

**TRAINER'S  
GUIDE SOCIAL FARM MENTOR**

# TRAINING

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## **1. INTRODUCTION**

### **1.1 Why social farming (SF) is so important these days**

Within the European Strategy 2020, social farming\* [SF] is considered a fundamental practice that transects not only agrarian activity but other key sectors such as health care, social services, environment, and employment, to promote sustainable and inclusive growth in rural and often marginalised areas.

The main objective of social farming is the combination of sustainable agriculture\* production with a social function within the farming process, integrating factors such as: agricultural production, farming methods and protection of the environment against the negative impacts of agricultural activities, and also promote the quality of life in rural areas, improving the quality of social services, favouring the use of local resources, protecting and maintaining the traditional living, working heritage, social justice, landscape development and protection of biodiversity.

Most of the experiences of SF orientates their productions to organic and natural high-quality products, short- chain\* and local market, giving an answer to a rising awareness concerning “Ethical Products”\*; ability to combine high-quality products and the purchase of moral satisfaction, respect of the environment, workplace equality and fairness of trade conditions.

In all cases, however, social farming represents a new opportunity for farmers to deliver alternative services to broaden and diversify the scope of their activities and a multi-functional role in society.

Contributions coming from different European Countries show that SF has a positive impact on the benefits for different users and client groups; farm economics and economics of rural areas; and strengthening urban-rural relationships. Also, on preserving the landscape; producing innovative services and regeneration of welfare state, new supply chain based on organic and sustainable production and ethical guides.

Looking at the European context, Social farming can have a key role in addressing the specific challenges: as part of multifunctional farming, it can offer a wide range of services aimed at pursuing the well-being of citizens and responds to the wider needs of welfare policies. As a social innovation, it contributes to the development of new forms of organisations and interactions in order to respond to societal challenges.

On a global scale and considering the strategic guidelines defined by Agenda 2030\* and the Sustainable Development Goals\* established thereby, approved by the United Nations General Assembly in 2015, social and care farming is seen as a further evolution of previous agricultural models, apt at supporting sustainable development policies. The current crisis that welfare systems are undergoing in Europe as well as worldwide is a threat to the established social rights of citizens and can lead to an increase in social inequality. Within this complex framework,

social and care farming is seen as one of the most effective activities that can contribute to achieving Sustainable Development Goals, such as fighting poverty and inequality, the elimination of hunger and the struggle against climate change, to mention a few.

*Photo: Ruskin Mill Trust*

## **1.2 brief analysis of SF in Hungary**

The social farm system is progressing slowly in Hungary. According to the findings of the MAIE project\* (Multi-functional Agriculture in Europe) the degree to which social farming has developed throughout Europe differs according to the situation in the respective country. Even though this project does not mention Hungary, it can be classified as a pioneering country in terms of MAIE status categories (Pioneer status; Moderately developed status; Well-developed status; Officially recognized status.) Pioneer status means that several projects are being developed that implement social farming concepts, similarly to Slovenia, the Czech Republic or Bulgaria.

In Hungary the first social farms started to appear after 2000. In 2003, a government program was initiated by the Ministry of Employment and Labour in order to support the establishment of farms. These farms provided support to autistic patients and their families, which resulted in the formation of about 15 manors with autism-specific services and employment programs. As the financial resources diminished, the growth and development of such

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autistic manors stagnated. Between 2005 and 2015, several social farm initiatives were launched independently from each other with various focus target communities (e.g. community farm development programs for unemployed Roma people; farm pedagogy programs for school children; animal-assisted therapy - mainly therapeutic riding; social gardening for disabled people with agricultural production, processing and eco-tourism).

The most important problem is that social farms are not legally recognised in Hungary. Nevertheless, a comprehensive study was issued in 2015, describing in detail the operating principles, objectives, target audience, benefits, and good practices transferred from western and northern countries.

