Inclufar

Inclusive Farming

HANDBOOK

FOR THE PLANNING, SETTING-UP AND SUPPORT OF INCLUSIVE FARMING
FOR FARMS, SOCIAL WORK INITIATIVES AND REGIONAL DEVELOPMENT

www.inclufar.eu

Inclufar

Inclusive Farming

HANDBOOK

FOR THE PLANNING, SETTING-UP AND SUPPORT OF INCLUSIVE FARMING
FOR FARMS, SOCIAL WORK INITIATIVES AND REGIONAL DEVELOPMENT

C O N T E N T

INTRODUCTION

This handbook 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.

The handbook has been produced as part of the EU Leonardo da Vinci **project INCLUFAR – *Inclusive Farming*.** Farms which have contributed to the project include the Hofgemeinschaft Weide-Hardebek in Germany, Tapola in Finland, Pahkla in Estonia, Urtica de Vijfsprong in the Netherlands and the Loidholdhof in Austria. Besides biodynamic agriculture and anthroposophical social therapy, these farms

offer various activities as integrative kinds of work, such as gardening, baking, building, joinery, packing, housekeeping, a farm shop, café and administration. The partners are already putting the demand for inclusive living conditions into practice, and are constantly developing the idea and practice of different kinds of social farming.

This short version of the Handbook collates the important points in the languages of the countries involved in the IN-CLUFAR project. A detailed long version is available in English and German (see www.inclufar.eu).

In addition to farmers, gardeners, craftsmen, social workers and public institutions, this handbook is also intended to be used by the disabled to assist with developing inclusive conditions and to articulate their needs for participation in the rural environment.

In this handbook we purposely avoid the use of „easy language" as it does not conform to our understanding of an inclusive approach. We try to enable people in need of support to use this handbook by dividing up the text, highlighting important keywords and graphical support.

Collaboration with „Ways to Quality" has given rise to many suggestions, materials and instruments for which we wish to express our sincere thanks. This quality management process is certified throughout Europe and is applied by some of the project partners. (www.wegezurqualitaet.info)

1. KNOWING WHAT NEEDS TO BE DONE - AIM AND GUIDING PRINCIPLE

Basic principles for agricultural value creation

Agriculture is dependent on the – principally finite – resource of the soil, through which it both consumes and repeatedly renews its own means of production. It must therefore be viewed differently from trade, industry or production-related services.

If the value added stream is considered as a continuum between nature, or the raw material side, and culture, or the processing and consumption side, then agriculture clearly belongs at the „**natural pole**" of the **value creation stream** as it uses nature itself as a means of production. It must address the question of whether it improves nature and therefore cre-

ates value, or only exploits it! In this process it lays an important foundation for existence and life for the other end of the value added stream, the "**cultural pole**", which supplies the „nourishment" for the largely non-material needs of human life. This idea is very important for inclusive farming, because it emphasises how the social task of agriculture goes far beyond the production of milk, meat and potatoes. People also need the „nourishment" of meaningful work and a fulfilled life.

Guiding principles for inclusive farming

The aim of social or inclusive farming is to create working environments which enable people with special or limited abilities to undertake meaningful activities. Everyone should be able to contribute to the creating of value. A business idea like this can be formulated as a guiding principle. A guiding principle describes in an ideal form what the business would like to be and to do, and is therefore a promise both inwardly and outwardly.

We speak of social and inclusive farming, because in recent decades farms and working communities have been established which do more than producing grain, vegetables, meat and milk. They have found that **working** with the soil and the crops and animals can be stimulating, **beneficial and healing** for people in need of care or with very specific abilities.

In 2004 the European working group Farming for Health was established, creating the opportunity and incentive for developing „agriculture" increasingly in a direction which contributes to the health of both people and nature, where it integrates social aims, develops the cultural landscape and conserves biodiversity. Social farming, which has a salutogenic effect, i.e. which not only prevents illness but promotes health. A new guiding principle!

Working in an agricultural business creates meaning

A large proportion of farms engaged in „social farming" – which has now become an established term – operate organically or biodynamically. Work to maintain a healthy soil, healthy plants and healthy animals; work with natural and living products; a farm organism where it is clear which materials and substances need to be used and which seed should be sown, is a very good basis for meaningful, beneficial and healing work. It offers many ambitious opportunities, and the essential workplace order, safety and cleanliness can be directly experienced as necessities. The overall range of work can support and re-establish the inner rhythm and order which are sometimes lacking in people with mental disabilities.

In social farming the land and soil, buildings and machines are often owned by charitable organisations. This underlines the obligation to work for the thing itself. But this by no means excludes productive work and economic gain. (cf. Section 7)

These are the sort of ideals and ideas which are expressed in a guiding principle for the staff and as orientation for interested parties, customers, authorities and suppliers.

From integration to inclusion

The requirement for „inclusion" based on the **2006 UN Convention on the Rights of Persons with Disabilities** brings a new impulse to the development of social farming. This demands a change in viewpoint: whilst „integration" meant creating places in society for people with disabilities, inclusion means that people with disabilities are simply members of society with full rights and duties and complete freedom to make decisions

about their own lives. It is not carers or social authorities who control the affairs of people with disabilities but principally the disabled themselves. Where guidance and support are required, this can only take place against the background of the right to self-determination and decision-making. Along with the **participation** that this entails there is an associated „**contribution**" because every person can give something towards the well-being of the whole.

Guiding principles for inclusive farming organisations

Guiding principles contain important information as „a promise both internally and externally".
It has proved useful to divide guiding principles into a **core guiding principle** and **concepts**:

a) Core guiding principle
This part of a guiding principle should provide fundamental information and be applicable in the longer-term, providing the standard for all concepts and activities.

Elements of the INCLUFAR core guiding principle might be:

- Agriculture as a farm organism
- Biodynamic farming methods
- Meaningful work
- Education and training
- Salutogenesis
- Eco-social inclusion
- Human dignity
- Work based on the UN convention for persons with disabilities
- Development of rural environments

b) Concepts

All fields of work which occur on an inclusive farm are described as concepts, e.g.:

- Living
- Farming/Gardening
- Workshop
- School
- Education
- Cultural activities
- Artists' studios, craft workshops
- Commercial trade and production

What inclusive characteristics distinguish each of the individual concepts?

Every concept which is used needs to have a description of its basic characteristics in terms of:

» Target

» Target group

» Methods

» Requirements (where? what equipment? what competencies?)

