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PROFARM

WP2 - Methodological and technical framework for the PROFARM model experimentation

Del. 2.1 - Profile of the Case Manager for the work placement of disabled young people in social farms

ITALIAN NATIONAL REPORT

PRO.FARM – Case Management in Social Farming

PROfessional and personal empowerment in social FARMing
Project number 562159-EPP-1-2015-1-IT-EPPKA3-PI-FORWARD



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Del. 2.1 Partner's local report

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Local overview of the research

Has the research been conducted at local, regional or national level? Please, explain why and how this is relevant for your Policy Influence Plan.

A quality survey was carried out for the PROFARM's project on a regional level. Twenty witnesses were heard through semi-structured interviews. The results do not claim to represent all the varied Social Agriculture (SA) in the Umbria region, because - as we will have many occasions to reiterate - it is an ongoing-progress reality, where new ones experiences are increasingly complementing the already consolidated.

So, we believe that our respondents have offered some important information and insights to optimize the planned activities.

PROFARM calls into question many actors: young people and their families, associations, schools, businesses, local authorities and the Region, the training institutions, social cooperation, Health care system (ASL), volunteering and professional organizations.

What emerges from the survey - that we should note with great pleasure - is a high degree of interest on the part of all interlocutors listened on the subject matter, a strong passion, as well as a need to confront as a greater than ever. Furthermore, the desire to grasp the possible opportunities and "come into play", because the SA can offer a concrete employment for many young people with a real chance to make social enterprise; It may be a way forward to an action of an existing conversion and / or of agricultural diversification. PROFARM embraces many trends that consider and look at the education system, the local welfare and disability in general in a different way.

List here below all the experts/professionals who have been interviewed/contacted by your organisation

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- **Chiara Petrocchi** – Expert in AS, which is thanked for having made available for the project PROFARM her doctoral thesis "Social farming in Umbria: an experimental study" (Abstract - <http://www.scipol.unipg.it/files/generale/documenti/premi-di-laurea/abstract-chiara-petrocchi-2015.pdf>)
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The general framework – A scenery of Social Farming

Based on the collected interviews, describe the actual perceived situation of Social Farming in your national, regional or local context.

The Social farming has developed in Italy in many areas, including a plurality of experiences not related to an unitary model that differ in the activity, organization, financing sources and recipients. Broadly speaking, the action fields are: education, training, labor inclusion, recreation and quality of life, daily life services and the therapeutic use. The interviews brought an opportunity to listen and learn about some interesting companies operating in Umbria, which will refer later.

The recent law 141/2015 outlines social farming as "the aspect of the multi-functionality of agricultural enterprises for the development of interventions and social services, social and health, education and social inclusion work, in order to facilitate a proper uniform access to essential services to individuals, families and local communities all over the country and especially in rural and disadvantaged areas. "This is a "soft law" in the sense that tried to produce a regulatory framework for an unifying base, not homologated, to express SA as a vocation in a local level.

At a local level, some Italian Regions have a legislative instrument on the SA even before the approval of the aforesaid national law - "Provisions of social agriculture".

The Umbria Region with the regional law of 9 April 2015, n.12 - "Consolidated text on agriculture", repealed the previous regional law (no. 16 of August 7, 2014). Specifically, the rules for the SA refer to Title VIII Section III - Social farming and discipline of social farms. The law defines social farming as "the set of activities aimed at generating inclusive benefits,

to encourage habilitation programs, to support the social and occupational integration of disadvantaged groups of the population or at risk of marginalization, and to promote the development and social cohesion locally".

The Social farm is the place where social agriculture performance the social farming practices, such as:

- Social and labor inclusion of persons belonging to disadvantaged groups recognized by the local and regional social welfare and job placement of disadvantaged and disabled, as defined by law;
- Social services, health and social, rehabilitative, therapeutic, educational and training for families, elderly, vulnerable groups and the disadvantaged and disabled;
- Social activities in favor of local communities that use the tangible and intangible resources of agriculture to provide useful services to daily life, and to promote, accompany and implement social inclusion actions and work, recreation and education.

In order to carry out SA activities, farms must be licensed or accredited in accordance with local regulations for the licensing and accreditation for health and social welfare and social services, or must have entered into agreements with at least a five-year term with relevant state bodies involved in the territory, social cooperatives, voluntary organizations, social enterprises and social associations, authorized or accredited for social welfare and social health services. The proposed legislation aims to answer, on one hand the need for common welfare and on the other identify further opportunities for improving farm incomes, in order to keep diffuse economy particularly in marginal areas of the region.

In Italy, the SA is not a new phenomenon, but of an extreme grow interest and an a high degree of implementation. The phenomenon has a plurality of content and experience: there are "veterans" and the "new" subject considering various fields (education, training and labor inclusion of low contractuality, therapeutic use and / or rehabilitative, etc.). There is no an aquarate data on the number of farms taking SA in Italy, but from surveys done in some regions (Lazio, Tuscany, Lombardy, Sicily), we can estimate that there are about a thousand experiences.