In 2016 the Alliance of Social Farms\* was founded. The aim of the alliance is to foster the legal and institutional recognition of social farms in Hungary, as a new agricultural model with social, health, employment and education functions, and also to serve as a knowledge base with the collection and distribution of information about good practices, research and education.

Hungary is still facing difficulties and challenges since the government only recently recognised the potential of social farms, thus there is no comprehensive strategy related to social farms, administrative

obstacles are still present and there is no proper training curriculum dealing with social farming that prepares future farmers/social experts for working with disadvantaged groups\* in the field. In order to promote the social function of agriculture and at the same time the independence of disadvantaged people, the Hungarian legislation needs to be completed. Currently, the legislative definition of social farming is missing and the social benefits provided by social farms are not yet recognised. Furthermore, the small producers' community of rehabilitation farms is also not yet recognised as a legal entity, the land use of rehabilitation farm communities is not yet defined, and the sale of agriculture produce issued by rehabilitation farm communities is restricted. Therefore a policy proposal has been prepared to address these issues entitled 'Policy proposal for the establishment and operation of social farms in Hungary 2019'.

The currently operating social farms generally opt for a multi-task strategy for long-term survival. They provide income-generating services such as camping for children, therapeutic activities, producing handmade crafts or processed food such as cheese and compotes. They also make use of the available support possibilities, such as the wage subsidy scheme for accredited employment\* or public employment\*, and employment and infrastructure development grants for European projects.

*Photo: WWOOF Magyarország*



### 1.3 Revitalist project: Introduction. What are the innovative elements of this training?

The focus of the Revitalist project is to provide a training program that aims to equip our target-groups with a completely innovative set of skills. These skills are based on an alternative education method called Practical Skills Therapeutic Education\* (PSTE), which has been developed in England for the past 30 years. The method consists on delivering hand-craft activities, using only natural materials. Some examples of these activities are: Greenwood-work, felting, weaving, metal forging, biodynamic\* gardening and compost preparation. The main purpose of the method is to develop behavioral, cognitive and emotional skills in individuals. Scientific evidence shows that working with our hands has a direct implication in brain development, which partially explains species development, going back to prehistoric times, particularly linked to how man has evolved from primates precisely due to the development of manual activities. On the other hand, working in a natural context, such as a farm, as opposed to an urban environment, has been proved to be very beneficial for individuals, particularly at a socio-emotional level. This is what the research from one of our project partners (Ruskin Mill Trust, UK) has clearly evidenced over the last decades, resulting in its world-wide recognition. The main concern of Revitalist is to create the appropriate conditions for the method to be implemented and expanded in the Hungarian context. This could certainly bring many positive outcomes for the country, such as training professionals from various backgrounds in this unique method (PSTE). The benefited professional sectors will range from social workers to farmers, NGO leaders, psychologists and municipalities. What all these different sectors have in common is work focused on improving the lives of underprivileged social minorities, which is precisely the ultimate goal of Revitalist.

In practical terms, the Revitalist project creates well-structured training programs to be delivered in different locations of Hungary. This training contains theoretical aspects, such as understanding the principles that underpin the PSTE method, so they can be linked to practical ones, such as hand-craft activities and horticulture. In this process, we provide our training attendants with a robust knowledge on environmental issues, economic principles and engagement techniques for working with low-skilled groups.

We have already identified our training participants through a long process of consultancy built over the years with dozens of the professionals mentioned above and created a training program that fits precisely their needs. These professionals are what we designated as the target group of our project.

The project is focused on maximizing results whilst requiring a minimum financial investment. The aim is to equally help develop some of the much needed rural areas of Hungary and create the necessary infra-structures for it to remain viable in the future.

