

# Transfer workshop documentation

Compiled by  
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## Introduction

Since the UN convention in regard to people with special needs has been published, there is a lot of confusion on the VET and school system how to deal with the new challenges. The focus on people with special needs has been neglected in the past. The innovative inclusive coaching approach relays on the process not on the product. Therefore the workshops took place on the partner's places because the nature of the workplaces and the work itself offers co-workers and people with special needs meaningful work and self-esteem. The training of the partners and their co-workers sharpened the diagnostic knowledge to identify which working environment matches for which disability. Thus the transfer workshop delivered orientation how to deal with the new challenges. This documentation of the transfer workshop - organised in 2014 and 2015 - bases on the documents collected in Appendix 1. The transfer workshops accounted for an essential part of the dissemination activities of the project.

## 1 The transfer workshop schedule

**Table 1:** Date, places and participants of the transfer workshops

Date	Host	Leading coaching team	Supporting coaching team
12 <sup>th</sup> to 15 <sup>th</sup> of May 2014	Sylvia Koti association. Tapolan Kyläyhteisö  Finland	Hartwig Ehlers, Hofgemeinschaft Weide-Hardebek LBF gGmbH, Germany Gerhard Herz, Institut für Betriebliche Bildung und Unternehmenskultur - //IBU, Germany	<ul style="list-style-type: none"> <li>• MTT Agrifood Research, Finland</li> <li>• Arge f. anthroposophisches Heilwesen e.V. – Integrative Hofgemeinschaft Loidholdhof, Austria</li> </ul>
16 <sup>th</sup> to 19 <sup>th</sup> of July 2014	Camphill Northern Region Association  Norway	Hartwig Ehlers, Hofgemeinschaft Weide-Hardebek LBF gGmbH, Germany Gerhard Herz, Institut für Betriebliche Bildung und Unternehmenskultur - //IBU, Germany	<ul style="list-style-type: none"> <li>• Sylvia Koti yhd. Tapolan Kyläyhteisö, Finland</li> </ul>
26 <sup>th</sup> to 29 <sup>th</sup> of July 2014	Bulgarian Association for Anthroposophic Curative Education and Social Therapy  Bulgaria	Hartwig Ehlers, Hofgemeinschaft Weide-Hardebek LBF gGmbH, Germany Gerhard Herz, Institut für Betriebliche Bildung und Unternehmenskultur - //IBU, Germany	<ul style="list-style-type: none"> <li>• PETRARCA Europäische Akademie für Landschaftskultur e.V., Germany</li> </ul>
16 <sup>th</sup> to 19 <sup>th</sup> of October 2014	Akdeniz University  Turkey	Gerhard Herz, Institut für Betriebliche Bildung und Unternehmenskultur - //IBU, Germany	<ul style="list-style-type: none"> <li>• PETRARCA Europäische Akademie für Landschaftskultur e.V., Germany</li> <li>• MTT Agrifood Research, Finland</li> </ul>
10 <sup>th</sup> to 12 <sup>th</sup> of November 2014	Urtica de Vijfsprong,  Netherlands	Hartwig Ehlers, Hofgemeinschaft Weide-Hardebek LBF gGmbH, Germany Gerhard Herz, Institut für Betriebliche Bildung und Unternehmenskultur - //IBU, Germany	<ul style="list-style-type: none"> <li>• Akdeniz University, Turkey</li> </ul>
12 <sup>th</sup> to 15 <sup>th</sup> of January 2015	Pahkla camphilli Küla  Estonia	Hartwig Ehlers, Hofgemeinschaft Weide-Hardebek LBF gGmbH, Germany Gerhard Herz, Institut für Betriebliche Bildung und Unternehmenskultur - //IBU, Germany	<ul style="list-style-type: none"> <li>• Arge f. anthroposophisches Heilwesen e.V. – Integrative Hofgemeinschaft Loidholdhof, Austria</li> <li>• Natural Resources Institute Finland (Luke), Finland</li> </ul>
23 <sup>rd</sup> to 26 <sup>th</sup> of February 2015	Arge f. anthroposophisches Heilwesen e.V. - Integrative Hofgemeinschaft Loidholdhof Austria	Hartwig Ehlers, Hofgemeinschaft Weide-Hardebek LBF gGmbH, Germany Gerhard Herz, Institut für Betriebliche Bildung und Unternehmenskultur - //IBU, Germany	<ul style="list-style-type: none"> <li>• Natural Resources Institute Finland (Luke), Finland</li> <li>• Pahkla camphilli Küla, Estonia</li> </ul>

## 2 The transfer workshop structure

According to the project aims every partner planned to organise a national transfer workshop for interested groups and stakeholders. This activity fostered networking on both national and European level between the project partners and interested persons and groups including people with special needs.

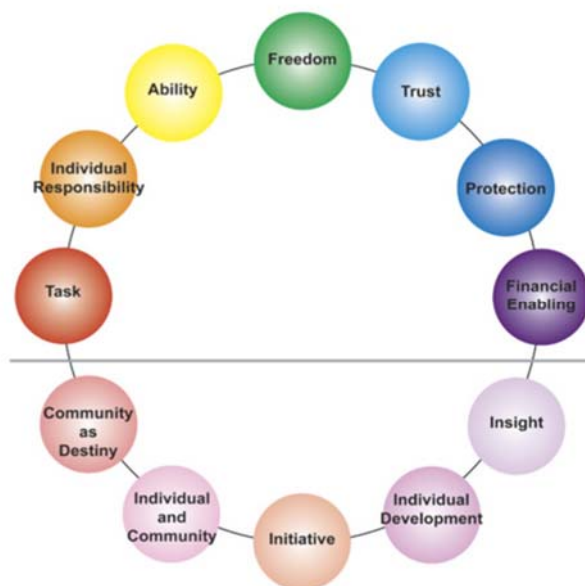
The transfer workshops embraced two parts: partner description and planning of a national workshop. In some cases also a third part “learning and training structure of the organisation“ was subject of co-operation. Finally a SWOT analysis in terms of running inclusive social therapy and in terms of performing education and training for inclusive farming was composed. At the beginning of the workshops Hartwig Ehlers introduced into the present situation of inclusive farming.

### 2.1 The partner description

The team coaching coordinator sent every host (partner organisation to be coached) some weeks before the venue a partner description form (appendix 2). The questions of this form are summarised in table 2. By this form the host presented his organisation and the present situation of his country concerning inclusive work and possibilities to implement the INCLUFAR curriculum. The host invited the coaching team, the secretary, staff members, people with special needs, stakeholders, and - for the planning of the national workshop - representatives from national organisations. The assisting coaching team – represented by two or more other project partners - had the role of watching, asking, and giving feedback and supported the secretary in writing the minutes. The findings contributed to the „INCLUFAR Handbook“, and will support the further work of the partners within the European INCLUFAR network.

The development of the partner description form bases on the methodology “Path to Quality”. “Path to Quality” is an accredited quality management system described by Stiftung Wege zur Qualität<sup>1</sup> following 12 quality management dimensions. The management system is subject of certification on demand. The structure of “Path to Quality” introduces into a process that supports the development and the quality management of the partner’s organisation.

The partner description is a process of self-reflection about the structures and processes of his organisation combining farm work and inclusive work in co-operation with people with special needs. The coaching process is a mutual learning process. The hosting partner is the expert, showing its institution and its actual situation concerning inclusive work.



**Figure 1:**

The 12 fields of the Path to Quality.  
 Source: Stiftung Wege zur Qualität –  
 Geschäftsstelle Schweiz,

<sup>1</sup>Stiftung Wege zur Qualität – Geschäftsstelle Schweiz, Rötelstrasse 11, 8006 Zürich. <http://www.wegezurqualitaet.info/home/unitedkingdom> Handelsregister-Nummer: CH-247.7.000.478-3, (SHAB Nr. 214 vom 03.11.2006, Publ. 3621568) Handelsregisteramt Kanton Solothurn Aufsichtsbehörde: Eidgenössisches Departement des Innern, Bern

The partner description form was developed during the team coaching process. Some questions were added; others removed also depending on the local circumstances. Table 2 lists the questions of the final questionnaire (Appendix 2).

