Education at care farms

Opportunities and constraints in the collaboration between stakeholders

Annelien van den Brink 9702719124050

Britt van Bladel 960209070080

Isabel Borgman 961207101010

Samantha Elkhuizen 970718221070

Annemarije Gaasterland 970420249110

Table of contents

Abstract

Background: Currently more than 4000 children are staying home from school, which can have negative consequences, such as a learning disadvantage. In an attempt to reduce the amount of children staying home, the '*Thuiszitterspact*' has been developed to ensure that children receive a suitable educational offer. Not every child is able to keep up with the 'regular' school and therefore the development of suitable places and tailor-made education is necessary. One place that offers alternative education is the educational farm. However, educational farms are a relatively new innovation in the field of education.

Objective: Not much is known yet about the networks of stakeholders that are involved and about the collaboration between these stakeholders. Hence, the main research question of this study was: '*What are opportunities and constraints in the collaboration between stakeholders of educational farms?*'

Methods: Explorative research has been performed investigating two educational farms. Open semi-structured interviews with questions based on the HALL framework and strategies for partnerships were conducted amongst ten stakeholders by telephone, skype, or face-to-face. In addition, a stakeholder analysis was performed through snowballing. For the data analysis, both bottom-up and top-down coding were performed. Stakeholder relationships were made visible in a schematic overview, a power-interest diagram has been made, and the strategy of partnership has been identified.

Results: The collaboration appeared to be centered around the child. Educational farms are collaborating with two different branches; education and youth welfare, each encompassing multiple stakeholders. The government appeared to be overarching. From the power-interest grid it appeared that the stakeholders with the highest interest had the lowest power, and vice versa. Furthermore, the strategy for partnerships appeared to be cooperative. The most important constraints for collaboration identified were current policy which does not permit education at care farms, complexity and a lack of funding, the education-care gap, lack of responsibility/management, poor self-efficacy, and inflexibility of the time frame. Most important opportunities for the collaboration are good communication, a shared mission, and almost all (inter)personal factors of the HALL framework. An overarching factor identified by this research was flexibility, indicating that every child and therefore every case is different.

Discussion and conclusion: The results were in line with existing literature on collaborations. Opportunities that should be maintained are face-to-face meetings and evaluations in order to

maintain good communication, develop a shared mission, and speed up the process. Other practical recommendations are an alteration in the current policy and funding mechanisms and earlier detection of children in need for alternative education. Additionally, self-efficacy could be enhanced and a neutral leader could be appointed to improve management. Future research should compare the collaboration of different educational farms, investigate educational farms that are not functioning smoothly yet and include teachers and care institutions. Furthermore, future research should include stakeholders at the national level and investigate requirements of new legislation and financing systems.

Samenvatting

Achtergrond: Momenteel gaan meer dan 4000 kinderen in Nederland niet naar school, wat negatieve consequenties zoals een leerachterstand kan opleveren. In een poging om het aantal thuiszitters terug te dringen is het 'Thuiszitterspact' ontwikkeld, met als doel om te verzekeren dat kinderen voorzien zijn van passend onderwijs. Niet elk kind is in staat om bij te blijven op een 'normale' school, wat de ontwikkeling van passend onderwijs noodzakelijk maakt. Eén van de plaatsen waar een alternatieve vorm van onderwijs wordt aangeboden is de educatieboerderij. Echter, educatieboerderijen zijn een relatief nieuwe ontwikkeling op het gebied van onderwijs.

Doel: Er is nog niet veel bekend over het netwerk van betrokken stakeholders en de samenwerking tussen deze stakeholders. De hoofdvraag van dit onderzoek luidde daarom als volgt: 'Wat zijn de mogelijkheden en beperkingen binnen de samenwerking tussen de stakeholders van educatieboerderijen?'

Methode: Er is een exploratief onderzoek uitgevoerd onder twee verschillende educatieboerderijen. Er zijn open semi-gestructureerde interviews uitgevoerd met vragen gebaseerd op het HALL framework en strategieën voor partnerships. Dit is gedaan onder tien stakeholders via telefoon, skype of in persoon. Daarnaast is een stakeholderanalyse uitgevoerd met behulp van 'snowballing'. De data was geanalyseerd door middel van top-down en bottom-up coderingen. Relaties tussen stakeholders zijn zichtbaar gemaakt in een schematisch overzicht, een power-interest diagram was gemaakt en de strategie voor de samenwerking was vastgesteld.

Resultaten: De samenwerking bleek zich af te spelen rondom het kind. Educatieboerderijen hebben grofweg te maken met twee verschillende takken; educatie en zorg, elke tak omvat meerdere stakeholders. De overheid bleek een overkoepelende stakeholder. Uit het power-interest diagram kwam naar voren dat de stakeholders met de grootste interesse de laagste power hadden en vice versa. Daarnaast bleek er een coöperatieve strategie voor samenwerking te worden toegepast. De belangrijkste beperkingen voor samenwerking bleken de volgende factoren te zijn: huidig beleid dat educatieboerderijen niet toestaat, complexiteit in en gebrek aan financiering, de kloof tussen educatie en zorg, gebrek aan verantwoordelijkheid/management, lage eigen effectiviteit, en het ontbreken van flexibiliteit van het tijdsframe. De belangrijkste succesfactoren voor de samenwerking bleken de volgende factoren te zijn: goede communicatie, een gedeeld doel en bijna alle (inter)persoonlijke factoren uit het HALL framework. Een overkoepelende factor die door dit

onderzoek is geïdentificeerd is flexibiliteit, wat aangeeft dat elk kind en elke casus anders is.

<u>Discussie en conclusie:</u> De resultaten van dit onderzoek kwamen overeen met bestaande literatuur over samenwerkingen. De succesfactoren die behouden moeten blijven zijn de vergaderingen en evaluaties ter behoud van goede communicatie, ontwikkeling van een gezamenlijk doel en versnelling van het proces. Andere aanbevelingen zijn aanpassingen in de wetgeving, verbeterde toegankelijkheid tot financiering en vervroegde signalering van kinderen die baat hebben bij educatieboerderijen. Bovendien zou eigen effectiviteit versterkt kunnen worden en zou er een neutrale leider kunnen worden aangewezen om management te verbeteren. Toekomstig onderzoek zou de samenwerking van verschillende onderwijs boerderijen moeten vergelijken, onderzoek moeten doen naar onderwijs boerderijen die nog niet goed functioneren en onder meer docenten en zorginstellingen moeten meenemen in het onderzoek. Verder moet toekomstig onderzoek belanghebbenden op nationaal niveau omvatten en de vereisten van nieuwe wetgeving en financieringssystemen onderzoeken.

1. Introduction

1.1 Background

In the last couple of years, a positive trend can be observed in the percentage of children that are registered at a school in the Netherlands. According to the Rijksoverheid (2018), the number of Dutch children (who are obligatory to go to school) that are not registered at a school has decreased from 5000 pupils in 2016 to 4500 pupils in 2017. In addition, the number of children that are absent for longer than four weeks (but are still registered at a school) decreased from 4300 to 4100 pupils. Despite these positive developments, the amount of children that are staying home from school is still considerably high. More than 4000 children are staying home for more than three months of which 1700 are not registered at a school at all (Rijksoverheid, 2018). Not all children are able to keep up with the 'regular' school, for example because they have learning, behavioral, and/or parenting problems. These problems can include mild forms of autism, ADHD, dyslexia, dyscalculia, a chronic illness, or high intelligence (Schreurs, Sliepen & Heusschen, 2011). School absence of children is accompanied by a number of negative consequences. Children who are permanently or regularly absent from school are more likely to develop a learning disadvantage and tend to have poor school performances (Weitzman, Klerman, Lamb, Menary & Alpert, 1982). In addition, children who are frequently absent during elementary school are more likely to dropout from school in the future, which is associated with *"maladaptive behavior, wasted opportunities and future employment and welfare costs"* (Weitzman et al., 1982, p. 739). Furthermore, absence of school deprives children of the opportunity to make new friends (Rijksoverheid, 2018).

In order to decrease the number of children staying at home, in 2016 the Ministry of Education, Culture and Science and the Ministry of Health, Welfare and Sport have concluded a pact with the Council of Primary Education (PO raad), Council of Secondary Education (VO raad), the Ministry of Security and Justice, and the Association of Dutch Municipalities, which is called the *'Thuiszitterspact'.* The goal of the pact is to ensure that by 2020 no child will stay at home for more than three months without an educational offer that is suitable for the pupil (Rijksoverheid, 2018). To reach this goal, extra support for pupils with additional needs, and the development of suitable places and tailor-made education is necessary (Onderwijsraad, 2018).

1.2 The educational farm

One of the initiatives that has been developed to offer alternative and tailor-made education for pupils is the educational farm. Educational farms provide learning, education, and training programs for pupils on a farm (Schreurs et al., 2011). Pupils get educated by professional teachers who are specialized in the field of both education and care. Many different approaches and methods of learning are possible on educational farms, which may be suitable for children with different needs (Schuler, 2010). The setting of an educational farm differs from a 'regular' school-setting, because children learn through experiential learning. The Experiential Learning Theory (ELT) acknowledges that different people eventually favor and own different learning abilities and develop own learning styles (Mainemelis, Boyatzis & Kolb, 2002). Therefore, it is important to not being forced to learn in a fixed pattern as is mostly the case in 'regular' schools (Schreurs et al., 2011). Educational farms contribute to healthy development of pupils by stimulating connection, offering challenge, and providing safety (Katcher & Teumer, 2006; Termaat, 2010).