*Photos: J.Csibi*

## **2.PRACTICAL SKILLS THERAPEUTIC EDUCATION**

### **2.1 What is Practical Skills Therapeutic Education (PSTE): History and practice of the method**

The PSTE method was inspired by three great historical figures:

John Ruskin, William Morris and Rudolf Steiner\*. John Ruskin for his reverence to nature and use of arts and crafts in education. William Morris provides the inspiration to produce handcrafted objects that are aesthetically pleasing and unique, as opposed to standardized, factory-made ones. Rudolf Steiner or Waldorf education (also disseminated in Hungary) provides a unique pedagogy that strives to develop pupils' intellectual, artistic, and practical skills in an integrated and holistic manner, meaning that the goal is for everyone to find their own individuality, purpose in life as well as a connection to their communities. PSTE is also strongly influenced by Steiner's ideas on agriculture, also known as Biodynamics, which is a kind of enhanced organic method, in the sense that it doesn't only not utilise any kind of chemicals or pesticides but it also seeks to create eco-systems that restore vitality to the soil. PSTE has been practised by Ruskin Mill in the UK for several decades and provides students with complex learning difficulties with a specialised type of education that draws on the three figures mentioned above. There are several education centres in the UK, all have a biodynamic farm as part of the lessons offered to the students. Other lessons these centres offer include: animal husbandry, horticulture, fish farming, willowing, weaving, green woodwork, metal forging, coppicing, jewellery making, English, maths, history of art, functional skills, catering, etc.

This is a very successful and well recognised alternative method of education that aims to make the students independent so they can integrate the community and contribute to society (such as having a job and being as independent as possible).

## 2.2 Key principles of PSTE for developing the training

One of the most relevant aspects of PSTE as an education method is that it promotes cognitive and emotional development. This means that through work with handcraft activities the brain is stimulated in several ways, such as focus, ability to concentrate and remain engaged in a task. All craft activities with no exception will require such effort, the great advantage is that everyone, with no exception, can learn a craft and be able to produce a hand- made object. It's important to note that every single item produced will be unique, made by one individual in a specific moment in time and fruit of hard labour. It's important to produce useful objects that are used daily in our homes, like a chair, a wooden spoon, a metal hook, etc. This helps bringing intentionality and sense of purpose for these craft activities.

*Examples of craft objects produced by Ruskin Mill students*

10 Naturally, this is not a straight-forward process. There are always obstacles when creating these objects or performing these tasks. It is the job of the trainer to encourage learners not to give up so they can persevere and build up their confidence and self-esteem. This pedagogic approach can be called: unconditional positive regard, which means that the learner is never criticised or undermined and if there are obstacles they come from the reality of working with the raw materials and not from the trainers exercising any form of power or control.

This approach is also based on a concept that goes back several centuries, the apprenticeship model. PSTE adopted this concept using 3 steps:

*Step 1:* overcoming barriers for learning - where the appropriate conditions are created for learners to start recognising their own limitations, which can be physical limitations such as not being able to perform a certain task due to a disability, to mental or psychological ones, such as having difficulties relating to other human beings for various reasons. The task of the tutor is helping the students feel safe, encouraged and supported so they can follow instructions and progress with their learning.

*Step 2:* becoming skilled - this means that through the work that has been developed consistently, the student is becoming increasingly competent and therefore increasing self-confidence. This will enable the student to undertake tasks gradually more complex but equally more satisfactory. Hopefully, this will provide a greater sense of achievement and the student starts to become more independent in their work.

*Step 3:* contributing to the community - involves having a greater connection with “the outside world”. Ideally, at this stage, students should be independent and confident with their craft skills but also able to perform tasks that benefit others, such as teach newly arrived students or support the tutor in a variety of tasks.

This model should be totally transferable to the context of the Revitalist project, meaning that if our target group is able to successfully learn it, they will have a powerful tool to develop meaningful work with their end-users, in different areas of Hungary.

This is what we intend to demonstrate as part of the PSTE practice module, integrated in the Revitalist training program we are offering here.