**Table 2:** The partner description form

Field of action	Questions
<b>1. TASK:</b> Profile of the partner, mission statement and mission statement process concepts	<ul style="list-style-type: none"> <li>• Written mission statement?</li> <li>• Written concepts (e.g. farming, social therapy, handicraft etc.)?</li> <li>• Regular process of working with mission statement inside the organisation</li> <li>• Role of anthroposophy?</li> <li>• Is social farming/Inclufar part of the mission statement?</li> </ul>
<b>2. RESPONSIBILITY:</b> Legal status, Structure of delegation and decision-making processes, organisation chart	<ul style="list-style-type: none"> <li>• Clear responsibilities?</li> <li>• Clear structured tasks?</li> <li>• Departments, working groups and delegations built along clear processes and agreements?</li> <li>• How many places for handicapped people</li> <li>• How many trained co-workers?</li> <li>• How many untrained co-workers?</li> <li>• Social farming /Inclufar activities as integrated parts or special departments?</li> </ul>
<b>3. ABILITY:</b> Qualification demands and - processes, personal development	<ul style="list-style-type: none"> <li>• Qualification demands of the organisation clear described?</li> <li>• Qualifications of colleagues/employees documented?</li> <li>• Qualification demands of financing authorities               <ul style="list-style-type: none"> <li>- Known and</li> <li>- Fulfilled?</li> </ul> </li> <li>• Role of anthroposophic background and training?</li> <li>• Internal or external offers for this?</li> <li>• Personal administration process?</li> <li>• Personal development process?</li> <li>• How many co-workers trained for social farming/Inclufar?</li> </ul>
<b>4. FREEDOM:</b> Special tasks, radius of operation, scope of the different function, "cooperation talks"	<ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Concept of "elbow room"</li> <li>• Concept for appraisal interviews</li> <li>• Organisation of job interfaces</li> <li>• Concept and applying of review and accounting as a reflection tool?</li> <li>• How are Social farming/Inclufar activities described in the job descriptions?</li> </ul>
<b>5. TRUST:</b> Forms of holding talks, measure and instruments of trust building, conflict regulation	<ul style="list-style-type: none"> <li>• Communication and information system visible and comprehensible? Organisation of trust building activities?</li> <li>• Conflict resolution system effective documented?</li> <li>• Accreditation as a training centre (from state, from private accreditation organisations e.g. Conference for Anthroposophic Curative Education and Social therapy Dornach?)</li> </ul>
<b>6. PROTECTION:</b> Legal background of social work in the country, legal regulations for the different types of organisation of social work and social care, legal background of education and training in the country, contracts, role of autonomy, quality management	<ul style="list-style-type: none"> <li>• Role of legal area in the organisation?</li> <li>• Responsibility</li> <li>• Legal organisation of the institution</li> <li>• List of contracts?</li> <li>• Regular contract controlling?</li> <li>• Quality management</li> <li>• Social farming/Inclufar activities as special legal roles or forms?</li> </ul>
<b>7. FINANCIAL ENABLING / RESOURCES:</b> Financial sources, forms of accounting, actual financial situation, resources needed in terms of land, houses, machinery, livestock, etc.	<ul style="list-style-type: none"> <li>• Financial sources of the organisation?</li> <li>• Financial responsibilities?</li> <li>• Working with budgets?</li> <li>• Ownership of Property</li> <li>• Role of subsidies</li> <li>• Role of loans</li> <li>• Financial sources for Social Farming/Inclufar available in your country?</li> </ul>

Field of action	Questions
	<ul style="list-style-type: none"> <li>• Does your organisation fulfil the necessary requirements?</li> </ul>
<b>8. INSIGHT:</b> Role of basic knowledge, fundamental research and anthropology	<ul style="list-style-type: none"> <li>• Concept of working on basic knowledge of the institution?</li> <li>• Rhythms and forms of basic knowledge work?</li> <li>• Obligatory or voluntariness of working on basics for co-workers?</li> <li>• Role of spirituality?</li> <li>• Basic knowledge work for farming, for social therapy?</li> </ul>
<b>9. INDIVIDUAL DEVELOPMENT:</b> Situation of co-workers motivation and development, personal development, self-management, role of agreements on objectives	<ul style="list-style-type: none"> <li>• Role of individual development of every individual co-worker</li> <li>• Indicators for awareness for co-workers</li> <li>• Indicators for burn-out situations</li> <li>• Room for personal qualifications and development?</li> <li>• Are there people interested in social farming/Inclufar matters in the organisation?</li> </ul>
<b>10. INITIATIVE / DEALING WITH CONTEMPORARY NEEDS:</b> Role of strategy, role of innovation, role of change processes, dealing with standards and norms vs. individualised solutions	<ul style="list-style-type: none"> <li>• Responsibility for strategic question</li> <li>• Role of tradition(s)?</li> <li>• Role of future?</li> <li>• Role of change?</li> <li>• Organisation of change processes?</li> <li>• Would social farming/Inclufar be deep change in the organisation?</li> </ul>
<b>11. INDIVIDUAL AND COMMUNITY:</b> all kinds of boundary making and building, regulation of income, forms an processes of dismissal, firing and resignation,	<ul style="list-style-type: none"> <li>• Indicators for being part of the organisation</li> <li>• Indicators for being not any more part of organisation</li> <li>• Salary regulations (refer to qualification, age, social situation, ...)</li> <li>• Role of networking and network building?</li> <li>• Cooperating organisations?               <ul style="list-style-type: none"> <li>- regularly?</li> <li>- sometimes?</li> </ul> </li> <li>• Would be social farming/Inclufar activities within the limits of the organisation or out of them?</li> </ul>
<b>12. COMMUNITY AS DESTINY:</b> Dealing with profits and losses, finding balance between the "system" and a living organism	<ul style="list-style-type: none"> <li>• Role of profits and losses – organisational, personal?</li> <li>• Relation of strictness and fault-tolerance               <ul style="list-style-type: none"> <li>- Looking on our organisation as a system?</li> <li>- A social organism?</li> </ul> </li> <li>• Would social farming/Inclufar activities help the organisation (in terms of profile, working opportunities, income opportunities etc.) or lead to losses?</li> </ul>

## 2.2 The learning and training structure

Another form was used to assess the learning and training structure of the organisation in terms of time, facilities, and material. The questions of this form are summarised in table 3. Because INCLUFAR aims to include people with special needs they were invited to participate filling the form.

## 2.3 Swot analysis

The accreditation will be done by a common SWOT (strengths, weaknesses, opportunities, threats) analysis In terms of running inclusive social therapy and/or In terms of performing education and training for inclusive farming: The observing partner facilitate a „strategic forum“, in order to develop national sustainable strategies for INCLUFAR activities.

The forum follows 3 steps:

1. State of the Art (assessment),
2. Vision (where do we want to go),
3. Strategy (how will we get there, what are the next steps?)

**Table 3: The learning and training structure form**

Questions
Role of learning in the organisation
Qualification structure?
Own expectations and regulations for employees?
Expectation and regulations from financing authorities
Internal learning opportunities <ul style="list-style-type: none"> <li>- informal</li> <li>- formal</li> </ul>
Budget for learning and training activities.
Learning and training offers for people outside / from other organisations
Personal capacity in terms of: <ul style="list-style-type: none"> <li>- Lecturers (which subjects?)</li> <li>- Trainers (which subjects?)</li> <li>- Long-time experience?</li> <li>- Special knowledge?</li> </ul>
Experiences in (vocational) education and training activities? <ul style="list-style-type: none"> <li>- Didactical?</li> <li>- Methodical?</li> <li>- Learning material?</li> </ul>
Regional, national, sectorial demand for education and training offers by your organisation? <ul style="list-style-type: none"> <li>- Possible target groups?</li> </ul>
Possible cooperation partners for education and training activities / network?
Administrative capacity for planning, performing and evaluation training courses
Capacity for training courses in terms of <ul style="list-style-type: none"> <li>- Rooms</li> <li>- Equipment</li> <li>- Catering</li> </ul>



### 3 Results

A summarising overview concerning the partners infrastructure, qualification and quality assurance system and is already given in the assessment report of work package 1.