Always from the respondents' words, arises a clear and shared vision of an agriculture world that can offer many opportunities. A multifunctional agriculture in which environmental, health, social and economy cooperate. A return to the land that creates value, "from tradition emerge new and real opportunities for innovation and social integration".

One can also say that in Italy there is a tradition of "unconscious social farming", in fact - we report what we've been told by our interlocutors - "agriculture is social", "always agriculture (R) welcomes We are all children of peasants." All these statements refer to "our roots", an ancient ability of rural households to humanitarian services and mutual aid.

Agricultural enterprises play, in addition to economic and productive function, a number of other environmental protection functions, enhancement of rural areas, inclusion of disadvantaged groups, enhancement of traditions. Many social entrepreneurship experiences in agriculture have grown in the shade. The SA mostly always involves a participatory process that was created and developed at the local level, as the result of a public and private partnership. The first experiences of social agriculture can be traced back to the seventies. Pioneering activity of these realities, over the years, have been joined and added other experiences, from social cooperatives, agricultural enterprises and associations. The multiple and active experiences in SA are coming out of silence!

The agro-social enterprises are often also biological or biodynamic, with a high character of environmental sustainability. Specifically, organic farming is a highly distinctive element of social farming and not only because the majority of private experiences and social farming cooperatives using the organic production method, but for the strong similarities and common motivations that bind organic farming social and agriculture, with particular reference to the together capacity and enhance environmental and social quality.

For public institutions promote the social development of agriculture is not only a question of ethics, but also economic. Indeed, investing in social farms is a cause for cost optimization, as it allows people, through work, to pass from being a cost to being a resource: "there is a transformation of the care concept as you go from being cared for to cure." A feature of the Italian experience of social farming is also the link with security policies, with particular

reference to the use of land confiscated to mafia organizations, and with the prison realities. The SA becomes the object of research (for example - ARSIA, ARSIAL and INEA), subject of interest for agricultural professional organizations (CIA, Confagricoltura, Coldiretti) and representative associations of small business owners such as AIAB - Italian Association for Organic Agriculture.

In 2011 it was formed the National Agriculture Social Forum (FNAS), which has a specific Charter of Principles, as reference values for members (www.forumagricolturasociale.it). More than 360 members adherent in the Forum, 70 are social cooperatives and farms which carry out activities of SA, 25 belong to associations, 6 are consortia and 3 communities; others take part as individuals or as representatives of municipalities, provinces, universities, research bodies. It also participate the Provincial Forum of SA in Rome, the Network of social farms in Sicily, that also group numerous local realities.

The National Forum has promoted the regional forum formation, today present in almost all Italian regions favoring the participation of different subjects, from farms to social cooperatives, universities and research centers. In June 18, 2014, at the Faculty of Agriculture of the University of Perugia, is was officially born the Regional Forum of Social Agriculture Umbria. Very important representatives joined in the first instance: Aiab Umbria, Confcooperative and Legacoop through the Regional Forum of the Third Sector, Legambiente and Libera. Also notable is the spectrum of the represented actors: from volunteering to the farm business through social co-operation type a & b.

The National Forum has undertaken a profitable relationship with the Italian Parliament, participating actively in the development of the national framework law on the SA.

In 2005 it was born the Social Farm Network, the first Italian network of social farms (www.fattoriesociali.it) that over the years has become a reference point for information on good practices and active participation in the area. The goal of the Social Farms Network is to promote social agriculture initiatives, informing about the possibilities offered by public tender, and sharing the most interesting news. The Network also offers training courses to start a social farm. The network also collects the testimonies and most important documents regarding social farming. Of particular interest is the online course "Agriculture in the social network" that addresses the following issues: "The SA in the new rurality"; "The possible social agriculture"; "The political situation in Italy SA", "the law on the SA"; "The stories of SA"; "How to do?"; "How to finance a project of SA? Public support / Markets and funding "; "The SA in the world"; "Synthesis Module".

Regione	Riferimento	Titolo
Abruzzo	Legge Regionale n. 18 del 6 luglio 2011	Disposizioni in materia di agricoltura sociale
Calabria	Legge Regionale n.14 del 30 aprile 2009	Nuova disciplina per l'esercizio dell'attività Agrituristica, Didattica e Sociale nelle aziende agricole
Campania	Legge Regionale n. 5 del 30 marzo 2012	Norme in materia di agricoltura sociale e disciplina delle fattorie e degli orti sociali e modifiche alla Legge Regionale 7 marzo 1996, n. 11
Emilia Romagna	Legge Regionale n. 4 del 31 marzo 2009	Disciplina dell'agriturismo e della multifunzionalità delle aziende agricole
Friuli	Legge Regionale 4 giugno 2004, n. 18 (Art. 23)	Riordinamento normativo dell'anno 2004 per il settore delle attività economiche e produttive
Liguria	Legge Regionale 21 novembre 2013 n. 36	Disposizioni in materia di agricoltura sociale
Lombardia	Legge Regionale 5 dicembre 2008, n. 31 (art. 8bis)	Testo Unico delle leggi regionali in materia di agricoltura, foreste, pesca e sviluppo rurale
Marche	Legge Regionale 14 novembre 2011, n. 21	Disposizioni regionali in materia di multifunzionalità dell'azienda agricola e diversificazione in agricoltura
Molise	Legge Regionale 10 febbraio 2014, n.5	Norme in materia di agricoltura sociale
Toscana	Legge Regionale 26/02/2010, n. 24	Disposizioni in materia di agricoltura sociale
Umbria	Legge Regionale 9 aprile 2015, n. 12	Testo unico in materia di agricoltura
Veneto	Legge Regionale 28 giugno 2013, n. 14	Disposizioni in materia di agricoltura sociale
Sardegna	Legge Regionale 11 maggio 2015, n.11	Norme in materia di agriturismo, ittiturismo, pescaturismo, fattoria didattica e sociale e abrogazione della Legge Regionale n. 18 del 1998

