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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

GERMAN 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	
<i>Has the research been conducted at local, regional or national level? Please, explain why and how this is relevant for your Policy Influence Plan.</i>	
<p>The following research has been conducted on a national level. This has mainly two reasons: According to our Policy Influence Plan we are trying to tap into the experiences and resources of farms and Lebensgemeinschaften (living and working communities) that are members of the Anthropoi Bundesverband and conduct social farming according to anthroposophical principles since the 1980s. This is also where we want to establish the methods and programs gained as the result of the Profarm project, hoping that from there they will emanate into the general society. These anthroposophical farms and Lebensgemeinschaften are distributed around all Germany with no single regional or local concentration that would provide enough opportunities to test and validate the Profarm framework. Besides this, the federal structure of Germany leaves most matters concerning school and job training in the hand of the states while the national employment agency (Bundesagentur für Arbeit) regulates and finances programs aiming at the work inclusion of persons with disabilities (Berufsbildungsbereich) on a national level. Since the Profarm programs will mainly fall into latter category, the Bundesagentur für Arbeit is one of the natural partners for the policy implementation.</p>	
<i>List here below all the experts/professionals who have been interviewed/contacted by your organization</i>	
EDUCATION AND FAMILIES	
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Interviews with the public employment agency have been scheduled, but could only be obtained in August.

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 SF sector in Germany is developing quickly, but there are still fewer farms practicing SF than in other European countries. Most SF farms are actually 'sheltered workshops' (Werkstätten für behinderte Menschen – WfbM) which offer jobs in the 'green area', rather than productive farms that offer jobs for people with special needs. There are farms that practice SF which are connected to a full-stationary institution (for people with special needs) and those where one or more clients work. The SF sector lacks organization. Those farms that do practice SF often are members of social institutions (e.g. Camphill association, Anthropoi Bundesverband, Diakonie, Caritas, Lebenshilfe, Arbeiterwohlfahrt). An association called alma e.V. is connecting providers and users of Social Farms, and the Deutsche Arbeitsgemeinschaft Soziale Landwirtschaft (DASoL, German Association for Social Farming) has been built up as a national umbrella organization for networking amongst Social Farms. But there is no guaranteed financing for this kind of associations.

Some German states (i.e. Bavaria) have officially recognized Social Farming and are working to improve regulations and financial aids.

In 2017 a new law ('Bundesteilhabegesetz, BTHG') will offer new regulations for the participation and inclusion of people with special needs in the labor market. There is a lack of cooperation between the agricultural and the social and health sectors in Germany. Currently the owner of a farm needs either to have a strong personal interest to get into SF or it has to be an organization that already is financed through the 'sheltered workshop' scheme. It was said, that once a concept in vocational training has been approved by the national employment

agency, there are no further checks of the qualifications of employees unless specific problems get reported. There is a significant difference between rural and urban areas: with rural areas offering jobs in SF but lacking in interested people and urban areas having the people but lacking those job opportunities.

Values of SF are: The individual adjustable work places that SF is able to offer. There is a synergy effect between farms (who need extra help) and clients with special needs (who need a work place that is adjusted to their specific situation). Working on farms offers unique benefits for people with special needs (working outside, working with animals and plants, working within the change of the seasons; the work in itself has therapeutic effects). 'SF is a contribution to the community. It gives the opportunity to practice agriculture in simple structures, it can go back from being mechanized to a community-based work where you can find people working on the fields. It creates a place of quality, where people can learn that all the food we need can be grown on a farm, they get back the connection to their food, they become aware that farming with livestock doesn't have to be done with just one animal breed, it is possible to farm with a big variety of animals.' (RK) SF offers a sense of being useful to the society and contributing to the public which seems very important. Work in the SF makes the clients feel important. Unlike conventional farming practices SF offers the possibility to work in a way that is more humane and conscientious in regards to the environment. Unlike conventional farming SF does not rely heavily on the monocultural use of huge areas of farmland – it provides diversification which has positive environmental effects.

