

Inclufar

Inclusive Farming

CURRICULUM

EXPERT FOR INCLUSIVE FARMING AND RURAL DEVELOPMENT





Inclusive Farming

CURRICULUM

EXPERT FOR INCLUSIVE FARMING AND RURAL DEVELOPMENT

C O N T E N T

BASIC IDEA	3
BASIC FACTORS	3
THE LEADING BACKGROUND IDEA: A SOCIAL FARMING ORGANISM	4
SOCIAL AND ENVIRONMENTAL SUBJECTS	5
INCLUSION	6
CURRICULUM	6
AIMS OF TRAINING AND CURRICULUM	7
THREE CURRICULAR COMPONENTS	7
THE “SPIRAL” AS A CURRICULAR CONCEPT	8
DESCRIPTION OF THE 4 CURRICULUM LEVELS	9
METHODOLOGY	10
MODULAR FORM OF THE CURRICULUM	11
TRAINING HOURS	11
ENROLMENT	12
RECOGNITION IN ACCORDANCE WITH DQR – EQF – ISCED	12
LEARNING AND TRAINING PROCESS	12
ACCOMPANYING ACTIVITIES OF FURTHER CURRICULUM DEVELOPMENT	14
INCLUFAR CURRICULUM – TABLE OF CONTENTS	16
SPECIAL SUBJECTS	20

BASIC IDEA

The “Expert for Inclusive Farming” is based on various professions in the rural area such as farming, gardening, health-care, handicrafts and arts. Attending this training course will provide expertise in supporting people with special needs, whether they live in their own flat or another open situation or are in some form of sheltered housing.

The expert will be able to assist these individuals by co-creating a supporting milieu and the necessary conditions for living with respect and dignity in their living and working situations and their social and eco-social environment. The expert and their client(s) will therefore co-develop an individualised form and practice of inclusion in line with the 2006 UN convention on the rights of persons with disabilities.

One fundamental basis for education and training and for the work of this expert is the experience of rural “working and living communities” which are one of the officially recognised ways of engaging with people with special needs, not as a “home” but as a real working and living situation. This form of inclusion existed long before the demand for it was made by society. One of the most important basic principles is to look at all co-workers in such a community in terms of their abilities and strengths, rather than focussing on their deficits (see C. Stamm, 2011). The attitude of looking at co-workers with a collegial attitude rather than a diagnostic one is unusual and requires training. This attitude is the background to the concept of Social Therapy which is described in the “Village lectures” by Karl Koenig, the founder of the Camphill Community concept which, since its inception in 1939, has become established all over the world.

BASIC FACTORS

This profession is based on two principal pillars:

1. Holistic agriculture and gardening directed at supporting living and nutrition in a wider sense

Creating value not by increasing the efficiency of the processes in terms of “more”, “higher” or “faster”, but by taking into account the impact of human work

- on the health of the soil, landscape and nature,
- on the well-being of the people working there and
- on the customers who have more than a simple attitude of the exchange of money and goods, but are committed to a form of

agriculture which integrates cultural values (see Manfred Klett, 2003).

This is an aspect of “ecological inclusion”, expanding the idea of inclusion from man to nature. This element constitutes one of the core topics in the training process.



THE LEADING BACKGROUND IDEA: A SOCIAL FARMING ORGANISM

Keeping in mind that this curriculum is not a course for training farmers or gardeners because the participants – in compliance with the enrolment requirements – arrive as trained farmers, gardeners or handicraft experts, the idea of farming and the actual farming organism in which most of the participants already work is nevertheless the essential foundation on which all the inclusive work takes place and which has to be augmented by considerable knowledge of human and social conditions. This is the main focus of the curriculum.

The concept of a farming organism as one important background will therefore only be outlined briefly here:

Looking from the angle of the archetype of holistic farming and especially from a bio-dynamic or organic point of view, which most of the partners involved in the INCLUFAR project relate to, a farm is more than land, animals, machinery and buildings. It also includes the specific place, the weather, the connection to the cycle of the year and to the astronomical relationships of the sun, moon and zodiac; and especially to the people working and living there and to its immediate or more distant surroundings. This special point of view influences not only the treatment of the soil, landscape and animals, but also the cooperation of the people living and working there, management of the necessary finances, the relationship to customers and the concept of the special task of a farm organism.

The idea of including people with all kinds of abilities and all kinds of special needs into this lengthy chain of added value is therefore only logical in a way and highlights what is known as a win-win-situation in the normal business world, though here obviously in a much wider sense.

The concept of a “farming organism” and, in this case, a “social farming organism” is therefore crucial and is an important vision, not as a target which has already been achieved, but as a process which is continuously changing in terms of people, soil and weather conditions, regional and global social and political conditions, etc.

This archetype or idea can appear in different living situations. Some people spend their lives in a type of family, others live alone in an apartment or with colleagues or friends in a form of community and others live somewhere in the town or village nearby and come in only for work and the common cultural activities.

2 Holistic social work

People with this perspective look at the clients from a spiritual point of view, not as people who are disabled but as people who cannot express their personality fully in the same way as able individuals because of their special physical or intellectual restrictions. The expert’s job is to respect the whole person and to help them to realize as much as possible within the framework of their capabilities.

The expert therefore looks at people from a perspective of their possibilities rather than their deficits. The concept of “salutogenesis” is also put into practice in line with A. Antonovsky’s core element, the “sense of coherence” with its three components:

- “Comprehensibility: a belief that things happen in an orderly and predictable fashion and a sense that you can understand events in your life and reasonably predict what will happen in the future.
- Manageability: a belief that you have the skills or ability, the support, the help, or the resources necessary to take care of things, and that things are manageable and within your control.
- Meaningfulness: a belief that things in life are interesting and a source of satisfaction, that things are really worth it and that there is good reason or purpose to care about what happens.”