www.reterurale.it

Normativa regionale. Principali elementi in sintesi
<p>➤ Legge Regionale 9 aprile 2015, n. 12 - Testo unico in materia di agricoltura</p> <p>Titolo VIII Sezione III - Agricoltura Sociale e disciplina delle fattorie sociali Artt. da 153 a 159</p> <ul style="list-style-type: none"> • Art 153 AS esercitata da: imprenditori agricoli, imprese sociali (ai sensi d.lgs 155/06 e l. 328/00); attività di fattoria sociale • Art 156 Abilitazione all'esercizio delle attività di fattoria sociale • Art 157 Elenco regionale delle imprese agricole abilitate all'esercizio delle attività di fattoria sociale.
RIFERIMENTI
Legge Regionale 9 aprile 2015, n. 12 - Testo unico in materia di agricoltura. (Testo originario in Bollettino Ufficiale della Regione Umbria n. 21, S.o. n. 2 del 15/04/2015).

www.reterurale.it

The project framework – Work-based learning in Social Farming

What is the general opinion on the project's main objective, namely to exploit SF as an opportunity to personally and professionally empower young disabled students?

As pointed out at the beginning, all respondents expressed their full appreciation of the project PROFARM's goals. A project evaluated positively because it allows to "mobilize the community" around the creation of individual pathways to integration of young people with disabilities, through the operating procedures that take into account student characteristics, expectations, the business environment and tasks to be performed. Of great interest is the whole activity of co-design and construction of trails with players on the ground to know the experiences and needs of young people before they act, supporting the statement of personal identity, the process of choosing and decision, recognition and appreciation of the attitudes.

The project can afford to "go out from their enclosure", to meet, confront and collaborate with others, trying to detect and help young people in difficulty before they leave the secondary school, so ensuring a possible job.

Besides the network actions there are system actions that should directly involve the institutions that guarantee the territorial governance on policy issues for employment,

training and social inclusion. The collaboration with local services is based on a constructive process of sharing objectives and the creation of professional of 'know-how' that can only be guaranteed through the processes of learning and discussion, with the utmost openness to any entity or person that can provide resources and opportunities useful for social inclusion and professional growth of young people with disabilities.

For many young people with disabilities the end of the studies coincide with the exclusion of one's social life. PROFARM can help to link the education system with the labor system, to avoid that these people remain "out".

Social farming allows to realize rehabilitation and inclusive pathways in which the individual is not so much a passive recipient of a social service, but became an active subject itself of their welfare: "we need to stop saying that people need to heal people ... They must have the opportunity to become, to fulfill (...) the starting point is the person! ".

The work in the agricultural sector is suited to times and different abilities of people with mental disorders, and offers a varied range of possible activities that can be done.

Working in the countryside and staying in contact with nature is good for body and mind. "Touch the earth", the agricultural environment and the multiplicity of tasks that can be done gives the opportunity to people with disabilities to enhance their skills.

It is now widely recognized that the natural rhythm of rural life, the physical work, the part of a small family-type core, the contact with plants have a therapeutic beneficial effect. Think of horticulture as a therapeutic and rehabilitative, or to the onotherapy spread, just to mention a few.

The inclusion of people with disabilities in a project of social farming can bring a benefit of personal care, also on the psychological and social level, in addition to therapy, thus offering a complete response to the user's needs. In addition, the agriculture activities allows people with disabilities to follow a path as it unfolds. "Through this project, young people with difficulties can begin a path to approach the world of work." The short chain that characterizes many agricultural enterprises with social vocation can allow students to become aware of all phases of work: "you can follow the entire production process, from planting to harvest, until the sale of the product."

The set of all these possibilities to do, the intense personal relationship, the contact with nature, the realization of a complete job with the satisfaction of a "harvest," determine a positive and comprehensive approach in terms of bio-psychosocial wellbeing, that few other places can offer.

