works during the last 40 years. Although there are many programs already existing in horse barn, Green Chimneys continue to progress them as the field changes. In the last years it has become important to increase the time when the youngsters come to the horse barn. Also vaulting and driving programs have been introduced and students helping with the farm tours for public as well as stressing the independence in working with equines is being emphasized at the moment.

*A1: "During the 1960's and early 70's the programme was mostly riding lesson program. It did not really become a therapeutic program, I think, until the 1980's."*

In their first years, Oy Cavesson Ltd was working in consulting and training equestrians. However, there had been a growing interest to learn more about the human-animal bond for a longer time. After some experiences made with the family dog in different situations of the interspecies communication and animals' initial way of learning, Cavesson started search more information about these phenomena. The knowledge that they acquired gave an impulse to develop methods and to create framework for animal or equine assisted social-emotional learning. The first steps in client work were taken in the facilitator training programs and for about six years ago the work widened to the family and child welfare programs. The new facilities in the Savikko farm enable further development of the programs as well as supporting other facilitators in starting their EASEL-work.

*B1: "And also the fact that old Trixie was able to recognize that something is going to happen, 30 seconds before it really happened. That's actually not an observation of ours...there were two three mothers looking on the lesson."*

*B1: "The animals still follow up more initial ways of giving feedback and giving development areas than we human beings... Social codes of ethics and social codes have developed further and they are not anymore in line with our initial, natural way of learning."*

*B2: "We just started another new kind of program this summer, so it keeps evolving all the time, but the basic concept and the basic core elements are...have been there all the time."*

In comparison to the development of equine assisted intervention in Cavesson and in Green Chimneys, Esperanza had not planned to utilize horses and ponies in their work, but to concentrate only in donkeys. However, there had been two ponies in the area that needed placement and found their home in Esperanza. Slowly over the years couple of more donkeys as well as horses and ponies came to the farm, which gave then an impulse to build a riding area and start developing the work with equines in general. Nowadays all equines are integrated and have found their own role in the social-pedagogical work.

## 7.5 Choosing the equine co-facilitator for the interventions

When choosing an equine for the client work, the organizations take similar things into consideration. Especially health and program requirements were named by all three institutions. The differences came up as the organizations explained who chooses the equine for the session. In Green Chimneys it is the adult, who is responsible for the specific activity. Also Esperanza stated that the responsibility lies primarily by the facilitator, although it was also said that there are times, in which the children choose the equine they want to work with. However, normally it is a pedagogical decision made by the adult in order to make sure that the equine and the person suit together. Esperanza mentioned additionally that the size and condition of an equine as well as the skills and the experiences of the child are taken into consideration.

*C1: "Die letzte Entscheidung liegt schon bei uns. Ob jetzt der Jugendliche das vordergründig entscheiden kann für sich oder nicht, das ist dann wieder eine pädagogische Entscheidung."<sup>10</sup>*

The different requirements that the programs set for the equines result in having many specialists and few equines suitable for many activities. Green Chimneys gave an example of hippotherapy, in which an equine must move well and accept weight changes on their back. The horse has to also accept various props, such as balls, around him. The vaulting horses have similar requirements. They need to be well balanced, work well on a lounge line and to respond to verbal cues. This high level of training is needed in driving too, whereas the so called lead line ponies need relatively low training level.

*A2: "Not all horses do everything. Many of our horses are specialists. When you find what they are best at doing, that's where you are gonna channel them."*

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<sup>10</sup> The final decision will be made by us. Whether the teens can choose for themselves or not, it is again an pedagogical decision.

On the contrary to the requirements and choosing procedures in Green Chimneys and Esperanza, Cavesson emphasizes the role of the client and the equine-facilitator. It is common that the clients choose an equine partner themselves from the whole herd after meeting the horses in the pasture. Yet there might be some equines that are not available for the work because of health reasons. There are also times, when some equines are consciously ruled out beforehand according to the previous knowledge of the client. However it was stated many times that at the end also the equine has a possibility to choose whether they want to work on that day. If its body posture says that he is not up to, the equine will not be forced to.

*B2: "They all take part in terms of being in the herd and being observed and being met. But then each client, who is then going to work with some horse, they will then try and make friends with one horse and work one on one with that horse."*

## **7.6 Equipments used on equine assisted interventions and negative behavior**

There are various equipments used on the equines depending on the activities (see table 5). In Cavesson the clients work normally with equines at liberty without any equipment on the horse. However, various agility obstacles are used in the sessions. In case that an equine is ridden, bridles without bits will be used until the client can hold the hands stable in all three gates. In dressage a whip is used as an extension of the hand as well as in driving too. Additionally and especially in horse agility the equines are directed with hand movements or with a louncing line.

In Esperanza equines have only a halter with a lead rope on in the most activities. In riding lessons they use English saddles and bridles with bits. Equines are directed with hand signs, body posture and disposition, louncing whip or a louncing line. Similar equipments are used also in Green Chimneys however equines are directed additionally with some props in the ring as well as with voice commands. According to the interviews there are three types of directing that used in the Green Chimneys' programs:

1. Hippotherapy and driving: horse is directed clearly from the facilitator
2. Basic riding lessons and pony rides: an adult side walker has the horse on a lead rope and is directing the horse, whereas the child is learning to give cues.
3. Advanced riding lesson: the side walker serves as a spotter and helper close to the riding pair, whereas the rider has to control over directing the horse.

**Table 5: Examples of equipments used on the equines**

	<i>On their backs</i>	<i>Bridles</i>	<i>Other equipment</i>	<i>Things to notice</i>
<b>Green Chimneys</b>	Bareback pads with girth, western saddles, English saddles, Vaulting surcingles, Lounging surcingles	English snaffle bits, side pulls, halters with reins, type of Hackamore, Bridles without a bit	Harness for driving, lead lines and halters	
<b>Cavesson</b>	Italian free form saddles	Brindles with or without bit	Halters, long ropes, rope halters, harness for driving	Usually there are no equipments used on the equine in client work
<b>Esperanza</b>	English saddles, pads	Normal bridles with a bit	Lead lines and halters	Sometimes bareback riding, No rope halters, Special carriage backs for the donkeys for trekking

It was also stated that only staff members use whips as an extension to the hand in training or it in vaulting classes. It was stressed that horses are never punished with a whip, although they might show negative behavior such as nipping or kicking. In order to prohibit this kind of behavior from happening, it is important to know the possible triggers for the individual horse. In case an equine shows negative behavior continually, the first thing to do is to rule out a medical reason. It might however also be that the equine requires further training or expresses some other needs with its actions. Because of this reason all equines in Green Chimneys get a massage approximately once in a month and are regularly trained by the staff.