#### 3.1 Present Situation of inclusive farming

We need to have in mind both dimensions of Inclusive Farming when looking at the partners: Social farming is already existent at almost all partners (except Turkey und Bulgaria) but the inclusion aspect needs to be brought in. We have to have in mind a broad understanding of farming into when talking about social farming. Inclusive farming: Includes the right of every person to be as he/she is and live in the realm of the rural area. In FAMIT and the Baltic Seminar curricula there is no content about farming, but farming is the basis for Inclufar.

##### 3.1.1 The situation of agriculture

Both agriculture as well as the social environment are in existential misery. The misery of agriculture is the low soil fertility and the lack of tith. We have to care for crops and animals within the farm organism in such a way that they reach the ability to become fertile. A fertile farm organism is a sustainable farm. The consumer increasingly wants to know where his food comes from, thus the consumers are involved into the development of a farm organism. Further the farm organism has an impact on to the environment and agricultural ecology. If the farm includes working places for craft, the farm may become in future even a place for social cultural events. However, presently we do not have such agriculture, rather a metropolitan culture. Compared to agriculture, the level of care for adolescent handicapped people is on a very high level. However, there is still a misery for adult people with special needs. In the sense of inclusion every human is part of the cultural history.

Many initiatives developed out of a farm/biodynamic farming. Biodynamic farming is a new way of farming since conventional farming dropped out of nature. With biodynamic farming we can create a circulation of life processes (soil, animals, and plants) within the farm itself. Everything which is used/produced on the farm stands on a certain relation to other parts of the farm (e.g. number of animals per ha arable land). The communicator between these processes is the compost which works as a "catalyser".

##### 3.1.2 The situation of inclusion

The main difference between humans and people with special need is that the latter ones lack the ability to set up their own living environment and to shape their own CV. Thus the challenge of inclusion is to create such an environment that handicapped people can not only live within such an environment but even take it up as their own.

Social processes on the farm life changed. New processes have to be created to enable people to participate in the farm life. "Handicapped" people didn't exist in Germany after Second World War. In the 60's a new generation of adult people with special needs enforced new social laws. It turned out that people with special needs were needed as co-workers and not as recipient of charity. Inclusive communities developed.

Inclusion can also embrace ecological aspects, landscape maintenance, and crafts. The intention is, to open the inclusive farming communities for people with special needs for the normal community again. Until now many of these inclusive farming communities were built up due to the commitment of pioneers. There is a need to enable people to develop the strength to take up these ideas and carry them on. Inclusive farming actors need to have abilities in many different fields (housekeeping, crafts, farming...) as well as social abilities. The project has the aim to develop a way to teach all these abilities in the different partner countries. Thus the curricula of FAMIT and Baltic Seminar was adapted and combined to create the Inclufar Curriculum.

How do we enable ourselves and trainees to become social workers? First we have to focus on the attitude of co-workers towards people with special needs. The prevailing attitude is that people with special needs have a deficit and the co-workers need to deal with it. However, the curative attitude is not enough – it does not solve the problem. What is the image of human in relation to us and to the people with special needs? It has to be understood, that people living with "a deficit" also live with a soul and an understanding of him/herself as a normal person. We have to be careful not to become "prison guards" for people with special needs if we diagnose their "deficit". Only physicians and thera-

pists should be dealing with diagnosis if necessary. The major part of social work is about living together with people with special needs and not about diagnosing people with special needs. The emancipation of people with disabilities exists in nearly all the countries of the world. But how to live this idea on the farm or within the community we are living in? Are the people with special needs really inside the retort?

### 3.2 Results of the partner description forms

Here in table 4 a formal overview about the received answers is given. Please note that the table does not include all questions asked and answered, especially descriptive answers were skipped. Interested readers find the detailed answers in appendix 1. The transfer workshop was a learning process not only for the visited partners but also for the coaching team as well.

The classification of the answers (yes; no; not applicable or not available; to a certain extent, somehow) was counted and grouped. Questions answered with “yes” (y) indicate implementation of quality and inclusion. Questions answered with “no” (n) indicate issues which have to be implemented to improve inclusion and quality. Questions answered with “to a certain extent, somehow” (o) indicate that inclusion and quality are under construction. Questions answered with not applicable (n/a) indicate that either implementation of the subject is not yet realised or not applicable. The maximum score of each group was set to 100 and the number of related answers was calculated as percentage of the maximum. Figure 2 shows the plotted results.



**Table 4:** Partner description form results: formal overview.

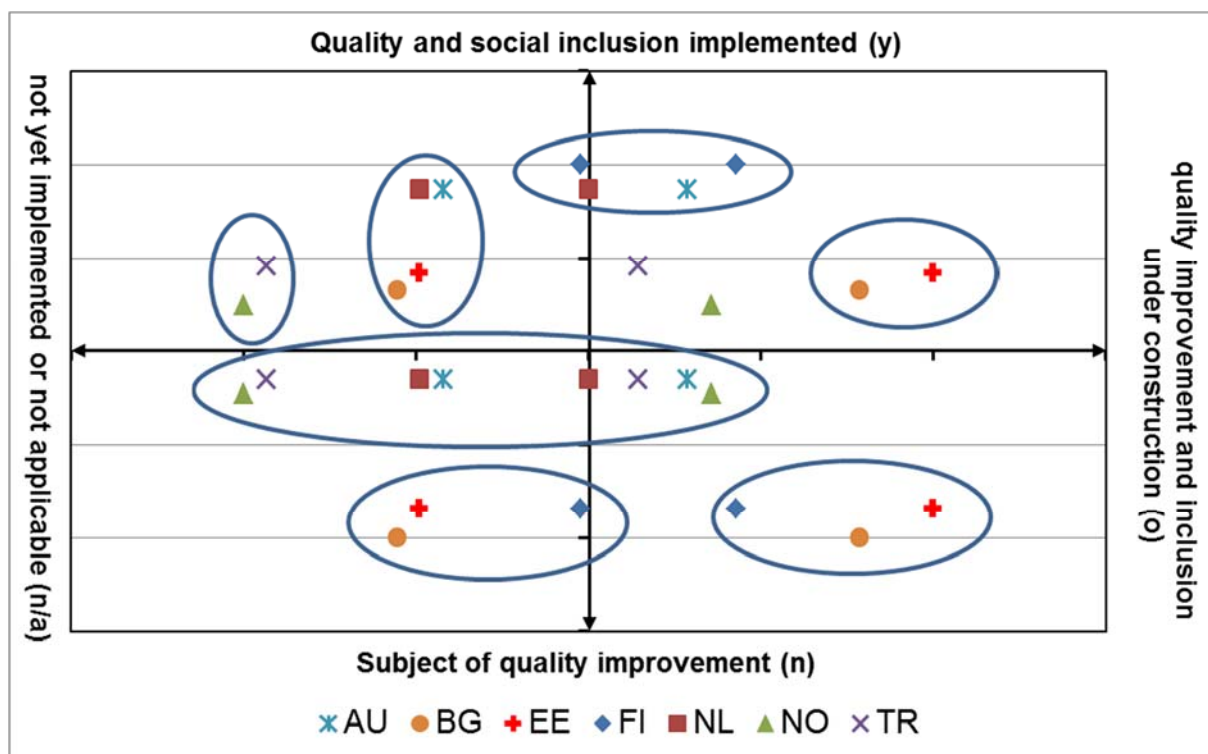
AU = Austria, BG = Bulgaria/BAACEST, EE = Estonia, FI = Finland, NL = The Netherlands, NO = Norway/CNRA, TR = Turkey, Akdeniz University Antalya. y = yes; n = no; n/a = not applicable or not available; o = to a certain extent, somehow; + = important