It is very important to ensure that all the people involved in building this social farming organism can actively as well as passively experience and achieve this sense of coherence in their everyday life and work. The requirement of inclusive farming to create and maintain a healthy, healing and social environment can be “measured” in a certain way by using these factors as indicators of adequate performance.

SOCIAL AND ENVIRONMENTAL SUBJECTS

This curriculum does not focus specifically on agricultural or gardening topics, but on social issues. The abilities and skills will be put into practice in a rural and ecological setting. About 50 years ago, bio-dynamic farms in particular were starting points for this work.

The very conscious way they deal with the soil, plants, animals, fertilising, weather, nutrition, property, methods and equipment, money, capital etc. as part of the whole cosmos can also be taken as an approach and methodological model for looking at social phenomena and processes. Farming and agriculture today are only one medium for inclusive work. The whole range of professional handicrafts and social, artistic and cultural work in the rural environment, even including cultural and religious activities, form a wide range of opportunities falling within the scope of the expert's remit to find, create and support a good quality of life for their clients.

ECO-SOCIAL INCLUSION

This is probably the most unusual or unknown point of view, because it signifies that man and nature can achieve a real connection and communication. It also says that dealing with nature is not only for the benefit of human beings but also for nature itself.

There is already evidence in this area which shows that communication between human beings and nature, their relationship to animals, dealing with life processes from sowing to harvest, preparing the soil for planting – have a positive and healing influence on both and give a sense of coherence.

The landscape has been formed by human activities far more than we tend to think. Active care for trees, pasture, animals and even wildlife has been part of rural culture for centuries. In standard farming practice nowadays animals, plants and the soil are reduced to productive components of the farm system. Even in Social Farming there is a tendency to value plants and animals merely as a “tool” for therapeutic purposes, exploiting nature for human well-being and reducing the landscape to a setting which provides healthy conditions for the people involved.

However, Inclusive Farming has the potential to widen its scope and to integrate active care for nature and the landscape into its concept. This requires a change of values – to respect nature and landscape not as something “given” but as something that is actively and continuously waiting for human care and devotion. Active care and development are therefore part of the present-day human task and human consciousness: to deal with this aspect of nature including the plants, animals and human beings it contains. (Attention has been drawn to this aspect by Dr. Nikolaus. Remer, unpublished notices ca. 1980).

See also Andreas Suchantke, „Zum Sehen geboren - Wege zu einem vertieften Natur- und Kulturverständnis“, Stuttgart 2008). Active perception of animals, plants and the soil is the way by which present-day human consciousness can achieve a change of values.

Exercises in landscape perception can lead to a new attitude towards the impact of human beings on landscape development, leading to specific action e.g. to integrate hedgerows into the farm organism in a new way. Like every training course, this curriculum should also lead from knowledge to dedicated activity (see R. Steiner, *The Philosophy of Freedom*, chapter 9, Rudolf Steiner Press 1964).

Nowadays – as an example – hedgerows are mostly reduced to their ecological “functions” such as preventing wind erosion or forming a biotope for wildlife, but in addition they can be integrated into the life cycle of the farm by harvesting branches as fodder for cattle or berries for jam production. This can be done in such a way that the benefit for wildlife even increases. Social Farms are especially suited for such measures because they have more helping hands. But these kind of activities will only be part of the farm concept if there is someone who sees this as something of important. Exercises in perceiving nature and landscape will therefore form an integral part of the INCLUFAR curriculum (see van Elsen & Schuler 2008, van Elsen 2008).

This field of research is only in the early stages and can open very interesting new perspectives. The curriculum will not go into this in detail but will sharpen the senses and awaken perception for these phenomena. This can help to give rise to an attitude of “devoted amazement” (E. Wroblowski).

INCLUSION

When we look at INCLUSION, we have in mind the UN Convention on the Rights of Persons with Disabilities from 2006 as a worldwide structural and judicial framework for all activities with and for people with special needs as members of society as a whole.

On the other hand we are aware that this is a very large issue which is not solved by e.g. putting all children into the same school or closing special facilities for people with special needs. There has been a real paradigm shift: before the UN Convention it was allowing people with special needs to live their lives as they themselves want, even if they are not able to speak or to communicate in a normal way.

We find existing forms of inclusion, such as the types of joint living and working practised on the farms of our INCLUFAR project partners. It is clear to us that developing an inclusive community and putting inclusion into practice as a principle of community living takes a very long time and that this is a project which will last generations. The existing forms can be used as starting points. This is the idea on which this training is based.

CURRICULUM

The INCLUFAR curriculum is based on FAMIT (“Fachkraft für Milieubildung und Teilhabe”) and the BALTIC SEMINAR CURRICULUM which was established a number of years ago in Germany and the Baltic countries (Norway, Finland, Estonia, Sweden, Denmark and Russia). FAMIT has received recognition for graduation as an “Expert for social work in organisations for people with special needs” according to the legislation of the German state of Schleswig-Holstein.

The content of the INCLUFAR curriculum is a result of social farms compiling the training needs for future experts for inclusion from the day-to-day social work experiences on these farms. The training will be provided in an innovative educational structure which we call the “spiral curriculum” The content is structured at different levels during the 3-year course (see below). It includes anthropological, psychological, medical and healthcare components as well as farm organisation, management and quality assurance topics. All these subjects are always in line with the state of the art of the corresponding science and the actual needs of the target system, this being the social, environmental and economic conditions of the rural area and the social system of the relevant country. True to the concept of the curriculum, the acquisition of knowledge is complemented by the development of competences.