*A1: “Immediately thinking about physical reason. What is causing the changing? Is the horse getting older? Does the veterinarian need to examine the horse? Do we need to rule out certain things? We have found significant behavior changes in some horses as a result having a Lyme disease and way to get the behavior better is to put the horse on antibiotics.”*

Additionally Green Chimneys has had a so called “barn buddy” program in use, in which volunteers working in the horse barn have giving equines some extra attention and organized them activities that differ from the client work. It was also said that by contributing keeping equines happy and healthy, it is possible to diminish negative behavior. An additional way of doing this is to keep track of the working hours of individual equines as well as dividing the work load.

Cavesson and Esperanza stated in their interviews that they have no need to think negative behavior, because they do not see this in their work. According to Cavesson the reason is that none of equines are forced to anything and their work is organized so that equine facilitators always have the possibility to walk away from the situation. However in a case that negative behavior would occur, also Cavesson said that a medical reason first must be ruled out first and in case that this cannot explain the changed behavior, the next step is to try to change the situation with further training.

## **7.7 Considerations about the role of equines and their working life**

The role of equines in equine assisted intervention was seen similarly in every organization. An equine can be a team member, partner, catalyst, metaphor or for example a friend or a mirror, depending on the situation. It was also agreed in all organizations that equines are no tools. Green Chimneys on the other hand pointed out that no matter what, domesticated equines can never reach the level of equal partnership, because humans decide when they get their food, when they are cleaned or when they take part in the programs. Yet the goal of each institution is to take ethical viewpoint into consideration in their work and to enable their equines as species-appropriate life as possible and In addition Cavesson brought up that the facilitator must always ponder, what they are modeling to the clients in their work.

*A1: “It’s a combination... The horse really is a team member... Metaphor works for us too and sometimes the horse is a friend too. I think for the children the role that the horses play, is very different...”*

The viewpoints of the role of disabled equines or equines with special needs caused some variation. In Green Chimneys the majority of equines are ridden and they need to be healthy to participate in these programs. Nevertheless there are some rescued and retired horses in the farm that can no longer be ridden, yet take part for example in ground work sessions. They contribute to the programs in different ways. Students in the campus are taught to take care of animals that need special attention. In addition those children that have a history of abuse can easily relate to these equines and are able to mirror their own feelings through them. This way the disabled equines are seen as part of the mental health work in Green Chimneys.

Esperanza had similar comments on this matter. It is not in the sin of the pedagogical work to have only disabled equines in the farm, but it is seen as a resource to have a balanced mixture of various histories and challenges within the equine herds. Children learn that animals have also their limitations that must be accepted. They learn also to adjust to these limitations and to take care of others needs. Through taking care of the disabled equines and organizing them the treatment that their condition requires, enables the children to learn to handle many difficult things in life.

*CI: „...das ist jetzt nicht diese fertige Pferd, das hingestellt wird und auf das ich mich aufsetzen kann, sondern das ist das Pferd, das das und das hat oder nicht hat und was kann ich jetzt damit tun oder nicht tun...und das ist einfach zu akzeptieren und das ist für mich die Ressource in der sozial-pädagogischen Arbeit.“<sup>11</sup>*

Cavesson however does not quite agree with these statements, but emphasizes that equines, which are in direct contact with clients, need to be healthy and pain free without an acceptance. There are some horses in the farm with background of an abuse, which is why they are not in direct contact with clients, but get their own rehabilitation. It is possible that these equines recover from their traumas and can start working for the Cavesson programs, if they want to. Nevertheless, if an equine is in pain and cannot live in the pasture in a herd situation without suffering, it is more ethical to put him down.

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<sup>11</sup> ...”Now this is not the ready made horse that is given to me and I can just get on, but it is a horse that has various things needs and I have to think what I can do with it now or cannot do”.... And that is something to be accepted and this fact is for me the resource in the social-pedagogical work.

*B1: "If there is anything that means that the horse cannot live horse's life in the pastures, in the sheds they have, then this world is not the place for that horse."*

Also Esperanza and Green Chimneys share the view of ethical horsemanship. However, it was notable that there are some variations in the way ethicality is comprehended in each organization. It was clear that none of the interviewees want their animals to suffer and told that euthanasia is an option. Yet questions as how far will the treatments should be used and when is it time to let go make this theme very difficult one. Green Chimneys' solution in the future is to try to return their equines back to the horse community, when they still are able to do things and be used in private free time activities. This way the horses can have peaceful retirement and the organization does not have to deal with the geriatric problems in the same extend as in earlier years. It was also mentioned that some of their equines might leave the farm earlier than others, if they show that they no longer want to work in the programs. These equines will also be looked for a new home in the local horse community.

*A1: "We now try to retire horses out of our program at the time they are still healthy and have a useful life, so that we can give them to a volunteer or someone in the community."*

These kinds of retirement plans do not exist in the other two organizations. Both in Cavesson and in Esperanza equines can live their lives till the end in the farm. The one exception is that Cavesson breeds and sells some of the foals for competition purposes or leases equines to other EASEL-facilities. Nevertheless Cavesson tries to keep the herd as constant as possible and require that the equines will not be sold or given further, but they shall return to the Savikko farm if they are no longer needed in their new placement.

*B2: "Well, our horses don't retire from EASEL, because there is no need to until they are lame or, you know, there is some kind of physical issue that causes pain, which obviously means that they don't work, regardless of the age. The oldest one here is 20 years old and he works when he wants to work."*

Despite of these various viewpoints about the retirement, every organization emphasizes the importance of finding the right work or working method for every individual according to their abilities and interests that they show. Green Chimneys tries to divide the working load fair between the different equines. NARHA has very strict limits for under saddle activities, which Green Chimneys need to follow an accredited member of the association. Nevertheless it was stated that the horses in the farm do not come even close to the maximum of six hours, but work approximately two hours a day. From a single 45 minutes session the actual physical part varies between 10 to 40 minutes depending on the activity. Ground work is not included to the regulations, but Green Chimneys keeps also statistics about these activities. It was also mentioned that the work intensity will also be taken into consideration planning the daily work.

*A1: "The limit that we have is set by NARHA. I believe a maximum of six hours a day. We do not go close to that... Again knowing our individual horses help us also to set their working time."*

Also Cavesson mentioned the importance of taking the intensity of the work into consideration. Generally the equine participates in client sessions from 10 to 30 minutes at a time and works maximum in three sessions a day. However, if the client has many challenges that demand a lot from the equine facilitator, it won't have more than one session on that day. It happens also sometimes that the horse decides to end the session itself. Yet mostly the clients are so overflowed by ideas and feelings after a very short time that they need a break. In case that the client does not recognize this him- or herself, it is the facilitator's responsibility to pause the session and go through the situation with the client.