In the Netherlands, the number of educational farms and the amount of pupils who go there are increasing (WUR Science shop, 2019). Whereas a regular educational setting can work counterproductively for some pupils, The Network of Educational Farms have observed that this alternative educational sector might be promising for pupils with a need for additional support (WUR Science shop, 2019). Therefore, it is assumed that educational farms are of greater value for children with specific demands compared to the 'regular' school setting.

The setting of the educational farm is part of a larger system that involves agricultural, community, governmental, and educational systems which respond and adapt themselves to changes in their environment and are also influenced by each other (Moore et al., 2019). Across these systems different stakeholders are involved that operate at different levels, namely at the operational, tactic and strategic level (Schuler, 2010). The operational level is the level at which the action takes place. At this level, farmers, teachers, and institutions are involved. The tactic level encompasses organizational partnerships, and involves school boards, care and agricultural organizations, and training institutions. At the strategic level, which is about structural development of a network, ministries, regional networks, and municipalities are involved. Collaboration between these stakeholders and systems is necessary to reach the goal that is set by the *'Thuiszitterspact'* (Rijksoverheid, 2018).

1.3 Aim and research question

Since the initiative of educational farms is a relatively new innovation in the field of education, not much is known yet about the networks of stakeholders that are involved and about the collaboration between these stakeholders. As a result, the purpose of this study is to map out the collaboration between stakeholders of educational farms and to identify what the opportunities and constraints within this collaboration are. Therefore, the main research question is: '*What are opportunities and constraints in the collaboration between stakeholders of educational farms?*' By answering this question, the present study aims to give new insights into the collaboration between different stakeholders involved in (developing) educational farms and to develop advice to improve this collaboration, which could contribute to the development of a substantial alternative educational sector. This in turn could decrease the number of children staying home and could thereby contribute to prevention of the above-mentioned negative consequences of school absence (Weitzman et al., 1982).

2. Theoretical framework

In this section, relevant concepts and theories for studying the collaboration between stakeholders of educational farms will be discussed.

2.1 The HALL Framework

In order to identify prerequisites for successful partnerships and coordinated action the Healthy ALLiances (HALL) framework can be applied (Koelen, Vaandrager & Wagemakers, 2012). The concept of coordinated action is based on the need of joint forces between healthcare sectors and other societal sectors, because the most important determinants of health and health related issues are often placed outside of the health sector (Koelen, Vaandrager & Wagemakers, 2012). A partnership between healthcare sectors and other societal sectors may lead to a more effective, efficient, or sustainable outcome than sectors are able to achieve individually. "*Coordinated action involves working in a new area or setting, with new people, with different backgrounds, knowledge domains, interests and perspectives*" (Koelen, Vaandrager & Wagemakers, 2012, p. 133). The key characteristic is "*working together and combining talents and strengths in order to achieve a common goal*" (Koelen, Vaandrager & Wagemakers, 2012, p. 133). The HALL framework states that partnership depends on institutional, (inter)personal, and organizational factors (Figure 1; Koelen, Vaandrager & Wagemakers, 2012).
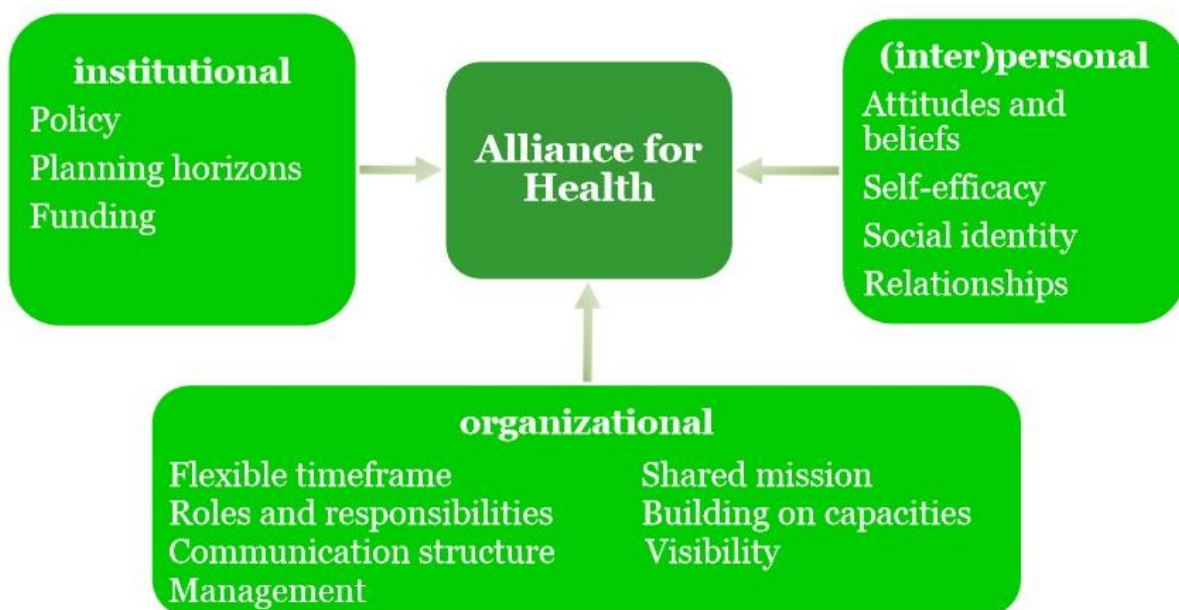

Figure 1. The HALL framework (Wagemakers, 2018; Koelen, Vaandrager & Wagemakers, 2012).

Institutional factors and (inter)personal factors can either hinder or facilitate partnerships. Institutional factors refer to factors that are present in the different organizations that are involved in the collaboration (Koelen, Vaandrager, & Wagemakers, 2012). These factors include policy, planning horizons, and funding mechanisms. Policies of different organizations may differ in focus, which may hinder finding each other. Planning horizon refers to the time it takes to make results visible according to the organization. Furthermore, stakeholders can be competitors for funds (Koelen, Vaandrager & Wagemakers, 2012).

(Inter)personal factors refer to the personal characteristics and opinions of different stakeholders within a partnership (Koelen, Vaandrager & Wagemakers, 2012). In the HALL framework attitudes and beliefs, self-efficacy, social identity, and personal relationships are distinguished. Attitudes and beliefs entail whether people see a partnership as valuable, whether there is mutual respect, trust and tolerance, and whether partners want to invest time and resources. Self-efficacy are the *"beliefs about one's ability to carry out certain actions to attain a specific goal"* (Hewstone, Stroebe & Jonas, 2015, p. 196). It refers to the confidence of one's personal abilities within a partnership and can appear to be important due to new required competencies while collaborating (Koelen, Vaandrager, & Wagemakers, 2012). For participation it is important that a shared identity (the social identity) is developed, which must contribute to the self-image of partners in a positive way. The social identity must be in line with the personal identity of the separate partners. Lastly, personal relationships in which the different partners like and trust each other have been proven to be very important for successful partnerships (Koelen, Vaandrager & Wagemakers, 2012).

The organizational factors show ways to deal with the problems that could be encountered at the institutional and (inter)personal level (Koelen, Vaandrager & Wagemakers, 2012). Building a solid partnership takes time; it can take up from 6 months until years. It also is a process that moves both forward and backwards, so it requires patience. Therefore, a flexible time frame should be built in at the planning. In addition, in order to prevent conflicts a shared mission is required as "*it is important to recognize common ground, common aims and a common understanding of how to proceed*" (Koelen, Vaandrager & Wagemakers, 2012, p.136). Furthermore, the different partners involved in the collaboration should have clear, distinctive roles and responsibilities, complementing each other and building on the capacities of the different partners. The communication structure within a partnership should facilitate both formal and informal communication processes. Visibility refers to visibility of what is done, both in terms of results and personal contributions. Visibility can increase motivation for involvement and could catch attention of

other stakeholders or funders. It is important to set clear goals for the short and the long term. Lastly, a "*sustained engaged leadership*" is required, meaning that a partnership should be managed by someone who is neutral, understands the different partners involved, and communicates well (Koelen, Vaandrager & Wagemakers, 2012).