When considering the curriculum there are different areas and levels to keep in mind:

- The written curriculum text, which contains the stated training aims and an overview of the relevant subject matter.
- The special order of the subjects and the way in which they are presented in the printed curriculum which follows didactically a “spiral”, where a special subject appears at different stages during the course in greater depth and breadth.
- The actual process between the learning and teaching individuals. This depends on the experience and choice of the lecturer who has to be free to choose the subject matter and methods in order to meet the demands of the curriculum on the one hand, but on the other depends on the individual learners he encounters in the actual situation in his course. Both partners are adults but have different backgrounds so in a way they are responsible for their joint process. The learning and teaching process is therefore tailored to the individual learning and training needs of each participant in terms of age, experience, gender, education and especially their personal questions and learning requirements when setting out on this new stage in their lives. This process takes place against the background of the Includar Curriculum, which gives it a specific direction but does not force participants into an abstract preformulated system.
- The requirements of the (vocational) educational systems in Europe and especially in the different partner countries in which the curriculum will be applied to gain recognition for a proven expert status.

This curriculum therefore has to comply with all these levels in order to meet the demands of the different individual learners and teachers and their current situation as well as the requirements of the more formal aspects of curriculum construction and recognition needs, e.g. fulfilling the necessary amount of teaching hours and the clear relationship of the content to the current state of the art in the relevant sciences.

AIMS OF TRAINING AND CURRICULUM

This training aims to provide planned and systematic support to enable people with special needs and disabilities to participate in society. Skilled personnel are required in order to offer this support in the most individualised form possible. This will be achieved by developing an environment – milieu – which recognises each individual's character as well as all their possibilities for further development. Milieu here means not only the design of the physical and spatial environment, but an interested and active mental attitude and openness to a range of individual and social possibilities. This openness means taking into consideration the existing physical and particularly emotional „burdens“, not in order to entrench these but as a basis for further development. The expert himself develops a specific attitude of attention. This attention is directed towards the possibilities and limitations of those with disabilities. The development of this attitude of attention is based on the journey through the spiral structure of the curriculum, through appropriate and ongoing training, provided by the teachers working with them. This will take place along with disabled people as far as possible.

The work of this expert is designed to support disabled people in their daily living and working in a broad sense.

Although curative education and rehabilitative work are important aspects of this professional activity, they are not the focus here. It is important to keep in mind that the expert's target group is not ill and these people are not patients! They are just living permanently with their handicaps, so the expert offers his support for their “normal” life, even if specific learning and further education may form a part of this, as is the case for every human being. This curriculum therefore prepares the students for a type of care which is not aimed at making people “healthy” or “well” but at improving the quality of their daily life.

This training therefore has a holistic perspective and one that involves aspects of both space and time and the necessary equipment as well as the spiritual, mental and physical abilities. The expert's role is to help create specific milieus for an inclusive, salutogenetic and eco-social environment, especially in rural areas.

Future “Experts for inclusive farming and rural development” will therefore learn the skills for developing daily life and work situations, individual needs and social situations as an environment that allows the general development of strengths. An important part of the expert's profile will be the way he deals with faults, weaknesses and problems: his task is to look at these phenomena in a constructive – salutogenetic – way (see above) and to use the opportunities which they offer.

Creative didactical and methodical process design and attentiveness will be more important than traditional teaching skills and knowledge.

THREE CURRICULAR COMPONENTS

The curriculum itself is designed to create a balance between

- » the scientific-cognitive component,
- » the project-oriented action-oriented content and
- » the emotional-psychological training content

Arts

Two aspects can be identified in the artistic part of the curriculum:

1. Art as an integrated part of the INCLUFAR training process is by nature a very individual activity. Participation in art by the individual enables the appearance of abilities which would not be visible without the opportunity to go into an intensive process of artistic activity.
2. Scientific research on the artistic process shows that art is a very successful way to improve the individual's awareness and perception and enables a person involved in this process to broaden their social competences as well as the competences and demands of professional performance (see BRATER, M. / BÜCHELE, U. / FUCKE, F. / HERZ, G.: *Künstlerisch Handeln. Die Förderung beruflicher Handlungsfähigkeit durch künstlerische Prozesse. Stuttgart 1989.*). This shows that one of the main goals of the INCLUFAR training – the awareness of the situation of the individual, their personal abilities and needs and their connection to their social and natural surroundings – will be

heightened. The other side of this process is to see nature – plants, animals, weather, landscape etc. – as a set of supporting and healing factors which can themselves be strengthened, supported and enriched by intensive artistic work.

Artistic activities are done throughout the course in the fields of

- » painting,
- » sculpture,
- » drawing,
- » speech formation,
- » Eurythmy.

These have proved to be effective media for training that make it possible to experience the more cognitive parts in an individualised and immediately perceptible form.

THE “SPIRAL” AS A CURRICULAR CONCEPT

The curriculum is built up in a spiral form, thus referring to a traditional curriculum principle which took the age and development of the learner more seriously than the rapidly changing needs and educational demands of the society, as is usual for today’s curriculum builders.

The different content areas build on each other level by level throughout the three years. There are therefore different levels in each of which the core subjects forming the first level are taken up again and studied in greater depth as well as linked to new points of view, especially with reference to the anthropological aspects of the three levels.

This classical curriculum principle has an integrative function, because it enables the teachers and students to see the content both on a large scale as well as in its inner connections. It supports the learner because it enables them to identify the preceding and subsequent learning tasks and hence their current position at any point along the learning path.

Artistic exercises are integrative learning activities in all the components of this curriculum.

SPIRAL

- 1st level: Anthropology
- 2nd level: Relationship building
- 3rd level: Conducting everyday inclusive life
- 4th Level: Conducting inclusive professional life

Additional accompanying learning process:

- » Economy
- » Law
- » Quality development
- » Farming/Gardening (not explicitly taught but referred to on the basis of the participant’s background – see table of contents)

OBJECTIVES

Each level contains objectives in three areas:

- Knowledge
- Emotion
- Action

Every level contains materials corresponding to these spheres.