Questions	Answers, statements						
	Country	AU	BG	EE	FI	NL	NO
<b>3.2.1 Task</b>							
Written mission statement?	y	y	n	y	y	y	y
Written concepts (e.g. farming, social therapy, handicraft etc.)?	y	n	n	y	y	n/a	y
Regular process of working with mission statement inside the organisation	y	y	n	y	n/a	n/a	n/a
Role of anthroposophy?	+	+	+	+	+	+	n/a
Is social farming/Inclufar part of the mission statement?	y	o	y	y	n	o	n
Role of handicapped people explicitly described?	n/a	n	o	y	y	n	n
<b>3.2.2 Responsibility</b>							
Clear responsibilities?	y	y	o	y	y	y	y
Clear structured tasks?	y	y	o	y	y	y	y
Departments, working groups and delegations built along clear processes and agreements?	y	y	o	y	y	n/a	y
Social farming /Inclufar activities as integrated parts or special departments?	y	o	y	y	y	n/a	n/a
Clear responsibilities of handicapped people, clear and documented?	y	n/a	o	n	y	n	n/a
<b>3.2.3 Ability</b>							
Qualification demands of the organisation clear described?	y	o	y	y	y	n/a	y
Qualifications of colleagues/employees documented?	y	y	y	y	y	n/a	y
Qualification demands of financing authorities known and implemented?	y	n/a	y	y	y	n/a	y
Role of anthroposophic background and training?	+	+	n/a	+	+	+	n/a
Internal or external offers for this?	y	y	n/a	y	y	n/a	n/a
Personal administration process?	y	n/a	n/a	y	y	n/a	y
Personal development process?	y	n/a	n/a	y	y	n/a	y
Education and training opportunities for handicapped people explicitly planned, executed, evaluated, and documented	y	n	n	n	y	y	y
<b>3.2.4 Freedom</b>							
Job descriptions	y	n	y	y	y	n	n/a
Concept for appraisal interviews	n/a	n	o	y	y	n/a	n/a
Organisation of job interfaces	y	n	o	y	y	n/a	n/a
Concept and applying of review and accounting as a reflection tool?	y	n	o	y	y	n/a	n/a
Are Social farming/Inclufar activities described in the job descriptions?	y	n/a	n/a	y	y	n/a	n/a
Job descriptions for handicapped people available?	y	n/a	n	o	y	n/a	n/a
Cooperation talks with handicapped people?	y	n/a	o	y	y	o	n/a
<b>3.2.5 Trust</b>							
Communication and information system visible and comprehensible?	y	y	y	y	y	y	y
Organisation of trust building activities?	y	n	y	y	y	y	y
Conflict resolution system effective documented?	o	n	o	o	y	n/a	n/a
Accreditation as a training centre (from state, from private accreditation organisations e.g. Conference for Anthroposophic Curative Education and Social therapy Dornach)?	n	n/a	n	o	n	n/a	y
Trust building activities for handicapped people available.	n/a	n/a	o	y	y	n/a	n/a
Specific conflict resolution processes for handicapped people available.	n/a	n/a	y	o	y	n/a	n/a
Training for conflict resolution, mediation, etc. for handicapped people usual?	n/a	n/a	y	o	y	n/a	n/a

<b>3.2.6 Protection</b>							
Legal organisation of the institution	y	y	y	y	y	y	y
List of contracts?	n/a	o	y	y	n/a	n/a	n/a
Regular contract controlling?	n/a	n	n/a	y	n/a	n/a	n/a
Quality management	n/a	n	n/a	y	y	n/a	y
Social farming/Inclufar activities as special legal roles or forms?	y	n/a	n/a	n	y	n/a	n/a
Legal questions, contracts etc. for handicapped people organized?	y	n/a	y	n	y	n/a	n/a
<b>3.2.7 Financial enabling / resources</b>							
Financial responsibilities?	y	o	y	y	y	n/a	y
Working with budgets?	y	o	y	y	y	y	y
Financial sources for Social Farming/Inclufar available in your country?	y	o	y	n	y	n/a	n/a
Does your organisation fulfil the necessary requirements?	y	n/a	y	n/a	y	n/a	y
Financial situation of handicapped people regulated? Income	y	n/a	y	y	y	n/a	n/a
Financial situation of handicapped people regulated? Budget responsibility	o	n/a	n	n	n/a	n/a	n/a
Financial situation of handicapped people regulated? Dealing with money	o	n/a	n	y	y	n/a	n/a
Handicapped people included in budget planning?	n/a	n/a	n	y	n/a	n/a	n/a
<b>3.2.8 Insight</b>							
Basic knowledge work for farming, for social therapy?	n/a	y	y	y	y	n/a	n/a
Admission for handicapped people to basic knowledge activities?	n/a	n/a	n	y	n/a	n/a	n/a
Interests of handicapped people in basic knowledge regularly demanded?	n/a	n/a	n	n	n/a	n/a	n/a
<b>3.2.9 Individual development</b>							
Role of individual development of every individual co-worker	y	+	n/a	+	+	+	n/a
Indicators for awareness for co-workers	y	y	o	n	n/a	n/a	n/a
Indicators for burn-out situations	n/a	n	o	n	n/a	n/a	n/a
Room for personal qualifications and development?	y	n/a	n/a	y	y	n/a	n/a
Are there people interested in social farming/Inclufar matters in the organisation?	y	y	y	y	n/a	n/a	n/a
Activities and processes for individual development for handicapped people?	n/a	n/a	n/a	y	n/a	n/a	o
<b>3.2.10 Initiative / dealing with contemporary needs</b>							
Organisation of change processes	o	o	o	o	y	o	o
Would social farming/Inclufar be a deep change in the organisation?	n/a	y	n/a	o	n/a	o	y
Handicapped people included in strategic questions and planning? How and how far?	n/a	n	n/a	y	n/a	n/a	n/a
<b>3.2.11 Individual and community</b>							
Indicators for being part of the organisation	y	y	n/a	y	n/a	y	n/a
Indicators for being not any more part of organisation	y	y	n/a	y	n/a	y	n/a
Salary regulations (refer to qualification, age, social situation, ...)	y	n/a	n/a	y	n/a	n/a	n/a
Handicapped people more than "inhabitants" of the institution?	n/a	n/a	n/a	y	n/a	o	n/a
<b>3.2.12 Community as destiny</b>							
Looking on our organisation as a system?	n	n/a	n/a	y	n/a	y	y
Looking on our organisation as a social organism?	y	o	n/a	n	n/a	n/a	n/a
Would social farming/Inclufar activities help the organisation (in terms of profile, working opportunities, income opportunities etc.)?	n/a	o	n/a	y	n/a	n/a	n/a
Would social farming/Inclufar activities lead to losses of the organisation (in terms of profile, working opportunities, income opportunities etc.)?	n/a	o	n/a	n	n/a	n/a	n/a
Profit and loss questions for handicapped people explicitly and systematically watched and organised in the institution?	n/a	n/a	n/a	y	n/a	n/a	n/a

**Table 5:** Score of the answers to the questions in Table 4 concerning inclusion and quality.  
 y = yes; n = no; n/a = not applicable or not available; o = to a certain extent, somehow;  
 + = important

Country	AU	BG	EE	FI	NL	NO	TR
y	40	15	19	46	40	11	21
o	4	11	14	6	0	5	2
n	2	13	11	11	2	3	2
n/a	19	25	22	1	22	45	42
+	2	3	1	3	3	3	0
<b>Total</b>	<b>67</b>	<b>67</b>	<b>67</b>	<b>67</b>	<b>67</b>	<b>67</b>	<b>67</b>



**Figure 2:** Evaluation of the transfer workshop results based on the answers given to the questions of the partner description form. AU = Austria, BG = Bulgaria/BAACEST, EE = Estonia, FI = Finland, NL = The Netherlands, NO = Norway/CNRA, TR = Turkey, Akdeniz University Antalya.

The graph confirms that Austria, Finland, and The Netherlands have a high level of quality and social inclusion. In Estonia and Bulgaria the answer to many questions is under construction and in both countries many issues wait for implementation. The latter one is also valid for Norway/CNRA and Turkey/Akdeniz University.