SA propose "traditional relational dynamics" and "working time" suited for people with disabilities. Direct contact with biological organisms allows to perceive the flow of time and seasons according to the rhythms of nature more compatible for those involved. The relative "slowness" of the agricultural production cycles makes the primary sector an area where the pace of work are almost never pressing, allo them to vary the "speed" of machine operations and also to stop, pause to indulge, without compromising the quality of the final product. The smooth running of some farming operations (watering, harvesting of products, sowing in pots) is a typical feature that allows agriculture to involve individuals with physical or mental difficulties.

It is important to design interventions on individual specificities, by defining workplace settings for different degrees of difficulty and commitment. In addition, the intention to develop tools to evaluate the incoming skills of the young people, the monitoring and evaluation of the routes that will be activated, as well as moments dedicated to the comparison between many actors involved are all aspects considered positively by the witnesses.

Please, mention any positive or negative comment on ongoing procedures and practices. Is there any already realized or ongoing initiative that is worth to be described in detail?

This section gives a few experiences observed during the interviews carried out. This is what we were told by the head of the activities with young people with disabilities taking place at the Agricultural Institute "Ciuffelli" of Todi, which has headquarters in the medieval monastery of Monte Cristo: "In the classroom is the latest, but in the greenhouse becomes

the first (...)". Many situations in the greenhouse are changed compared to what happens when you are sitting in the classroom.

The Institute is known for its laboratories, both the traditional teaching and "open air" in seventy-five hectares of the school's farm, which is an educational and social farm of extreme interest. In the land business, apart from arable to traditional field crops, there are vineyards, olive groves, orchards, fields catalog with old varieties and green classroom nestled in the grounds of Monte Cristo hill, where greenhouses, aromatic garden and medicinal herbs, educational forest and a weather station are also present. Also an experimental winery, a cheese factory for the production of typical cheeses, a honey laboratory in the locality Bodoglie, where the stables animal herds and hives of bees are also present, and botanical garden, a historic orchard and vegetable crops are in Pian di Porto.

The "Greenhouse Project" was launched at the ITAS in school year 2004/2005 and, over time, has since been expanded and refined. In summer 2010, an experience that has also involved young people outside the school reported by the Municipality Social Services of Todi. The activity (June-September) was divided into two mornings per week and in occasion the greenhouses have been used to carry out horticultural and ortivo work-type. The students involved in the project activities followed a teaching program for that purpose. Prepared paths that aim the acquisition of professional skills and / or professional competences to the maximum level allowed young people with disabilities facilitate a social and labor integration.

The inclusion of people with disability in a real working situation favors the strengthening of the autonomy and work in greenhouses or otherwise engage in activities of this kind, it becomes an opportunity for overall cure able to increase its residual capacity and, at the same time, making it capable of knowing how to do and then know how to be, improving self-esteem, given the importance of a work role about personal and social identity. "For them, that is, you have to prepare a job that can become a real life project". During winter these activities are carried out in greenhouses and the students, divided into groups according to the degree of disability, performing tasks ranging from simple tasks (watering, cuttings, repotting, transplant, reorganization of the material and the use of less dangerous tools) to more complex and delicate tasks such as pruning and grafting. This type of activity aimed at the acquisition of valuable skills for future inclusion eg in nurseries or farms, according to ITAS. (www.isistodi.it).

"In Serra there are those who want to touch the earth, those who want to control the work of others, those who dedicate themselves to label the plants, and those who write poems. The relationship between student strengthened and diversity can be lost. Some people, having completed the studies, come back and see us." The school becomes an important point of reference - manages to be at the forefront of real processes of inclusion and integration.

Let's move on to another important experience, 'La Smenta' - growers (www.lasemente.it). It is a multi-purpose center with offices in the countryside of Spello and it is characterized by the presence of a Day Centre, a Social Farm and a Rural District. 'La Sementa' stems from the many parents of autistic children who have questioned the future of their sons and daughters after his schooling.

The constructive cooperation between the National Association of Parents of Autistic Subjects (ANGSA) Umbria Onlus and the Umbria Region Department of Health has led to the creation of day center for young adults with autism, a therapeutic rehabilitation center of the network of resources and services related the Department of mental Health of the health institutions. The laboratories set up inside the semi Day Care Center are: ceramics, paper, room service, cleaning and tidying rooms, garden and office, where preliminary skills at providing employment can be learned and the greatest possible degree of personal autonomy achieved (www.youtube.com/watch?v=8ahAPzb6YQI).

There are also expressive workshops, of communication and drama. Pharmacological or hospitalization are not expected in the center, only a family context, qualified assistance from the operators - almost one for person - according to the US program TEACCH. In training the natural environment help them a lot: "the care of the plant is curative, it has a very strong feedback."

Social Farm is a social enterprise, alongside the Day Centre, economically and financially viable, working with public institutions, nonprofit organizations, the varied world of the third sector and the local community.

Crops and spaces are managed by a mixed group of workers, among them there are also people with disabilities who take care of the earth and of various activities, giving priority to organic production, environmental protection, landscape processes with respectful social values. The main structure is a farmhouse being renovated to accommodate external parties through the social tourism functions.