2.2 Strategies for partnerships

Different strategies for partnerships exist, which are shown in Figure 2 (Camarinha-Matos & Afsarmanesh, 2006). The lowest level of integration in a partnership is networking, in which only an exchange of information is taking place. The following level of involvement is coordination, in which partners do not only exchange information, but also align activities in order to be able to work together. The subsequent level is cooperation, in which there are shared resources and compatible goals. However, at the level of cooperation individual entities are still working apart from each other. The highest level of involvement is collaboration, which is a process of shared creation. In collaborative networks partners share information, resources, responsibilities, and rewards. In addition, there is a shared identity in which all partners *"jointly plan, implement, and evaluate a program of activities"* in order to reach a common goal (Camarinha-Matos & Afsarmanesh, 2006, p. 29). An important factor to ensure collaboration is mutual trust, which requires time, effort, and engagement (Camarinha-Matos & Afsarmanesh, 2006).
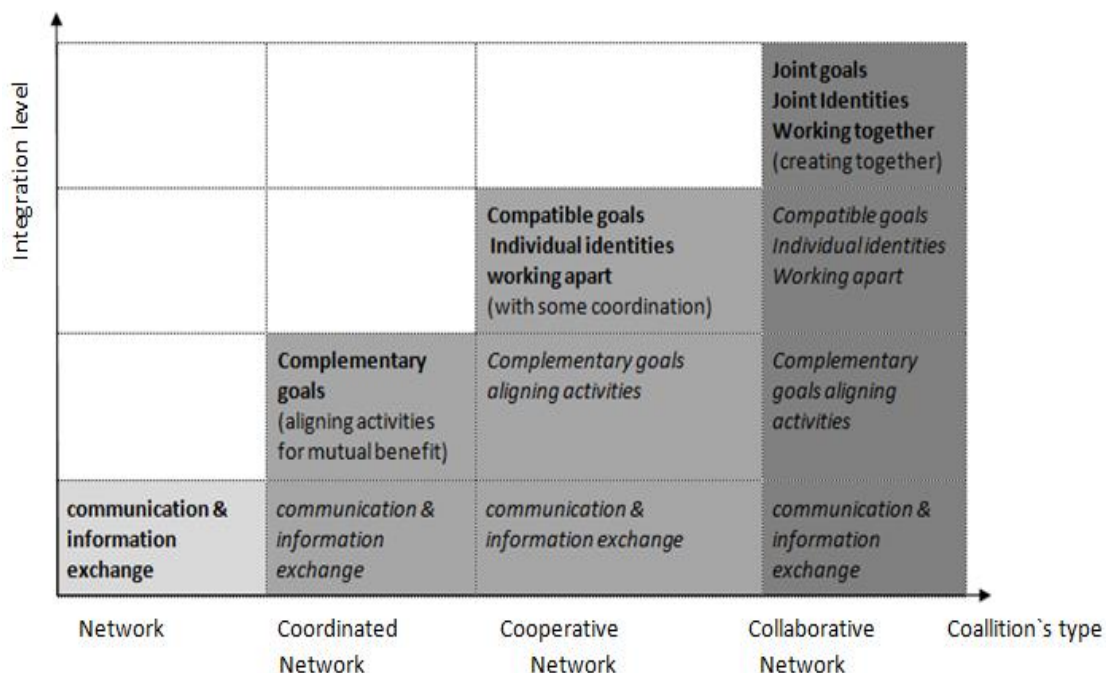

Figure 2. Strategies for partnerships (Camarinha-Matos & Afsarmanesh, 2006).

2.3 Power-interest grid

When many stakeholders are involved in a collaboration, the collaboration can become complex. In order to make a collaboration more comprehensible and to identify suitable strategies for management, a power-interest grid can be made (Figure 3; Ackermann & Eden, 2011). The power-interest grid is divided into four stakeholder-categories, namely 'Subjects', 'Players', 'Crowd' and 'Context Setters'. Stakeholders that have the most interest in the collaboration are positioned in the two upper quadrants. Stakeholders that have the most power to affect the collaboration are positioned in the two quadrants on the right side of the grid (Ackermann & Eden, 2011).

The most important stakeholders are the 'Players', who have high interest (positively or negatively) and high power. 'Players' who have a negative interest are likely to disrupt the collaboration, therefore interest of these stakeholders must be diminished or their power must be neutralized. When 'Players' are interested in a positive manner, their support in the collaboration must be increased. Furthermore, it is important that 'Subjects', who have high interest but a lack of power, are being helped to gain more power. 'Context Setters' have high power, but low interest. 'Context Setters' can be involved in a partnership by raising their awareness and by encouraging them to support the collaboration. Lastly, the 'Crowd' have low interest and low power and can be seen as potential stakeholders. Awareness and power of these stakeholders could be increased, but this requires a lot of effort and may therefore not be beneficial (Ackermann & Eden, 2011).
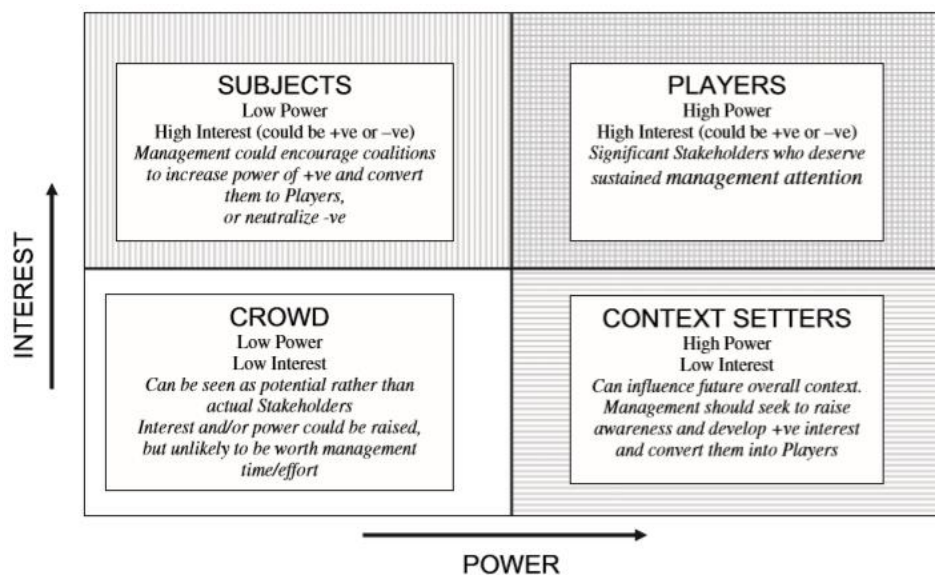

Figure 3. Power-interest grid (Ackermann & Eden, 2011, p. 183).

3. Research questions and research method

3.1 Research questions

As mentioned before, the aim of this research was to map out the collaboration between stakeholders of educational farms and to identify the underlying constraints and opportunities of this collaboration. Therefore, the main research question of the study was: 'What are opportunities and constraints in the collaboration between stakeholders of educational farms?' The following sub-questions were formulated to answer the main research question:

1. Which stakeholders are involved in the network of educational farms and which strategy do they use for partnerships?

2. What (inter)personal factors are constraining or facilitating the collaboration between stakeholders of educational farms?

3. What institutional factors are constraining or facilitating the collaboration between stakeholders of educational farms?

4. What organizational factors are constraining or facilitating the collaboration between stakeholders of educational farm?

3.2 Study design, cases and participants

In order to answer the research questions, an explorative research was performed. This study investigated two unique settings of educational farms; farm A and farm B. Farm A provides education to elementary school children with acquired brain damage or autism by using all kind of elements on the farm. In addition, this farm provides daycare to young and old people with mental or physical disorders. Farm B especially provides care and education to children and youngsters by being in contact with animals. The owners of these two educational farms were asked to provide information about the stakeholders they collaborate with and the contact details of those stakeholders. Subsequently, in total sixteen stakeholders (eight stakeholders from educational farm A and eight stakeholders from educational farm B) were invited for an interview during two subsequent weeks. Prior to the interviews, the stakeholders signed an informed consent (see Appendix I).

      In total ten stakeholders (including the owners of the educational farms) participated in the current research, of which seven stakeholders from educational farm A and three stakeholders from educational farm B. Reasons for not participating in the study were non-response or illness. An overview of the participants from the two educational farms and the date at which the interviews were conducted is provided in Table 1.

Table 1. Overview interviews.

Educational farm	Stakeholder	Date
A	Owner	April 8th, 2019
	Municipality (youth welfare)	April 9th, 2019
	School placement advisor	April 10th, 2019
	Parent	April 10th, 2019
	Samenwerkingsverband	April 12th, 2019
	Parent	April 12th, 2019
	Municipality (office of school attendance)	April 15th, 2019
B	Owner	April 9th, 2019
	Municipality (office of school attendance)	April 15th, 2019
	Samenwerkingsverband	April 17th, 2019

3.3 Data collection

Open semi-structured interviews were conducted. The interviews consisted of open questions, which were developed prior to the interviews based on the theoretical framework. In order to develop the interview questions for answering the first sub-question, the framework of strategies for partnerships was used (Figure 2). In order to develop the interview questions for the remaining sub-questions, the concepts of the HALL framework were operationalized (Table 2). The interview questions functioned as the guideline for the interview. However, deviation from these questions during the interviews was possible, for example when an answer to a question raised more in-dept questions, when a participant wanted to elaborate more on an answer, or when a question was not suitable for that particular stakeholder. An overview of the interview questions can be found in Appendix II. The stakeholder analysis was performed through snowballing by asking the stakeholders during the interviews with

which stakeholders they were collaborating. The interviews were performed in Dutch, since this was the native language of the participating stakeholders and interviewers. In addition, the interviews were conducted in different forms, namely face-to-face, through skype, and by telephone. In total, five researchers conducted the interviews, but during each single interview only two to three researchers were present. Of these, one of the researchers asked the interview questions. Another researcher recorded the interview and/or wrote down the answers of the participants during the interview.

Table 2. Operationalization of concepts HALL framework (Koelen, Vaandrager & Wagemakers, 2012).

HALL Framework	Concepts	Explanation
(Inter)personal factors	Attitude	• Working with other sectors is seen as something valuable; • Working with other sectors is seen as a waste of time for which they are not paid.
	Beliefs	• Conviction in the value of the activities of other professionals.
	Self-efficacy	• Feeling of (in)security about their role in working together because a lack of experience in participatory approaches or managing stakeholder interaction; • Belief that one can make a difference in a team.
	Social identity	• Develop shared group characteristics in working together. This will be reinforced by common aims and mutual willingness to invest time and effort in achieving those aims; • Is it meaningful for the individual partner to be a member of the group?