*Photo: Ruskin Mill Trust*

### **3. INTRODUCTION OF THE SOCIAL FARM MENTOR TRAINING AND THE TRAINER'S GUIDE**

#### **3.1 Social Farm Mentor Training structure**

The training is structured so that the PSTE method is reflected in each module. The only exception is the module on economic viability (module 4).

The PSTE method originates in England, where the government supports the training and placement of students with learning difficulties at Ruskin Mill Trust, so that the school does not have to focus on economic viability. However, in the Hungarian context, the economic sustainability of the social farm is crucial. That's why we found it important to include this module in the training. The structure of the training is the following:

Module 1 - PSTE theory and Genius Loci (1 day)

Module 2 - PSTE practice, the crafts (3-12 days)

Module 3 - Characteristics of end-users (1 day)

Module 4 - Economic viability (1.5 days)

Break - Between training blocks (7-14 days)

Module 5 - Adaptation to local circumstances (1 day)

As we can see above from the number of days indicated in front of each module, the training has flexible time frames. This can be useful for adjusting the time spent teaching the crafts and for negotiating the break period before the final module of the training. The table below demonstrates an example of this. The training could include up to 4 craft activities for a more diverse experience. This could increase the number of days by 3/per craft activity and the recommended break can be extended to a maximum of 2 weeks. In this regard, the organiser of the training has flexibly adapt the framework to the learners' needs as well as to his/her own possibilities and goals. The structure of the training, broken down by day, is as follows:

**1ST DAY MODULE 1**

**2ND DAY MODULE 2+3**

**3RD DAY MODULE 2+4**

**4TH DAY MODULE 2+3**

**5TH DAY MODULE 2+4**

**6TH DAY MODULE 2+4**

**7TH DAY MODULE 2**

**1 WEEK bREAK**

**8TH DAY MODULE 5** PSTE theory: Basic concept

Characteristic of end-users (trust, step by step competencies)

Craft activity

Characteristic of end-users

(3 stage process)

Craft activity

Craft activity

Craft activity

Preparing for the "My social farm" presentation

Presentation: "My social farm"

Genius loci explanation + walk

Craft activity

Economic viability

Craft activity

Economic viability

Economic viability

-

Daily review/ Individual journal

Daily review/ Individual journal

Daily review/ Individual journal

Daily review/ Individual journal

Daily review/ Individual journal

Daily review/ Individual journal

Daily review/ Individual journal

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**3.2 Description of the Trainer's guide** Each of the five modules is described in the

trainer's guide with an icon, in the following structure:

Description of the module: Is a brief summary explaining the importance of the module in the training and what topics it covers.

Competence chart: Taking into account the complexity of the training modules, we have created a chart for each module, designed to help the trainer understand the learning outcomes and guidelines of each session

Schedule of the module: Is a detailed step-by-step (minute by minute) description of the module and all activities to be delivered.

Description of the activities and teaching resources: details of what method, what kind of support materials are recommended, in order to help the trainer in the practical implementation of the content.

## **4. MoDule 1 - PSTe THEoRy and GENluS loci MoDule**

### **4.1 What is the aim of this module**

This module contains an explanation of the theoretical concept of the Practical Skills Therapeutic Education (PSTE) method, what are the benefits of using it and how can it be implemented in a practical context. The training program related to this module will also focus on giving examples of how the method has been developed so far in the UK and what results have been achieved. The module introduces the Seven Fields of Practice\* that provides the basic principles of PSTE, explaining in depth the why, how and what.

The concept of Genius Loci\* is the gateway for being able to understand how to implement PSTE in a variety of contexts. The idea is to provide a precise picture of why this concept is so essential and the benefits of a thorough Genius Loci audit on a short and long term perspective, in terms of guaranteeing the success of the PSTE activities, at a social, educational and economic level.