The fields of economy, law and quality development are integrated into all four curriculum levels, but they are each focused on a certain level for reasons of clarity for students:

In level 2: Quality Development

In level 3: Law

In level 4: Economy

(see the description below under “Special Subjects”)

DESCRIPTION OF THE 4 CURRICULUM LEVELS

Level 1: Anthropology – Working on the image of man (150 hours)

Looking at the aim of developing highly individualised forms of living requires a differentiated anthropology in order to be able to perceive every individual client’s personality. Because the personality of the learner is also part of the anthropological learning process, this level includes issues of biography and actively working with biography, analysis of existing forms of care, support and maintenance, as well as addressing issues of health and illness in salutogenesis which is oriented to the healthy rather than the ill person.

Level 2: Relationship building – Working on concepts for support and assistance (250 hours)

This level deals with the pedagogy of adults. Because this work also has an educational component, the next stage in this developmental spiral is to make an intensive study of pedagogical issues. Some of the previously established basic educational and developmental subjects as well as biographical and medical ones recur but are based on the situation of adults with disabilities.

A methodological innovation can already be applied to these two levels: some parts of the material can be taught and learned alongside people with disabilities in order to make the training itself participatory and part of the creation of the milieu as an ongoing process.

In addition to these content requirements there are personal learning tools such as record books and personal documentation.

Level 3: Conducting daily life and creation of a milieu – Studying the processes and content of the life of people with disabilities (120 hours)

At this level the work focuses on the materials dealing with daily life at home and the leisure time of the able-bodied and disabled persons. Questions of communication and cooperation also form part of the learning process.

The expert will learn to apply the professional tools and find ways to use these with the disabled people themselves.

The artistic element at this level is not only a didactical learning tool but also an aspect that will be applied to the actual daily lives of the disabled people and their environment in the form of wall colours, furniture and any other relevant aesthetic matters.

At this level communication and cooperation methodology can also be part of the joint training with disabled people.

Level 4: Conducting professional life – Working on the conditions, processes and content of the professional life and world of work for people with disabilities (100 hours)

The fourth level has its focus on occupational and work-related issues.

Again, communication and cooperation are important topics, especially for those in charge of the workplaces. At the same time all questions relating to working life in terms of milieu-creation and participation are part of the inclusive learning process.

One important idea is to look at working situations in a holistic way: this means including all stages of the value stream from the customer requirements on the one hand to the suppliers or raw materials to the different stages of production on the other. This makes it possible to judge the expert’s own role and position in the value stream, not only for its pro-

fessional value but also in its organisational, legal, quality and financial aspects.

In addition to the employment and career-related areas, the expert's work will include knowledge about and contact with social institutions and groups such as government agencies, funding agencies, political bodies and non governmental organisations. These contacts and the knowledge required in that field have to be shared with the target group, the people with special needs.

Naturally, all these activities have to be provided for all disabled people, not only for those already working in sheltered workshops or living in homes.

INTEGRATION AREAS: Economy, Law, Quality assurance (total 240 hours)

The lives of people with disabilities are determined by a specific legal and economic framework in many different ways. Legal and economic issues are therefore integrated into the previously described levels of training. This also applies to the issues of quality development, something which has increased in importance in recent years in the interests of removing state-dominated control and introducing a more self-directed system.

METHODOLOGY

In terms of its methodology the INCLUFAR curriculum and related materials incorporate the principles of adult education (e.g. participation) and use methods to motivate the students through their own research, presentations, discussion of results and evaluation. This is a challenge, as this type of approach is not yet common in all the partner countries. The above-mentioned "spiral structure" of the curriculum supports the learning process even of those who have left school or university a number of years ago. Innovative teaching methods will be applied to free the learner from a consumer's role. The INCLUFAR approach goes beyond the boundaries of narrow professional profiles and enhances cross-professional skills and activities. An approach like this cannot be followed within a traditional methodological framework. Consequently, students will be trained to act as researchers, presenters and developers of material and in particular to take responsibility for their own learning processes.

Trainers and lecturers will take on the role of sources, consultants and supporters. This will result in a coaching and mentoring approach rather than a traditional teaching focus.

All trainers and lecturers are required to have many years of practical experience in this field as well as comprehensive and wellstructured knowledge. When the course is first held, coaching will be offered to those who step into this teaching role by trainers from the FAMIT and BALTIC seminars.

The methodology is suited to adults and students who feel responsible for their own learning process. The lecturers see themselves as companions of the various individualized learning processes, and provide suggestions for different methodological approaches or are ready to support the student's individual development and learning process.

The methodology will be applied in three main stages:

1. Presentation of relevant content, learning material and the methodological approach
2. Practising self development in different social formats such as individual work, pair and group work, role play, etc.
3. Implementation in applied fields using specific examples from the practice of the participants and lecturers

Learning will take a practical approach, especially in the learning activities carried out jointly with disabled people.

Assessment will be done mainly with the participants themselves, as these activities are also part of the learning process, guided by the principle that individualisation is more important and helpful for the learning process than standardisation.

Projects

Each participant will carry out a small project during the course. It will be prepared as part of the course and presented there to demonstrate its planning, schedule and milestones. The project is a compulsory part of the curriculum and has to be appropriately documented. The written version should not have more than 25 – 30 pages.

This work will be supported and supervised by a mentor.

MODULAR FORM OF THE CURRICULUM

As described above, the curriculum has a modular form, consisting of three different levels of objectives, a spiral of contents of four levels and special materials for the objectives, a defined number of learning hours combined with learning material provided by the lecturer and an individual record and documentation by the student.

Students will be given a list of basic references describing the background and helping to enhance the individual learning process:

e.g.

R. Grimm, G. Kaschubowski (Hg.): Kompendium der anthroposophischen Heilpädagogik. München 2008. The book and parts of it are now available in other languages.