	Personal relationships	• Learning to trust one another; • Acceptance that others may have different vision; • Liking others; • Having fun in meeting one another; • Disliking one another results in unproductiveness.
Institutional factors	Policy	• Policy focus on individual/curative versus population/preventative; • Stakeholders in different policy areas (have difficulty) finding one another; • Within sector strong focus on accountability (finance/time).
	Planning horizons	• Curative and focused on the short-term or proactive and forward-looking in the long-term; • Anticipating problems and searching for opportunities in the future.
	Funding	• Where the funding comes from; • Where the financing is spent on; • Are stakeholders competitors for funds.
Organizational factors	Flexible time frame	• Patience.
	Roles and responsibilities	• Clear role.
	Communication Structure	• Sharing ideas, experience, and information.
	Management	• The communication network encourages to

		share ideas, experience and information; • Someone providing management who is neutral, understands the different partners involved, and communicates well
	Shared mission	• Common aims; • Common understanding of how to precede.
	Building on capacities	• Referring to colleagues/partners with other expertise's when necessary.
	Visibility	• It is clear what is done, what the results are and what one's personal contribution is to these results.

3.4 Data analysis

For answering the first sub-question, namely 'Which stakeholders are involved in the network of educational farms and which strategy do they use for partnerships?', the answers that were given during the interviews were analyzed. Based on this analysis an overview of the stakeholders involved and their relationship was made. In addition, based on the answers given during the interviews, the partnerships were analyzed and placed into one of the different levels for strategies of partnerships of Camarinha-Matos & Afsarmanesh (2006). Furthermore, the relationship between all stakeholders has been made visible in a scheme based on the information retrieved during the interviews. Lastly, a power-interest diagram has been made including all identified stakeholders. Stakeholders were classified based on the information retrieved during the interviews, for example whether they had access to resources and what their personal benefits were.

Regarding the remaining three sub questions, all ten interviews were read by five researchers independently and bottom-up coding was performed to analyze the data. Thereafter, results of the bottom-up coding were compared and a common set of bottom-up codes was created (see Appendix III). After that, top-down coding was performed by using the concepts of the HALL Framework. In the end, the bottom-up and top-down codes were compared to each other and, wherever possible, bottom-up codes were integrated with the top-down codes creating the final codes shown in Appendix IV.

4. Results

4.1 Identified stakeholders and strategies for partnerships

The identified stakeholders and their relationships are shown in Figure 4. The government is forming an overarching system in the collaboration, due to the legislation to which all other stakeholders need to comply. In addition, the scheme shows that educational farms are collaborating with two different branches, namely education and youth welfare, each encompassing multiple stakeholders. The education branch entails all stakeholders regarding education and school attendance. The branch of youth welfare is focused on the additional care that the children are in need of. The collaboration is centered around the child, together with the parents who are responsible for their child.
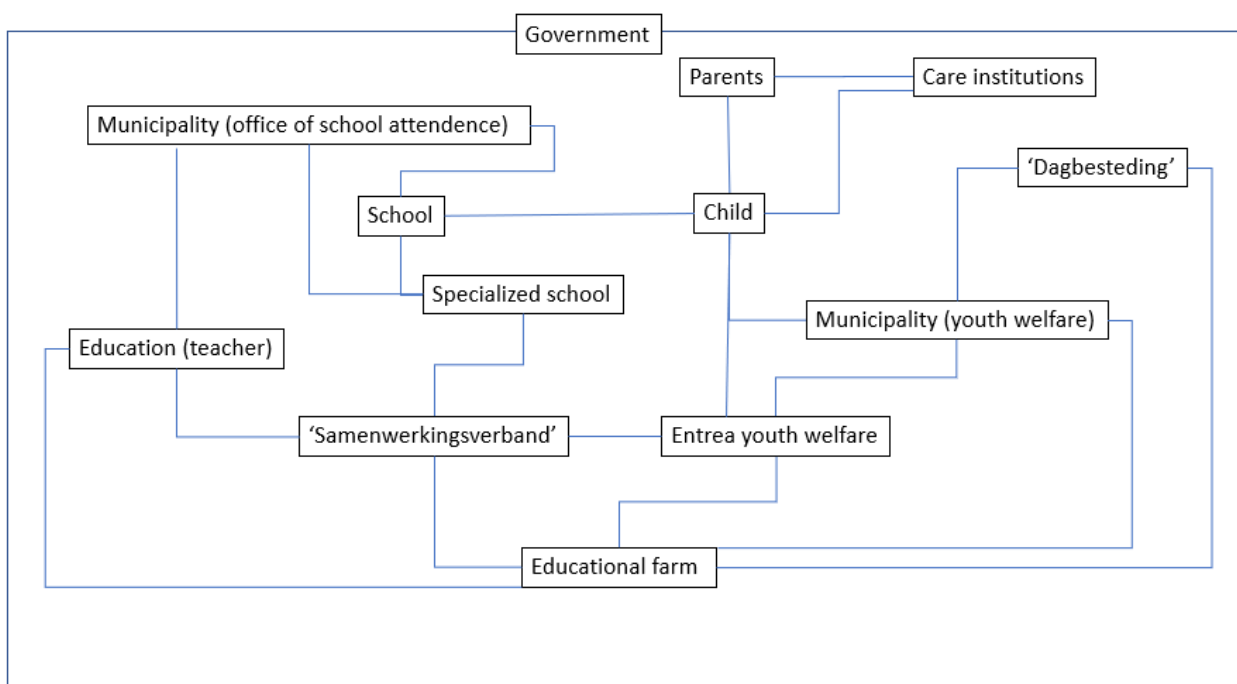
Figure 4. Scheme of stakeholders and connections based on educational farm A.

The different stakeholders can be categorized into a power-interest grid. As can be seen in Figure 5, the educational farm, the child, the teacher, and the parents are positioned high in interest and low in power, thereby forming the 'Subjects'. It is in the best interest of the farm, the child, the teacher, and the parents that the educational farm functions well and that the farm can provide suitable education to the child. However, these stakeholders are lacking important means, such as money and influence in policy, which results in low power. The municipality was identified as the 'Players'. The municipality has two responsible

subdivisions, namely youth welfare ('jeugdzorg') and the office of school attendance ('leerplicht'). Both are having medium to high interest, because it is their task to create the best situation and education for the child. In addition, both are having high power, because they have access to money. The government and '*Samenwerkingsverband*' are the 'Context setters'. The government is positioned low in interest, because the effects of educational farms are not scientifically proven yet which diminishes interest, and high in power through legislation and money. The '*Samenwerkingsverband'* is having medium interest due to their obligation to ensure school attendance and high power in the placement of the child, and serves as the access to additional support. Schools are having medium to high interest, because they also have the obligation to ensure school attendance. Schools have low power as they have less influence in the placement of the child. Therefore, they can be categorized in between 'Subjects' and 'Crowd'. Care institutions are the ones providing additional support to the children when needed. Care institutions are having low interest, because they are not very concerned with the educational part, and have low power. Therefore, care institutions can be categorized as the 'Crowd'. However, in this context it would be beneficial to incorporate care institutions in the collaboration as well, since the children at the educational farms have a care need as well.
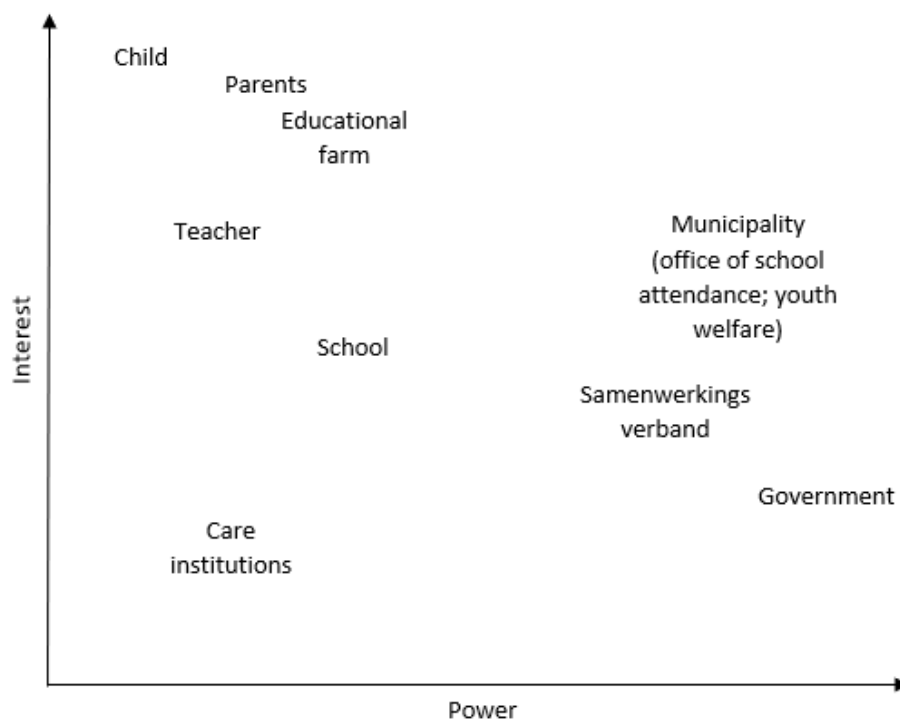

Figure 5. Power-interest grid.

When looking at the framework of Camarinha-Matos & Afsarmanesh (2006), the network of stakeholders at educational farms can be categorized as a cooperative network. Within the partnership, compatible goals exist and stakeholders share resources, such as money and knowledge. However, stakeholders mostly are still individual entities who perform their own tasks guided by some coordination. When the cooperation proceeds over time, it can develop into a collaborative network, in which there is a process of shared creation with all stakeholders jointly planning, implementing and evaluating the process. Some of the stakeholders stated that this development is already taking place. Multiple respondents stated that the collaboration continues to improve as they work together more often and for a longer period of time.