### **4.2 Competencies reached with this module**

#### 4.2.1 The benefits of using a competence chart

This table is divided into four categories, to help identifying the key principles to which the training is guided by:

**Knowledge:** Facts, information acquired by a person through experience or education; the theoretical or practical understanding of a subject e.g. being able to list the necessary tools for gardening. This refers to the main principles, concepts and information the participants should acquire during the program. It is, of course, the trainers' responsibility to ensure this is explained adequately so that all participants can gain this knowledge by the end of the program.

**Skill:** The proficiencies developed through training or experience e.g. sing a song, calculate a formula, sow seeds. It's what we expected that the participants will acquire during the training program.

**Attitude:** A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation e.g. support acceptance, reduce prejudiced behaviour, communicate as a partner. Refers to the posture the participants should have during the training, in terms of their willingness to learn and engage in innovative concepts.

**Responsibility, autonomy:** The level of responsibility a person can take e.g. with active support, with peripheral support, independently. This is the ultimate desirable outcomes each participant should have by the end of the training program.

#### **1. Practical Skills Therapeutic Education (PSTE) – General outcomes: Theory and Practice** Understand the theory behind PSTE and how it works in practice.

Being able to put in practice the theoretical knowledge of PSTE.

Engage in the teaching of the theory and practical activities (craft work). Wish to help people with social problems and positively transform their lives using PSTE.

Feeling confident and motivated to work with PSTE according to its theoretical and practical teachings. Showing interest and ability to apply PSTE in future professional initiatives.

#### **2. Seven Fields of Practice** Understanding the concept of 7 fields of practice.

Able to understand the method of PSTE in a holistic way.

To be able to relate the 7 fields of practice to their role.

To research how each of the 7 fields is developed in their role.

#### **3. Introducing the Genius Loci concept** Understanding the importance of the Genius Loci concept for being able to implement PSTE in specific Hungarian locations.

Making an effort to understand what is the Genius Loci, why is it so useful and how it can be implemented.

Showing an intention to learn innovative ideas to expand on previous knowledge.

Being able to understand the benefits of this concept and clearly explain the Genius Loci method to others.

#### **4. Implementation of the Genius loci** Learning how to implement the Genius Loci in any context.

Capacity to investigate and research the Genius Loci information available through different means: online, library, meetings with the mayor of municipalities and landowners, etc.

Being proactive and find the most accurate information of the area where the concept will be implemented.

Ability to compile this investigation/ research into a clear document and to ultimately implement the Genius Loci in a specific location.

**5. Implementation of PSTE** Being able to implement PSTE in a chosen context.

Feeling confident about understanding the fundamental knowledge of PSTE.

Ability to be creative, resourceful, diligent and motivated when working with end-users using PSTE.

Becoming a PSTE practitioner and remaining faithful to the principles of this method, always seeking to constantly improve professional practice.

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### **4.3 Schedule of the module (structure of the 8 - hour training day, divided by main topics)**

This schedule should provide a very precise plan for each training session, focusing particularly on the time frame for each activity, the main content (WHAT), the method to deliver it (HOW), the necessary resources required, with a reminder on the purpose of the activity (WHY).

#### **basics of PSTE method 09:00- 09:15**

General introduction: main concepts and outcomes of the session and the whole training

Oral presentation/ Seminar None (or powerpoint)

09:15- 09:45

Group members introduction

Group discussion Map, post-it, pen

09:45- 11:00

Presentation:

Explanation of the PSTE history and concept.

Oral presentation/ Seminar Powerpoint with images from

Ruskin Mill College workshop activities (P3); short films about PSTE available in Open Education Resources Flip chart, pens *11:00 Coffee break*

**Basics of Seven Fields of Practice 11:15-12:30** Seven Fields of practice. Oral facilitation:

Seminar Powerpoint presentation with

images Flip chart and pens (if necessary **basics of Genius Loci concept 12:30-13:00**  
Introducing the Genius

Loci concept.