Karl König: Die Dorfkonferenzen (Seeds for Social Renewal: The Camphill Village Conferences)

Rudolf Steiner, Die Erziehung des Kindes vom Gesichtspunkte der Geisteswissenschaft (The Education of the Child in the Light of Anthroposophy).

Rudolf Steiner, Heilpädagogischer Kurs, Dornach (Education for Special Needs).

Christiane Drechsler: Zur Lebensqualität Erwachsener mit Behinderung in verschiedenen Wohnformen. Biel 2004

Further modules can be developed and added after graduating from this course.

e.g.:

- Inclusion and rural development
- Landscape – perception and its role in social therapy
- Psychiatric diseases, diagnostics and therapy

TRAINING HOURS

- Level 1: 150 hrs

- Level 2: 250 hrs

- Level 3: 120 hrs

- Level 4: 100 hrs

• ECONOMY - 100 hrs

• LAW - 80 hrs

• QUALITY DEVELOPMENT - 60 hrs

= 860 hrs

In addition to these training hours devoted to special subjects, there are a number of

ADDITIONAL HOURS:

The following hours are additional to the previously listed 860 teaching hours:

• 3 professional meetings of 2 days: 50 hrs

• Project work 360 hrs

• Documentation and quality work (daily) 150 hrs

• Organisational tasks 150 hrs

Additional hours:

710 hrs

Total training hours:

1570 hrs

The participants complete a total of 2710 hours including the above-mentioned hours that are part of the normal workflow training.

The additional listed work-integrated lessons for internal conferences, organisation and documentation tasks (approx. 600 hours) are not counted.

ENROLMENT

The requirement for enrolling on the training course is the possession of a relevant vocational qualification as specified in the next paragraph or proven practical experience in one of these professions for an adequate amount of time.

The “farming” part of the name “INCLUFAR” must already be part of the trainee’s existing experience and the curriculum builds a bridge from the social aspects and requirements for inclusion to the existing aspects of farming, gardening, craftsmanship etc. on farms and in the countryside.

RECOGNITION IN ACCORDANCE WITH DQR – EQF – ISCED

In the institutional education sector a distinction is usually made between abilities, skills, qualifications and competences. Educational measures within the EU are currently always directed towards “competences”. This is also incorporated by the European Qualifications Framework (EQF), adopted on 5.9 2006, which aims to make it possible to compare educational activities across Europe. It is by definition a competence framework.

In contrast to qualifications, competence is not focussed on the individual but is described as the “the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.”

(Commission of the European Communities, 2006). Competences are therefore personal qualities and not related to specific activities or professions. They are divided into different “competence classes”, these being professional competence, methodological competence, social competence, and personal competence.

The different levels are described in the INCLUFAR “Occupational Profile” document. The students graduating from this course will be qualified at level 4 (post-secondary, non-tertiary education) up to level 5, depending on their individual educational background

LEARNING AND TRAINING PROCESS

Overview:

Three years’ training with different focuses:

- Introduction and foundation (Year 1) - Observation
- Background and deepening (Year 2) - Deepening
- Implementation and social embedding (Year 3) – Realisation

In detail:

Two forms of teaching schedule:

1. One all-day lesson per month (33 in total):

First part of the day:

- Imagination out of the Village Lectures
- Exchange and group work

Second part of the day

- Knowledge lecture
- Exchange and deepening work on the knowledge, special questions, e.g. “masks”
- Development of mankind and history

Third part of the day

- Arts

Individual activity to work on the content from a different point of view, development of empathy

Fourth part of the day

- Application to crafts, skills in daily life through a continuous coaching process

2. Blocks of one week (5 per year, 15 in total)

The blocks are included to work on a subject over a longer period and to implement the “threefold method” of combining theory, art and practice (see Handbook for Training in Curative Education and Social Therapy Dornach 2011, A Leonardo da Vinci programme project, p. 1-46 ff.)

- » Morning: knowledge component in various forms: lectures, contributions by students, group work, project work
- » Afternoon: artistic work with an artist: clay, painting, drawing, music, writing, movement

Art is connected with the contents of the knowledge component, e.g. organisational subjects are combined with movement exercises that make visible cooperation, empathetic processes and the role of awareness in social work.

The inclusion of people with special needs is achieved in different ways:

- » inclusion in one part of the one-day training element
- » inclusion in the artistic learning processes
- » specially organised ways of participating

Both forms are supported by tutors in order to transfer the insights and experiences into the student’s practical daily life.

Focused subjects:

There are two focuses for the learning material

1. General focus

- » Ethics
- » Image of man
- » Participation and inclusion
- » Biography
- » Roles and institutions
- » Occupations
- » Curative educational disease patterns
- » Psychological disease patterns
- » Disability
- » Addiction
- » Living and working milieus
- » Milieu creation for living and working
- » Development of man and nature
- » Landscape as a realm of human development
- » Communication
- » Cooperation
- » Professional vocational life work training
- » Rehabilitation
- » Assistance and encouragement

2. Special focus

During the second part of the one-day meetings in particular there are different forms of deepening. One main focus here comes from K. Koenig’s “Village lectures”. These are used as a source of key topics in social therapy. They provide a truly non-dogmatic and challenging perspective and a methodical way of dealing with social therapy topics, coming from Koenig’s background as a medical doctor, from his very extensive education and from his character as an inspirational person.