4.2 (Inter)personal factors

In general, the respondents reported that their *attitude* towards education at care farms is very positive. They all agree that educational farms are important and that it can contribute to the well-being of a child. However, a few respondents stated that it also depends on the goal of the farm: "My attitude is positive [...], but only if the care farms have the right attitude. If they stay away from profit." The respondents also reported to have a positive *attitude* towards the collaboration itself and perceive the collaboration as valuable. The majority of the stakeholders even state that the collaboration is essential. Overall, the attitude of the stakeholders is an opportunity for the collaboration.

The respondents stated multiple times that *self-efficacy* can be a constraint in the collaboration. In particular, a lack of *knowledge* and *experience* were mentioned to be constraining factors: "It is a pity that the knowledge is not there yet, the team wants to go for it, but it is still fairly new. This sometimes makes the collaboration difficult." Next to a lack of knowledge on the concept of educational farms, a lack of knowledge about rules and laws was mentioned. However, knowledge and experience are also an opportunity. Multiple respondents stated that they have the right amount of knowledge and experience for the collaboration and that they are able to do what is expected of them. On top of that, some stakeholders mentioned they gained knowledge and experience throughout the process.

By some respondents, *workload* was perceived as a constraint as well. The process of placing a child on the education farm requires a lot of research and paperwork, which is especially energy consuming for the parents. Parents mentioned that they already have their hands full on taking care of their child.

All respondents stated that there is, in general, a high level of *trust* within the

collaboration. Trust was seen as essential for collaboration: "When you work together, you have to trust each other. If there is no trust, you cannot work together". A few stakeholders mentioned that trust sometimes is a constraint. For example, a lack of trust from parents or schools was perceived as a constraint in the collaboration. An opportunity for trust among parents is *parental involvement.* Involving parents in the whole process and listening to their ideas and knowledge about their child was perceived as a very positive factor in the collaboration. On top of this was stated: "Parents play a very important role, because they have to agree with another trajectory than the regular educational trajectory".

The importance of being part of the network and sharing a *social identity* was mentioned by all respondents. One stakeholder stated: "It is very important to not just work on your own island, but to have everyone involved". Furthermore, most stakeholders referred to social identity by mentioning the importance of ensuring the child's development. A prerequisite for social identity that came forward in the interviews, was being on the same wavelength. Most stakeholders reported to be on the same wavelength, however some mentioned that this was not always the case. Having meetings to discuss each other's views and ideas was mentioned to be helpful to get on the same wavelength.

Meetings and mutual trust also plays an important role in maintaining the *relationships*. The relationship with other stakeholders was perceived positively by most of the respondents. They felt comfortable in sharing their ideas and thoughts with the other stakeholders: "If I feel something is not good, I will say it. I put everything out on the table". Moreover, it was reported that "an equal relationship between all stakeholders exists".

4.3 Institutional factors

The *policies* of the different stakeholders concerning educational farms primarily focus on the individual and stakeholders report the importance of 'customization'. In addition, policies also focus on the entire setting of educational farms to ensure the development of the child (together). A stakeholder mentioned: "Focus on the child's opportunities and work from there on". However, policy is perceived as a constraint within the collaboration due to the law and regulations. The (Compulsory) Education Act was mentioned by many stakeholders as an obstacle. This act states that education may only be given at formal educational locations that must comply with all kinds of rules (Overheid.nl, 2018). Education at care farms is tolerated, but officially not permitted by the law. One stakeholder mentioned: "The Education Act dates from 1969 and that is a bit old. We all agree that this law needs to be changed, but it takes several years for a law to change". Another constraint of the current policy is that it makes a

clear distinction between education and care creating the *education-care gap*, while in reality there is no clear distinction. Children that are not able to go to a 'regular' school often have a care need as well. Furthermore, one of the stakeholders states that it is sometimes difficult that parents and children have freedom of choice and that they can refuse help. "This is not very common but the people who do refuse are often the ones who need help the most." However, respondents also reported some opportunities regarding policy. First of all, the government already formed the *'Thuiszitterspact'* in which there is indirectly aimed for alternative education like the educational farm. In addition, the 'Varia-law' provides the possibility of part-time education for children instead of exemption of education (PO raad, 2018). Lastly, the Motion of 'Lid Kwint' has been presented to the Dutch Parliament, in which is stated that the government should support initiatives as the educational farm, because not all children are able to receive full time education (Kwint, 2019).

All the stakeholders involved have a *planning horizon*. Almost all of the stakeholders indicate that they focus on both the short- and the long-term. Immediate action was indicated to be important by the stakeholders, because "you do not want to leave a child at home". The long term goal that reported by the stakeholders is that the child can either go back to school or at least can function in society (again).

Several respondents indicated that *funding* is a constraint within the collaboration. Both the municipality and schools may be responsible for the funding of educational farms. Stakeholders mentioned that "a gray area" between education and care exists and that it may be difficult to decide how large the relative funding of the municipality and schools should be. For example, a stakeholder from the 'samenwerkingsverband' reported: "[Financing] is sometimes difficult in certain parts of the youth policy: gray area between education and care". Another constraint regarding funding is that municipalities sometimes exceed their budget for (youth)care. One of the parents reported: "Municipalities of course have to cut the costs as much as possible". In addition, one of the owners reported that the funding differed between municipalities. In the collaboration with one municipality there was a fixed budget per child, which was only fully paid out at the end when the goal was reached. While in other municipalities payments are made per hour. Furthermore, a stakeholder of the 'samenwerkingsverband' reported that the schools do not have enough budget to provide education to a single child on a care farm. However, this problem is getting smaller when there are more children on the care farm. Another stakeholder from the 'samenwerkingsverband' mentioned that there is no lack of financing, but that the regulation behind it makes it difficult. The owner of one of the education farms proposes a system in

which the funding for education and care are taken together in order to overcome the constraint of funding.

4.4 Organizational factors

The stakeholders reported that they have a *shared mission*, this forms an opportunity for the collaboration at the organizational level. Multiple stakeholders reported that it is important to have a shared mission, including shared expectations. One stakeholder mentioned "first test and tune with each other". Another stakeholder reported: "Getting on the same wavelength also strongly depends on the expectations". In general stakeholders mentioned that they feel like they all are at the same wavelength. The stakeholders have a shared mission in the sense that they all work "for the sake of the child". All stakeholders also reported that it feels as if all stakeholders are working in the same direction. However, a constraint with respect to shared mission is that the exact focus of the mission differs between the stakeholders. For some stakeholders the focus is mainly on caring for a child and ensuring that a child feels happy, whereas other stakeholders mainly focus on getting the child back to the regular educational setting.

The *flexibility of the time frame* is perceived as a constraint in the collaboration. According to some stakeholders, time can pose a problem. One stakeholder mentioned: "Time always gets in the way, because there is a crisis situation and then it must have happened yesterday". There may be long waiting lists for placement and assistance, and prior to the placement of a child a lot of arrangements have to be made. One stakeholder even said: "right now, children are staying home unnecessarily long because we are negotiating". However, it appeared that all stakeholders were focusing on both immediate action and goals in the long term.

The stakeholders reported that it is necessary to have a face-to-face meeting at the start of the collaboration in which the goal or mission is defined, in which shared expectations are set, and in which roles and responsibilities are defined. Furthermore, respondents stressed the importance of getting in touch with each other during the rest of the process as well. Therefore, also *communication* is identified as an important factor for collaboration. Most of the stakeholders reported that they have no problems with the communication within the collaboration, so communication is perceived as an opportunity. The respondents state that everyone is easily accessible when needed. Besides face-to-face meetings, communication also takes place via WhatsApp, phone, and email. However, some stakeholders are somewhat less positive about the communication. One of the stakeholders

from the 'samenwerkingsverband' reported that he often gets informed about the fact that children are placed at an educational farm when these children have already been going there for a while. In addition, the owner of an educational farm reported that she sometimes experiencing problems in the communication with the municipality. For example, one time the municipal officials promised something to her, but then changed their mind. Furthermore, a parent reported that "especially in the beginning you hit a wall, because [...] it is also not easily accepted by the municipality". Most stakeholders communicate their opinion, ideas, and experiences with other stakeholders and also feel stimulated to share this information, One stakeholder mentioned: "It is important to be as clear and as open as possible". However, some stakeholders reported that they are sometimes afraid to share their opinion, ideas, and experiences, because education at care farms is not permitted by law.

It was mentioned that during the face-to-face meetings, *evaluation* is also important. During evaluation meetings it is discussed whether the goals for the child have been achieved and how the child is progressing. Evaluation meetings also allow for *visibility* of what is done within the collaboration, what the results are, and what someone's own contribution is to the result. A stakeholder reported: "There have to be results, because you work with a mission". In addition, evaluation focuses on the roles of the stakeholders involved in the collaboration and on "Who needs to do more? Who needs to do less?". However, several stakeholders reported that educational farms were not visible at the moment and sometimes not even taken seriously.

Clear *roles and responsibilities* were reported to be a crucial opportunity for collaboration. Stakeholders mostly reported that they have a clear role within the collaboration and most stakeholders reported that it is also clear for them what the role of other stakeholders is. One stakeholder reported that it is important to appoint a leader before the start of the collaboration, to prevent failure of the collaboration. However, who is the leader within the collaboration seems to be somewhat unclear for the stakeholders. Thus, *management* could be a constraint within the collaboration. One stakeholder mentioned: "this is always a vague piece, but it depends on the situation". Some stakeholders reported that the municipality is the leader within the collaboration, but also other leaders were mentioned and multiple stakeholders considered themselves as the leader within the collaboration. The constraints posed by management can be related to the constraints appearing at responsibilities. Currently, educational farms are forbidden by law (although often tolerated), which results in withdrawing from people to take the responsibility. One stakeholder summarized this as: "This is currently sometimes unclear, because we do something that is

actually forbidden and nobody wants to take responsibility for that".