Oral facilitation: Seminar Powerpoint presentation with

images; use available Genius Loci example from project partners; Flip chart and pens (if necessary) *13:00 Lunch*

**afternoon session - practical activity 14:00** Genius Loci walk Walk on a specific location

Walking gear

16:00-16:10 Daily review Briefly review of each of the



tasks/activities performed during the day, starting from the end to the beginning of the day (led by the trainers)

No materials. Group circle

16:10-16:30 Individual

Journal writing

Learners add thoughts, questions, reflections to their journal (individually and in silence)

Individual notepad, pen

16:30-16:50 Group discussion/sharing One by one, learners express the key thought experienced during the day (moderated by the trainers)

No materials. Group circle

16:50-17:00 Final discussion Questions from learners about logistics and other practical elements. Trainers may choose to mention what will happen in the next training day

No material. Group circle

#### **4.4 Description of the activities and resources used to teach this**

#### **module (from the table above)**

**objective** Explain the overall training plan and what to be achieved on the day

**Learning outcome** Ensure all learners have a clear understanding of the overall program and what they

should learn each day

**Time** 15min

**Procedure/ resources** Presentation (or powerpoint)

**Comment** It's fundamental for all learners to understand the content of the training and what they are expected to achieve by the end of it. Also about the first session.

**objective** Be familiar with the participants you will work and learn together with during the whole training

**Learning outcome** Create bonds between participants and engagement in the session..

**Time** 30min

**Procedure/ resources** “Introduce your partner” method (or another similar activity)

**Comment** The mentors choose a partner and they introduce themselves to each other. Then in a circle these partners introduce their pair to the group.

**objective** A detailed explanation of what is PSTE

**Learning outcome** Ensure learners understand the complexity and full potential of PSTE

**Time** 1h 25min

Note: the following 20 mins from point 3 can be used here if many questions emerge from the learners. So, the total time used here could be 1h 45m and the trainers can jump to the coffee break

Procedure/resources Powerpoint

**Comment** Trainers: make sure you have a sound understanding of the following previous points on this document: 1.3, 2.1 and 2.2 Explain content in a simple and clear way, without rushing. Ensure learners are following the content

**objective** Detailed explanation of Seven Fields of Practice

**Learning outcome** Ensure learners understand the Seven Fields of Practice

**Time** 1h 15min

Note: the following 20 mins from point 3 can be used here if many questions emerge from the learners. So, the total time used here could be 1h 45m and the trainers can jump to the coffee break

Procedure/resources Powerpoint

**Comment** Explain content in a simple and clear way, without rushing. Ensure learners are following the content

**objective** Explain the theory that forms this

concept and how to create a Genius concept using a 3-step guide document (available on OER)

**Learning outcome** Learners must grasp this concept clearly as this is key for the implementation of PSTE

**Time** 1h 25min

**Procedure/resources** Powerpoint (with lots of images); Use already existent examples from partners: Diversity (P2); Ruskin Mill (P3); Tiszasas (P4)

**Comment** Detailed information follows below on point: 4.5

Explain content in a simple and clear way, without rushing. Ensure learners are following the content

**objective** Understand the Genius Loci concept in a practical way

**Learning outcome** Learners must grasp this concept clearly as this is key for the implementation of PSTE

**Time** 2h

**Procedure/resources** The whole group (trainers + learners) go on a Genius Loci walk with a route that has been pre-planned by the trainers. Trainers must also know all the important

aspects to be mentioned during the walk: history, geography, geology, cultural movements, etc.

Note: ensure learners know in advance to bring walking shoes, waterproof jackets, etc

**Comment** Make sure all learners are listening to the explanations during the walk. Create some time for a brief discussion at the end of the walk, in case the learners have questions

**objective** Provide an opportunity to review the training day

**Learning outcome** Ensure all learners have absorbed the content of this session and are ready to move on to the following stage

**Time** 45-50 min **Procedure/resources** a) Trainers review the program of the day starting from the end to the beginning of the day, so that learners can have a clear picture of all the information received. b) All participants write down on their individual journals the most important impressions of the day, drawings and other artistic forms of expression are equally encouraged. This is done individually and in a quiet environment. Participants are welcomed to find their own quiet space or even go outdoors c) Group discussion where everyone shares their individual key learnings from the day.