Examples of topics:

- » Idea of the image of man
- » Working and life-long learning
- » Theories and myths of creation
- » Greek virtues
- » Western and Oriental images of man
- » Participation of people with special needs
- » Dignity of man in the light of the UN Convention
- » Biographical development of man
- » Man and time: rhythms of the day, week and year
- » Celebrations as a bridge between culture and nature
- » Attentiveness to our own views and own inner attitudes
- » Fundamentals of social life

ACCOMPANYING ACTIVITIES OF FURTHER CURRICULUM DEVELOPMENT

The concept of the accompanying activities during the course is planned so that there is a continuous development of the subjects as well as the methodological approaches and the qualification and development of the lecturers for:

- » the curriculum material, based on the requirements for a professional and science-based practice
- » the methods suited to the needs of adults and the trainers who are drawn from practice-oriented professionals
- » the students, in line with their current situation in terms of knowledge, skills and individual learning approach

This idea is implemented through

- » The ongoing development work of a “curriculum group” twice per year, attended by those responsible for the course, the lecturers and the participants
- » Tutoring by a skilled person who is present during all teaching activities and who reflects on the content and process with the participants as a process of continuous transfer into the participant’s area of work
- » Mentoring. Each participant chooses a mentor for two purposes: to support the participant at home and to help them in finding how to apply the lessons learned in their own working environment



STRUCTURAL OVERVIEW

There are two main forms for the training units:

1. One training day per month = 33 days
2. 10 units of one week

The following table shows the structure of one year, the contents are examples

Stage	Training days	Morning [KNOWLEDGE scientific and cognitive subjects]	Afternoon [skills training]	Practical skills	
		Guiding principles of social work (starting with ethics and fundamental issues concerning social work in general) 90 min	Anthropology 90 min Art as an exercise for developing empathy 90 min	Theoretical aspects of the practical tasks of social work 120 min Transfer discussion (how what I have learned affects me and my understanding of my work) 60 min	ongoing
1. Anthropology	Date	Basics of anthropology Constitution of man Biography Ethics Inclusion	Getting to know Drawing, painting, clay and stone, with music, discussion and drama		TUTORING: Information, advice, organisation: carried out at each participant's work place and reported/reflected on at the transfer discussion
Block No. X - one week	Date	e.g. COMMUNICATION Every block is done as a workshop with self-catering (each day has the same structure as the monthly days)			
2. Pedagogy	Date	Basics of anthropology Constitution of man Biography	Drawing, painting, clay and stone, with music, discussion and drama.	Medical aspects, orthopaedic diseases,	
General subjects		Ethics			
Block No. Y - one week	Date	e.g. BIOGRAPHY Every block is done as a workshop with self-catering (each day has the same structure as the monthly days)			
3. Milieu for living	Date	Basics of anthropology Constitution of man Biography Ethics	Drawing, painting, clay and stone, with music, discussion and drama.	Life and milieu creation Milieu creation for work and occupation, communication	
General subjects				and working together	
Block No. Z - one week	Date	e.g. PHENOMENOLOGY AND ACTIVE PERCEPTION Every block is done as a workshop with self-catering (each day has the same structure as the monthly days)			
4. Milieu for work and occupation	Date	Basics of anthropology Constitution of man Biography Ethics Inclusion	Drawing, painting, clay and stone, with music, discussion and drama.	Training and rehabilitation planning, occupation and personality	
General subjects				Economy, legal framework, quality management	
				development, Roles and institutions	

Follow-up

After the course, **modules** are planned for deepening and widening special issues in social therapy, e.g. psychiatry, inclusion, arts etc.

INCLUFAR CURRICULUM – TABLE OF CONTENTS

Level 1. Anthropology and basic knowledge

Objectives: Knowledge, emotion, action	Contents	F	E	L	Q	Didactical comments
1.1. The expert knows various anthropological approaches and their historical background	Introductory seminar					F= Farming, Gardening E= Economy L= Law Q= Quality development
	1.1.1. Three soul forces: thinking, feeling, willing					
	1.1.2. Three functional systems of the human organism					
	1.1.3. Aspects of the human organism. Human constitution.					
	1.1.4 Correlation between man and nature.					
	1.1.5. Working on your own biography. Stages of human development from birth to death.					
	1.1.6. Anthropological approaches in the past and in the present. Influence of different anthropological ideas on dealing with people with disabilities.					
	1.1.8. Approaches for understanding disabilities as a basis for practical work.					
	1.1.9. The senses (see: Scheuerle, H.J. Die Gesamt-Sinnes-Organisation. A. Thieme, Stuttgart 1984)					
1.2. The experts deal with and look at their own emotional life. Being able to carry out self-reflection through artistic work and social exercises	1.2.1. Basic knowledge of sociology.					
	1.2.2. Impact of different ideas about the meaning of life on the attitude to people with disabilities (including care of the elderly, euthanasia, abortion etc.)			X		
	1.2.3. Social archetypes – sociality and antisocial behaviour in society and man					
	1.2.4. Social games as training tools for empathy and better understanding of others					
	1.2.5. Storytelling as a means to get to know each other better					
	1.2.6. Housekeeping as an art	X				
	1.2.7. Basic exercises in painting and drawing					
	1.2.8. Basic exercises in music and singing					
	1.2.9. Folk dancing					
	1.2.10. Role of rhythms, festivals of the year and celebrations	F			Q	
1.3. The expert knows and is able to apply particular activities and to systematically evaluate the consequences of actions	1.3.1. Basis of support and care in practice			L		
	1.3.2 Different types of supported living (governmental and independent)					
	1.3.3. Basis for organising house life. Role of architecture for milieu development. (see Rittelmeyer)				X	
	1.3.4. Basis for organising the workshop with people with disabilities					
	1.3.5. Basis for organising gardening and farming with people with disabilities	F				

Level 2. Relationship building – working on inclusive concepts for assistance and support