The *number of stakeholders* involved in the collaboration could be both an opportunity and a constraint. Some stakeholders would prefer having less parties involved. One stakeholder mentioned: "I do not want to have people around the table who are not allowed to make decisions". Another stakeholder reported: "What I always do is planning an evaluation. Does everyone need to stay around the table? Or do we have enough with less parties?". However, other stakeholders appreciated the large number of stakeholders involved, because "everyone has his own responsibility" and "you lift each other to a higher level". In addition, a stakeholder reported that the process can be speeded up if all involved stakeholders are present during meetings. This indicates that the stakeholders are *building on capacities* of each other. In addition, all stakeholders reported that they direct someone or are directed to a colleague with more expertise if necessary.

Lastly, the *education-care gap* posed an important constraint within the collaboration. By law there is a clear distinction between care and education. However, like one stakeholder mentions: "Children who drop out of school, actually by definition have a care need". Therefore it can be quite a challenge to "figure out to who this belongs to, what fits well with care and what fits well with education?" and how financing should take place.

4.5 Flexibility

An important overarching factor within the collaboration is '*flexibility*', which means that every child and every case is different. For example, multiple stakeholders reported that whether they focus on the short- or long-term depends on the child at stake. One of the stakeholders mentioned: "[...] That is also different per case or per pupil; how old is the pupil; what has been done in the past? So that is very different". Stakeholders also reported that it depends on the child how quickly they want to reach a goal. Furthermore, it was stated that the number of parties involved also differs per pupil. Also financing differs per case, depending on the stakeholders included and the needs of the pupil.

5. Discussion and conclusion

The aim of the present research was to give insight into the collaboration between stakeholders of educational farms and to identify the constraints and opportunities. The results showed that the applied strategy for partnership is cooperation. Most important constraints for collaboration that were identified include the existing policy which does not permit education at care farms, complexity and a lack of funding, the education-care gap, lack of responsibility/management, poor self-efficacy, and inflexibility of the time frame. Most important opportunities for the collaboration are good communication, a shared mission, and almost all (inter)personal factors of the HALL framework.

5.1 Theoretical implications

The partnership

It was shown that a lot of different stakeholders are involved within the collaboration and that they are all connected in some way. From the power-interest grid it appeared that the stakeholders with the highest interest had the lowest power, and the stakeholders with the highest power had the lowest interest. This indicates a discrepancy and may hinder the collaboration. It was found that currently the strategy for partnership is a cooperative network as there are compatible goals and shared resources, but stakeholders remain individual entities. All stakeholders are leaders based on their own expertise, but lacking overall management. However, literature shows that management is an important determinant for collaboration and partnership (Koelen, Vaandrager & Wagemakers, 2012; San Martin-Rodriguez, Beaulieu, D'Amour, & Ferrada-Videla, 2005). The partnership should be transformed into a collaborative network to improve the collaboration.

Constraints

All factors that are mentioned in the HALL framework (Koelen, Vaandrager & Wagemakers, 2012) were also perceived as important by the stakeholders. Within the system of educational farms only minor constraints for collaboration were identified. The major constraints within the collaboration seemed to be a consequence of factors within the larger systems, for example the government.

     One of the most important constraints within the collaboration appeared to be the existing policy. The policy lacks to make funding more accessible and to narrow the

education-care gap. Currently, the existing policy states that education may only be given at formal educational locations (Overheid.nl, 2018). This makes education at care farms legally not allowed, posing problems in financing and withdrawing stakeholders from taking responsibility. The existing policy makes a clear distinction between care and education, creating an education-care gap. However, children dropping out of school mostly have a care need as well. Due to the education-care gap, a requirement of funding is that it is clearly stated what the relative percentages of care and education for a child are, but this is difficult to determine. It is also not possible and not even allowed to finance the education from money destined for care as was stated by the stakeholders and was shown by previous research (Last, 2018).

Since educational farms are relatively new and since there is a gray area in between education and care, self-efficacy is constrained by a lack of knowledge and experience. The importance of enhancing self-efficacy has been underlined in previous research, which found that high self-efficacy has positive effects on discussion behavior and group performance among students (Wang & Lin, 2007; Sins, van Joolingen, Savelsbergh & van Hout-Wolters, 2008).

Furthermore, flexibility of the time frame was a constraint for collaboration. Stakeholders mostly focus on the short-term, because when a child drops out of school, immediate action is required. However, immediate action is hard due to all the arrangements that have to be made before the child can be placed at the farm.

Opportunities

Shared mission was identified as an opportunity for the collaboration. All stakeholders stated to be working "for the sake of the child" and felt like they were on the same page and working in the same direction, which also created a shared social identity. The stakeholders were able to form a shared mission through good communication with each other, facilitated by meetings. Besides meetings, evaluations seemed to be important. During these evaluations, progress of the child's development and corresponding goals can be evaluated. It was stated to be important that all necessary stakeholders are present and providing their expertise during these meetings and evaluations.

Lastly, almost all inter(personal) factors from the HALL framework, except self-efficacy, were supporting the collaboration. The stakeholders had a positive attitude towards the educational farm and the collaboration, and there was mutual trust and a good relationship between stakeholders, mainly facilitated through good communication.

The importance of all of these mentioned factors in collaboration is supported by the HALL Framework (Koelen, Vaandrager & Wagemakers, 2012) and a review by San Martin-Rodriguez et al. (2005). The review of San Martin-Rodriguez et al. (2005) shows the importance of communication for having a shared mission, being efficient, maintaining a good relationship, and sharing knowledge and experience within a collaboration. On top of that, communication was suggested to be the connecting factor for all the other determinants of collaboration, like mutual respect and trust (San Martin-Rodriguez et al., 2005).

Other factors

Two factors were identified that could be both constraints and opportunities within the collaboration, namely the number of stakeholders involved and flexibility. Regarding the number of stakeholders involved, a lot of parties are involved, sometimes causing unnecessary people around the table which delay the process. However, the number of stakeholders was also identified as an opportunity. Every stakeholder has its own expertise and the respondents stated that they truly needed each other.

The concept of flexibility is an overarching concept that is not incorporated in the HALL framework (Koelen, Vaandrager & Wagemaker, 2012), but was found to be an important factor influencing all the other factors. Therefore, flexibility also could be implemented in the HALL framework. Flexibility indicates that every child and every case is different. This could be hindering the collaboration as a 'fixed' format that applies to every child cannot be created; requiring new experience, knowledge and collaborations with every new case. However, this flexibility also allows for personalized care and education for each child as the specific demands of every child can be truly taken into account.

5.2 Practical recommendations

Based on the results, some practical recommendations can be made.

1. Face-to-face meetings should remain incorporated in the collaboration

The collaboration already entails some aspects that are identified as opportunities and that should be maintained. For example, the face-to-face meetings (including a meeting before collaboration and evaluations) should remain incorporated in the collaboration. During these meetings a shared mission should be created and evaluated, since the stakeholders reported that being on the same wavelength is important. The number of stakeholders was identified as both a constraint and an opportunity within the collaboration, so during the face-to-face

meetings it should also be evaluated if the number of stakeholders is sufficient, or whether stakeholders are missing or unnecessary. The process could be speeded up if all involved stakeholders are present during a meeting, making direct action possible.

2. Policy should be altered

As mentioned before, the most important constraint within the collaboration is the current policy, which does not permit education at care farms (Overheid.nl, 2018). Thus, it is important that this law is changed by policy-makers. The law should be changed in a way that it also allows for education in another setting than the regular educational setting. In addition, it should facilitate joint forces of both education and care instead of trying to separate them. As the constraints of funding, educational-care gap and responsibility are also at least partly a consequence of the current policy, these constraints for collaboration may also resolve if policy is changed. However, more research should be done on how the law should be changed before specific recommendations can be made. Nevertheless, the varia-law that was developed in 2018 already provides opportunities for more customization. This law allows pupils with physical and/or physiological disabilities to follow education wholly or partly at a place other than school, while the pupil remains enrolled in education (Biskop, 2018; PO raad, 2018). These agreements are mostly temporary and aimed at returning to school. However, as this is a relatively new law and not many people are aware of it. Therefore, awareness of this law should be increased. Despite the 'Varia-law', the placement of a child at an educational farm remains difficult. Making education at care farms legal and also explicit (meaning that this form of education is allowed) would help to facilitate the process.

3. Funding mechanisms need to be altered

Another important constraint within the collaboration is the complexity of funding. As mentioned before, educational farms may receive financing from both school (education) and the municipality (care) and it may be complex to determine what the relative financial contributions of education and care should be. Thus, it would be easier if the funding of education and care are taken together to form one pool from which expenses for the child can be paid. In addition, funding mechanisms differ per municipality and it would be easier if funding mechanisms become standardized throughout the country. In some municipalities, educational farms receive a fixed budget per child, while the current research showed that flexibility is required within the collaboration because every child is different. Therefore, there should be a flexible budget (for instance based per hour) instead of a fixed budget,

depending on the needs of the child. In addition, payment should take place on a regular basis (for instance monthly) to support flexibility and prevent the educational farms from paying out of their own pockets. However, more research is needed on appropriate funding mechanisms for educational farms before the funding mechanisms can be changed.