Risks of SF are: Clients can become isolated. Regulations are not well known. To work with clients with special needs is expensive and not well compensated. Industrial methods of agriculture cannot meet the needs of SF since conventional farming has become too mechanized to be an attractive working place for people with special needs. Farming in SF cannot be seen as an economic factor but rather as part of the public welfare. Not every person is qualified to do a job in SF. Some farms might take on people with special needs to get cheap labor without giving them the necessary care.

Challenges of SF are: Attending clients in times of crisis. Organizing the finances of a farm. Working hours that usually depend on outside factors (e.g. weather conditions etc.) and aren't in sync with the 'normal hours' of housing institutions for people with special needs. Financing structures are different in each German state and vary depending on the kind of special need a client has. Quality management of the social work in the farms will also be a main challenge for the future since there are no SF specific regulations, definitions or legislation. The general awareness of the society for SF needs to be raised. It is important to stay as close to 'normal agricultural farming' as possible to really produce 'inclusion'. Clients often need longer to learn the tasks needed on the farm and they do/want to retire later, producing elongated times in which the payment doesn't match up with the actual workload. Farms that work ecological are often too small to be economically sustainable, but small farms are usually better suited for SF.

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?

Working in SF can be a good opportunity for people with special needs. It can be used as an interim time for them to focus on themselves after leaving their families. In SF there are many tasks that can be done by people with disabilities after some training and with the supervision and help of someone. The work on a farm in itself can be therapeutic and the results give the students a feeling of accomplishment and self-worth, especially for people with biographical problems. Being able to do these tasks might enable young people to find work on the regular labor market – but their abilities might not be enough to find work that is not refinanced by the public hand. This can also lead to disappointment. Neither the farm nor the student can be left alone during the apprenticeship or the following search for work on the labor market – they need someone to accompany these processes and they have to be tailored to the special needs and abilities of the person in question. Finding work in 'normal' farms can be challenging since many of the tasks that can be done on SF farms by people with disabilities are mechanized, as industrial farming has strongly reduced hand labor within the last decades. Farms need a good network to share experiences and support.

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?

A farm named 'Hofgut Richerode' made good experiences giving the clients the opportunity to do work with their own responsibilities, i.e. to be responsible for agricultural machines. They work very open and flexible and challenge the clients.

In Switzerland there is a government funded farm called 'Gut Reinau' with all the employees being professionals in both, farming and social work.

There is a school in Warstein that offers internships in the 9th and 10th grade. For 2 years students work on a farm for one day/week and get into contact with all the different areas.

The 'Gutshof Warstein' offers qualifications as 'horse nurse' and as 'agricultural allrounder' which can be obtained after a 2-year apprenticeship. All the clients that have graduated so far have found employment afterwards.

The 'Buschberghof', that integrates psychiatric patients, uses a kind of shareholder system to finance its work in which every 'shareholder' pays an amount of money that is set in a shareholder-meeting once a year and receives produce from the farm as compensation (Community-Supported Agriculture – CSA).

The 'Gemeinschaft Altenschlirf' offers work in the agricultural sector and usually trains clients for 1 to 2 years for their specific tasks (within the system of WfbM). Weekly lectures center around the rhythm of the year and the theory of agricultural work.

In the 'sheltered workshop' system clients are able to get qualifications for defined small tasks they have learned as a proof of which parts of a job they are able to do – they are called 'Qualitätsbausteine' (qualification building blocks).

For professionals working in SF who want to improve their skills working with and supporting people with special needs can obtain a qualification called 'FAMIT' (Fachkraft für Milieubildung und Teilhabe: Expert for milieu creation and inclusion).

In Germany there is a system called 'Werker-Ausbildung' for people with special needs that offers adapted versions of usual apprenticeships.

Good networking between SF farms is a crucial aspect in order to help, share, and support each other. Besides the SF farms local suppliers and also customers of the farms are an important part of these networks.