*B1: "It is extremely important that the facilitator is constantly monitoring and analyzing that how long the session should be or shouldn't be. Typically human participant gets tired first."*

In Esperanza the horses and ponies are ridden two or three times a week and on days between the lessons moved otherwise as the donkeys too. However, there have been actually no discussions about the maximum working load, because there are fewer youngsters in the farm than equines. This means that in fact it has to be made sure that the equines get enough movement instead of too much. When the riding instructor comes to Esperanza to work with some of the equines, the animal caretaker supervisor of the farm concentrates on those equines that cannot be ridden. It is for example very important to train the donkeys in the spring time for the longer trekking that take usually place in the summer time.

*C1: "...also stellt sich diese Frage eigentlich überhaupt nicht von maximalen Auslastung...Das einzige ist., wirklich bei Wandertouren, bei Trekkingtouren, dass man da die Eseln wirklich trainieren muss und nicht von quasi Winterpause plötzlich acht Stunden zu gehen.“<sup>12</sup>*

## 7.8 Final words of the organizations

All organizations wanted to stress some important things about their work at the end of the interview. Cavesson emphasized the importance to handle animals with respect at all times in their work, because the clients usually relate more to the animals than to the human facilitator. Esperanza on the other hand wanted to stress the fact that they don't have any special therapeutic programs and sessions, but a holistic social-pedagogical concept, where all farm animals contribute to the wellbeing and development of the children living in the farm. In their opinion the youth contributes the most, if they are having the animals as part of their daily life instead of single sessions.

*B2: The horse cannot be a tool. It has to be a respected individual and it has to be treated in that way, because the client will in most cases relate to the animal more than to the therapist because of the power situation.*

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<sup>12</sup> Thus the question of maximum utilization does not really arise...The only thing is that the donkeys really need to be trained for the hiking and trekking tours and not just start straight after the winter break with eight hours.

*C1: "Ich denke, dass es ist schon rausgekommen, dass Esperanza eben nicht so diese Programme hat, an Einheiten, sondern dass wir so ein gesamt Konzept sind, wo ich die Pferde neben Eseln, neben den Schweinen, Ziegen, Hühnern, Fischen, Katzen und so weiter einsetze."<sup>13</sup>*

Green Chimneys agreed with this viewpoint too. It was stated that the organization does not offer typical therapeutic riding programs, but emphasizes the meaning of the whole treatment setting in the campus, which is seen as *Milieu therapy*. Not only the nature based programs, but the small things in everyday life, contribute to the progress of the children. It is also seen essential in Green Chimneys that the equines are handled well in every situation to keep them sensitive and trusting. It was additionally stressed that the breed has no actual influence for them in choosing new equines for the programs. However, the importance of the background and the training of equines were underlined.

*A1: "That concept is unique to Green Chimneys, that idea that everything that a child does during the day, potentially is therapeutic or educational or contributes to that child's progress.. The reality of our program is that many days are very unremarkable under surface and nothing terribly special seems to happen in the horse barn and lessons take place and the people take care of the horses... But I think the impact is there. And in often times it's in the little things that the biggest change for the children ends up happening."*

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<sup>13</sup> *I think that it already came up that Esperanza does not have these programs in units, but that we have a holistic concept, in which the horses are utilized in addition to pigs, goats, chickens, fish, cats and so further.*

## 8 DISCUSSION OF RESULTS

In this chapter the results are related to previous commentaries, to personal experiences or to some general opinions. It will also be discussed, which ways these results could be generalized. Additionally there are some linkages made in order to have a practical framework in some parts of equine assisted intervention.

### 8.1 Considerations about equine management and upkeep

All target organizations seem to have thoroughly thought the upkeep and management of their equines and had an answer as well as explanation to all of the questions concerning these themes. It was clearly stated by the study informants that every organization aspires towards arranging the equine living conditions as natural as possible. There are barn managers or animal care takers responsible for the daily upkeep chores. The institutions have taken into consideration the needs of a herd animal and their social behavior as well as the fact that equines would spend approximately 12 to 18 hours a day for grazing and moving around. Therefore feeding is organized so that the equines would have hay available throughout the day and the equines live out in the paddock all year long.

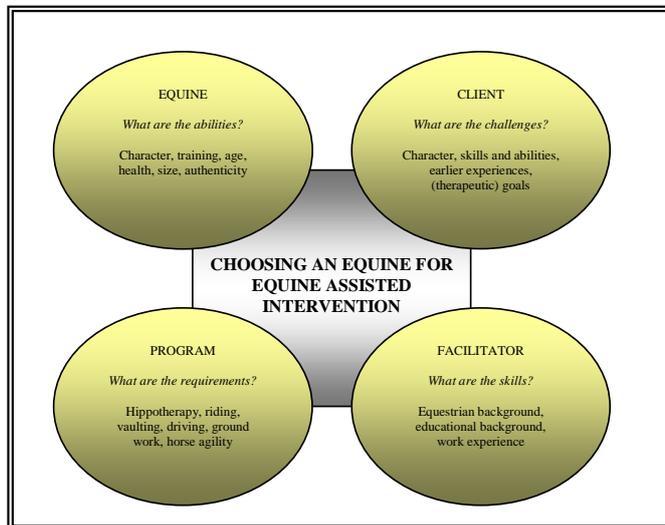
The organizations must follow various national legislations and directives that concern equine management and upkeep. Yet there are no organized controls for the farms working in equine assisted intervention. However, it came up in the interviews that the organizations are under constant public control. The visitors, clients or family members as well as the veterinarians are able to report possible grievances. Nevertheless the question arises, whether this is enough, because the field keeps on growing and almost anyone can start business in this area. Many times the general public also does not know, what can be expected from the facilities or from equine care. It can be also assumed that because of the lack of authorities responsible, it is not clear, who to contact with such matters.

The target organizations work however according to strict ethical principles and try to arrange their facilities and work beyond the standards. There are some differences in the approached or the viewpoints in what is ethical or what kind of issues need to be controlled more than others. The safety issues, the retirement and the role of disabled equines are handled quite differently in each organization. It could be pondered whether there are possibilities to make general guidelines for these themes. On the other hand it is important to recognize that the organizations have different surroundings, target groups, facilitator backgrounds and so on, which have an impact on the work with clients and the management and upkeep of equines. It is anyhow important that the animals are taken care of and they are able to live horses life even though they would be working in therapeutic, social or pedagogical programs, in leadership training, mental health or physical rehabilitation.