**Comment** It's important this is done in a structured way with a specific time limit (between 45 to 50 mins for instance). This must happen every day at the end of each training session.

Concerning the Individual journal writing part, it's essential the participants understand they will

use this material for their individual presentations that will take place on the last day of the training.

**objective** Resolve any final questions/doubts from participants and logistics issues

**Learning outcome** Provide a very brief overview of the next session so that learners can have a good sense of the training program and can mentally link up the different training days with the overall program **Time** 10 min

**Procedure/ resources** It's a simple conversation to ask learners if they have any questions about the day, the training in general or about logistics... **Comment** Be as brief and assertive as possible (considering it has been a long day!)

#### **4.5 How to make a Genius loci research, the process step by step**

##### **3 simple steps for implementing the Genius**

###### **Loci:**

###### **Collecting information:**

Firstly choose a specific location: A field, an area, a house, a small village.

Then one must observe the place like an empty canvas, as if you were in a place or country you have never been before in your life: Pay attention to small details, plants, colours, smells, the shape of the landscape... Do it with a completely open mind, and like a child, full of interest and curiosity. After that, do some research focusing on: history, traditional craft activities, natural heritage... Learn as much as possible about this location.

*Key thoughts:* present (what is here now) – use all our senses – let the facts speak for themselves (like a painter who will paint the scenery from what the information memorised)

###### **Bringing the parts into the whole:**

Having appreciated these aspects separately you rebuild the parts back into the whole, like a puzzle. The point is to find the essence of the place. We try to use our information to see the evolution of the place/land over time and to see its potential what it may become.

*Key thoughts:* put the parts together like a puzzle – a new idea is formed

### ***Re-imagining potential:***

Through a deep and well-researched process, we now have a very good idea of the essence of this place and what it may become to serve our project and end-users. At the same time all this information is useful to make us pre-empt obstacles found in the place (these could be natural ones, like a soil not being good for planting anything, or social/cultural, such as the local people not welcoming new ideas and projects...)

We do this final step thinking precisely: what is the best we can create here under our circumstances (positive aspects but also obstacles)?

How can this location help us develop the main ideas of this project?

And finally, how can it sustain itself over time so we know it was really successful by not remaining totally dependent on external funding?

*Key thoughts:* re-imagine - productive – combine all the information – create strategies, think of how to implement it.

## **5. MoDule 2 - PSTe PRActIcE, THE cRaFTS**

### **5.1 What is the aim of this module**

Understanding what is PSTE in practice

This means understanding that any craft activity as a specific value, provides multiple and profound learning opportunities.

Two aspects are therefore essential:

1) A solid understanding of the craft activity itself. This can only be delivered by a craft expert. Although we may be able to understand and discuss the theoretical potential of working with wood for instance, from a general point of view, in terms of: being able to focus, developing persistence and coordination necessary to complete the task - only an experienced woodwork teacher or practitioner can, in fact, teach this activity so we can experience its full potential.

2) On the other hand, this same practitioner needs to have a solid understanding of the pedagogical value of working with wood, not only of the practical aspects, in order to create meaningful learning opportunities and make a connection between the theoretical aspect.

18 This is particularly important if we consider that each learner/student is unique and will have a specific way of learning, and also a very specific learning outcome (not everyone will be interested in learning the same things because we all have different needs and motivations).

## 5.2 Competencies reached with this module (craft activities and composting) COMPETENCIES – LEARNING OUTCOMES

**1. craft activities: composting, felting, basketry, bulrush weaving** Become familiar with the importance and value of crafts and composting.

To be able to identify, collect and store compostable materials/basic materials. To be able to plan your craft/composting activities to include all types of end-users.

Stay current and interested in the theory and practice of craft activities/ agroecological composting\*.