The Rural District of Social Economy has grown thanks to a joint organization whose members are the University of Perugia - Department of Economics / Estimative and Food, Angsa Umbria Onlus, the Agrifood Technology Park of Umbria, the Italian Association for Organic Agriculture of Umbria, the CIA Umbria, the Farm "The two Towers", the Organic Farm "Green Heart", the Farm Filippucci Fabio, the Azienda Agraria Fratelli Properzi and Agricultural Society Maridiana. Events are organized, implemented and commercial trials of territorial and social marketing actions promoted. 'La Smenta' is already working with local schools and co-design paths for autistic children

Other interesting experiences were heard; "Simple", but at the same time of great importance. The "F. Scarpellini of Foligno" Institute brought the agriculture to school. In this case it is a path for young people with disabilities activated thanks to the foresight of the school manager and his collaborators who believed in the benefits of making a vegetable garden at school. Also, the school manager interviewed said that agriculture offers the students multiple possibilities of work, even for those who follow the studies in which the discipline that identifies them most is the economy. In making the garden the children increase self-esteem and autonomy: "They had planted the salad ... So much was harvested!!!, the happiness of the boy who delivered us his vegetables."

There are social cooperatives (in our case it is the cooperative ARIEL) who experience the trails for disabled children making them closer to the world of agriculture.

This is the comment of another teacher: "The land has allowed to keep the boys in class with difficulty, not to exclude them (...) green has been an extremely strong adhesive, and it is good that enhance experiences in this regard."

Here are two other realities that we visited during the interviews: a "historical" (Panta Rei) and one under construction.

The "Panta Rei" project was born with the will to recover degraded and abandoned agricultural areas, but with strong potential. The idea matures within the cooperative 'La Buona Terra', owner of the land and structures, which runs a biological farm and operates as a farm school in the late eighties. The creation of the center is part of the recovery of three livestock facilities built in the seventies and no longer used since the early nineties, which are located in the town of Passignano sul Trasimeno (Perugia - Italy).

The buildings have been recovered using environmentally friendly building materials in their manufacture, installation and use, such as wood, clay, cork, straw, stone, lake cane, which create a strong contrast with steel structures. The ambition is to become a place of research and experimentation, a place where you learn by doing: "each element has been constructed so that the materials can be touch and see." Panta Rei operates according to a methodology related to the practice and a respect of the places, landscape, people and the environment. There many laboratories and experiential journeys made by Panta Rei and also to schools: synergic vegetable garden, yoga and meditation, nutrition and health, green building health, sustainable development and tourism, etc. ([Http://www.pantarei-cea.it](http://www.pantarei-cea.it)). Any form of learning occurs through experience.

Our story ends with a young man who is about to begin his journey from farmer with a strong social vocation. It could be the possible history of many of our young people. It must be said, in fact, that more and more young people are rediscovering the "return to the earth" as a source of livelihood. However there is a clear growing need for training and support targeted to these guys who are setting up in agriculture. It should be realized that today be agricultural holder means being able to master new technologies, learn languages and business to operate on a global scale, respecting the environment and cultural diversity, meet the production needs and the needs of the community, delivering social services, educational and recreational. Who better than a young people?

Well, our main interlocutor is graduate in philosophy, a football player (we like to emphasize

the stereotypes seen in vogue!) and has a big dream, that with fatigue is building: to become a farmer, making the most of a plot of land ownership. To do that you are not arming of large tractors, but is building of terraces according to permaculture holistic system. Passion, enthusiasm, preparation and desire to do ... are some of the things that have emerged from the interview with the aspiring entrepreneur in social farming. Here are the steps: "Some consider us crazy; others see us build the terraces think we are going to set fires ... none of this. We work hard every day - use our hands - firmly believing in what we do: the beans grown with our system are good, like those cultivated by our grandmother! "

In allowing us to take vision of the future company we learned a lot and we were able to observed closely a beautiful bird of prey - and the art of falconry expert. The intent of the young entrepreneur is to create an open company, ready to host and work with young people with disabilities.

We are convinced that it is enough to work the land with their own hands, but at the same time it is considered important in forming marketing. It was an interview from which we remain astonished and filled. The grandma greeted us with enthusiasm, knowing full well the reason for our presence: no closure by those with which agriculture is born and continues to live there!

We conclude this section by referring to an experience, not visited by us, not made in Umbria - but of which we have spoken to some respondents. In addition to the more known experiences, such as -for example - that of social Cooperative Agriculture Capodarco (www.agricolturacapodarco.it), to emphasize that there is a school in Rome (www.itasgaribaldi-roma.gov.it). In 2005-2006, a group of parents of children with autism searching for places and opportunities for growth and care for their children meet and know the reality ITAS G. Garibaldi, which presents itself immediately as an open space in the sense and physical design, in which to test new forms of integration. After many initiatives in which the Garibaldi Institute has promoted, projects such as "The farm in the school", "The care of the land, the land that care."

