



Inclusive Farming

OCCUPATIONAL PROFILE

EXPERT FOR INCLUSIVE FARMING AND RURAL DEVELOPMENT





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0. USING THIS OCCUPATIONAL PROFILE

The aim of this outline is to be used in the different partner countries for achieving accreditation of this profession at a national level or at the EU levels 4 or 5.

This INCLUFAR approach goes beyond the boundaries of narrow professional profiles and enhances cross-professional skills and activities.

This kind of approach cannot be taught and supported within a traditional methodological framework. Students will therefore be taught to act as researchers, presenters and developers of materials and especially to be responsible for their own learning process.

Trainers and lecturers take on the role of resources, consultants and supporters. The approach is more one of coaching and mentoring with the aim of balancing the acquisition of knowledge and the development of skills, rather than a traditional teaching method. It is based on existing experience from Germany and the Baltic countries. It can therefore be introduced to the existing VET structures in European countries for the social and therapeutic sector and to the agricultural sector in terms of multifunctional agriculture (see: A. Biesantz/ N. Fuchs).

1. AIM OF THE TRAINING AS “EXPERT FOR INCLUSIVE FARMING AND RURAL DEVELOPMENT”

The key qualification of the „**Expert for inclusive farming and rural development**“ is the support and guidance of individually tailored living and working situations in a farming or gardening setting and in the rural environment, based on the promotion of self-determining and fully inclusive participation.

The expert always works on the principle of recognising each disability as a way of life which, in the sense of a disease, in itself cannot be cured either temporarily or permanently. It is not focused on either rehabilitation or therapy, but on producing an optimum working, environmental and living situation.

The most important cooperation partner is the person in need of support themselves and, if relevant, also the parents and legal carers and those responsible for the particular living or working situation.

The key tasks are the same for both types of target groups:

- Respectful **support**
- **Developing the interfaces to living, accommodation and work**
- **Economic, legal and quality business management**
- **Personnel management**



2. COMPETENCE PROFILE

1. Interdisciplinary competencies:

- Attentiveness
- Empathy
- Careful and thorough work
- Personal initiative
- Good communication skills
- Sense of responsibility
- Talent for organisation
- Liking for practical activity
- Sense of duty
- Team working skills
- Good manners
- Interest in and understanding of farming, gardening and handwork
- Interest in environmental and social relationships for medical, nutritional and health issues
- Emotional/mental stability
- An ability to make decisions and to carry things through, possibly against opposition
- An understanding of the workings of the social system
- A good feel for dealing with ethical and religious issues
- Interest in music and art
- Ability to deal with conflict and acceptance of differing ideas
- Handling business matters and profitability calculations
- Budgeting

2. Practical competencies:

1. Work in existing residential facilities with a view to expanding autonomy and participation and the ongoing development of inclusive forms.
2. Work in existing day-care facilities with a view to expanding autonomy and participation and an increasingly inclusive attitude also in the surrounding rural area.
3. Work in the preparation of new innovative living and working modes especially at a local and regional level and individual further development.
4. Development of inclusion in a rural setting. The expert is therefore competent to establish all types of social and inclusive farming in the rural area as an active development partner.

3. INCLUFAR CURRICULUM – STRUCTURE

Specific aims of the further vocational training

In addition to the above-named aims, the profile of the expert includes the development of a salutogenic, i.e. prospective health-promoting milieu.

The concept of “salutogenesis” is also put into practice along A. Antonovsky’s core element, the “sense of coherence” with its three components:

- Comprehensibility
- Manageability
- Meaningfulness

This aim will therefore be developed in a specific way in the rural environment.

Levels and content of the training

The training material is divided into three skills areas:

- Knowledge and thinking – through rigorous work on concepts
- Openness and emotional competence – through reflective group work and artistic exercises
- Knowledge and action – by putting the knowledge and experience gained into practice

Main topics:

1. **Anthropology** (pictures of the human being, biography, questions on health and disease)
2. **Developing relationships** (adult education)
3. **Life and milieu development**
4. **Milieu development for work and occupation**

All four main topics will be complemented by topics in law, economics and quality development.

Structure of curricular objectives:

Every level contains objectives in the areas of knowledge, the emotional-psychological dimension and action.

Level 1. Anthropology and basic knowledge

Level 2. Relationship building

Level 3. Conducting everyday life

Level 4. Conducting professional life

4. PROJECT SCOPE

850 teaching hours:

- Level 1: 150 hrs
- Level 2: 250 hrs
- Level 3: 120 hrs
- Level 4: 100 hrs



- Economics: 100 hours
- Law: 80 hours
- Quality development: 60 hours



■ Project work (obligatory)	360 hours
■ Documentation and quality work (daily)	approx. 150 hours
■ Organisational activities	approx. 150 hours
■ Regular work meetings	approx. 50 hours

QUALIFICATIONS and ECTS POINTS

The Expert for „Inclusive Farming and Rural Development“ is aimed at the level of a bachelor qualification. Its classification in the ECTS (European Credit Transfer and Accumulation System) is structured as follows:

Calculation basis: Workload per ECTS point of 25 or 30 hours

MODULE	ECTS for 25 hrs	ECTS Credit for 30 hrs
Main topic 1: Anthropology	4	3,33
Main topic 2: Relationship building	10	8,33
Main topic 3: Living	5	4
Main topic 4: Working	4	3,33
Integrative main topics: Economy – Law – Quality management and assurance	9,6	7,96
Project work	14,4	12
Other learning outcomes during work: Documentation and Quality – Organisation – regular work and learning meetings/conferences	14	11,6
Total	61	50,4

The access requirement of prior training courses and essential work experience account for **100 – 140 ECTS**.