### 3.3. Results of the learning and training structure forms

Because only two partners worked on this form, they are presented here completely. Table 6 shows the results of FI and Table 7 the results of BG/BAACEST

**Table 6:** Learning and training structure of Tapola, Finland

Question	Answers, aspects, criteria, etc.
Role of learning in the organisation	Continuously learning, as the possibility to every human being for own development and mankind development
Qualification structure?	<ul style="list-style-type: none"> <li>• <b><u>Demanded professions:</u></b> <ul style="list-style-type: none"> <li>○ Bachelor of social and health care AMK, leading position</li> <li>○ Executive manager, AMK, leading position</li> <li>○ Practical nurses in care VET, 0,5 – 0,8 per disabled person</li> <li>○ organic farming EU course(for substitution)</li> <li>○ Many regulations with regard to minimum requirements of trained personal are still open, e.g. no. of nurses per villager is not very clear</li> </ul> </li> <li>• <b><u>Necessary professions:</u></b> <ul style="list-style-type: none"> <li>○ social therapists, Medical nurse AMK, bookkeeper AMK, therapist,</li> <li>○ farmer , gardener,</li> <li>○ In Finland you don't have to be a Master ( Meister) to run a workshop</li> </ul> </li> <li>• <b><u>Useful professions:</u></b> <ul style="list-style-type: none"> <li>○ weaver, cheese maker, baker, ...</li> </ul> </li> </ul>
Own expectations and regulations for employees?	<ul style="list-style-type: none"> <li>• Co-workers, living in the community and interested in community-building (Anthro. &amp; Cpl.) are preferred employed</li> <li>• Co-workers, not living in the community, will be only employed if they speak Finnish and have a profession, which needs to be filled necessary and no inside living co-worker can do it.</li> <li>• for an open professional position we demand according to job description</li> <li>• for community interested people there is not necessary a demand for a special profession; profession is preferred; knowledge of Anthroposophy is preferred</li> <li>• The co-worker should be flexible and ready for changing his working area and further schooling</li> </ul>
Expectation and regulations from financing authorities	<ul style="list-style-type: none"> <li>• There must be working contracts or volunteer contracts</li> <li>• Enough trained staff according to state-department regulations</li> </ul>
Internal learning opportunities - informal - formal	<ul style="list-style-type: none"> <li>• <b>informal:</b> meetings, introduction seminar, village seminar, trainings,</li> <li>• <b>formal:</b> first aid, fire-training, practice during social trainings, medical training, hygienic passport,</li> </ul>
Budget for learning and training activities.	<ul style="list-style-type: none"> <li>• direct costs (budget 2014): 35.000 €</li> <li>• additional: travelling, per diem,</li> <li>• additional: replacement co-worker</li> </ul>
Learning and training offers for people outside / from other organisations	<ul style="list-style-type: none"> <li>• Baltic Seminar blocks</li> <li>• Bd preparation courses</li> <li>• Art seminars</li> <li>• Social training practice VET, university</li> <li>• School-practice, land, social, work-experience</li> </ul>
Personal capacity in terms of: - Lecturers (which subjects?) - Trainers (which subjects?) - Long-time experience? - Special knowledge?	<ul style="list-style-type: none"> <li>• A) All themes of the BS; health care,</li> <li>• B) official practice trainers for practical nurses and bachelors of social and health care</li> <li>• C) long experienced co-workers in</li> <li>• D) special knowledge in anthroposophic health care, bd farming / gardening</li> </ul>
Experiences in (vocational) education and training activities? - Didactical? - Methodical? - Learning material?	<ul style="list-style-type: none"> <li>• Food-processing</li> <li>• practice in social, vocational, agriculture</li> <li>• Material</li> </ul>
Regional, national, sectorial demand for education and training offers by your organisation? - Possible target groups?	<ul style="list-style-type: none"> <li>• qualified trainer and examiner for VET,</li> <li>• " by AMK (university of applied sciences)</li> </ul>
Possible cooperation partners for education and training activities / network?	<ul style="list-style-type: none"> <li>• Snellman school, anthrop. High school</li> <li>• Salpaus institute, VET</li> <li>• AMK, (university of applied science)</li> </ul>
Administrative capacity for planning, performing and evaluation training courses	<ul style="list-style-type: none"> <li>• Secretariat of Tapolan</li> <li>• co-worker resources</li> </ul>
Capacity for training courses in terms of - Rooms - Equipment - Catering	<ul style="list-style-type: none"> <li>• 5-10 rooms for guest (depend on the village situation)</li> <li>• hall (80-100Pers.), Café (35 persons), smaller rooms</li> <li>• tables, chairs, flip-boards, beamer, ...</li> <li>• cafeteria, all meals</li> </ul>

**Table 7:** Learning and training structure of the Bulgarian association for anthroposophic curative education and social therapy (BAACEST), Bulgaria

Question	Answers, aspects, criteria, etc.
Role of learning in the organisation	Learning and training- with main role in the organization
Qualification structure?	BAACEST have not own formal qualification structure, but informal works constantly; it's in relation with enlargement of ACEST knowledge.
Own expectations and regulations for employees?	BAACEST don't have regulation of employees, only for the members of training group there are expectations in terms of personal education, qualification and abilities. The training group follows regulations about its activity.
Expectation and regulations from financing authorities	Every financing authority - with own regulations. Usually BAACEST correspond with them.
Internal learning opportunities - informal - formal	Yes, regularly, but only informal from our side (local anthroposophic and ACEST groups, seminars, workshops). Formal - outside (universities, colleges, professional centres).
Budget for learning and training activities.	No permanent budget. The trainings of BAACEST are paid for people outside; free for members.
Personal capacity in terms of: - Lecturers (which subjects?)? - Trainers (which subjects?)? - Long-time experience? - Special knowledge?	We have: - lecturers - 5 - trainers - between 3 and 5 (CE and ST, work with biography, Sprachgestaltung, art, handicrafts -between 2 -15 years -special knowledge - all of them have knowledge and experience in the field of anthroposophic curative education and social therapy
Experiences in (vocational) education and training activities? - Didactical? - Methodical? - Learning material?	We have not professional centre.  Learning materials (about different ACEST themes) are accessible in our site. Didactical and methodical experience - about 3 years
Regional, national, sectorial demand for education and training offers by your organisation? - Possible target groups?	It's national Target groups: handicapped people, parents of children and adults with special needs, social workers, teachers (incl. Waldorf), psychologists, NGOs for people with special needs, farmers.
Possible cooperation partners for education and training activities / network?	All Waldorf NGO's in Bulgaria Agrarian university-Plovdiv NGO "Stable society" NGO's - part of BAPID (BG association for people with intellectual disabilities)
Administrative capacity for planning, performing and evaluation training courses	Administrative persons are different, depending on the type of training, free time of members, etc. §Missing employees with administrative function because lack of payment
Capacity for training courses in terms of - Rooms - Equipment - Catering	The rooms for our trainings are rent or property of NGO's or social services.



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### 3.4 Results of the SWOT-analysis

Summarising the answers of the partner description form and the information given in the minutes is presented in this section. Tables 6 to 9 describe the results in terms of running inclusive social therapy of the visited partner.