"The simple garden", and after having sensitized the world of the institutions and the Health, founded in 2010, the Cooperative Agricola Integrated "Giuseppe Garibaldi ", whose headquarters is in a farmhouse inside the scholastic institute's seal, known by the "House of the autonomies". They are the main supporters of the cooperative associations of relatives of autistic children in the city of Rome as well as children with disabilities attending the I.T.A.S. G. Garibaldi and their parents, and the headmaster. The Cooperative produces seasonal vegetables throughout the year in respect of the land and natural production cycle, without any use of pesticides. The planting work, cultivation, care and harvesting of products is carried out daily by the children together with their operators. The also take care of the reproduction of succulents. They also produced olive oil and honey. The sale of fruit and vegetables of Cooperativa Agricola G.Garibaldi occurs primarily at its headquarters "Podere Lazio".

Some numbers: four hectares of land available to the Cooperativa Garibaldi; a AgriAutismo able to accommodate up to 15 people at once; a tavern that is allowing a group of young people with autism to grapple with the catering business and tourist welcome SA 2014/2015. There are 126 members with disabilities in 'I.T.A.S. G. Garibaldi, 58 diagnosed on autism spectrum.

Le attività proposte incidono positivamente sul contesto di "vissuto» del ragazzo disabile poiché si attuano in un ambiente che prevede un piano di studi individualizzato a seconda delle proprie abilità e che vede il coinvolgimento dei compagni neurotipici programmato e organizzato attraverso la pratica del PMI, guidata e monitorata dalla facoltà di medicina e psicologia della "sapienza" DPSS.

The proposed activities have a positive impact on the environment of "lived experience" of the young people with disability since you implement in an environment that provides an individualized study plan according to their abilities and with the involvement of neurotypical companions planned and organized through the practice of SMEs, led and monitored by the faculty of medicine and psychology of "wisdom" DPSS.

Active participation of all actors involved in the life of the people with disabilities. 'La Coop' supports the "Project Charter" activation as a central element in the definition and governance of their life plan. It abandons the classical social welfare model and services -

especially as regards the design of post-students school life. It is a rehabilitative context because allows the expression of "capacity" and harmonize the school activity with the post-school activities (<https://garibaldi.coop>).

If you were the Case Manager.... Describe here the competencies that experts consider to already have in order to take over the role of Case Manager in the PROFARM project's context.

The case manager ensures the needs, plans, implements, coordinates, monitors and evaluates the planned route. Not that must play in person all these complex tasks. Surely it stands as "intervention director", thinking and operating a network (natural, informal and informal) collaboratively with all involved in the construction of the personal project of the recipient. It is building a network of knowledge, people and institutions.

he case manager knows who to ask and determine "who does what." Rises in full as the main responsible of the action plan. It is characterized by a professional resources and expertise needed to evaluate, make decisions and coordinate the work others, "since it can not and should not do everything himself." In his act summarizes the tasks that traditionally are divided between different operators, belonging to the education system, active labor market policies and the social and health. It is a polyvalent figure, "a connecting agent" that is able to overcome the sectorization of services that often act in a somewhat fragmented. Besides social Agriculture by nature it is brought to dialogue different knowledge.

The case manager is proposed as "a valid figure able to integrate the actions", providing continuity to the boy's path.

From the interviews conducted, it reveal interesting definitions that well summarize the role of case manager, "a factor that organizes the work"; "A compass" that with its track, starting with the guy, puts everyone on the network; "A team leader who is in contact with the person"; "A relational guidance"; "An open and flexible person, taking into account the various responsibilities in the field, knowledge of others"; "A link"; "Binoculars", in the sense that as a director says: "Go, help him ... I look at you!".

It plays an essential role, not easy. To ensure that for the intervention to be successful it is necessary that the case manager is an outside professional to the team: "The case manager must live the group."

It is need to put in place the different work modes, jump off the traditional hierarchical systems and the division of labor characterized by rigid specialisms. This does not mean erasing the differences, let alone the responsibility. In this sense, the working group must be flexible, with a great ability to interchange roles, enhancing and tend acquaintance with different and complementary skills also determined by their luggage training source. To overcome the rigid disciplinary boundaries you have to operate in an integrated manner, according to an open approach to different perspectives and possible action.

The move by the team of professional sum to that of "working team" which exceeds the technicality stiffness and the intervention is based on a "shared load weighs in" with the person, family and its context of life.

If you were the Case Manager.... Describe here the competencies that should be improved or acquired and from whom.

Operators to support beneficiaries have very heterogeneous professionalism and vary by type of user. It is necessary that the SA operators, regardless of their field of origin (agricultural, social, therapeutic, educational, etc.) can acquire in their bag of skills a minimum of different knowledge from those initially held

"At the center, there are no services, but the person with his needs, expectations and above all its infinite potential. Around this "central point" there are a number of services that cooperate across the network. The square then it turns into a circle (...) The disabled person is an actor of a way of life and on the basis of where it can be accompanied by different people (...) We need to start from the existing service system, already active and normed. It is optimized, without excluding the possibility of revising and re-qualify".