» Intended results and quality criteria

» Inclusive Profile

Questions which assist with the establishment and development

» Are the client needs to which the farm wishes to respond understood clearly and precisely?

» Is this expressed clearly in the guiding principle?

» Has it been established who will carry overall entrepreneurial responsibility in the long-term?

» Has the current guiding image

• been communicated to the staff?

» been mentioned and made available to clients and cooperation partners?

» Is there a statement on inclusion in the guiding principle?

• Is there a concept for this?

» Are there statements on eco-social inclusion?

» Are there statements on a salutogenic approach?

(These questions and those in the following sections have been formulated based on the handbook produced by the „Werkstatt für Unternehmensentwicklung" (see http://www.werkstatt.biz).

---

2. TAKING RESPONSIBILITY - MANAGEMENT BODIES AND RESPONSIBILITY STRUCTURES IN A SELF-GOVERNING SOCIAL FARMING COMMUNITY

Farming as a special form of activity and enterprise

Every company develops an inner structure because it is important for good working processes and productive collaboration that everyone knows what they have to do, what they are responsible for – and what not! This is connected to issues of rights and ownership but also to the question of what I may and must decide myself and what others decide. Nowadays a „business structure" of this kind is usually shown by an organigram. It shows the important areas and responsibilities and the hierarchical structure associated with this. Here is a simple example:

```
                        MEETING OF MEMBERS

        Management team                    Quality Management

   Management accommodation    Management workshops

        Houses        Supported living        Workshop A
```
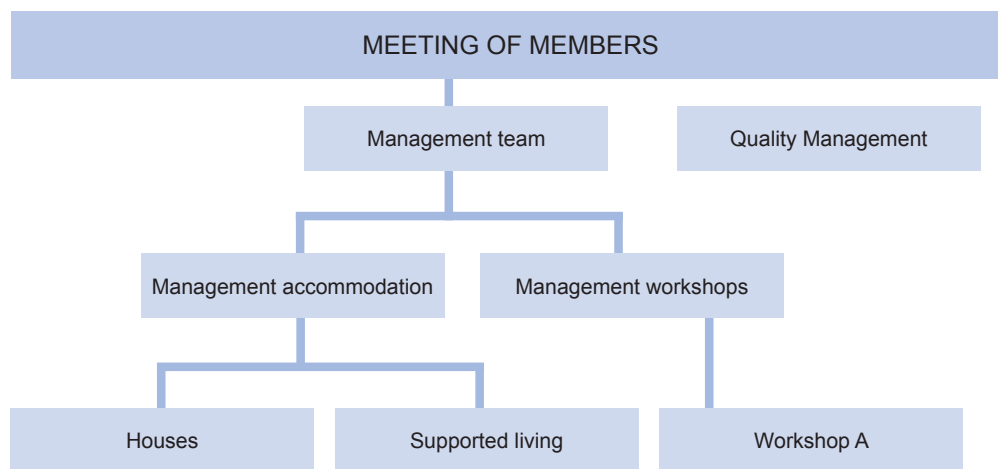
Many social farms are set up with separate legal structures:

» The land, buildings and possibly long-term investment in machines are devolved onto a charitable organisation (association, foundation, cooperative) due to the possibility of enabling wide participation. These functions are often carried out on a voluntary basis.

» The daily running is organised in a form where decisions can be taken and processes managed immediately or at short notice (e.g. a gGmbH or GmbH). These functions are performed as a main job and are paid.

For its job positions, social farming usually chooses social and legal forms for which state funding is available in the country in question. Careful attention must be given to the kind of form which is chosen for social farming!

The different tax regulations of the various countries play a part in deciding these organisational questions and legal forms.

Inclusion

On the topic of inclusion, every working community needs to answer the question of how people in need of care are to be **included in the processes of responsibility and decision-making**. In every EU country there are legal requirements for establishing representational bodies for such people. This is compulsory. The „solution", and therefore the exciting part of the challenge, lies in whether and how people in need of support can be represented in a joint decision-making process in the body responsible for this.

Included in the processes of responsibility and decision-making.

Dynamic delegation – a method for allocating responsibility

One way for developing legitimating functions and organs is „dynamic delegation" (see www.wegezurqualitaet.info). This controls and legitimises the distribution of responsibility for different tasks. There is a clear description of the **sequence of processes**:

(1)   Starting from the definition of the problem

(2)   The principles are studied and clarified.

(3)   This is followed by a process of questioning and searching for a solution by specifying the type of task and the people who can take this on.

(4)   This is followed by decision-making and finally

(5)   Implementing the decision,

(6)   And a systematic reflection in the form of a review and report

(7)   And sign off.

The processes of review, report and sign off ensure that the tasks are always reassessed and either delegated to the same person or group or transferred to others.

This Process of 7 steps has been developed by "Wege zur Qualitaet/Ways to Quality" and is established as a reliable instrument in various fields.

Questions which help with the development of a meaningful work and responsibility structure:

» Which tasks and responsibilities structure (**organisational structure**) is appropriate for the work, in other words the guiding principle and stage of development of the organisation (young initiative with a totally flat hierarchy and the motto "everyone does everything" or a large well-established facility with different areas and tasks and the motto "everyone knows what they have to do")?

   • Have the lines of responsibility been clearly described and communicated to all staff?

   • Have we shown this in a clear **organigram**?

» What special features arise from the stage of development of the organisation (founding, growth, maturity, change/crisis)?

» Which development and career paths are we able to offer in terms of responsibility and leadership?

» Do we have processes and regulations which are clear and appropriate to the tasks and do all those involved know about these **(process organisation)**

» How are those in need of care incorporated into the **responsibility and decision-making structures**?

   • How is this participatory process organised, documented and evaluated?

   • What indicators have been identified for the quality of the degree of inclusion achieved?

» Is the requirement for inclusion reflected in the organisational design and the decision pathways?

» Are those with responsibilities able to exercise their leadership and guidance functions?

» Which areas of responsibility can the members of staff take on?

3. KNOWLEDGE OF WHAT IS NEEDED – QUALIFICATIONS AND COMPETENCIES – THE FARM AS A TRAINING COMMUNITY

Qualifications and competences

Every organisation requires particular qualifications so that it is competent to carry out its tasks. The **qualification standards** come partly from the remit itself, i.e. the guiding principle and its implied requirements as well as the requirements coming from the legal situation in the country.