Objectives: Knowledge, emotion, action	Contents	F	E	L	Q	Didactical comments
2.1. The expert has knowledge of pedagogical concepts, as well as disability and behavioural problems and can deal with them in his work	2.1.1. Human development – concept of 7-year stages. Body soul, spirit					F= Farming, Gardening E= Economy L= Law Q= Quality development
	2.1.2. Human development – second part. Development of human consciousness through the course of history. Role of school education					
	2.1.3. Adolescence. Increasing earthly maturity. Work and love in the life of young people.					
	2.1.4. Stages of adulthood. Helping to form own biography.					
	2.1.5. Growing old. The meaning of life. Living and dying in communities. Question of destiny.					
	2.1.6. Developmental disorders. Introduction to the polar illness images.					
	2.1.7. Disorders of the autistic spectrum					
	2.1.8. Genetic syndromes: general description, understanding of the conditions.					
2.2. The expert is able to connect anthropological aspects with concepts of disability and develops social skills.	2.2.1. The image of man in caretaking. General attitude: supervision and support in the place of education.	X				
	2.2.2. Communicative competence: participating in college meetings, ability to express oneself, ability to express criticism in a respectful way, give feedback				Q	
	2.2.3. Communicative competence: making oneself understood by people with disabilities, communicating in accordance with individual needs, listening and understanding					
	2.2.4. Learning to use non-verbal and facilitated communication					
	2.2.5. Dealing with people of different religious and cultural groups. Multiculturalism, the role of ideas and values					
	2.2.6. Knowledge of group dynamics					
	2.2.7. Communication with parents and relatives of people with disabilities					
	2.2.8. Leadership and social therapy				Q	
2.3. The expert can apply appropriate pedagogical concepts according to quality management aspects	2.3.1. Ability to apply non-verbal and technical communication					
	2.3.2 Principles of learning					
	2.3.3. Ability to organise festivals, celebrations, performances with people with disabilities		E		Q Q	
	2.3.4. Ability to support the self-care process of a person with disabilities in a respectful way					
	2.3.5. Ability to organise space in the house or workshop in a supportive way					
	2.3.5. Ability to develop a supportive plan			L		
	2.3.6. Ability to make systematic observations			L	Q	
	2.3.7. Ability to write a report				Q	
2.3.8. Self-reflection, fault tolerance						

Level 3. Conducting daily inclusive life

Objectives: Knowledge, emotion, action	Contents	F	E	L	Q	Didactical comments
3.1. The expert knows and understands the factors and legal basis for conducting daily life with people with disabilities and can apply these in their work	3.1.1. Legal studies. Understanding of legal texts. Meaning of law, by-law, act, administrative order, etc. Legal meaning of responsibility and liability.	F		L	Q	F= Farming, Gardening E= Economy L= Law Q= Quality development
	3.1.2. State provision of legal forms of living for people with special needs			L		
	3.1.3. Mission of people with disability - Kaspar Hauser as an example					
	3.1.4. Knowledge of diagnostic procedures especially in social-therapeutic diagnostics					
	3.1.5 Understanding of basic medical and psychological terms					
	3.1.6. Psychiatry for people with disabilities – Double diagnoses (general understanding)					
	3.1.7. Basic understanding of anthroposophic medicine					

Objectives: Knowledge, emotion, action	Contents	F	E	L	Q	Didactical comments
	3.1.8. Social approach in Camphill communities	F				F= Farming, Gardening E= Economy L= Law Q= Quality development
	3.1.9. Forms of delegation and giving responsibility to individuals and groups		Q			
3.2. The expert learns to develop their social abilities according to the understanding of professional tasks	3.2.1. Dealing with aggression and violence in daily life					
	3.2.2. Dealing with sexuality, friendship and partnership					
	3.2.3. Challenge between social policy and self-determination					
	3.2.4. Individuality and community	F				
	3.2.5. Leading the college meetings, other professional meetings, discussions				Q	
	3.2.6. Organising and leading group activities: work, study, leisure activities etc.					
	3.2.7. Moderating, consulting and appraisal interviews with a person with disabilities					
	3.2.8. Moderating discussions with officials about a person with disabilities in one's care					
3.3. The expert can use elements and tools for a good quality of life in a goal-oriented manner	3.3.1. Acquiring skills for planning – implementing – evaluating: - planning short-term objectives - planning long-term objectives - applying methodological principles in performing tasks - assessing and documenting the work results and learning process	F	E	L	Q	
	3.3.2. Improving quality of life by designing appropriate tasks in community life				Q	
	3.3.3. Ability to take on total organisation and develop workshops with people with disabilities (according to one's skills or profession) including production planning, budget planning etc.		E	L	Q	
	3.3.4. Dealing with money in working and living communities		E			
	3.3.5. Self-education and self-development					

Level 4. Conducting a professional inclusive life

Objectives: Knowledge, emotion, action	Contents	F	E	L	Q	Didactical comments	
4.1. The expert deals with the conditions and factors of creating an appropriate milieu in the professional world	4.1.1. Service- and client-orientation as an attitude	F			Q	F= Farming, Gardening E= Economy L= Law Q= Quality development	
	4.1.2. Analysing and researching activities in order to discover the most favourable conditions for work depending on the actual needs of the person with disabilities	F			Q		
	4.1.3. Analysing the living situation, making suggestions and providing new motivation	F			Q		
	4.1.4. The conflicting interests between educational and humanitarian aspects and economical demands in the workshop when dealing with people with disabilities		E				
	4.1.5. Forms of sheltered and partially sheltered work	F		L			
	4.1.6. Inclusion and participation in vocational training						
	4.1.7. Inclusion and participation in professional fields			L	Q		
	4.1.8. Getting to know the work and conditions of different supporting professions						Curative educators and other therapeutic professions often work in the same facility, so it is necessary to understand their way of working in order to cooperate and participate
	4.1.9. Introduction to the work of the specialist for industrial and occupational promotion in sheltered workshops						
	4.1.10. Knowledge of the social security and legal conditions of the farming system and other statutory bodies responsible for the wellbeing of people with disabilities in the country	F		L	Q		
	4.1.11. Legal study: UN Convention on inclusion Associations law Labour law Social law Care law Home law Regulations and legal conditions for agriculture and horticulture	F		L			