It is to activate the different modes of work and it does not mean more work. It requires a multidisciplinary cooperation in which the initial efforts can facilitate the path.

This initial effort allow to sweat less in the long run, saving energy and money, as well as to achieve more objectives.

The "Knowing how to communicate" and "Knowing how to work as a team" are the basic axes. Based on what we have been told by our interlocutors, "knowledge" is declined in so many ways:

- Know how to find solutions (propensity to result and the achievement of objectives)
- Know how to listen
- Know how to negotiate
- Know how to weave relationships and manage them
- Know how to move on the territory
- Knowing who to ask and what to
- Know how to organize resources
- Know when to stop!
- Be able to design
- Being able to see what you could do starting from the existent
- Know how to deal with the unexpected
- Know how to manage stress
- Be able to evaluate

We need to know:

- What is social farming: the types and models, its areas of intervention, thinking and language;
- What are the relevant players;
- The European Legislation, National and Regional;
- "Time" (especially the school and agriculture);
- Disability (in terms of operation, activities and participation);
- The different possible routes for different beneficiaries
- The instruments and actions needed to obtain funding.

The co-planning team. Report on any useful information provided in relation to organizational and cooperative aspects of the experimentation proposed in PROFARM.

Our stakeholders have been asked to make an effort of imagination, thinking about a possible team and identifying the most appropriate professional to act as a case manager function. The educator, support teacher and social worker are the most popular figures in the sense that they should always be present and knowing the guy deeply, could rise fully to the role of case manager. Such operators often the educational and / or social system know the external reality, they know how to get around: daily carry out their activities within the community, for the benefit of individuals, groups and families, to prevent and resolve situations of need, helping users in the use of personal resources and of the community, organizing and promoting performance and services to a wider response to the particular situations of need.

What emerges strongly is the need to assess the specificity of the case and the context. Of utmost importance is the involvement of the family, as the first "educational agency". Besides a wider participation of families in the education system it characterizes regulatory guidelines in recent years. The family as a source of valuable information, as well as place where service is the continuity between formal and informal education, is an essential reference point for the correct school inclusion of pupils with disabilities. It is essential that the relationship between the educational institution and the family will be realized in a logic of supporting the same in relation to school activities and the development process of the student with disabilities.

The family can help to bring out the potential, creating a path for that purpose. There are, in fact, the standardized paths. It is also true, however, that sometimes we need to "discuss" - in a good way - on family expectations.

Another important "educational agency" that can and should contribute to the physical, psychological and relational is the School. The presence of disabled students is a situation that requires a reorganization of the system, but - if well addressed - is can also become an opportunity for growth for all. It is integrated / included in a school context when making

experiences, activate learnings with others, they share work strategies arising from joint programming of all faculty curriculum which together define the teacher to support the learning objectives for pupils with disabilities in connection with those expected for the entire class.

The intervention in favor of the young people, especially with disabilities, must be made by providing the involvement of families, school system, social services and / or health services, associations. It is a complex work to be performed on the network, that around the path involves many institutional players and not operating in the territory. It is a widespread educational responsibility.

To work effectively together it must be understood: only through communication a positive relational context within which all resources can express themselves and provide the maximum contribution of which can benefit the person.

To do this it must be put aside the "defensive armor" that can "plaster the choices" on the basis of knowledge of origin: "openness, put on the same level, learn to unlearn" ... are some recurring thoughts that we heard during the interviews.

Many submissions highlighted the importance of monitoring and interventions to strengthen the evaluation tools for input and output.

For many it was the need for advanced interdisciplinary team called to accompany the person to know each other and "speak the same language." As for the "know" it highlights the need for more opportunities for discussion and exchange of knowledge and experience. In terms of "language", some of our key informants have referred to ICF (International Classification of Functioning, Disability and Health).

The ICF classification introduces a universal approach, bio-psycho-social, global and inclusive to explain the health and functioning of the person. According to the bio-psycho-social model well-being and health of the person are the result of many aspects and components that interact with each other dynamically integrated and always influencing each other. The ICF initiates an important conceptual and cultural innovation that redefines and precise, in particular, neutral, impartial value of the concept of disability, freeing it from a simplistic and stigmatizing connotation associated it directly to the physical limitation, sensory or intellectual. Disability is no longer defined as a disease or disorder, but as a general condition that can result from the complex relationship between the health condition of the individual and contextual factors that represent the circumstances in which he lives.

Therefore, it opens the assumption that health and disability are two aspects of the same phenomenon and the ICF appears to provide the reference principles and directions to encourage, in particular, the integration between the pedagogical perspective and the health. The classification may be, in fact, a tool to strengthen and improve the social networking, the comparison within the multidisciplinary teams, collaboration with families and local communities, school integration, participation and social inclusion integration of people with disabilities.