**Table 8:** Strengths in terms of running inclusive social therapy

<b>STRENGTHS in terms of running inclusive social therapy</b>		
<b>Indicators</b>	<b>Where do we want to go</b>	<b>What are the next steps</b>
<b>FINLAND</b>		
Excellent organisation of tasks, quality management and responsibilities	Organisation of tasks and responsibilities also for adult people with special needs may be included into the present formal framework. In other words development of social inclusion is a task of the future	Application of the Inclufar curriculum for both co-workers and people with special needs
Strong anthroposophic background including tools for individual development of co-workers		Improvement of organisation and communication structure
Internationally well-known institution attracting volunteers from all over the world	Dissemination of and motivation for inclusive farming on international level	
Home for retired people with special needs	This pioneer model is worth to be copied elsewhere	Marketing, public relations work, demonstration of the social return of investment
Introductory course about the Agriculture Course and the Curative Educational Course of Rudolf Steiner, are offered for new co-workers	New co-workers connect with the idea behind Tapola	
Yearly general reflections and weekly meetings mirror village processes. People with special needs are part of these meetings and can express their wishes and needs.		
<b>NORWAY / CNRA</b>		
Excellent organised legal body and umbrella organisation to co-ordinate and develop common activities in the Camphill Northern Region	Cultural exchange, information and marketing, education, fund-raising, conferences, legal counselling	Share competence and give support, promote a worldwide association of Camphill Communities
Spiritual inclusion and personal human dignity as expressed in the UN convention on the rights of people with disabilities in the mission statement of CNRA		
CNRA gives strategic grants to its members to ensure their long-term sustainability. There is also an option for "sponsored memberships" for institutions.		
<b>BULGARIA</b>		
National organisation: "Bulgarian association for anthroposophic curative education and social therapy (BAACEST)"	Communication and information system, on-line magazine	Organisation of seminars
Part of a network of sustainable development	different projects	developing further first contacts to organic farmers
Discussion about biodynamic agriculture Varna	Change of experiences	Potential for a biodynamic association
<b>TURKEY</b>		
Excellent organised legal body and umbrella organisation to co-ordinate and develop common activities in the Camphill Northern Region	Cultural exchange, information and marketing, education, fund-raising, conferences, legal counselling	Share competence and give support, promote a worldwide association of Camphill Communities
UN convention of inclusion is implemented in the Akdeniz University and the visited social institutions, indicator is the state budget for social issues	Networking from local to national level	international conference for/of disabled people

<b>STRENGTHS in terms of running inclusive social therapy</b>		
<b>Indicators</b>	<b>Where do we want to go</b>	<b>What are the next steps</b>
Social farming is implemented in some prisons supported by Akdeniz University, department of horticulture.	Green care farm within the campus	Multidisciplinary projects
<b>THE NETHERLANDS</b>		
Professional organisation of tasks, quality management and responsibilities	To cope with the requirements set by authorities	Strengthen co-operation with municipality
Strong local network	Communication between Warmondshof and Edith Marion college	A national conference in co-operation with biodynamic farmers in spring 2015
Focus on person oriented approach	Consolidation of practiced inclusion as official concept	Internal negotiations about the consequences working with the 12 quality management dimensions
A clinic for people with psychiatric problems is part of Urtica.	This pioneer model is worth to be copied elsewhere	
The farmers and gardeners working at Urtica are independent entrepreneurs and partly depending on the income generated by selling the products.		
Inclusion of people with special needs in decision taking processes, also with regard to budget questions		
<b>ESTONIA</b>		
First and eldest inclusive farm of Estonia, pioneer status	Consolidating sustainable work for the future	Introduction of a quality system
Established network with ministry of social affairs and municipal authorities	Financial and social certification by state authorities, training handicapped people	"Wake up ministry" of agriculture
Co-operation with other care farms	Strengthening co-operation with association of social entrepreneurs and social service providers network	Planning a seminar end of April 2015
The farm is not only a versatile working area, but also necessary to provide food for the whole community		
<b>AUSTRIA</b>		
Excellent organisation of tasks, quality and conflict management, and responsibilities	Consolidating sustainable work for the future	
Strong care farming network	Co-operation with schools and biodynamic farmers association	Efforts to foster co-operation by negotiations with formal partners, looking for project funds
Excellent inclusion of environment both in houses and on farm		
Agricultural production is an integral part of the working and living community at Loidholdhof. The aim is, that the agricultural production covers the needs of the community		



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**Table 9: Weakness in terms of running inclusive social therapy**

<b>WEAKNESS In terms of running inclusive social therapy</b>		
<b>Indicators</b>	<b>Consequences</b>	<b>Ways out</b>
<b>FINLAND</b>		
Decision taking processes are not always clear between different working groups within the community		
The inclusion of co-workers and people with special needs living outside the community, but working at Tapola needs to be improved		
<b>BULGARIA</b>		
BAACEST does not offer social services so far		
No forms of social farming so far, but there is a lot of interest in the topic among the members of BAACEST		
No constant financial sources		
<b>TURKEY</b>		
There are no direct social farming activities in the university		
<b>THE NETHERLANDS</b>		
The institution is based on three foundations: Onderdak, Urtica, De Vijfprong. The cooperation between the different foundations is based on trust for each other. There is no contracts between the different foundations	In case of disputes this might become problematic.	Writing down contracts defining the rights and duties of each part of the institution.
<b>ESTONIA</b>		
Sceptical attitude towards changes emerged due to not always positive experiences with different farmers.		



**Table 10: Opportunities In terms of running inclusive social therapy**

<b>OPPORTUNITIES in terms of running inclusive social therapy</b>		
<b>Indicators</b>	<b>Where do we want to go</b>	<b>What are the next steps</b>
<b>FINLAND</b>		
Home for retired people with special needs	Model for Green Care farming	Invitation of potential stakeholders
Rural development	Maintain co-operation with the municipality	Opening a farm food shop in the village
<b>NORWAY / CNRA</b>		
Dissemination of the inclusive farming idea		
Since 2008 Camphill Landsbystiftelse i Norge has a work description by state authorities and a budget within the national finances (Helsedepartementet) <a href="https://www.regjeringen.no/content-sets/e779b918ee1547dbb778c3d4f5cb4">https://www.regjeringen.no/content-sets/e779b918ee1547dbb778c3d4f5cb4</a>	The Camphill work system should become an official alternative to state managed work systems for people with special needs.	A working group was established to assess the possibilities of acknowledgement of Camphill work systems by authorities. report is expected in spring 2015
Well established green care research network supported by The Norwegian Ministry of Agriculture and Food, Innovation Norway, Nordic council of ministers (Norden) and Norwegian University of Life Sciences in Ås.	Co-operation green care in the Nordic countries	Identify difficulties, exchange, coordinate experiences, develop quality assurance system. Develop methodology to explain why or why not green care works and for whom. Surveys best practices that may lead to an universal concept of green care, cost-benefit analysis
<b>BULGARIA</b>		
CEST is innovation for BG		More interested people outside
Some or even many farms would appoint expert(s) for social farming and inclusion because of additional funding, project possibilities and prestige	Establish green care farms	ERASMUS project application to co-operate with social therapy institutions in Germany and Belgium
Protected apartments for people with special needs	The concept is suitable for social farming	
Legal possibilities for inclusive farming		Working group plans to implement biodynamic farming and social farming
There are many people interested in inclusive farming, but most of them are urban people who lack abilities to work in rural areas and contribute to rural development	Interested people working in agriculture need to be brought together with social therapists.	
There have been many inquiries from people working in agriculture who are interested in establishing inclusive farming institutions in Bulgaria, but lack the knowledge on how to start.		
<b>TURKEY</b>		
Highly motivated staff to promote inclusion and social therapy	Introduce social farming like in northern Europe in all EU	Lectures about social farming
Interest of students in care farming	Everybody wants to do something with children" (position paper action pedagogics)	Establish prototype farms
Options funding for further projects via the University		
<b>THE NETHERLANDS</b>		
Cooperation with a technical school		
Introduction of a new quality system ( <a href="http://planetree.org/">http://planetree.org/</a> )		in test phase
<b>ESTONIA</b>		
Introduction of a quality insurance system	Social and financial certification	Cooperation with Maarja küla
Co-operation with roof organisations	Training for teachers	Contact to ministry of agriculture
Small organisation with flexible organisation structures		

<b>OPPORTUNITIES in terms of running inclusive social therapy</b>		
<b>Indicators</b>	<b>Where do we want to go</b>	<b>What are the next steps</b>
<b>AUSTRIA</b>		
Many staff members are qualified teachers	Work certificates for people with special needs by staff members	Cooperation with Rudolf Steiner School in Vienna
Advisory and financial support of green care activities by public authorities	Joining the Austrian Green Care network	Green care certification hand book released in March 2015, Green care conference in Vienna 27.3.2015
Well established biodynamic farming organisation, young people interested in social farming	Biodynamic farming should be extended	Looking for funding agencies
Regional products are "in"		
Loidholdhof offers a lot of freedom for realizing own ideas, but certain processes only function in cooperation with different working areas.	Even though certain regulations are written down, they only play a minor role in daily life. The aim is, that each member of the community realises which obligations have to be fulfilled in everyday life.	