## **8.2 Considerations about choosing an equine for the intervention**

The equines that live in the target organizations have all gone through various assessments. The first ones have taken place in the home of the prospective equines and the possible further assessments in the organizations. It came also up that it is common to have some kind of trial period or initial phase for the equines, before they take part in client work. According to the interviewees the prerequisite for even considering of taking the equine as part of the herd is that it has basic manners and allows to be lead on a lead line. Other requirements depend on the programs or activities in which the equine would be participating in its new home. It can however be ultimately decided in which ways the equine can be utilized and which activities it likes first after getting to know its abilities, interests and training level.

It can be stated that the reasons for choosing an equine in equine assisted intervention can be seen multidimensional. The decision can be pedagogical, ethical and medical, but there are also other factors that impact the end result. The dimensions are presented in the figure 7.



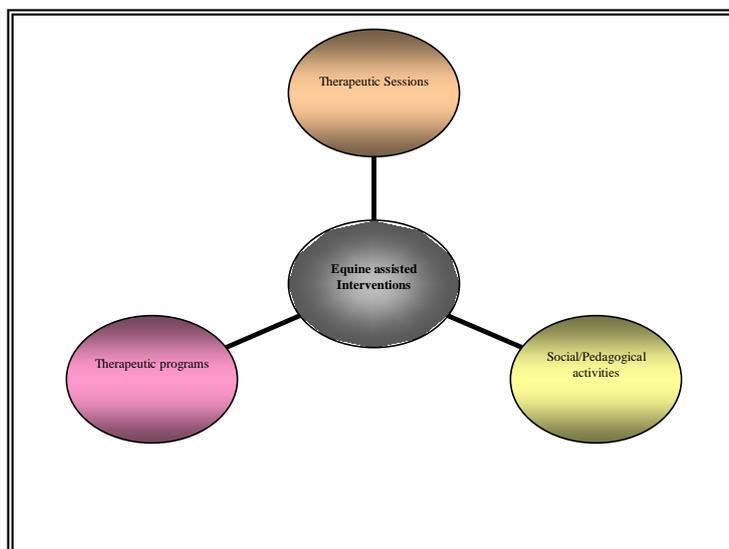
**Figure 7: Dimensions in choosing an equine to the interventions**

The abilities, training level, health, size or character of an equine can be the main reason for choosing the specific horse, pony or donkey for the activity. It can also be pondered, what kind of challenges the client has and how these can be dealt with efficient. Also the programs themselves often set limits or give requirements for what is needed. However, it cannot be left without consideration, what kind of skills or background the facilitator has. There is a lot of discussion on the animal assisted field about the educational background and professional qualifications of the facilitator, which usually rules what kind of animal assisted work the person is allowed to do. The viewpoints vary according to the laws and the position of equine or animal assisted intervention in each country. There will be most likely always be differences in the educational level, but acknowledging the specialized training legislatively, would be beneficial for the professional development of this field.

### **8.3 Equine assisted intervention programs and activities**

The way equine assisted intervention in the target organizations could be generalized is presented in the figure 7. It can be divided into three main categories – *therapeutic sessions*,

*therapeutic programs* and *social/pedagogical activities*. The first term, therapeutic session, contains those interventions that are limited in specific time units, such as 45 minutes or three hours, and have an equine as co-facilitator present. For example therapeutic riding and vaulting lessons, ground driving and hippotherapy or interactive client-equine work in EASEL would be such interventions. They are goal-directed and conducted by human service professional with specialized expertise, within the scope of practice of his/her profession (Delta Society, 2009). Although the term contains the word therapeutic, it does not suggest that the facilitator needs to be health a care professional.



**Figure 8: Dimensions of Equine Assisted Intervention**

Therapeutic sessions can be part of different *therapeutic programs* that the researcher defines as umbrella term for the interventions that have a longer time limit such as a semester, one year or seven weeks. These programs have activities both with and without equines and their goals may be therapeutic or social/pedagogical. Such programs are for example Cavesson's MysterySchool® and HeroicJourney® programs as well as Green Chimneys' Nature based programs in general. Also the Esperanza principle is included to this category with its holistic approach.

The *social/pedagogical activities* can be seen as single sessions the same way as the therapeutic sessions and they usually are part of the therapeutic programs. Their specialty is that they are not strictly limited by specific time units, the goals are not always set beforehand and the facilitator does not necessarily need to be human service professionals. Under this category belongs for example the Learn & Earn program of Green Chimneys or the donkey trekking that Esperanza organizes. The activities might also consist of mocking the stalls or paddocks, grooming or painting the equines, utilizing them as metaphor or catalyst in discussions or in art class or organizing the social worker sessions in the stable surroundings.

All three organizations offer equine assisted interventions in ways, which go under the three-dimensional categorization. Yet it can be stated that they have different approached to time, to the qualifications of the facilitator and to the working methods. These differences derive most likely from the diverse cultural background, various target groups and facilities as well as from the cooperation with equine associations. The associations have impacted the target organizations in theory and in practice. It can also be seen that they have influenced the viewpoints that the organizations have to the safety issues in working with equines.

In Green Chimneys equines have to be lead on a lead line, also when they are walked out of the stall to the aisle to be attached to the cross ties for grooming and tacking them. In case the children are going to have a riding or vaulting lesson, they all must wear a helmet already at this point. They are also always reminded of where to stand and how to act in order not to scare the horse, which might cause a dangerous situation. In comparison Cavesson, which works mostly with its client on ground, have other points of view to this theme. According to them all clients first have to build a relationship with an equine at liberty. In case riding would come to a question, clients would also need to be able to move the equine at liberty in all three gates. An additional requirement is to manage grooming and tacking without having the equine tied up. First when these things work well, clients are allowed to ride. Cavesson reasons their way of working with the fact that in the situation where an equine is free and not forced to any activity, the situation stays safe to the people too. It is of course required that the equine is used to do this kind of work and therefore the equines with classical dressage background are not suitable for this work without extra training.

In comparison to the other two organizations Esperanza gives a lot more responsibility to the children themselves in the management, upkeep and training of animals including the safety issues. It is probably because of the family-like atmosphere and the small amount of children living in the farm that makes this possible. Although the children are doing various things with the animals quite freely, it is to be discussed with an adult, when it is possible to work with the equines. According to the experiences as an intern, only the animal care taker trainees are allowed to work with the equines by themselves if they have the skills for that and also they have to consult the supervisor. Yet when working with the horses and ponies under supervision, all children carry the responsibility of grooming, tacking and leading the equines.