Job training in SF has to be centered around the question 'what do I want to be?' rather than 'how much money will I earn?' The focus of qualification lies on the improvement of personal abilities and individuality rather than to make people with special needs a functioning and productive part of our society. This approach is based on the anthroposophical philosophy.

If the workload of the employees who train students with special needs in Social Farms gets too high they usually lose the ability to react properly in accordance to the special needs of the clients.

In Bavaria persons with learning disabilities can be trained as "Fachpraktikerin/Fachpraktiker Landwirtschaft", a 3-year apprenticeship in farming.

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 needs to know about different types of disabilities and their proficiency – they should be able to identify possibilities. They need a professional background in social work and education.

They need knowledge of agriculture and to have an overview of the curriculum of an apprenticeship therein. They need to be able to design individual training concepts for their clients.

They must be able to communicate and mediate between the farmer and the client.

They need empathy, respect, patience, calm, and an open mind as well as being a good judge in emergency situations.

They have to know about the legal and financial situation of SF.

The requirements for the "Bildungsberater" at the "Ämter für Ernährung, Landwirtschaft und Forsten" (<http://www.stmelf.bayern.de/aemter>) may be closely related to those of the case manager.

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

They need to keep informed on the ongoing discussion about inclusion. The competencies that should be improved depend mostly on the competencies that the case-manager already has. E.g. a social worker needs to be educated in farming while a farmer needs to learn social and pedagogic skills.

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

The makeup of the co-planning team depends on the individual needs of the client. It should include a lawyer for legal matters, a psychologist and a medical doctor to determine the physical and psychological fitness of the client, a social worker (with knowledge of the applicable laws), a farmer, education professionals, physical therapist. The farm and the case manager need regular supervision and mentoring. Within the organic farmer's association people are very positive about SF. They want to contribute and are just waiting for someone to start. The employment agencies in Germany are financing less and less opportunities for work or apprenticeship in the 'green sector' because of the increasing mechanization in industrial farming. Many stakeholders are active in SF but lack an appropriate platform to network.

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.

Experiences from European projects on training in Social Farming

"Social farming" and "Green Care" are being developed throughout Europe: farms which put the "multifunctionality" demanded by the policy makers into practice, contributing to the creation of jobs in rural areas through the creation of social services. Social farming includes agricultural enterprises and market gardens which integrate people with physical, mental or psychological disabilities; farms which provide opportunities for the socially disadvantaged, for young delinquents, those with learning disabilities, addicts, the long-term unemployed and active senior citizens; school and kindergarten farms and much more besides. Social farming includes elements such as inclusion, rehabilitation, training and a better quality of life (VAN ELSSEN & FINUOLA 2013). Starting with the European Community of Practice Farming for Health (HASSINK & VAN DIJK 2006), research activities were set up: the COST Action 866 Green Care in Agriculture (BRAASTAD et al. 2007) and the EU research project SoFar (DI IACOVO & O'CONNOR 2009).

Which demands on education result through the increase in Social Farming in Europe? Which training approaches ensure a professionalization and quality assurance of social farming activities? Three European projects have been carried out to elaborate training tools for practitioners. Within two "Leonardo-Projects" supported by the European Lifelong Learning scheme educational needs were identified: The DIANA project (Disability in sustainable agriculture – a new approach for training of practitioners, www.projectdiana.eu) dealt with the demands of practitioners with different professional background working on social farms. The MAIE project (Multifunctional Agriculture in Europe - Social and Ecological Impacts on Organic Farms, www.maie-project.eu) developed a curriculum for farmers interested in integrating social work into their farming concept. Both projects started by identifying the requirements of practitioners by conducting expert interviews. In DIANA training tools were developed and

tested on social farms. In MAIE a curriculum for farmers has been developed based on experiences in countries with advanced Social Farming networks (especially The Netherlands and Italy).