In social organisations, the basic qualification standards required are those prescribed by the country's social system. If both these areas are combined as in social farming and if the remit is further increased, as in **inclusive farming, then both qualifications are required**. On our partner farms there is also the situation where both types of qualifications are provided by different people.

Besides the two above-mentioned **specialist requirements, good communicative skills** are also essential and there is a need for people who are prepared to take on guidance and management responsibilities – a requirement which is not necessarily provided by a good technical qualification.
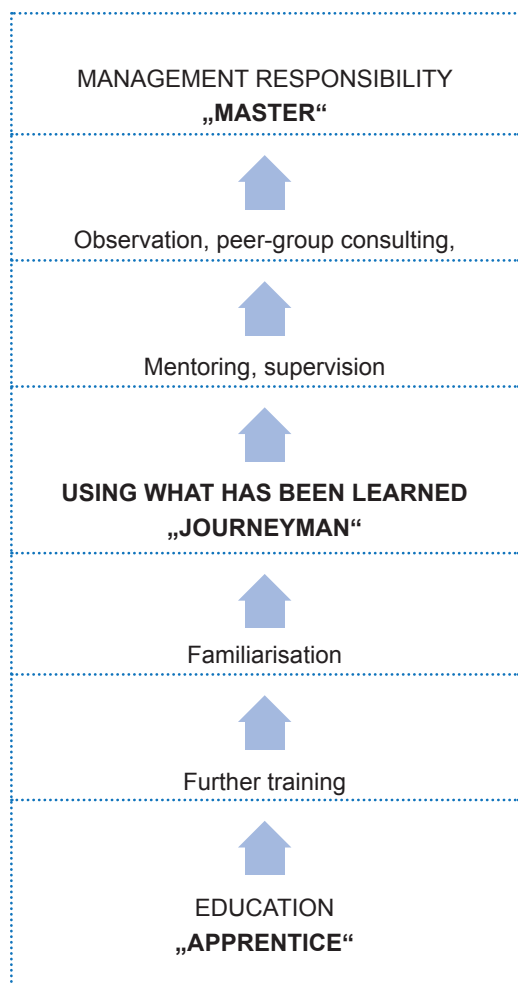
We therefore need three different skills:

(1) Specialist (agriculture and social work)

(2) Communicative

(3) Business (economics, management and leadership)

An inclusive agricultural working community therefore requires the following qualification and training processes. It can provide these itself or organise them in conjunction with other farms or educational establishments. There must always be someone on the farm who is responsible for training and **personnel development** and who coordinates the processes shown in the diagram:

To train the necessary attitudes and skills, a training course "INCLUFAR-Curriculum" has been developed and is available on the homepage as well as an "Occupational profile" for an "Expert for Inclusive Farming and Rural Development" (www.inclufar.eu)

MANAGEMENT RESPONSIBILITY
„MASTER"

↑

Observation, peer-group consulting,

↑

Mentoring, supervision

↑

**USING WHAT HAS BEEN LEARNED
„JOURNEYMAN"**

↑

Familiarisation

↑

Further training

↑

EDUCATION
„APPRENTICE"

The farm as a place to learn

1. Which training requirements are there on the farm?

2. „**Training**": What training opportunities does the farm offer for students, trained journeymen and masters, for social workers, remedial teachers, experts for supporting people with disabilities in workshops?

3. What training and education opportunities for this work still need to be developed?

4. What training areas and opportunities for acquiring the necessary abilities and skills exist or need to be created?

5. „**Graduation**": How are the decision-making procedures for training courses, seminars etc., decision-making criteria, schedules for further education processes, etc. organised?

6. „**Further training**": How can experience be systematically built up, reflected on and evaluated and the corresponding conclusions drawn?

7. How can technical, social and personal skills and knowledge be enabled to „mature"?

8. How can a „**master**" (in technical, social and personal competence areas) be achieved by enough people on the farm?

Development organisation (= decision-making structures), processes and procedures (= core and secondary processes) are areas and tasks which require to be learned on a farm. An organisation which learns and evolves achieves the necessary personnel development concept by working through the stages shown in the figure.

Broad professional qualification or double qualification

Social farming has two **areas of qualification**: farming/gardening and social work.

1. **Farming** demands a wide knowledge and experience in different areas of production, from animal husbandry via crop growing to marketing and administration. Additional areas include growing special crops, gardening and landscape management. In social farming in particular there is also a broad range of product processing such as a cheese dairy, bakery, farm shop, farm café, a box scheme, stands at weekly farmers' markets, seed production etc. Added to this is the managerial work and dealing with the significant amount of funding and subsidy schemes.

2. A training in **social work** is concerned with a picture of the human being, diagnostics, pedagogy, care, social law and social policy.

We thus have two completely different specialist areas and very different working rhythms: one is determined by the rhythms of nature, the seasons, the weather, etc. while the other is determined by relationships, social issues, health matters and bureaucratic regulations! Added to this are all those areas which are needed for a „home", such as therapies, doctors' visits, the administration of pocket money, transport, cooking, washing, all the way to cleaning.

The challenge of working across professions

Both areas of work meet in social farming! It cannot be taken for granted that this meeting is beneficial and healing, but experience shows that it is possible to combine not only the different rhythms but that living conditions arise which really offer support for those working in them and provide enjoyment and meaning – if the necessary qualifications are already there or can be obtained.

Competencies required for social farming

Within the framework of the MAIE project, FREISEN (2012) carried out a survey of 13 experts on the necessary competencies which need to be acquired during training:

The following are some of the topic areas mentioned by three or more experts:

- Farm economy
- Dealing with clients
- Work support and excessive work demands on the clients
- Health education, types of illnesses
- Work organisation, planning and structure

- Health and safety measures
- Organising the farm
- Developing, formulating, examining and implementing goals
- Livestock and clients
- Accommodation for clients
- Legal basis and provisions
- Effects on and integration with private life and family life
- Suitable work for those being cared for
- Opportunities and risks in daily work
- Conflict management
- Documentation
- Effects on the farm
- Cooperation and farm networking.