## 9 CONCLUSION

The study informants in this research are all professionals in the field of animals assisted intervention and have long histories in working with equines, which have been part of the organizations since the very beginning. Therefore it can be stated that the information given by them is truthful and accurate. They had also the possibility to speak about the theme quite openly, which was contributed by the semi-structured interview. Since the interview guide was tested by two different equine professionals and corrected according to the observations made according to these tests, it can be assumed that the questions covered the theme of the research well.

The research was designed and completed according to the guidelines of the chosen methodologies – comparative study and phenomenological analysis. In addition, the truthfulness of the answers was validated by the researcher of the study, who had been observing each of the institutions as an intern before the interviews were made. This was also seen beneficial to the analysis and to the discussion of the results. The management and upkeep of equines and the implementations of equine assisted intervention were able to be looked at on a deeper level because of the acquired practical and theoretical knowledge.

This research has had as its goal to present various viewpoints of the target organizations to the management, upkeep and selection of equines in equine assisted intervention. The main intention has been to describe the similarities and differences that occurred in the empirical data. The researcher was having a discussion about the reasons for these results and tried to find an explanation to some of them. In order to keep the research focused an equestrian specialist was consulted about the content of the paper.

The research cannot give universal guidelines for all organizations working in equine assisted intervention, but it can give an impulse for many to ponder their working methods and reflect their equine management to the presented organizations. It can principally be replicated, but because of the fast changes in the equine assisted field, it can be assumed that the answers

might differ at some points compared to this study. It is also possible that the working relationship that was built between the researcher and the study informants during the internship have had an effect on the way the questions were answered. However, the main things will most likely stay the same regardless, who makes the interview and what the situation is, if the same interview guide will be used.

Equine assisted intervention has many dimensions. After finishing this research it is however clearer what can be expected from this field. It is possible to find many similarities between the implementations of the interventions, upkeep or management of equines, yet there are also differences between the organizations. According to the experiences of the struggling that some institutions have in trying to create universal standards for animal assisted intervention and of the resistance they get, it was actually expected that there would be even more variety in the answers. It was however pleasant to notice that each target organization has considered their work thoroughly from an ethical point of view and there is an interest for co-operation although they want to work further in their own unique way, which is partly also required in order to survive in this field.

Despite of the existing cooperation between some organizations and associations, it could be beneficial in the future to motivate more institutions in this field for exchanging their ideas, views and experiences. Because of the broad working areas it is for sure not possible to invite everyone directly to the same collaboration. However, if there would be a universal platform, similar to Wikipedia, in which the organizations could add their information about the specific themes, also the newcomers in the field as well as the legislatives and decision-making bodies in the societies would get a better overview of the whole field of animal assisted intervention. The goal of this platform should be information exchange, not to create universal standards, limits or regulations, because this usually seems to work as a demotivation. In order to keep the content clear, there could be some subcategories for different themes, which could for example model the division in Green Chimneys: horse barn, upper barn and wildlife.

For the equine assisted intervention this would mean that organizations such as Green Chimneys, Oy Cavesson Ltd and Esperanza could bring their wonderful way of working to the general public too. Maybe this way there would also be development to the direction, in which not only hippotherapy but the other interventions too, could be financed by the human health-care system or would find other financing that enables also people with low income to use the services of the animal assisted facilitators.

## 10 APPENDICES

### 10.1 Appendix 1: Semi-structured Interview guide

#### Personal information

1. Would you please state your name and where you are working?
2. What is your current position and responsibilities in this organization?
3. How long have you been working in this organization?
4. Have your responsibilities changed within this time? If yes, please explain how.
5. What is your equestrian background?
6. Do you have an educational and/or therapeutic background? Please explain your answer.
7. Are you working directly in the area of equine assisted intervention in your current position? If yes, approximately how many hours a week do you spend with these tasks?

#### Equine-related questions

1. Since when does your organization have equines?
2. How many and what kind of equines do you currently have?
3. What is the source of your equines? Where do you get them from?
4. What size and breed do you look for in your equines? Please explain your answer.
5. What age and health do you look for in your equines? Please explain your answer.
6. What level of training do you look for in your equines? Please explain your answer.
7. How do you assess the suitability of your prospective equines and is there a special training that they go through? What characteristics and/or features does the Equine need to show during the initial (trial) period in order to stay in your program?
8. Is there a role for disabled equines or equines with special needs in your program? Please explain your answer.
9. What kind of training do you do with your program equines?
10. What is your philosophy of keeping horses? How do you determine the amount of time in the stall, turn out and interaction with other Equines? Please explain your answer.
11. In terms of horse care, what federal or local authorities (both private and public) are you accountable to?
12. How do you / does your organization define equine assisted intervention and what is your target group? For example what are the goals and how are they being set and evaluated?
13. Which national and/or international associations impact your equine assisted work and how?
14. How has equine assisted intervention developed in your organization?

15. Can you describe all categories of equine assisted intervention your organization offers?
16. What things do you take into consideration in choosing an equine for the different programs?
17. Do all equines take part to every program or how do you select a specific equine for the activities?  
Please explain your answer.
18. What kind of equipment do you use on the equine in your programs? Can you give examples within the different activities?
19. What kind of equipment do you use to direct the equine in your programs? For example lead ropes, whips, lounging lines?
20. What considerations go into setting the working hours for individual equines and do you have a limit? If yes, how is the limit set?
21. Do you see any negative behaviors in your equines? If yes, what kind of negative behavior is there to be seen in and out of activities? How do you correct and address specific negative behavior in your Equines in and out of activities? Examples?
22. In your work, is the equine primarily a tool, a partner, a catalyst, a metaphor, a team member or how would you best summarize the role of the equine?
23. What kind of plans do you make for the working life and retirement of an equine? What do you do with the equines, when their services are no longer needed or they are not able to participate in the program? Do these plans include euthanasia and what considerations go into this?
24. Is there anything you would like to add to this interview?

## 10.2 Appendix 2: Semi-strukturiertes Interview

### Persönliche Fragen

1. Wie heißen Sie und wo arbeiten Sie?
2. In welcher Tätigkeit arbeiten Sie derzeit in Ihrer Organisation und welches ist Ihr Verantwortungsgebiet?
3. Seit wann arbeiten Sie schon in dieser Organisation?
4. Hat sich Ihr Verantwortungsgebiet während dieser Zeit geändert? Wenn ja, bitte erklären Sie Ihre Antwort.
5. Was für ein Hintergrunds Wissen haben Sie über Equiden (Einhufer)?
6. Haben Sie eine pädagogische und/oder therapeutische Ausbildung? Bitte erklären Sie Ihre Antwort.
7. Arbeiten Sie in Ihrer derzeitigen Position direkt in Bereich der Equidae gestützte Intervention? Wenn ja, wie viele Stundenungefähr in der Woche?