■ QUALIFICATION

There is a final examination at the end of the training. Entry to the examination is permitted to those who have proof of regular attendance on the course and who have passed the final tests on the four training topics.

Examination regulations are available.

■ REQUIREMENTS

Enrolment on the training course requires a qualification in a relevant vocational subject, such as farming, gardening, handicrafts, arts, etc. or a sufficient number of years of proven practical experience in one of these professions.

■ AREAS OF ACTIVITY

Options for main areas of activity:

- » internal with main topic internal milieu development;
- » external with main topic external milieu development, inclusion in the regional environment, regional development



5. EU RECOGNITION OF THE EXPERT

EQF – ISCED - DQR

Occupations and training courses are recognised within the European framework on the basis of the following general regulations:

■ European Qualifications Framework, EQF

8 defined qualification levels

■ DQR (German Qualifications Framework) – as an example of a national reference to the EQF:

Requirements:

» Three competence levels:

1. SUBJECT COMPETENCE (e.g. knowledge, skills, evaluation)
2. PERSONAL COMPETENCE (e.g. independence, self-reliance/responsibility, reflexivity and learning ability)
3. SOCIAL COMPETENCE (team/leadership skills, co-development and communication)

» Eight levels:

In line with the EQF/DQR, the “Expert for inclusive Farming and rural development” matches the following levels:

4= Skilled worker

5= Specialist, technician

6= Bachelor, master

As a qualification at level 4 forms the requirement for registration, 5 and 6 are the target levels.

■ International standard classification of education (ISCED)

UNESCO's classification for schools. 8 levels.

Under this classification, the „Expert for inclusive farming and rural development“ also belongs at level 5:

- » Level 4: Post-secondary non-tertiary education
- » Level 5: Tertiary education (first stage)

6. JOB MARKET

■ Target group and demand (example Germany)

The target group for this profession comes from a variety of directions:

1. Existing facilities, with the aim of going into new areas of care.
2. People who already work in this field but do not have a qualification which meets the legal requirement.
3. Participants looking for a new professional direction and who, for example, wish to take up an occupation in the social realm based on a handwork or business profession.
4. Training opportunities for people in need of care themselves, e.g. on legal and economic issues and in the realm of arts and crafts.

European job market

Even before the INCLUFAR project began in October 2013, it was clear that there was no directly comparable qualification in Germany or the seven partner countries (NL, FIN, NO, EE, A, BG, TR). During the project it has become increasingly obvious that, particularly in Scandinavian countries, there is growing pressure from sponsors to achieve a higher level of qualified staffing in the facilities. In connection with the project, this gives rise in the Scandinavian institutions alone to a need for qualification of approx. 2 members of staff per facility every year, i.e. approx. 30-50 in total.

7. OTHER OCCUPATIONS IN THE FIELD

A:

- Social worker for disability work and disability support
 - » Professional level: 2 years: 1340 teaching units and 1200 hours of practical work (of which 120 hours in a different working area of disability care)
 - » Diploma level: 3 years
- Home helper: 200 teaching units, 200 hours practical work

BG:

- Specialist (expert) social activities: Education: bachelor or masters degree in social work
- Organiser of social services – Difference: No expert status. Education: secondary school
- Therapist work activities. Education: secondary special education, college or university

DE:

- “Heilerziehungspfleger” – HEP – skilled profession, medium-level educational achievement
- Accredited expert for work and vocational support for workshops for people with disabilities - gFAB – further education qualification, assumes prior professional training
- Social assistant – skilled profession
- Social worker – college or university education

EE:

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FIN:

■ University:

Currently no university training required for this area of work.

■ College:

"Sosionomi (AMK)" (EN roughly "social worker" (BA)).

A professional college training (not continuing professional development) with 140 weeks of training (210 course points) over 3.5 years.

■ Vocational training:

A.)

Training to become a „Lähihoitaja“ (EN: licensed practical nurse, see: Practical Nurse, Customer Services and Information Management (Study Programme).

In-service training with 120 weeks including days at college and practical work in other facilities – specialisation in work with the disabled.

B.)

„Hoiva Avustaja“ training (EN roughly „care assistant“) with theory and in-service training – 34 working weeks in-service training.

Required expert level:

From 2015 a member of staff trained to the level 0.5 – 0.7 in social work.

NL:

Medewerker maatschappelijke zorg,

Level 4 – social pedagogic training; 2 years

Two routes: - Study / Practical (BOL) and Work / Study (BBL)

Werkbegeleider zorglandbouw / Vakbekwaam medewerker BD-landbouw, specialisatie zorg.

Level 3. Only at Warmonderhof / Dronten. Two days each fortnight. BBL

Sociaal pedagogische hulpverlening (SPH); Level 5

4-year training; can also be undertaken part-time. 3 years with prior vocational training.

NO:

Health & Caretaker (3 years)

2 years school and 1 year workplace 100%; 981 hours per year x 2 = 1962 hours = exam

Several evening classes offer this if you are working 100% and you can take your exam after ca. 200 hours. You are often required to have worked for one or two years beforehand.

TR:

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8. FURTHER TRAINING OPPORTUNITIES

After completing the course there are a number of possible options:

■ • Additional modules

e.g.

- » Inclusion and rural development
- » Sustainability
- » Sustainable agriculture
- » Landscape – perception and its role in social therapy
- » Psychiatric diseases, diagnostics and therapy
- » Specific diagnostic problems and processes

These kind of modules can broaden and deepen the specialist areas, but other modules for broadening and deepening functional and leadership skills are also possible.

■ Bachelor and masters courses

Further training at an academic level. This generally requires more advanced school qualifications.



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