**Table 11: Threats in terms of running inclusive social therapy**

<b>THREATS in terms of running inclusive social therapy</b>		
<b>Indicators</b>	<b>Consequences</b>	<b>Ways out</b>
<b>FINLAND</b>		
Authority driven transfer of social therapy services from country side to urban areas	Inclusive farming seriously threatened	Intensifying information activities in public media, authorities and institutions. Strengthening lobby work via Green Car Finland ry activities and other NGO's. Calculation of social return on investment by international projects
Regulations on staff number and qualification	Increasing costs	Additional fund rising, strengthening economy of farming
Generational replacement of pioneer staff members	Lack of qualified managers	Restructuring, new forms of entrepreneurship and co-operation
High percentage of foreigners living and working in Tapola	Problems with communication in daily life and work	
<b>BULGARIA</b>		
People with special needs are contemned and social therapists are subject of harassment	Hard to find sponsors	Intensifying information activities in public media, authorities and institutions. Strengthening lobby work via BAACEST activities and other NGO's. Calculation of social return on investment by international projects
Link to Anthroposophy sometimes causes negative reactions by state institutions	BAACEST tries to avoid topic in external communication	
Organisations combining social therapy with agriculture cannot cover 100% of its costs via the income generated by agriculture	Difficult financial situation for many institutions in Bulgaria	Different options for state support for such initiatives
There are many different initiatives in Bulgaria interested in social farming, but at different places	Due to distances and sedentary character of people it is hard to bring these different people together	
<b>THE NETHERLANDS</b>		
Changes in the national social system	More authorities to deal with, more competition in terms of funding	Working groups to find ways to deal with new budget situation have been set up
<b>ESTONIA</b>		
Lack of professional farmer	(Farm) economy suffers	Training and education, cooperation with other farms
Generational replacement (farm management, social therapy management)		Intensifying information activities in public media, authorities and institutions. Strengthening lobby work via NGO's. Calculation of social return on investment by international projects
According to the new legislation people with special needs must be in gainful employment according to their abilities. Therefore social institutions with more than 30 people with special needs have to be closed. Pahkla is allowed to continue for the time being.		
<b>AUSTRIA</b>		
The Loidholdhof is a quite new institution. Its foundation was politically supported by local authorities. So far the institution is impulse driven and carried by the founders.	There is an urgent need to find successors for these founding persons to ensure the continuity of the Loidholdhof	Finding qualified successors

Table 12 to Table 15 describe the results in terms of performing education and training for inclusive farming or the potential and possibilities respectively

**Table 12: Strengths in terms of performing education and training for inclusive farming**

<b>STRENGTHS In terms of performing education and training for inclusive farming</b>		
<b>Indicators</b>	<b>Where do we want to go</b>	<b>What are the next steps</b>
<b>FINLAND</b>		
Excellent organisation training for co-workers (Baltic Seminar)	Recognition of the Baltic Seminar training	Application of the Inclufar curriculum for both co-workers and people with special needs
Emancipation of people with special needs		
Tapola is an active member of the CNRA network and co-workers as well as people with special needs regularly have the possibility to take part in exchange and retreat programs organised by the network.		
<b>NORWAY / CNRA</b>		
The Baltic Seminar is a recognised curriculum by the members of CNRA		Share competence and give support, promote a worldwide association of Camphill Communities
The trainers always heighten their qualification and abilities.	Better quality of trainings	
Also people outside of CNRA are interested in the Baltic Seminar - sign of trust towards the organization		
Members of CNRA pay fees for their participants in the Baltic Seminar. These fees include costs for those participants from member institutions that need financial support.		
<b>BULGARIA</b>		
BAACEST does not offer own formal qualifications, but informal trainings for members are offered regularly		
<b>TURKEY</b>		
Training on University level	Lectures on inclusive farming	Multidisciplinary projects, farm on campus
Many Universities have vocational schools that might be interested in the INCLUFAR curriculum.		This option is subject of assessment
Training opportunities for people with special needs and alcohol addicted people		
<b>THE NETHERLANDS</b>		
VET in cooperation with Warmonderhof and Edith Maryon College <a href="http://www.maryoncollege.nl/">http://www.maryoncollege.nl/</a>		
Cooperation with technical school which offers qualifications for people with special needs.	The aim is to realize official vocational training for people with special needs, but so far there is no financial support for it	Acquire financial resources to offer official vocational training for people with special needs
<b>ESTONIA</b>		
Pahkla is part of the Baltic Seminar. Co-workers have to participate in the Seminar.		
<b>AUSTRIA</b>		
Training options for people with special needs are being offered, but so far no official vocational training courses can be offered for people with special needs.	Loidholdhof is in contact with different institutions to evaluate whether such vocational training courses can be offered for people with special needs.	
The Loidholdhof offers training and further education possibilities to the co-workers.		

Table 13: **Weakness in terms of performing education and training for inclusive farming**

WEAKNESS in terms of performing education and training for inclusive farming		
Indicators	Consequences	Ways out
<b>FINLAND</b>		
At the moment no specific training is being offered to people with special needs		
<b>NORWAY / CNRA</b>		
The Common language within CNRA and the Baltic Seminar is English, but it is not the native language of the participants of the meetings and the seminar	Language is somehow a barrier for participation in different activities, for villagers as well as for co-workers	
There are no specific requirements with regard to becoming a teacher in the Baltic Seminar, no specific academic level. Many teachers are long-time co-workers in Camphill with strong personal developmental culture	Might be an obstacle for recognition process	
<b>BULGARIA</b>		
No trained co-workers for Social Farming so far		
Training opportunities for people with special needs missing		
<b>TURKEY</b>		
There are no trained co-workers on social farming		
<b>THE NETHERLANDS</b>		
Exams at Warmonderhof Hof do not meet the current standards and modalities	have to be adapted to the current education system	
There have not been enough applications for the course in several years		
There have not been enough applications for the course " Agriculture and Care " in several years and the main responsible person will retire within two years	It has been decided not to continue with the course.	Cooperation with Edith Maryon College to establish a new training concept covering training in biodynamic agriculture as well as care.
<b>ESTONIA</b>		
There is a need to training of people with special needs, however in the area around Pahkla there is no institution offering such training options.		
<b>AUSTRIA</b>		
Training questions have been a problem for the Loidholdhof since the beginning. Many co-workers who work at Loidholdhof have an anthroposophic background but lack official qualifications.	Problems with fulfilling the necessary quota of qualified personnel.	



**Table 14:** Opportunities in terms of performing education and training for inclusive farming

<b>OPPORTUNITIES In terms of performing education and training for inclusive farming</b>		
<b>Indicators</b>	<b>Where do we want to go</b>	<b>What are the next steps</b>
<b>FINLAND</b>		
Cooperation with Sylvia Koti that already offers VET for youngsters with special needs, in order to offer training for people with special needs at Tapola.		
Recognition of the Inclufar curriculum by officials	Improved qualification according to the requirements set by authorities	Co-operation with Salpaus institute, introduction of the Inclufar curriculum supported by lecturers from CNRA
<b>NORWAY / CNRA</b>		
Recognition of the Inclufar curriculum on EU level might help with the recognition process on national level		
Cooperation possibilities for accreditation process: University in Oslo, Alanus University in Germany, Ruskin Mill in Springfield in UK, Snellman university in Finland.		
<b>BULGARIA</b>		
Members of BAACEST are interested in all kind of training options		
Possible cooperation partners for education and training activities are all Waldorf NGO's in Bulgaria, the Agrarian University of Plovdiv, the NGO "Stable society", all NGO's part of BAPID ( BG association for people with intellectual disabilities		
<b>TURKEY</b>		
Many people interested in social farming		
Demand for vocational training and a curriculum is recognised by local institutions.		
Options funding for further projects via the University		
<b>THE NETHERLANDS</b>		
Cooperation Edith Maryon College <a href="http://www.maryoncollege.nl">www.maryoncollege.nl</a>	Training for care issues	Communication between Warmonderhof and Edith Maryon College regarding the future of the "Agriculture and Care" course
A future vision could be to establish an inclusive education structure going from level 0 to level 5 including training options for people with special needs.	This would need a follow up EU project.	
<b>ESTONIA</b>		
Gainful employment of people with special needs accepted by authorities by the time being	Improve VET for handicapped people	
<b>AUSTRIA</b>		
Green care master course at the University in Vienna (BOKU).		
Green Care structures are well established in Austria and there is a lot of potential for cooperation.		Coordination with Nicole Prop necessary
Animal supported therapy is an acknowledged training course in Austria - potential for cooperation		
Cooperation options with " Bioschule in Schlägel" - Potential for implementation of Inclufar curriculum		Finding funding options for a possible new training course.
Cooperation options with "Fachschule in Gaming"		