Objectives: Knowledge, emotion, action	Contents	F	E	L	Q	Didactical comments
	4.1.12. Budgetary and economic life in one's own living or working community		E			F= Farming, Gardening E= Economy L= Law Q= Quality development
	4.1.13. Transparency in dealing with state subsidies		E		Q	
	4.1.14. Concepts of age management					
	4.1.15. Concepts of dealing with death and dying					
4.1.16. Psychology: dealing with people with psychotrauma, neglect, abuse						
4.2. The expert acquires higher social skills and applies them in his professional tasks	4.2.1. Conflict management in the community					
	4.2.2. Conversations with aging persons					
	4.2.3. Conversations in the event of death					
	4.2.4. Ability to assume a position of responsibility in one's own organisation, up to the manager in charge					
4.3. The expert can develop individualised concepts of inclusion and participation and assist with their implementation	4.3.1. Ability to present one's own organisation in public and to officials					
	4.3.2. Cooperation with the workshop professionals in developing opportunities for people with disabilities					
	4.3.3. Awareness of placement alternatives, funding opportunities		E			
	4.3.4. Creating the concept for professional development and training of people with disabilities in their daily work, producing the educational syllabus					
	4.3.5. Creating concepts for social and cultural activities (crafts, music, eurythmy, plays, painting, dancing, sports etc.)					
	4.3.6. The farm as a field of work and creativity	F				
	4.3.7. Preparing elderly people for retirement					
	4.3.8. Caring for occupational integration of people with severe disabilities					
	4.3.9. Preparing and designing documentation for joining the general labour market			L	Q	
	4.3.10. Designing work instructions from a methodological and didactical point of view					
	4.3.11. Instruments for quality management				Q	
	4.3.12. Regulations, accident prevention, safety, first aid and their communication to people with disabilities				Q	
	4.3.13. Ability to lead the introductory course in one's own place of work					



SPECIAL SUBJECTS

(These subjects can also be taught as modules after finishing the regular course, depending on whether it is possible to integrate the following subjects into the core curriculum detailed above.)

Artistic work – 100 hours

In addition to the knowledge and practical aspects, artistic work and practice as a concept is an integral part of the curriculum to enhance and expand the training.

Artistic exercises are used for processes of self-discovery, creativity and to encourage lively non-conformist thinking and feeling. Art has a long tradition for this purposes and, in addition, is an important aid to observation and perception and to process-oriented thinking.

Long experience shows that working with art can train process-orientation and action which is responsive to evolving situations. All artistic media such as painting, modelling, movement and speech can be used.

The aim is not only to promote manual skilfulness, but also to experience free, creative use of materials which are not product-oriented but promote personal and individualised activities.

Music and rhythm: Experience of music and its implementation in movement can have both character-building elements and contribute to a high quality of life.

Exercise and sport: Promote gross and fine motor skills, development of perception, creation of interests and activities, enjoyment of movement.

Games: As a voluntary, spontaneous and creative activity, from function games to role-play and design and control play, alone and in groups, brings not only enjoyment and fun but also trains and practises social rules.

Economics – 100 hours

- Value and social value distribution
- Handling of public funds
- Financing basics for social institutions; funding sources; revenue
- Design of cash flows; expenditure
- Budgeting

Possible project topics:

Design of employee income

Mortgage lending

Budgeting

Law – 80 hours

Evidence of knowledge and the ability to work with:

- Legal basis for the promotion of people with disabilities; rights and responsibilities of people with disabilities
- Statutory framework of workshops for people with disabilities
- Tasks of the expert
- Requirements for the professional
- Legal foundations of supervision and data protection
- Legal foundations of social protection for disabled people in sheltered workshops

Legal basis of product liability and warranty and safety at work regulations

The idea of the welfare state and its implementation under the prevailing economic conditions

Relevant provisions of the disabled person and benefit law

- Basic Law
- Social Laws of the countries
- Homes Act of the country
- Constitution of the country
- Data protection, liability law

Profession of specialist for industrial and occupational promotion in sheltered workshops;

Requirements for the personality of the professional;

Representative examples based on case studies from the legal framework to derive the rights and responsibilities of people with disabilities and the professionals working with them and professional promotion (including workshop regulation planning, workshop agreement, supervision and duty of care, liability issues).

Quality assurance – 60 hours

The expert can apply economic criteria and standards of quality assurance in the design of workflows in collaboration with the Quality

Manager of the workshop.

Introduction to quality development and quality management of the working and living community.

- History of quality control
- Quality systems development
- Requirements for quality management
- Rehabilitative goals and procedures of quality assurance
- Quality assurance procedures related to the care area
- Principles of the standards system of the ISO 9000 series and relevance to the workshop for the disabled elements (e.g. quality manual)
- Expenditure on the establishment of a quality development system
- Advantages and disadvantages, possibilities and limitations of various quality management systems in the working and living community
- Example of the procedure for certifying a working and living community



Inclusive Farming

IMPRINT

Gerhard Herz, Thomas van Elsen,

With assistance from Hartwig Ehlers, Winfried Schäfer, Sophia Merckens, Klaus Merckens

INCLUFAR - Projekt-Nr.: DE/13/LLP-LdV/TOI/147 619

CONTACT

Hartwig Ehlers: ehlers@weide-hardebek.de

Gerhard Herz: info@ibuibu.com

Klaus Merckens: klaus@merckens.de

Thomas van Elsen: thomas.vanElsen@petrarca.info

Winfried Schäfer: winfried.schafer@luke.fi

This project was funded by the European Commission. The contents of this publication are the sole responsibility of the author: the Commission is not liable for the use of any information contained therein.