### Equidae betroffene Fragen

1. Seit wann besitzt Ihre Organisation Equiden?
2. Wie viel und welche Equiden haben Sie derzeit?
3. Woher beziehen Sie Ihre Equiden?
4. Welche Größe und Rasse bevorzugen Sie bei Ihren Equiden? Bitte erklären Sie Ihre Antwort.
5. Welches Alter und welchen Gesundheitszustand bevorzugen Sie bei Ihren Equiden? Bitte erklären Sie Ihre Antwort.
6. Welches Trainingsniveau müssen Ihre Equiden aufweisen? Bitte erklären Sie Ihre Antwort.
7. Gibt es bestimmte Indikatoren für besondere Eignung auf Sie bei der Beschaffung neuer Equiden (Individuen) achten? Welche Kriterien sind das und welche Eigenschaften sollen die Equiden bei der Auswahl aufweisen, sodass sie in Ihrem Programm arbeiten dürfen.
8. Spielen Equiden mit besonderen Bedürfnissen oder Behinderungen eine Rolle in Ihrem Programm? Bitte erklären Sie Ihre Antwort.
9. Welches Training führen Sie mit Ihrer Equiden durch?
10. Was ist Ihre Philosophie bezüglich der Haltung von Equiden? Nach welchen Kriterien bestimmen Sie die Dauer, die die Equiden im Stall, auf der Weide und mit Artgenossen verbringen?
11. Unterliegt Ihre Tierhaltung spezifischen rechtlichen Kriterien bzw. werden Sie seitens nationale oder lokale Behörden (beide privaten und öffentlichen) überprüft und/oder beraten?
12. Wie definieren Sie oder wie definiert Ihre Organisation Equidae gestützte Intervention? Welche Zielgruppe haben Sie? Was sind z.B. die Ziele und wie sind die definiert und evaluiert?

13. Welche nationalen oder internationalen Assoziationen beeinflussen Ihre Equidae gestützte Arbeit und wie?
14. Wie hat sich die Equidae gestützte Arbeit in Ihrer Organisation entwickelt?
15. Beschreiben Sie bitte alle Bereiche von Equidae gestützter Interventionen, die Sie in Ihrer Organisation anbieten.
16. Welche Punkte berücksichtigen Sie bei der Auswahl eines Equidae für die verschiedenen Programme?
17. Nehmen alle Equiden an allen Ihre Programmen teil? Anhand welcher Kriterien wählen Sie die einzelnen Equiden für ihre Aktivitäten aus? Bitte erklären Sie ihre Antwort.
18. Welche Ausrüstung benutzen Sie für Ihre Equiden in ihren Programmen? Nennen Sie bitte ein paar Beispielen.
19. Welche Hilfsmittel benutzen Sie um Ihre Equiden in ihrer Programme zu dirigieren? (Zum Beispiel Fürstrick, Gerte, Longe)
20. Welche Kriterien berücksichtigen Sie bei der Arbeit Einteilung der einzelnen Equidae Individuen und gibt es eine maximale Auslastung? Wenn ja, wie ist es festgesetzt?
21. Bemerkten Sie negatives Verhalten unter Ihren Equiden? (z.B. Weben, beißen) Wenn ja, was für Verhalten ist das und erscheint es während oder außerhalb der Aktivitäten? Wie gehen Sie damit um bzw. korrigieren Sie allfällige negative Verhaltensmuster während und außerhalb der Aktivitäten?
22. Ist in Ihrer Arbeit Equidae ein Werkzeug, ein Partner, ein Katalysator, eine Metapher, ein Team Mitglied oder wie würde Sie die Rolle des Equidaes zusammenfassen?
23. Wie planen Sie die gesamte Arbeitslaufbahn und die Pensionierung der Equiden? Was machen Sie, wenn Sie ein Equidae nicht mehr benötigen oder es nicht mehr fähig ist an den Programmen teilzunehmen? Beinhalteten diese Pläne Euthanasie und welche Ansichten haben Sie zu diesem Thema?
24. Möchten Sie noch etwas zu diesem Interview ergänzen?

### 10.3 Appendix 3: Introductory to the interview

This interview is part of the empirical research for my final work within the college program “Tiergestützte Therapie und Fördermaßnahmen”, organized by the Veterinary University of Vienna and the animal assisted organization “Tiere als Therapie”. The working name for this study is “Selection and Upkeep of Equines in Equine Assisted Intervention – A Comparative study between three organizations in America, Finland and Austria”. The empirical material shall be gathered as a semi-structured interview and analyzed within the frames of case study and comparative study methods. The participants for the interview have been selected because of their position in the target organizations (directors of the organizations as well as staff members that have equine assisted intervention as an essential part of their expertise and working week).

It is my goal to compare the target organization’s management of equines that are being used in the equine assisted intervention. I am going to study the similarities and differences within the upkeep and selection as well as the role of the equine in work with people.

All interviews will be transcribed and analyzed. The answers will be handled in confidentially. However, because of the specified target group and the small amount of interviewees it is not possible to guarantee 100% anonymity to the participants. Nevertheless the personal information will not be used for the comparison purpose. The names of the interviewees will not be show together with the answers in the final work but they will be changed (for example director 1, 2, 3 / staff member 1, 2, 3).

There will be altogether seven personal questions and twenty-two equine-related questions. Please answer the questions to the best of your ability and knowledge. Tell me if you cannot answer some of the questions and please ask for a translation, if there are any words you do not know. This interview will be held in English, but there is no need not leave any questions blank because of a language problem.

In case you have any questions about the interview, please ask them now. For any other information you can contact me per Email or call the number you see below. I am also happy to send you a copy of my finished final work per Email. If you wish to receive a copy please mark this with “X” underneath your signature.

\*\*\*\*\*

I, \_\_\_\_\_, have read the introduction to the interview and had the possibility to ask questions concerning the interview and the use of my questions. I willingly take part in this interview and I understand how Ms. Säkkinen is going to use my answers in her final work.

\_\_\_\_\_

Place and date

\_\_\_\_\_

signature, interviewee

Yes, I would like to receive a copy of this final work.