**Table 15:** Threats in terms of performing education and training for inclusive farming

THREATS In terms of performing education and training for inclusive farming		
Indicators	Consequences	Ways out
<b>FINLAND</b>		
Authority driven transfer of social therapy services from country side to urban areas	Inclusive farming seriously threatened	Intensifying information activities in public media, authorities and institutions. Strengthening lobby work via Green Car Finland ry activities and other NGO's. Calculation of social return on investment by international projects
Regulations on staff number and qualification	Increasing costs	Additional fund-raising, strengthening economy of farming
Generational replacement of pioneer staff members	Lack of qualified managers	Restructuring, new forms of entrepreneurship and co-operation
The Baltic Seminar Training has not been recognised by the authorities as an official qualification yet.	Problems to meet the official requirements set by the authorities regarding quotas of trained personnel at Tapola might come up.	Recognition of the Inclufar curriculum / Baltic Seminar by authorities
<b>NORWAY / CNRA</b>		
CNRA is registered as a legal body in Norway.	Because Norway is not EU-member, recognition of the curriculum of the Baltic Seminar/Inclufar curriculum in the other countries might become a problem.	
The Baltic Seminar is part of CNRA but not an own legal body.	Might be a critical question when it comes to EU or national recognition of the curriculum.	
<b>BULGARIA</b>		
Link to Anthroposophy sometimes causes negative reactions by state institutions	BAACEST tries to avoid this topic in external communication	
In Bulgaria there is no apprenticeship scheme for "rural" professions which could be the basis for the Inclufar seminar		
<b>THE NETHERLANDS</b>		
Due to changes in the Dutch system it is questionable whether the VET Edith Maryon College will survive		Communication between Warmonderhof and Edith Maryon College regarding the future of the "Agriculture and Care" course
Tendency in the Netherlands towards a more important role of the state in Education and Care Institutions	Free space for anthroposophic training institutions becomes less.	
State control about education programs not only asks for the training hours but also for the content of the education.		
<b>AUSTRIA</b>		
Generational replacement		Looking for qualified successors



## 4 Summary

All partners experienced the work with the partner description form as useful for development and quality insurance for their enterprise or association. The teaching principles of the INCLUFAR-curriculum were acknowledged and considered as useful for implementation in the own in-service training programs of those partners who offer in service training.

Team coaching visits had different characters depending on the visited partner: AU, EE, FI, N and NL have established social farming initiatives BG and TR – have no established social farming initiatives yet. Conditions are not easy in Bulgaria; the idea of social farming is still at the beginning. But there are many engaged and interested people who are keen on implementing the ideas perceived during the workshop.

In Finland inclusive farming is well established in the Camphill community (Tapola). A national workshop was organized in the aftermath of the team coaching attended by much more participants than expected. Green care entrepreneurs are very committed to people with special needs. However they experience lack of support from official authorities. New contacts were established to other institutions interested in the topic. Thus in June 2015 the Green Care Finland Society organises at the UKK-Institute, Centre for Health Promotion Research in the city of Tampere a seminar concerning methods to measure the social return of green care entrepreneurship.

In the Netherlands the work with 12 quality management dimensions led to a new way to look at the institution. Inclusion is not written down in any concept or mission statement of Urtica, but is lived in the community – the same approach concerns sustainability too. A meeting between the coaching team and people with special needs took place in Urtica – the clients were asked about their experience with Urtica. They expressed that they feel to be treated as individual persons, not as patients. In future rural development and good neighbourhood will be intensified. There is a close cooperation between Urtica and the “Natur Monumenten” foundation with regard to renting land, buildings, and offering working opportunities for clients. Urtica cooperates also with a large psychiatric clinic in the neighbourhood.

Estonia was the only country where a representative from ministry attended the workshop. Inclusion of people with special needs in agricultural work contributes substantially to implement the idea of inclusion also in respect to economy.

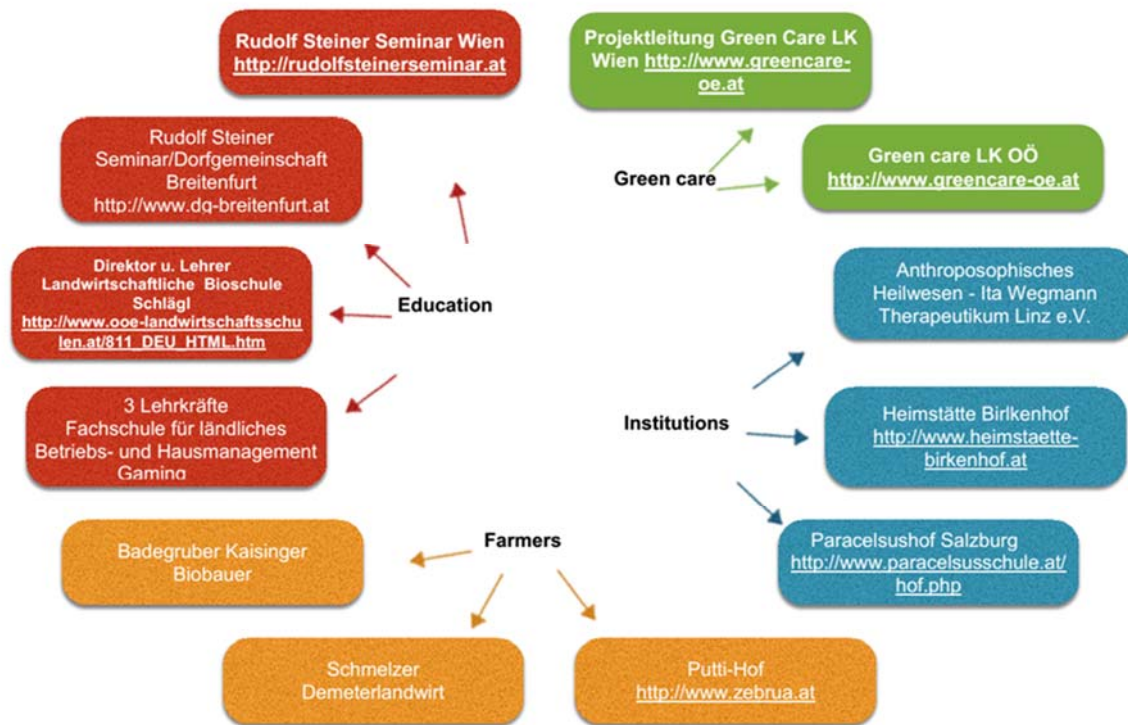
Austria has like the Netherlands a very well established green care network supported by public authorities. Thus, the existing networks can be used to spread the idea of inclusive farming.

The transfer workshops supported appreciably dissemination of the inclusive farming idea. Table 16 shows the number of contacts established and

Figure 3 shows an impressive example about the scope of impact within the area of green care.

**Table 16:** Dissemination efficiency of the transfer workshops

Country	Partner description	Number of participants outside project staff		
		Training situation Planning a national workshop	Handicapped participants	Subsequent venues
FI	0	1	0	~30 + ~20
NO	3	3	0	
BG	7	many	0	
TK	1	~25	0	~35
NL	5	2	6	
EE	1	7	1	
AU	2	14	0	
<b>Total</b>	<b>19</b>	<b>&gt;70</b>	<b>7</b>	<b>&gt;85</b>



**Figure 3:** Scope of impact of the transfer workshop dissemination in Austria. Green care enterprises (green), Social therapy Institutions (blue), Farmers (okra), Educational institutions (red).