Examples of frequently mentioned further training topics (from KOCH 2011):

Area	Topic
Pedagogy/ Social work	» Behavioural difficulties » Violence & attacks » Love, friendship, sexuality » Couple counselling » Free time activities » Specific clinical pictures » Double diagnosis » Communication » Non-violent communication » Inclusion & decentralisation » Social service » Anthroposophical social therapy
Farming/House management	» Production processes » Product quality » Legal provisions » Riding, use of horses
Management	» Decentralisation » Personnel management » Organisational development
	» Creating a milieu » Community work

Job profile and EU qualification framework

As part of the INCLUFAR project, a curriculum has been developed and is now available to train „Experts for inclusive farming and rural development". Its main focus is on social pedagogy, as it is intended for those working in farming and gardening who already have a qualification in this area. An „**occupational profile**" is described in line with the **European Qualification framework EQF** and based on Levels 4 and 5 described there.

Occupational profile / European Qualification framework EQF

Questions to assist the organisation of basic education and further education and training:

» What skills does the member of staff need in order to be able to fulfil this task competently?

» What experience does the member of staff need to carry out their job?

» What form of management needs to be provided in the long-term or temporarily (at the start)?

» What further education or training is required?

» What form of regular review of the work is appropriate?

» Is the organisation using all the skills possessed by the member of staff? Have they been given the right job to do?

» Has education and further training been organised for those in need of care?

» How are their individual training needs expressed?

» Are their systematic internal or inter-facility provisions and measures?

» Are there cooperation meetings and staff appraisals to determine the need for training
  • In terms of subject matter and methodology, social aspects and particularly personal development?

» Are staff experiences systematically put to good use on the farm?

» How are the „fruits of the experience" apparent?

» How can older members of staff learn to recognise this in themselves?

» How can experience be transferred to younger members?

» What is necessary and useful for attracting new members of staff?
  • How are these measures developed? What are benchmarks?
  • What value is attached to the question of education?

» What demands are made on the trainer?

» Is there any form of personnel development?

» How is feedback from outside gathered and evaluated?

4. DESCRIBING THE WORK - THE FARM AS A CONTEXT FOR DIFFERENT TYPES OF WORK

The farm as a working community

Both a young newly established working community and a long-established enterprise need to or-ganise the interaction of the different people, tasks and departments. What contributions need to be made at the different levels so that the tasks are completed and the needs of the clients, nature, the plants and animals and the cooperation partners outside on the farm can really be met? This is a matter of values, of **creating value** in the broadest sense and not only in a financial one, values which would not exist without the contribution of this particular working community. This is achieved all the more effectively and professionally, the better the integration of the indivi-dual working areas.

Creating value

The different working areas are allocated to specific individuals or groups using „dynamic delegation" (see Section 2) and specified more precisely by means of **task descriptions** or job descriptions. These descriptions delineate the individual activities, thus creating particular realms of freedom but also responsibility. As a rule, all jobs are carried out in the framework of a **daily, weekly or yearly structure.**

Task descriptions. Daily, weekly or yearly structure.

Task descriptions are not cast in stone, but can be modified, expanded or reduced in accordance with individual abilities and the force of initiative present, always in consultation with the other people involved and the management commit-tee. The necessary room for manoeuvre and therefore the level of freedom is of particular importance because every member of staff must be technically, procedurally and personally able to carry out the tasks assigned to them on their own responsibility. **Self-monitoring** – e.g. through guaranteed expertise (= Section 3) and clear responsibilities (= Sec-tion 2) is always preferable to **external monitoring.** In smaller organisations the demands on responsibility, flexibility in taking on tasks and in the breadth of knowledge are generally greater because there are fewer people to shoulder the load. For example, a farm which has to call in a tradesman from outside for every repair will have fewer **flexible processes** and higher costs than a farm which employs enough people with manual and technical skills.

Self-monitoring / external monitoring / flexible processes

Function of the job description

The guiding principle (see Section 1) addresses the remit and therefore the stated aim of the whole facility. The job descriptions, on the other hand, always refer to one part of the total task. The job description makes sure that the indi-vidual task is not only clarified but also put into a meaningful context with other tasks.

EXAMPLE: J**ob description for someone in charge of a house/responsible for care** (in brief)

Job description	Qualification
CLIENT ORIENTED - Care and support of the destiny of disabled young people and adults in accordance with Rudolf Steiner's spiritual science - Development of a living, working and cultural environment based on the guiding principle - Interest in the other person and support for their development (guiding principle) - Incorporation of the ideas, interests and abilities of each individual into the community life (guiding principle) - Responsibility for managing the household - Cultivation of the ambience of the home - „The religious, the artistic and the knowledge and understanding of the world as a basis for community building" - „Practical inclusion" (ideal principle) - Artistic organisation of house and external grounds (ideal principle) - Artistic organisation of festivals - Artistic and social organisation of community activities - Living together in family-type households - Planning events, festivals, etc. in the household - Cultivation of a common cultural and religious life as a fundamental quality - Enabling the developmental aim of self-reliance - Safeguarding the occupation of the supported person - Organising joint leisure time - Use of food from biodynamic cultivation and animal husbandry - Use of anthroposophical medicine - Healthcare - Support for seniors and the very elderly in the household - Ensuring free expression of the individual - Participation in electing the committee - Social therapeutic work as a business task	- Social therapeutic concept - Knowledge of social therapy - Knowledge of social legislation - Ability to lead a team - Ability to organise individual budgets - Conscious shaping of cultural, religious and artistic aspects - Commitment and responsibility towards staff and residents in need of care - Attentiveness towards the social relationships amongst the residents - Lead meetings - Self-knowledge and self-discipline - Knowledge of anthroposophical study of man - Willingness to learn - Empathy - Critical self-review and external review - Ability to give and take criticism, truthfulness - Ability to maintain dialogue with relatives - Running educational trips - Running house meetings - Managing funding documentation - Running a site meeting as a means of participation planning Documentation of medical procedures including drug administration
STAFF ORIENTED - Appointment and dismissal of staff - Team meetings / supervision - Personnel management and training - Economic responsibility - Professional dealings with relatives	

Processes

Job descriptions are a part of the overall context of the work which a farm has to carry out. They are linked together by processes. In general processes are described according to their aim, irrespective of whether this is brushing your teeth, preparing breakfast or packing potatoes for sale.

Processes are generally divided into three main types:

1. Management processes:

» For management, strategy and planning i.e. the management of the farm from finding staff to financing

2. Key processes:

» Value-creating cross-functional processes which produce value and service for clients, e.g. the daily care structure, performing agricultural activities such as sowing, feeding animals, sorting a packing products, etc.

3. Supportive processes

» Value-safeguarding processes for key processes and management processes, e.g. EDP, procuring materials, etc.