Moments of encounter are required, exchange, but also training on several fronts. To train entrepreneurs and traders who wish to diversify the services provided in the social sphere, thus creating the prerequisites for the creation of alternative forms of income to those purely agricultural. The social Farmer must have the opportunity to learn about the disability, as well as the school needs to know what it can offer the land to their children.

How and when to act and when to stop, when that is necessary an intervention of an operator with the best knowledge and skills that can and must be used in certain critical phases that may arise during the course of employment. It is also desirable a preparation prior to insertion in the company on what the land can offer them, explaining the possible activities and the means of implementation. The "green issues" should be complementary to those undertaken in class.

Very briefly: the agricultural world and the school should know better - opportunities and obstacles - in order to use the situations that you can put in place efficiently, in order to be able to identify and promote valuable experiences.

The Social Farming also means to access funding. Who to contact? How? What are the requirements to access funding? They are mainly young people who desire to invest in SA to

ask themselves these questions. The EU funds are there and in the RDP (<http://www.reterurale.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/15122>) are measures for initiating social activities and services within agricultural enterprises and measures for the information and training of personnel in this field.

In the academic year 2015/2016 is established and activated, at the School IaD - University of Rome Tor Vergata, the University Master's Degree in "Social Farming" (MAS), pursuant to art. 9 of D.M. 270/2004, in agreement with the Network of Social Farms and the OASI Association. The Master's Degree in Social Agriculture is aimed at agricultural and social workers to entrepreneurs who wish to gain knowledge and skills to be recognized as social farming operators, as well as to those who intend to design entrepreneurial paths and social farming networks. In particular, The Master provides knowledge and skills, theoretical and practical, interdisciplinary to: 1) design and manage social farms in a sustainable and inclusive, 2) design and manage local support networks for social farms to promote participation and responsibility (<http://master.scuolaiaid.it/course/view.php?id=25>).

To live an experience in the SA should be heard not as a stopgap, but a great opportunity to exploit. Over the years – with the growth of industry and services – there was a "loss of importance" of agriculture and progressive depopulation of many rural locations. Among the career choices of young people definitely want to be a farmer does not yet represent the outlet of choice.

And here, then, the important aspect of implementing a much-needed awareness of the territory. Share experiences, illustrate the potential of the earth, not only to young people, but especially to their families. Must break down the possible resistances at seeing their child not behind a desk, but in the middle of a field. An assertion that "No, you do not want to send him to do the digger?", You must know how to motivate the possible route, explaining also that today agriculture is no longer considered a "poor relation" of the economy and represents an industry forefront.

Desk research on good practices of co-planning in social-working inclusion paths

Please, integrate the information provided here above with brief references and description of any other relevant publication, study or research, practice, project or personal experience that has not been highlighted with the interviews, but you consider useful for the preparation of a structured questionnaire on co-planning in Social Farming.

There are three European projects that we report here:

- "SoFar" is an international research support initiative for Europe's rural policies funded by the European Commission within the Sixth Framework Programme for Research and Innovation). The main purpose was to support the construction of a new institutional for "social farming environment". The project started in May 2006 and had a duration of thirty months (<http://sofar.unipi.it>; http://sofar.unipi.it/index_file/results.htm). SoFar is promoted by several European Organisations, Involving about 20 researchers from Italy, the Netherlands, Germany, Belgium, France, Slovenia and Ireland.
- The MAIE project- Multifunctional Agriculture project in Europe, co-financed by the EU under the Lifelong Learning Programme (LLP) for the period 2011-2013, focused on Agriculture Social in order to create a European training network (network) through the development of an educational curriculum directed to farmers and other rural entrepreneurs from various fields (social, health, legal and educational). The curriculum is based on the collection of information, tools and existing projects in each country and will be elaborated on the basis of recipients' needs, namely students, educators, farmers and members of the legal and social sector. The curriculum has been designed using ECVET and translated in 6 languages. To ensure that the results will last over time, it has been implemented a National Competence Centre and a virtual Transnational to connect with each other to provide the information regarding the European operations multifunctional agriculture and social farming. The project (www.maie-project.eu) involved the following partners:

Toh -Thüringer Ökoherz e.V. (Germany), -PETRARCA European Academy for the Culture of Landscape (Germany), AGROBIO -association for the Organic Agriculture (Portugal), AIAB - Italian Association for Organic Agriculture (Italy), MTT Agrifood Research (Finland), LEI (Wageningen University and Research Centre), AREA viva - Association for Ecology and Agriculture (Czech Republic), AGRARIAN UNIVERSITY (Bulgaria), HAS Den Bosch University of Applied Sciences (Netherlands), coop. CERCICA (Portugal).

- The Project DIANA, Disability In sustainable Agriculture: a New Approach for training of practitioners (www.eraldoberti.it/progetti/progetto-diana; www.projectdiana.eu) - finished in late 2012, comes from the awareness of a need dialogue and self-reflection among agrarian air operators and air operators in the educational context of social farms. There was the intervention of local universities to address agrarian. The operational framework has been to the ICF and its bio-psycho-social logic.