4. Schools need to trace children with additional needs earlier
Time flexibility was also identified as a constraint within the collaboration, especially at the start of the collaboration. Therefore, a practical recommendation is that children with problems and additional needs must be traced earlier. When children with additional needs are detected earlier, the time constraints in the beginning of the progress may decrease. In addition, this may provide more insights in how many children are in need of alternative education (at an educational farm), so this can be anticipated on earlier.

5. Self-efficacy of the stakeholders needs to be improved via different strategies
Another constraint that can be improved is self-efficacy. According to the Social Cognitive Theory (Bandura, 1998), self-efficacy can be enhanced in four different ways. These include 1) having personal experiences with performing a given task in a successful way, 2) observing others' successful performance, 3) being verbally persuaded by others, and 4) physical and emotional state. Self-efficacy probably will enhance naturally over time when the stakeholders have more experience with the educational farm. However, for educational farms that are still developing, it could be helpful to observe other educational farms that are already quite successful. In addition, self-efficacy could be enhanced if stakeholders who already gained experience and knowledge regarding the collaboration, share this knowledge and experience with other stakeholders. Furthermore, self-efficacy could be increased if stakeholders receive direct encouragement from others. Last of all, apart from lack of knowledge and experiences, some of the stakeholders mentioned that the whole process can be very energy consuming and emotionally stressful, which makes it difficult to do what is expected from them. A possible solution would be to set up a specialized agency which makes it possible for parents to outsource the process of placement of the child, which would relieve the pressure.

6. A leader should be appointed for the collaboration
All stakeholders are leaders based on their own expertise, but overall management could still be improved. The partnership should be transformed from the current cooperative network

into a collaborative network. This could be done by appointing a neutral person, who understands the different parties involved and communicates with them. This person could facilitate the shared creation and bring the stakeholders together to jointly plan, implement and evaluate the process (Koelen, Vaandrager & Wagemakers, 2012; Camarinha-Matos & Afsarmanesh, 2006). In addition, management strategies should also focus on the power-interest ratios of the stakeholders. It is important that the stakeholders with high interest and low power are helped to gain more power. This could for example be done by facilitating a coalition where stakeholders of the same category work together and combine their power (Ackermann & Eden, 2011). In addition, stakeholders with high power and low interest should be involved more in the partnership by raising their awareness and encouraging them to support the collaboration (Ackermann & Eden, 2011).

5.3 Limitations and strengths

The present study has several limitations that must be considered. The first limitation is that the order of the interview questions was based on the concepts of the HALL framework, because of this some questions that were interrelated were not placed after each other. The interview questions therefore could have been ordered somewhat more logical to improve the flow of the interview. In addition, the interviews were held directly with the respondents, which make their answers more prone to socially acceptable answers. Furthermore, since the majority of the interviews were held via telephone, expression and nonverbal communication was not visible. Moreover, five different researchers were involved in performing and coding the interviews, which may have increased noise in results. Another limitation is the relatively low response-rate of stakeholders at farm B. Therefore, it was not possible to compare the results between farm A and B. Additionally, it could be that the stakeholders who were not reached were the ones experiencing and posing problems, and the ones included were the ones who are having a positive attitude towards the collaboration. Furthermore, even though snowballing has been applied, it is possible that not all stakeholders have been identified. On the other hand, by applying snowballing too much, and maybe irrelevant stakeholders could have been included. Last of all, results of the current research may be specific to one farm particularly and may not be generalizable to education farms in general. As most of the stakeholders that are included in the current study belong to farm A. In addition, both farms already successfully implemented education at the care farm. The constraints and opportunities for collaboration may be different for farms who not yet successfully implemented education.

Despite the limitations, the current research also has several strengths. One of the strengths is that the interviews were standardized, meaning that the interview questions were asked in the same order during each interview. The structure of the interview supported rethinking of one's own answer by participants and created space for additional information and elaboration. Another strength is that the interview questions were based on the HALL framework and are therefore scientifically grounded. By performing bottom-up coding, additional aspects that are not mentioned in the HALL framework were identified. In addition, missing stakeholders were identified by snowballing to provide a complete overview. Furthermore, a lot of different parties are included in the research. Therefore, a lot of different perspectives are represented. Lastly, the current research contributes new knowledge to the identified knowledge gap concerning collaboration at educational farms. Educational farms are a new and developing field and the knowledge gained in this research could contribute to the development of a strong alternative education sector.

5.4 Future research

The current study raises new questions for future research. As policy and financing appeared to be major constraints caused by the larger system, it would be interesting to investigate stakeholders at the national level and the requirements of new policy and financing systems. However, to start with, it would be interesting for future research to make a comparison between different farms as this was not possible in the current study. In order to do so, multiple stakeholders per farm need to be included and possibly even more educational farms could be included and compared with each other. In addition, it would be interesting to include teachers and care institutions, as these stakeholders were not yet included in the current study. Furthermore, this study investigated two farms who were already offering education and therefore already running. However, it would also be interesting to look at farms who try to implement education but are not running smoothly yet, because these farms might encounter additional problems. Lastly, broader interviews could be included in future research to reveal additional factors that are influencing the collaboration but are not present in the HALL framework.

5.5 Conclusion

In conclusion, this study provided insight into the collaboration between stakeholders of educational farms and highlighted the opportunities and constraints within this collaboration. Most important constraints for collaboration that were identified include current policy that

does not permit education at care farms, complexity and lack of funding, the education-care gap, lack of responsibility/management, poor self-efficacy, and inflexibility of the time frame. Most important opportunities for the collaboration are good communication, a shared mission, and almost all (inter)personal factors of the HALL framework. Based on these identified constraints and opportunities, several practical implications were formulated. Face-to-face meetings and evaluations should remain incorporated, policy and funding mechanisms need to be altered, schools need to trace children with additional needs earlier, self-efficacy needs to be enhanced, and a neutral leader should be appointed to improve management. The knowledge gained in this research could contribute to the development of a strong alternative education sector, preventing children from staying home.

Literature

Ackermann, F., & Eden, C. (2011). Strategic management of stakeholders: Theory and practice. *Long range planning*, *44*(3), 179-196.

Bandura, A. (1998). Health promotion from the perspective of social cognitive theory. *Psychology and health*, 13(4), 623-649.

Biskop, J. (2018). Meer maatwerk vanaf augustus 2018 door de Variawet. Retrieved at May 1 2019, from http://www.pomagazine.nl/assets/POM-2018-2-De-Variawet.pdf

Camarinha-Matos, L.M. & Afsarmanesh, H. (2006). Collaborative Networks. In: K. Wang, G. Kovacs, M. Wozny & M. Fang, *Knowledge enterprise: intelligent strategies in product design, manufacturing, and management* (p. 26-40). New York: Springer.

Hewstone, M., Stroebe, W., & Jonas, K. (2015). *An Introduction to Social Psychology* (6th ed.). Chichester, United Kingdom: John Wiley & Sons Ltd.

Katcher, A. & Teumer, S. (2006). A 4-Year Trial of Animal-Assisted Therapy with Public School Special Education Students. In: A. Fine, *Handbook on Animal Assisted Therapy: Theoretical Foundations and Guidelines for Practice* (second edition, p.227-242). Cambridge, Massachusetts: Academic press.

Koelen, M., Vaandrager, L. & Wagemakers, A. (2012). The healthy alliances (HALL) framework: prerequisites for success. *Family Practice, 29,* 132-138.

Kwint, P. (2019, March 27th). Motie van het lid kwint over het beleggen van doorzettingsmacht bij de onderwijsinspectie [Kamerbrief]. Retrieved at April 26 2019, from https://www.tweedekamer.nl/kamerstukken/moties/detail?id=2019Z06043&did=2019D12545

Last, M. (2018). Praktijken en ervaringen met onderwijs op zorgboerderijen; Boerenwijsheden [afstudeeropdracht]. Wageningen: Aeres Hogeschool Wageningen.

Mainemelis, C., Boyatzis, R. E., & Kolb, D. A. (2002). Learning styles and adaptive flexibility: Testing experiential learning theory. *Management learning*, *33*(1), 5-33.

Moore, G.F., Evans, R.E., Hawkins, J., Littlecott, H., Melendez-Torres, G.J., Bonell, C. & Murphy, S. (2019). From complex social interventions to interventions in complex social systems: Future directions and unresolved questions for intervention development and evaluation. *Evaluation, 25* (1)*, 23-45.

Overheid.nl (2018). Besluit van de inspecteur-generaal van het onderwijs van 19 juni 2018, nr. 5184548, tot vaststelling van de beleidsregel van de inspecteur-generaal van het onderwijs inzake het instemmen met afwijking van het verplichte aantal uren onderwijs. Retrieved at May 1 2019, from https://zoek.officielebekendmakingen.nl/stcrt-2018-42600.html

PO raad (2018). Variawet: maatwerk voor leerlingen die tijdelijk geen onderwijs kunnen volgen. Retrieved April 25, 2019, from https://www.poraad.nl/nieuws-en-achtergronden/variawet-maatwerk-voor-leerlingen-die-tijdelijk-geen-onderwijs-kunnen-volgen

Rijksoverheid (2018, February 19). Voor meer kinderen een plek op school. Retrieved at March 24 2019, from https://www.rijksoverheid.nl/actueel/nieuws/2018/02/19/voor-meer-kinderen-een-plek-op-school

San Martin-Rodriguez, L., Beaulieu, M. D., D'Amour, D., & Ferrada-Videla, M. (2005). The determinants of successful collaboration: a review of theoretical and empirical studies. *Journal of interprofessional care*, *19* (1), 132-147.