\_\_\_\_\_

Place and date

\_\_\_\_\_

signature, interviewer

## 10.4 Appendix 4: Example of reducing answers and looking for themes.

### 3. Interviewer: what is the source of your equines? Where do you get them from? #00:06:01-7#

A2: From the most part they are donated to the programme. We have a couple horses that were specifically bought for the programme. Aahm...The two norwegian fjords, Alta und Unar, were bought, because they were a driving pair and this is something that the founder, Dr. Ross, wanted to have included in the programme. #00:06:24-9#

A1: Right... The horses are given to us by the equine community, locally. Aahm...people, who no longer can or want to keep their horse, call us and ask, if we are interested to accept the horse as a donation.

Aahm...we have a process of screening calls like this. Aahmm...We only take in horses that are needed by our programme and we have criteria in terms of behaviour, what the horse has to show. Aahm...Horses should be under 15 years of age...aahm...tolerant of beginner riders. Aahm...If we think it is worth pursuing, one of our staff goes to ride the horse at the barn, where the person keeps it. If they like the horse, the horse can come here for a three months trial period...and that is a contractual agreement with the original owner. If the horse passes the three months trial agreement, the horse then becomes part of our herd and we retain ownership of the

**Kommentar [JoKa1]:** Mostly Donation by the local equine community; couple of horses bought for special driving program

### 2. Interviewer: Yhmm. Okay. What is the source of your equines? Where do you get them from? 00:14:26-1

Interviewer: I mean do you get them as a donation...aahm... 00:14:40-3

B1: No, no, no, no. 00:14:39-6

Interviewer: ...Do you, do you buy them...? 00:14:40-2

B1: We, we have a...aah...We have birth...aahm... We have purchased all of the horses. There is a one horse that you could say that it was a donation...because the purchase prize was two euros...So, so in, in principle that was a donation.. Aahm...but, but, but...aahm...We, we have purchased our horses...but now we start to be in the status that...A: We don't need more horses. B: We are getting our own foals. Aahm...until now, we have got...five foals...which of them, we have sold only one. So in that sense...aahm...we don't know, we, we, we...we don't need in urge to get any donations or any external horses...but vice versa...aahm...Savikko Farm would need to get a...aahm...aahm...so to say an, an, an...ööööhm...working...working...aahm...market...for the foals that, that are born here...AAhm...Then it's a question that, that...aahm...The markets are so different in different countries...In Finland all together donations are not that common...If we compared it's...and this is my opinion only...aahm...and my understanding of the situation...If we compare the Finland and the US...so the legislation in US...aahm...opens the donation possibilities in a different way. You get tax benefits to my best understanding of donations and so on and so on...And that's not case in Finland. Aahm...So, so, so in, in, in Finland there is not that much of donation...hmm...ongoing altogether...Let's put it that way. Yes, there is this kind of donations that a...aahm...organisations...a...aahm...collect money...But then, then, then they are so to say bigger things...And individuals don't...donate so much...as, as, as, as, as, as...you know, in other countries. 00:17:16-6

**Kommentar [JoKa2]:** In Finland all together donations are not that common.

Compared to USA the legislation is quite different.

All horses have been purchased or bred in the farm. Though one horse could be seen as a donation, because the purchase prize was only 2 euros.

Interviewer: So your equines have been bought? 00:17:18-8

B1: They have been bought. Okay, some of them have had relatively low prize...ööhm...but...I would say that comp...it's only one that has come with a prize that was different then the market prize... 00:17:33-3

B2: Aahm...We have...aahm...bought all of them or bred them. So we do our own breeding and...aahm...then...then, those that we haven't bred, we've, we've bought. 00:05:20-1

### 10.5 Appendix 5: Reformulating reduced answers and looking for meaningful units.

Question	Green Chimneys:	Cavesson:	Esperanza:
1. Since when does your organization have equines?	Since the beginning  <b>Over 60 years</b>	Since the beginning (most equines have been purchased after 2004)  <b>16 years</b>	Since the beginning  <b>12 years</b>
2. How many and what kind of equines do you currently have?	At the point of the interview in August 2009: <b>21 equines</b>  2 donkeys, 4 miniature horses, 2 Fjords (driving pair), 1 islandic., 1 Arab Cross, Quarter horses, Thoroughbreds, ponies and draft horses	At the point of the interview in October 2009: <b>14 equines</b> +2 equines that have other owners  6 Finnhorses, 1 Gottland Russ pony, 1 Hannoverian brood mare, Welsh B part bred ponies (two foals) and three English riding ponies (driving competition)	At the point of the interview in December 2009: <b>10 equines</b>  5 donkeys, 1 Haflinger, 1 Frieze, 1 warm blood, 2 ponies.
3. What is the source of your equines? Where do you get them from?	All of them were <b>donations</b> (from the local community) except of the two Fjords that were bought for the driving program.  → equines that look for a <b>new home</b> , some have been abused	All equines have been <b>purchased or bred in the farm</b> . One horse could be seen as a donation, because the purchase prize was so low.  → partly equines for competition purposes, partly equines that look for a <b>new home</b> , some have been abused	All of them were <b>purchased</b> , though by some of them only a nominal amount of money was paid.  → partly equines from a stud farm (donkeys), most have looked for a <b>new home</b> , some have been abused.
4. What size and breed do you look for in your equines? Please explain your answer.	A <b>range of different sizes are needed, because of the population</b> that takes part to the programs – kids from 5 years to 18 years;  <b>Depends on the programs</b> , in which the equines are needed: driving, riding, pony rides, ground work with social workers  There is a lot that goes in deciding what kind of horse needed at what time.  <b>No special breed preference.</b>	There is a <b>need for different sizes and different looks, because of the various target groups</b> . But more than size and breed, it is the <b>character that decides</b> .  <b>Preferred breed are Finnhorses</b> , because of their psychological and physiological qualities as well as their character for the programs. They are highly tuned to work with people.  Another preference are the smaller <b>Welsh ponies</b> .  <b>Plan</b> for the future to have Finnhorses and Welsh ponies.	<b>No special requirements</b>  It is more important what kind of <b>personality and individual characters</b> the equine have.  It is important to have a <b>range different kinds of equines, because the youngsters</b> are also individuals, who response to different sizes.  Choosing the equines <b>don't follow a specific plan</b> , but decision is made according to the instinct and feeling in the first encounter.
5. What age and health do you look for in your equines? Please explain your answer.	<b>Age:</b> There is a change pushed forward. According to the new plan the <b>minimum age should be 7 or 8, maximum from 15 to 19 years</b> .  Equine should be able to work in this area about 10 years and then be rotated back to the community as it still can be someone's backyard horse.  <b>Health:</b> Therapeutic riding horses need to be <b>healthy and able to cope physically and mentally</b> with the work they do.	<b>Age:</b> The younger the better financial, although this is not the first preference. There should be a reasonable mix in the herd – the <b>structure of the herd counts</b> .  Equines in <b>direct customer</b> contact need to be <b>trained and mature</b> enough. <b>Foals</b> can be <b>observed</b> in the herd situation. The first interaction can start in the age of five or six depending on the individual.  The best age for client work is <b>up 8 years</b> . Young horses won't work as much as the older and more experienced ones.  <b>Health:</b> Equines <b>don't retire from the work because of the age</b> , only if they are not sound or have pain.	<b>Age:</b> The younger, the sounder, the healthier the better financial, although this is <b>not the first preference</b> . The <b>personality and character</b> of the equine is more important. <b>No age limit</b> .  <b>Health:</b> It is a preference to take healthy animals, but an <b>illness or an injury or the treatment costs has never been the reason to refuse</b> an equine. All equines have right to be in the farm. <b>No special health requirement</b> .