To ensure the required information and communication it is important to know in which process each task is included.

Cooperation talks for review and definition of the current position

A further way to compare your own work in the overall context is through „**Cooperation talks**". These take place every one or two years and aim to show colleagues where each individual currently sees themselves in the community, how they judge their own contribution and how they are in turn viewed by the community. Cooperation meetings are not appraisal interviews, which deal more with career issues, pay, the quality of the person's work, etc. These kind of meetings are part of the mechanism for dealing with information, communication and trust-building described in Section 5.

The cooperation meeting – which is naturally for and with those in need of care – therefore serves as an instrument for ongoing „adjustment" of the individual and common areas of freedom.

Cooperation talks have proved valuable if they help to clarify the following areas:

1 The task and guiding principle as a whole

2 Responsibility

3 Qualification and competence

4 Scope of action

5 Trust, communication, information

6 Legal issues, quality development

7 Resources of a financial and material nature

8 Groundwork, research and development questions

9 Personal development

10 Role of tradition and progress, strategy and change

11 Identification with the working community, the business, the management

12 Personal meaning, gain, loss, sacrifice which arise from the work

(taken from www.wegezurqualitaet.info)

The list of topics is intended as a suggested selection. It is useful to log the discussion and assign responsibility for implementing any decisions which are reached.

Networking and feedback

Besides the internal forms of structure and **review**, external feedback on the farm's activity is a separate area of development. This is not just a matter of random comments picked up in conversation with clients, customers and service partners but **how to acquire systematic feedback.** Feedback is important for maintaining and improving your own performance and for the desired quality of the product or service.

This is achieved by **actively questioning service partners.** This area of development includes collaboration with neighbours, with the municipality, with political committees, with regional and technical partners and with associations. It also involves the organisation's participation in networks at national and EU levels.

Questions which assist with understanding the work context:

» Are job descriptions written and kept up to date?

» Is the staff member's job described in detail and in relation to the work of the organisation and to the guiding principle?

» Is everyone clear about how their job contributes to the **quality of the effect, process quality, social quality and community quality** of the farm's performance?

» How are staff members involved in the achievement of quality in the overall value chain process?

» Do management and staff have an awareness of the processes and are there process descriptions?

» Are those in need of support actively involved in developing the processes?

» Is the staff member's view of the organisation's work, the responsibility structure, their managers and colleagues and the organisation's performance (the actual products or services) asked for, taken seriously and evaluated e.g. in cooperation talks?

» Is the whole value creation stream including the clients/customers under consideration as an area of work and object of review e.g. in the framework of a cooperation talks?

» Is the cooperation structure between the service partners explained in a clear and binding manner both in space and time?

» Are there enough **committees** and **conferences**?

» What evidence is there that the farm creates benefit for the clients, staff and society?

Quality of the effect, process quality, social quality and community quality

5. COMMUNICATION IS KEY - INFORMATION FLOWS AND TRUST-BUILDING

Trust is the „lubricant" of successful businesses and trust is always a personal effort in advance. However, this should not lead to the conclusion that trust appears on its own. Organisations require systematic work to ensure that all staff are willing and enabled to make this effort.

This development process requires not only committees such as trust circles, complaints bodies, improvement administrators, ombudsmen, etc. who exist for this specific purpose. It is primarily the routine processes and functions which have a crucial effect on the climate of trust and therefore on motivation and enjoyment of work.

The process of trust relies heavily on the quality of communication. All kinds of discussions and meetings could be viewed in terms of whether and how they make the necessary contribution to developing trust. These include all work meetings and conferences but also the way people treat each other at the coffee machine, in the canteen, during phone calls and in e-mails and lastly also in arguments and conflicts.

Instruments and structures for building trust:

» Information and communication culture

Everywhere people work together they need to communicate. When each member of staff knows where to get the information they need and who they need to inform when and how, then unnecessary effort can be reduced and misunderstandings avoided. Because everyone has had the experience that „it is not what you say but how you say it", the **conversational atmosphere,** the way in which people treat each other, is very important for working together.

Conversational atmosphere

A good communication culture does not come about on its own, everyone is involved, but there should be someone who makes it their job to work at this. In inclusive farms there is the additional factor that not all participants are equally able to communicate and everyone needs to learn how to work well together even with restrictions to the **perceptive faculties** of hearing, seeing and speaking.

Perceptive faculties

INFORMATION

Clear information is important for maintaining an atmosphere of trust. Agreements like the following can help:

- » Make sure that all staff are able to access the information they need to do their work at all times.
- » Avoid rumours and gossip by adopting a good information policy.
- » Ensure the correct information channel.
- » Do not overload your staff with unnecessary information.
- » Supply enough information.
- » Be aware of the information needs of individual members of staff.
- » Provide information factually and clearly.
- » Supply important information also in written form.
- » Avoid misunderstandings through accurate information.
- » Use your staff as information carriers.
- » Ensure that information is handled in a disciplined manner.

The basic instrument: the dialogue meeting

The dialogue meeting is the fundamental instrument of communication.

The list of **„meeting types"** given here is intended to help distinguish these:

Meeting types

1. The advisory or information-oriented meeting: aims at creating understanding – the increased knowledge is used as a basis for people's own decisions

2. The consultation or agreement-oriented meeting: aims at making agreements – the scope for decision-making and action are determined jointly

3. The result or decision-oriented meeting: aims at taking on responsibility – the responsibilities necessary for execution of an action are decided

All three kinds of meetings have their correct place in a series of meetings, however the order in which they appear can change. (from „Wege zur Qualität")

Staff appraisals

Management or responsibility issues as well as disciplinary ones are often handled in employee interviews which differ from the above-mentioned cooperation meetings. These interviews require agreement on and documentation of the issues discussed.

Complaint and conflict management

Nowadays, all social organisations in particular are required to set up complaint and conflict management procedures, usually via legal provisions.

These can take a number of forms. Only some of the relevant processes are mentioned here as a pointer:

The complaints management process

>> Direct complaint management (=immediate)

1. Complaint request
2. Complaint acceptance
3. Complaint processing

>> Indirect complaint management (= follow up)

4. Complaint evaluation
5. Complaint controlling

Complaints management process

With reference to **conflict management,** it is pointed out here that detailed support materials can be made available within the quality management process used in the „Ways to quality" project, both for the avoidance of conflicts and for dealing with them in a way which protects the dignity of those involved. This is especially important to have in mind where people in need are involved.