Schreurs, E., Sliepen, S., & Heusschen, R. (2011). Intensieve boerderijeducatie voor het speciaal onderwijs: boerderijschool en boerderijatelier. *Stichting Boerderijschool (Report).* Retrieved at March 26 2019, from http://multifunctionelelandbouw.net/system/files/documenten/intensieve_boerderijeducatie.pdf.

Schuler, Y. (2010). De boerderij als ontwikkelomgeving: kinderen uit speciaal onderwijs werken mee. Werkt de boerderij ook voor kinderen?. *Plant Research International (Research Report), Wageningen University & Research*. Available from: https://edepot.wur.nl/151393.

Sins, P. H., Van Joolingen, W. R., Savelsbergh, E. R., & van Hout-Wolters, B. (2008). Motivation and performance within a collaborative computer-based modeling task: Relations between students' achievement goal orientation, self-efficacy, cognitive processing, and achievement. *Contemporary Educational Psychology*, *33*(1), 58-77.

Wagemakers, A. (2018). HALL framework and peer review B [PowerPoint]. Retrieved at March 3 2019, from https://blackboard.wur.nl/webapps/blackboard/content/listContent.jsp?course_id=_7350_1&content_id=_419958_1

Wang, S. L., & Lin, S. S. (2007). The effects of group composition of self-efficacy and collective efficacy on computer-supported collaborative learning. *Computers in human behavior*, *23*(5), 2256-2268.

Weitzman, M., Klerman, L. V., Lamb, G., Menary, J. & Alpert, J. J. (1982). School absence: a problem for the pediatrician. *Pediatrics*, *69*(6), 739-746.

WUR Science shop (2019). "Case study: education at care farms" [Unpublished manuscript]. Retrieved at March 26 2019, from https://blackboard.wur.nl/webapps/blackboard/content/listContent.jsp?course_id=_9947_1&content_id=_585413_1&mode=reset

Appendix

Appendix I. Informed consent.

Toestemmingsverklaringformulier (informed consent)

Verantwoordelijke onderzoekers:

In te vullen door de deelnemer:

Ik verklaar op een voor mij duidelijke wijze te zijn ingelicht over de aard, methode, doel en de risico's en belasting van het onderzoek. Ik weet dat de gegevens en resultaten van het onderzoek alleen anoniem en vertrouwelijk aan derden bekend gemaakt zullen worden. Mijn vragen zijn naar tevredenheid beantwoord. Ik stem geheel vrijwillig in met deelname aan dit onderzoek. Ik behoud me daarbij het recht voor om op elk moment zonder opgaaf van redenen mijn deelname aan dit onderzoek te beëindigen.

Naam deelnemer: ……………………………………………………………………..

Datum: ………………………………………………………………………………...

Handtekening deelnemer:

…...………………….……………………………………

In te vullen door de uitvoerende onderzoeker. Ik heb een mondelinge en schriftelijke toelichting gegeven op het onderzoek. Ik zal resterende vragen over het onderzoek naar vermogen beantwoorden. De deelnemer zal van een eventuele voortijdige beëindiging van deelname aan dit onderzoek geen nadelige gevolgen ondervinden.

Naam onderzoeker:…………………………………………………………………….

Datum:…………………………………………………………………………………

Handtekening onderzoeker: …...

Appendix II. Interview questions.

Interview questions

(in Dutch)

Algemeen/Strategie voor samenwerking

- Wat vindt u van onderwijs op zorgboerderijen?

- Met welke partijen werkt u samen met betrekking tot onderwijs boerderij [...]?

- Zijn er partijen die u graag (meer) betrokken ziet worden in de samenwerking (die nu nog niet betrokken zijn)?

(Inter)persoonlijke factoren

Attitude & Beliefs

- Wat is uw houding tegenover samenwerking met de andere partijen?
  (waardevol/tijdverspilling waar je niet voor betaald krijgt)
  - Ziet u de samenwerking met andere partijen als waardevol?

- Heeft u het idee dat wat andere partijen doen waardevol is?
  - Heeft u het idee dat wat uw partij bijdraagt waardevol is?

- Hoe is het vertrouwen tussen u en de andere partijen?
  - Heeft u vertrouwen in wat andere partijen doen?

Self-efficacy

- Hoe ziet u uw rol in de samenwerking?
  - Is deze rol duidelijk afgebakend?

- Heeft u het gevoel dat u genoeg ervaring en kennis bezit voor deze samenwerking?
  (Bijv. managen van interactie tussen belanghebbenden)

- Heeft u het idee dat u in staat bent om te doen wat er van u wordt verwacht?

- Is het belangrijk voor u om deel uit te maken van dit netwerk?

- Heeft u het gevoel dat u op één lijn zit met de betrokken partijen? (Gedeelde identiteit ontwikkelen)

Institutionele factoren

Policy

- Waar focust uw beleid/het beleid van uw organisatie zich vooral op? Meer op het individu (de individuele leerling) of op de gehele setting van de onderwijs boerderij?

- Zijn er bepaalde wetten/is er een bepaald beleid die de samenwerking hinderen/hindert?

Planning Horizons

- Focust [uw sector] zich vooral op lange-termijn doelen en het kijken voor mogelijkheden in de toekomst? Of op onmiddellijke actie wat vaak van tevoren is aangevraagd?

- Wordt er in de samenwerking waarbij u betrokken bent vooral op lange-termijn doelen gefocust of op onmiddellijke actie?

Funding

- Door wie wordt u gefinancierd? U hoeft niet per se antwoord te geven op deze vraag natuurlijk.

- Ervaart u hinder in de samenwerking door (een gebrek) aan financiering?

Organisatorische factoren

Shared mission

- Wat is volgens u het doel van de samenwerking?

- Hoe moet volgens u de samenwerking verder gaan om dit doel te bereiken?

Time flexibility

- Hoe snel wilt u dit doel bereiken?
- In hoeverre vindt u dat tijd in de weg staat in de samenwerking?

Roles and responsibilities

- Is het duidelijk wat uw verantwoordelijkheid is binnen de samenwerking?
- Wat vindt u van het aantal betrokken partijen in de samenwerking? (Te veel, te weinig?)

  - Geeft dit hinder in de samenwerking?

Communication

- Ervaart u problemen in de communicatie tussen de samenwerkende partijen?
  - Heeft u het gevoel dat u de andere partijen kan bereiken wanneer nodig?

- Communiceert u uw mening, ideeën en ervaringen met andere partijen binnen de samenwerking? Zo ja, met welke partijen?

- Communiceren andere partijen binnen de samenwerking hun mening, ideeën en ervaringen met u? Zo ja, welke partijen?

Management

- Heeft u het gevoel dat u wordt gestimuleerd om uw ideeën, ervaringen en informatie te delen?

- Is er binnen de samenwerking iemand die de leiding heeft/de andere partijen aanstuurt?

Building on capacities

- Indien u denkt dat in een bepaalde situatie een collega of partner meer expertise heeft op het betreffende gebied, verwijst u ze dan door?

Visibility

- Is het voor u duidelijk wat er gedaan wordt in de samenwerking?

- Is het voor u duidelijk wat de resultaten zijn van de samenwerking?

- Is het voor u duidelijk wat uw bijdrage is in de samenwerking? En is het resultaat hiervan ook zichtbaar?

Einde gesprek
- Vindt u dat er nog belangrijke onderwerpen met betrekking tot de samenwerking onbesproken zijn gebleven?

- Wilt u nog iets kwijt (met betrekking tot de samenwerking) dat nog niet besproken is?

Appendix III. Bottom-up codes.

Opportunities	Constraints
Knowledge opportunities	Knowledge constraints
Experience opportunities	Experience constraints
Trust opportunities	Trust constraints
Parental involvement	Education care-gap
Number of stakeholders involved opportunities	Workload
	Number of stakeholders involved constraints
	Flexibility

Appendix IV. Final codes for analysis (Bottom-up and top-down codes combined).

Legend
Black = Top-down code.
Blue = Bottom-up code.

HALL framework	Code
(Inter)personal factors	**Constraints**
	❖ Attitudes and beliefs constraints (towards the farm and the collaboration) ❖ Self-efficacy constraints ❖ Social identity constraints ❖ Relationships constraints ❖ Knowledge constraints ❖ Experience constraints ❖ Trust constraints ❖ Workload
	Opportunities
	❖ Attitudes and beliefs opportunities (towards the farm and the collaboration) ❖ Self-efficacy constraints ❖ Social identity constraints ❖ Relationships constraints ❖ Knowledge opportunities ❖ Experience opportunities ❖ Trust opportunities ❖ Parental involvement
Institutional factors	**Constraints**

		❖ Policy constraints ❖ Education-care gap ❖ Funding constraints ❖ Planning horizons opportunities
	Opportunities	
		❖ Policy opportunities ❖ Funding opportunities ❖ Planning horizons opportunities
Organizational factors	**Constraints**	
		❖ Flexible time frame constraints ❖ Roles and responsibilities constraints ❖ Communication structure constraints ❖ Management constraints ❖ Shared mission constraints ❖ Building on capacities constraints ❖ Visibility constraints ❖ Number of stakeholders involved constraints ❖ Education-care gap
	Opportunities	
		❖ Flexible time frame opportunities ❖ Roles and responsibilities opportunities ❖ Communication structure opportunities ❖ Management opportunities ❖ Shared mission opportunities ❖ Building on capacities opportunities ❖ Visibility opportunities

	❖ Shared expectations ❖ Evaluation ❖ Number of stakeholders involved opportunities
Overarching	❖ Flexibility