		<p>Horses have to be <b>completely pain free</b> in order to participate in client work. They need to be fit to walk, trot and canter at liberty without a bourdon in their back.</p>	
<p>6. What level of training do you look for in your equines? Please explain your answer.</p>	<p><b>Background</b> very <b>important</b>; Willingness and tolerant to <b>children riders</b>.</p> <p>No trail riding horses, but <b>horses that are used to work in a ring</b>.</p> <p>Training level: <b>comfortable with beginner level</b>. Accept leadline.</p> <p><b>Cross-section</b> of various skills – some sensible horses that can work with advanced riders.</p> <p><i>Donkeys have not found a role in GC – partly because of their personality (shy, not so friendly), partly because they are under utilized.</i></p> <p>No equines that need <b>green breaking</b>.</p> <p>→Emphasis is strongly in riding!</p>	<p><b>The earlier experience</b> an equine has is <b>more important than the training</b> (should not have severe traumatic experiences).</p> <p><b>No special training for therapeutic work</b> – rather no training at all – <b>Cavesson trains the equines</b> for the work themselves to create a deep relationship to each individual. They are motivated to learn to <i>communicate with people</i>. They are also trained according to their individual needs and likings. All horses are trained in <i>horse agility</i> and to work at liberty. <b>Green breaking possible (foals)</b>, (Horses are also sold or leased further to other EASEL facilitators)</p> <p>Equines <b>need to have basic manners and some knowledge in ground work</b> – knowing head collar, no running over people, no kicking or biting.</p> <p><b>Driving training</b> for Finnhorses is <b>welcomed</b>. Riding training background does not normally support the way Cavesson works.</p> <p>→ Emphasis on ground work with clients!</p>	<p><b>No special standards or criteria</b>, although the equines that are suitable for riding purposes need to be already ridden.</p> <p>Able to be lead on a leadline and let people touch them everywhere without a problem.</p> <p>No green breaking!</p> <p>Generally the character counts more than the training level.</p> <p>Equines need to be interested in people – rather not passive or autistic, but equines that have character that they show. (important for social-pedagogical work that there are various characters in the herd)</p> <p><b>No aggressivity – equine needs to be safe!</b></p> <p>→ Emphasis in the social-pedagogical goals</p>

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Forschungsservice und  
 Internationale Beziehungen

Arbeiten im Bereich ERASMUS  
 01.04.-30.06.2005

#### Universität Oulu

Büro für internationale  
 Beziehungen

Planen eines Intensivkurses für die  
 Austauschstudenten,  
 Mai 2004

*Im tiergestützten Bereich:*

Esperanza – Zentrum für tiergestützte Pädagogik	Tiergestützte sozial-pädagogische Arbeit und Tierpflege 30.11.-20.12.2009
Oy Cavesson Ltd Pferde,	Tiergestützte Familien und Jugendarbeit, Pflege der 28.09.-10.11.2009
Green Chimneys	Arbeit in der Farm Abteilung im Bereich Pferde und Eseln 01.06.-05.09.2009
Franzhof – Tiergestützte Kingergarten	Unterstützung in der früherzieherische Arbeit und tiergestützte Kingergartenpädagogik 30.03.-03.04.2009
Integratives Reittherapie Zentrum St. Isidor	Kennenlernen die Maßnahmen und helfen im Bereich Behindertenreiten, Hippotherapie und Heilpädagogisches Votigieren 11.-14.05.2009
TAT Oberösterreich Ausbildung	Teilnahme in dem Modul I der Therapiehundeteam 08.11.2008 / 13.12.2008

**Weiterbildung**


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Veterinär Universität Wien	Universitätslehrgang Tiergestützte Therapie und tiergestützte Fördermaßnahmen Oktober 2008 →
ÖTZ	NLP Einführungsseminar 19.-20.04.2008 (16 UE) NLP Intensiv- und Auswahlseminar 25.-29.06.2008
IAB	Diversity Mainstreaming für Trainerinnen 20.05.2008 (4 UE)
Bildungsinstitut promente	Krisenintervention bei akuten suizidalen Krisen 14.05.2008 (4 UE)
PGA	Wertschätzende Kommunikation 11.-25.04.2007
Praxis für Psychotherapie, Supervision und Coaching (Johannes Neuhauser) Erziehungsberechtigten	Umgang mit depressiven Jugendlichen 14.12.2006 (4UE) Zusammenarbeit mit den Eltern und 05.02.2007 (3 UE)
Trust Communication	Konflikt- und Krisenmanagement 16.-17.03.2006

***Arbeitserfahrung***

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VSG Learn	(Sozial)Pädagogin 06.03.2006-31.05.2009
VHS Linz /	Trainerin (Finnisch, DAF) seit Oktober 2006
BFI Linz	Trainerin (DAF) 28.02.2006 – 32008
Universität Oulu	Planning Officer (Kordinator) in einem englischsprachigen Magister Programm 26.09.-31.12.2005
	Finnisch als Fremdsprache Lehrerin für Austauschstudenenten 01.- 28.08.2005 / 02.-27.08.2004
	Tutorin für die Austauschstudenten 01.-30.09.2004

***Sprachenkenntnisse***

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	<b>Gesprochen</b>	<b>Geschrieben</b>
Finnisch	Muttersprache	Muttersprache
Englisch	ausgezeichnet	ausgezeichnet
Deutsch	ausgezeichnet	sehr gut
Schwedisch	befriedigend	befriedigend

***Computer Kenntnisse***

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Diverse Microsoft Office Anwendungen, Internet

***Interessen***

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Reisen, Sprachen, Reiten, Hunde, Sport und Kultur