Conflict management

„No blame culture"

The development of a „no blame culture", i.e. a practical and dignified way of dealing with mistakes is one of the most effective means of developing trust in an organisation. This applies both internally for mistakes made in the collaborative work and externally to customer complaints. The principles are the same:

1. The tendency to deny mistakes must be changed into a calm factual recognition of the mistake.

2. The tendency to deny your own involvement in a mistake or to put the blame onto an external cause needs to be changed into the effort to get to the bottom of the facts and causes.

3. The tendency to deny the damage or at least to play this down needs to be changed into the effort to make reparations for the damage.

If the efforts described in 1. to 3. are successful, then the final effort of avoiding the mistake in future has the best chances of success. **This gives rise to a truly „learning organisation".** Looked at in this way, a company or organisation can also be viewed as a **development community.**

This gives rise to a „learning organisation".

Development community.

Questions which can help to develop a culture of trust:

» Does the guiding principle contain statements about the culture of communication and trust?

» Does the organisation aim to be viewed as a development community and to move in this direction?

» Are those responsible for management and leadership working on the cultivation of trust – and competent to do this?

» Is the task and the role of advocacy and of the interest groups of people in need clearly described?

» Is the flow of information in the organisation transparent?

» Are there defined types of meetings and times specified for these?

» Does the organisation have a noticeable/written „no blame culture"?

» Does the organisation have „meeting places", i.e. space and time for conversations amongst staff and with clients, customers, suppliers and partners from the area?

» Are there „trust bodies" to take care of complaint and conflict management?

» Are arbitration bodies or trust persons known to all and can they be called in?

» Are there external forms of evaluation and audit?

» How are members of staff in need of support included in communication in general, and in the information processes?

6. DOCUMENTING CONTRACTS AND AGREEMENTS – LEGAL MATTERS AND QUALITY ASSURANCE

Whilst in past times divine order or traditional hierarchical structures controlled how people lived together, nowadays – as creators of their own rules – people – especially people with special needs - are responsible for themselves. They draw up contracts and agreements and are thus the creators of their legal relationships. The **contract or agreement** is the form in which people nowadays develop the laws for working together with equal opportunities. This applies not only to written documents.

Contract or agreement

A contract always has an aim, e.g. a work or care relationship, and lists the contributions and services which the contracting partners will make in order to organise and safeguard their cooperation: „what do I contribute and what does the contracting partner contribute?"

Legal agreements also apply to **people with disabilities, they are themselves legal entities,** even when they require the assistance of a carer.

People with disabilities, they are themselves legal entities

Legal framework

Every organisation works within a legal framework, irrespective of how clearly this is perceived.

Levels of the law:

3 levels of the law

1. The national constitution and the laws and regulations connected to this. In Europe there is also the European legal framework which in places – e.g. agriculture – dominates the national regulations. This level also includes general human rights and international agreements, such as the UN Convention on the Rights of Persons with Disabilities from 2006 and its ratifications in different countries.

Cannot be directly controlled

As a rule this first level **cannot be directly controlled** by individuals or companies because it is regulated by governments via parliamentary political processes.

2. The **rules and regulations** which are defined by the organisation and agreed with its cooperation and service partners. These form the legal framework made by the organisation itself. This framework is documented and the regulations are often laid down in the organisation's handbook. All members of staff are bound to these regulations through their work contracts.

Rules and regulations laid down in the organisation's handbook

This level is particularly important because this is where the members of a working community take on responsibility and move from being the „executers of laws" **to the creators and developers of laws**. The creation of laws is a matter for all persons of legal age. Law departments and lawyers are the service providers who shape the creative ideas and wishes of non-lawyers into the appropriate legal forms.

3. **Agreements**, which are issue-related or project-related and usually have a time limit, are mainly made between individual members or departments of an organisation.

Agreements/ smaller factual, spatial or temporal scope

This third level is also one where laws are created but it differs from the second level mainly through the **smaller factual, spatial or temporal scope** of the agreements which are made.

4. **The level of individual responsibility** runs throughout all the three above-mentioned levels. In addition to my personal attitude and ethical approach, in this level my specialist knowledge and professional and personal experience are of importance.

It is therefore apparent that an inclusive farm operates under a range of legal relationships, both from the agricultural side and from the social work side. This is always connected to rights but also duties, so it must be ensured that there is an awareness of this. Responsibility for this sphere is generally taken by the management function at different levels.

Level of individual responsibility

A rough division can be made into three levels:
1. Responsibility for groups or departments
2. Responsibility for areas
3. Responsibility for the whole and for the direction

Relationship service as a feature of social work

The more that professional **service processes deal with people themselves**, the less can the necessary quality of the services be ensured by normative or formal methods. In a „relationship service", everyone concerned with creating the service is directly involved: neither a teacher nor doctor nor support-worker or carer can work effectively unless the pupil, patient or person being cared for cooperates with this. **Here the „beneficiary" and „service provider" are related in a direct exchange process** and each contributes their part.

Service processes deal with people themselves

Here the „beneficiary" and „service provider" are related in a direct exchange process

Secure legal frameworks for the creative development of the relationship service

In the relationship service, **the quality aim is therefore the wide-ranging individualisation of the service.** As this is a matter of individual people and processes cannot therefore be regulated to the last grab rail, the necessary **freedom** - also in a legal sense - needs to be created **for individual, creative action related to each situation.** This is reflected in the work contracts and job descriptions. The organisation as a whole also needs to allow for the necessary flexibility and the high level of responsibility of the individual members of staff. (see www.wegezurqualitaet. info)

The quality aim is therefore the wide-ranging individualisation of the service.

For individual, creative action related to each situation

Quality development and quality assurance

In European countries the bodies who fund social services usually require a system for quality assurance. There are a variety of ways of doing this. In the INCLUFAR project we have chosen the „Ways to quality" process structure and based this on a variety of instruments, e.g. the team-coaching questionnaire (see the summary report at www.inclufar.eu). „Ways to Quality" can be certified since 2000 (cf. www.confidentia.info).

The team-coaching process lays a foundation for introducing the process to the project partners, two of whom had already done this before the start of the project.