The results of the MAIE-project have shown clearly that there is no standard or curriculum available across the European Union to qualify entrepreneurs and employees of organic green care farms working with disabled people. The state of the art and the limitations of existing pedagogical materials in this area is documented in the executive summary of the DIANA project which aimed to close a serious double gap: the lack of technical competencies of the trainers and tutors with psychological or educational background and the lack of educational and psychological competencies of agricultural technicians.



Figure 1. DIANA project logo

Closing these gaps is extremely relevant because social farming has positive effects on the social inclusion and the protection of the environment, as it already offers extraordinary possibilities for the training and employment of persons with various kinds of special needs. DIANA developed an integrated and joint training programme for practitioners in order to make them able to face the complex realities of Social Farming. This approach – to train workers with technical backgrounds and practitioners with socio-educational or psychological backgrounds together – will be the basic approach of the INCLUFAR curriculum. To conduct a proper training several requirements must be met:

- technical knowledge and the ability to mix competences
- the ability to tackle ecologic, social and economic questions
- the ability to assess every client individually
- activities, kind of training and contents must be at an high research level and specific to the staff
- experiences in co-operation.

Although green care enterprises started to emerge and to get public awareness in the past decade there is a lack of qualified staff specialised on both, agriculture and horticulture, and special care related professions. The results of the past EU-funded green care projects SOFAR, DIANA, MAIE and others document the need to develop appropriate VET curricula.



Figure 3. Logo Inclufar project

A next step has been the INCLUFAR project (2013-2015, www.inclufar.eu): The project “Inclusive farming – transfer of concepts, experiences, skills and training tools for Social Farming and eco-social inclusion” was funded by the “Leonardo da Vinci - Transfer of Innovation” scheme. Based on the experiences above and two already existing trainings with a 3 year curriculum (FAMIT and BALTIC seminar) a participatory transfer to “target countries” in Eastern Europe was planned. The project has merged these concepts in the INCLUFAR curriculum and transferred this

innovative result and adapted it for the needs and VET structures of the partner countries (VAN ELSSEN et al. 2014).

The previous projects have shown that there is a crucial demand on curricula for social farming enterprises for both, staff and entrepreneurs. To address this demand and to ensure professional didactics, material and capacity resources in vocational education and training (VET), INCLUFAR aimed to transfer a well-established and approved curriculum and the gathered experiences to green care enterprises which link both areas:

- a) inclusive care for individuals with special needs and



Figure 2. Logo MAIE project

b) inclusive work with nature in organically cultivated farmland.

An important output of the project has been the INCLUFAR Handbook for the planning, setting-up and support of inclusive farming for farms, social work initiatives and regional development" (HERZ & VAN ELSEN 2015). This handbook is a guideline for planning and setting up initiatives and projects in inclusive farming in Europe. It aims to enable farms and social organisations to become familiar with important elements and processes for developing social businesses and for putting these into practice. This handbook therefore provides assistance for farms, social work initiatives and regional development in the planning, setting up, implementation and support of inclusive farming at each location. It describes the necessary conditions and resources in terms of materials, organisational structures, financial requirements and qualifications and gives practical tips for developing a further training qualification. This handbook and the people trained on the "INCLUFAR Curriculum" shall provide support for agricultural enterprises and social organisations to put inclusive farming into practice. This includes the interdisciplinary cooperation between farming, social services and regional development with the aim of integrating people with special needs, as set down as a goal in the UN Convention on the Rights of Persons with Disabilities. The handbook is aimed at farmers, tradespeople, social workers, public institutions, educationalists and non-governmental institutions of further education. The handbook aims to encourage implementation adapted to differing conditions, as exist in the countries involved in the INCLUFAR project. In addition, the handbook aims to provide assistance for people in need of support in articulating their own needs. Versions in several languages (English, German, Dutch, Bulgarian, Estonian, Finnish, Norwegian and Turkish) are available at www.inclufar.eu). PROFARM intends to implement the next step: a training approach for young people with special needs.

The "Akademie für Diversifizierung" offers a broad spectrum of vocational education and training, some of them aimed at farmers or professionals in SF (www.diva.bayern.de).

Sources:

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