This area also includes the various inspections which social farms are subject to:
- Inspection by home authority
- Hygiene inspection
- Health and safety at work inspection
- Fire safety inspection
- Inspection of products and labels (e.g. Demeter certification)
- Financial audit

Team-Coaching-Process

During the INCLUFAR project a team coaching process has been developed and applied in all partner organisations. The core issue has been the diagnosis oft he inclusive processes. It has been done on the background of special structure which enables the partner to use it for the implementation of a Quality management system, following „Ways ot Quality" (see the comprehensive report on www.inclufar.eu)

The following questions can be of assistance in developing the legal basis of cooperation:

» Are legal matters clearly separated from financial ones and the ideal and spiritual aims of the farm?
» Are people aware of the laws which are important for the organisation?
» Is there an overview of the actual and/or necessary **contracts**, business agreements and internal **agreements** for the organisation?
» Is contract controlling in place?
» Where and how are any breaches or departures discussed?
» How are those in need of support involved?
» How are questions on or requirements for inclusion reflected in the contracts?
» Is there a **quality management process** in place?
» Are the staff aware of this?

7. THE MONEY MUST ADD UP - FINANCIAL FRAMEWORK

Dealing with money flows

„Are the necessary material, financial and social means available and secured?" This is the basic question when considering how to obtain, maintain and secure the financial basis of an organisation.

Individual tasks in the financial sphere

This includes dealing with the instruments necessary for this such as **the accounting system, book-keeping, budgeting,** planning **profitability, solvency** and **investments** and the accompanying financing, plus controlling and dealing with banks and other funding bodies.

The accounting system, Book-keeping, budgeting / profitability, solvency / Investments

For organisations with a social remit, the statutory **public authorities** are often the most important f**unding partners,** irrespective of whether the farm in question is in private ownership or belongs to a charitable body or foundation. The other funding partners besides banks are often foundations. Cultivating all these relationships, i.e. the **value creation partners**, is one of the most important jobs done by the farm management group.

Public authorities / Funding partners / Value creation partners

In principle it can be said that the financial side should not outweigh the job, but should be developed out of the job.

Funding instruments:

PAST	PRESENT	FUTURE
Final yearly summary	Budget control	Housekeeping plan
Balance sheet	Book-keeping	Investment plan
Profit and loss calculation	(Monthly) budget comparison of actual / target	Cash flow plan
Analyses	Cost accounting	Risk management
Key data		Salary regulations

The budget as a tool

Experience shows that it is very useful to control the finances of inclusive farms via **budgets**, as long as one condition is met:

Staff, including (where possible) those in need of support, are involved in planning and making decisions on the budgets.

Budgets have three functions:

1. The total budget shows the available resources. It is usually divided into sub-sections for different areas and purposes.

   For the resources it details future **planning**, enables **controlling** of materials and timing, records **differences between „actual" and „target"** and gives a comparison with other organisations. Budgets also enable a **bench-marking process** for comparison with other organisations (see e.g. G. Herz, et.al. Berlin 2008).

   planning / controlling / differences between „actual" and „target" / bench-marking process

2. Besides displaying the figures, a budget is also the basis for improving the **responsibility** of the individual running the budget (cf. Section 2) and it enables thorough self-checks. Due to the need for coordinating the sub-budgets under individual responsibility, the use of budgets also improves **internal social coherence.**

   Responsibility / Internal social coherence. / Financial transparency

3. An additional aspect is **financial transparency** which arises from the planning and use of budgets in an organisation. This can also have a beneficial effect on social coherence because there are no secrets about money flows and how these are used.

Basic principle:
Behind all budget items are people and only through their work can the budgets be put into action!

Process steps for developing a budget:

1. Task/aim: What is the overall aim?

2. Requirement: What is to be enabled, what resources are required?

3. Enabling/budget meeting(s): How do we acquire the necessary resources and how do we divide these in accordance with the guiding principle and the prevailing options?

4. (Self)-commitment to the budgetary responsibility taken on: I take on the responsibility in accordance with the agreements in the first three process stages.

5. Spending: Who is responsible for this, how is this spending authorised?

6. Accounting: How have we used which resources and have they been adequate?

7. (Social) balance sheet: What has been achieved – including beyond the immediate aim in the social context.

KEY QUESTIONS

The state: funding partner or controller?

Public funds / Executive body / Awareness is important / Sovereignty

In almost all European countries the social work aspect of the farm is financed by **public funds** and there is therefore a particular requirement for using these resources in a cost-effective and thrifty manner. Nevertheless, inclusive farms have decided to carry out this job and provide this service on their own initiative. The resulting claim to state support does not make them into an **executive body** for state regulations. This **awareness is important** because the public authorities responsible for reimbursing the costs often see themselves as having decision-making power over the so-called „service providers" and do not always accord sufficient respect to their **sovereignty**, which of course always rests on an approved plan.

Regarding two further basic topics, i.e.
- » The role of property and heritability in inclusive farming (see: M. Stauf: Eigentum und Vererbbarkeit von Boden – Gemeinnützige Landwirtschaft als Perspektive , 2015)
- » The role of salaries: costs or investment into the future? (see: U. Herrmannstorfer: Löhne sind keine Kosten!, 1996)

please see the electronic version of the handbook at www.inclufar.eu

---

Leading questions on the financial processes in the organisation

- » Does the guiding principle contain a statement on dealing with money and resources which refers to the actual processes in the organisation?
- » Are financial and economic issues with their unique qualities distinguished from legal issues and those of the ideal and spiritual aims of the farm?

Social balance sheet

- » Is the role of the land and its ownership reflected and described?
- » Is there an awareness of the kinds of income and costs of the organisation and the financial flows?
- » Does the organisation have an overview of the current status of the immaterial and material assets and laws on the one hand and the debts on the other?
- » Are the instruments for keeping track of the development of resources and finance (in particular book-keeping and other economic and financial instruments) adequate for a future-proof business management?
- » How are staff in need of support included in financial and budgetary matters.
- » Are the real financial consequences of inclusion – e.g. in terms of living conditions, mobility and participation in public life – an active component of the budget(s)?
- » How are the necessary changes over time recognised and handled when the budget is implemented in real life?
- » Is attention to the „value creation partners" (customers, suppliers, official board, banks, etc.) cultivated and developed in a systematic way?
- » Does the organisation have reporting methods, e.g. **social balance sheet** which also reflect the inclusion achievements of the organisation?

---

8. WHERE DO WE WANT OUR ORGANISATION TO GO? - FURTHER DEVELOPMENT AND SAFEGUARDING THE FUTURE

Past - present - future

The entire range of services is subject to **constant change and transformation**. People change, new needs arise (e.g. through development of the people involved, technical and statutory changes, illnesses etc.), experiences are gained, new knowledge obtained. For this reason, continuous monitoring of development on the one hand and maintaining a **willingness for renewal – „change management"** – are important tasks for management. Starting with traditions, these can be shaped to fit current needs and a sense developed for the things that will be required in future. This permits us to judge what was good and important and to let go of what is no longer useful.

<div style="float:right">

constant change and transformation

willingness for renewal – „change management"

</div>

Human beings live in the here and now. The present has a relationship to the past and the future, the human being links all three realms and – according to Alkuin, an 8th century scholar – this requires three faculties:

memoria   as the spiritual power directed towards the past,

intelligentia   which understands the present and

providentia   the spiritual power which can see the future before it has come to pass.

All three together create an overall tension which should be consciously cultivated on every farm.

„This way of looking also makes what is already given more ‚flexible'. The creation of the present, which the intelligentia describe as something predetermined, is understood as arising from the past and is therefore transformed from a finished object into something in the process of becoming... The present reality no longer appears only in its rigid external existence but in the process from which it has arisen. .... The present which appears to the human being as a given externality loses its concrete character. The relationship of the human being to his present therefore also changes, it no longer appears to him from outside as something finished and unalterable. Instead it appears as a progressive event, as a development, in which the human being in involved." (W.-U. Klünker, Heidelberg 1996)

Development areas for inclusive farming

Some current development areas of social farming have already been mentioned:

» The social demand for inclusion, the appreciation of people in need of support for enabling inclusive farming

» The understanding of a farm as a social organism

» The development and implementation of new forms of ownership which views the land as a common resource and social and ecological farming as being for the public welfare. It therefore opposes e.g. the use of land as a capital investment.

» The integration of social farming through networking with the region, the development of new economic forms through the assumption of responsibility by consumers (such as through the concept of farming solidarity), the cooperation with potential supporters from the locality

<div style="float:right">

Realisierung neuer Eigentumsformen

</div>

» The expansion of the concept of inclusion to the natural resources through active care and development of the cultural landscape and environmental work.

These and other developments are increasingly required of farms by society, demanding an active involvement by the farm community in order to stimulate the renewal and further development of the different guiding principles. „He who does not know the aim cannot find the way", according to the poet Christian Morgenstern.

The needs of the times must be taken into account, strategies developed and processes of change initiated and guided. The following questions start with self-examination and can be helpful:

» What is good and important amongst the things that we do?
» Where are we today?

» What has brought us here?

» What do we need to change?

» Where do we want to be tomorrow?

» What will take us there?

» Which elements of this do we already have/can we already do?

» What do we still have to develop?

» Who is responsible for the future – for strategy and its implementation?

» Who does the farm need to help with this?

The following questions can direct our attention to future development tasks:

» Does the farm have an awareness of necessary changes?

» Is it ensured that this is worked on regularly and are opportunities for reflection provided?

» Is there a systematic way of keeping track of the performance development of the farm internally and externally?

» Besides the guiding principle, are there criteria for judging the importance of developments?

» How is the environment developing (globally, regionally, in terms of specific sectors, economically)?

» Are existing products and services systematically reviewed?

» Are opportunities for new products and services, „trends" etc. seized in a systematic way?

» Is the examination and assessment of the services on the farm set up as a continuous process both in the business and in cooperation with the value creation partners?

» Is the demand for inclusion an active part of the present and future service of the organisation?

» Is there also enough opportunity for understanding processes of change for staff members in need of support?

» What evidence is there for this?

Farm profiles

Short descriptions of the partner farms are given on the project website at www.inclufar.eu

- Hofgemeinschaft Weide-Hardebek, Germany
- Camphill Tapola, Finland
- Integrative Hofgemeinschaft Loidholdhof, Austria
- Arbeits- und Lebensgemeinschaft Urtica – de Vijfsprung, the Netherlands
- amphill Pahkla, Estonia

References

FREISEN, K.. (2012): Fortbildungsangebote für die Soziale Landwirtschaft. Überprüfung und Entwicklungsperspektiven des MAIE-Curriculums. – Bachelorarbeit, HNE Eberswalde, S. 87

GÉRARD, A., WINTZER, J. (2009): Die Lebens- und Arbeitsgemeinschaft Weide-Hardebek. Eine Fallstudie über das Zusammenwirken von Landwirtschaft, Sozialarbeit und Naturschutz als Ausdruck eines multifunktional verstandenen Betriebsorganismus. – Bachelorarbeit, Universität Kassel-Witzenhausen, 151 S.

HERRMANNSTORFER U. (1991): Scheinmarktwirtschaft – Die Unverkäuflichkeit von Arbeit, Boden und Kapital. Stuttgart

HERRMANNSTORFER, U. (1996): Löhne sind keine Kosten! Rundbrief „Dreigliederung" Nr. 2/1996

HERRMANNSTORFER, U. (1994): Wie weiter mit der Landwirtschaft? In: . Rundbrief Dreigliederung des sozialen Organismus 4.

HERZ, G., KALDSCHMIDT, S., SALONEN, L. (2008): Erfolgreiches Benchmarking. Berlin

KOCH, A. (2011): Qualifizierungswege für die Soziale Landwirtschaft – Erhebung zu bestehendem Bedarf und Angebot. – Bachelorarbeit, Universität Kassel-Witzenhausen, 66 S.

STAUF, M. (2015): Landwirtschaft in gemeinnütziger Trägerschaft - Erfahrungen, Herausforderungen und Entwicklungsperspektiven. Masterarbeit Univ. Kassel-Witzenhausen, 75 S.

Handbuch Werkstatt für Unternehmensentwicklung GmbH Version 01/2001, Stuttgart 2001

Wege zur Qualität Handbuch Dornach 2000

SCHULZ, D.: Materialien o.J.

KLÜNKER, W.-U. (1996): Geisterinnerung und Entwicklung. In: Konturen Bd. 1, Heidelberg 1996 S. 32.

In einem Projekt zur Sozialen Landwirtschaft wurde folgendes Handbuch entwickelt, auf das wir hier ausdrücklich verweisen:

Soziale Landwirtschaft - Ein Praxishandbuch für EinsteigerInnen. hgg. v. Thüringer Oekoherz e.V.; www.oekoherz.de, Weimar o.Jhg.

Inclufar

Inclusive Farming