Understand the importance and value of crafts/ composting as activities. Ensure all steps of crafts/ composting are appropriate for end-users. Constantly reflect on how to improve on theory and practice of crafts/ composting. **2. Learning by doing and role-modelling** Familiar with the importance of learning by doing concept and role-modelling of knowledge, skills, attitude and responsibility.

Ability to serve as a role-model for end-users, to help end-users become role-models to others.

Ability to practice unconditional positive regard.

Continuously develops professionally in the areas of knowledge, skills, attitude and responsibility.

**3. Engagement of hand, head and heart** Understand the role of willful activity and its effect on cognitive processes and emotional responses.

Ability to plan a session that involves craft, land or social activity that involves willful activity, cognitive processes and emotional responses.

To be able to include all types of potential end-users.

Independently conducts a session that involves willful activity, cognitive processes and emotional responses.

**4. Engagement in whole processes** Understand the importance of working with whole processes.

Ability to plan the teaching schedule involving following whole processes.

Recognising the validity of all stages of a process in craft, land or social activity.

Continuously improves and reflects upon their own skills in craft, land or social activity.

## 5.3 Schedule of the module (structure of the 8- hour training day/activity, divided

## by main steps)

09:00- 11:00

General introduction to the main concepts and outcomes of the session. Building the structure for compost.

Oral presentation/ Practice Handouts, resources to build the structure for compost.

*11:00 Coffee break* 11:15-13:00 Collect materials for composting.

Practice Compostable materials, lopper, fork, sieve, secateurs, wood chipper, wheelbarrow.

*13:00 Lunch* 14:00-16:00 Making compost pile. Practice Compostable materials, lopper, fork, sieve, secateurs, wood chipper, wheelbarrow.

16:00-16:10 Daily review Briefly review of each of the tasks/activities performed during the day, starting from the end to the beginning of the day (led by the trainers)

No materials. Group circle

16:10- 16:30

Individual Journal writing Learners add thoughts, questions, reflections to their journal (individually and in silence)

Individual notepad, pen

16:30-16:50 Group discussion/sharing One by one, learners express the key thought experienced during the day (moderated by the trainers)

No materials. Group circle

09:00- 11:00

General introduction to the main concepts and outcomes of the session. Historical background of felting. Visiting sheep.

Oral presentation/ Practice Handouts  
sheep

*11:00 Coffee break* 11:15-13:00 Raw material of felting: presentation of different kinds of wool. Presentation of wool processing and painting methods. Painting plants. Collecting painting plants if possible.

Oral presentation/Practice Different kinds of wool, Raw and painted wool. Tools for processing wool: carding comb. Different kinds of painting plants.

*13:00 Lunch*

Making 14:00-

felt vessel and ball Practice Tables covered with a big foil, tow- 16:00

els, soap, water, lace curtains, if used (helping to keep the strands from slipping when stroked),  
over- sized bubble wrap (for kneading), strings, round templates (made of thick foil).

16:00-16:10 Daily review See above See above

16:10-

Individual Journal writing See above See above 16:30 16:30-16:50 Group discussion/sharing  
See above See above

9:00-11:00 General introduction to the

main concepts and out- comes of the session. Collecting plants. Making yarn decorated with  
plants. 20Plants, different kinds of painted wool, drop spindles.

11.00 *Coffee break*

11.15-13.00 Making felt picture. Practice Different kinds of painted wool. Ta- bles covered with a  
big foil, towels, soap, water, lace curtains, if used (helping to keep the strands from slipping  
when stroked), oversized bubble wrap (for kneading), strings. 13.00 *Lunch* 14.00-16.00

Continue making felt pic-

ture.

Oral presentation/Practice: working in groups of two or three people

Practice See above

16:00-16:10 Daily review See above See above

16:10- 16:30

Individual Journal writing See above See above

16:30-16:50 Group discussion/sharing See above See above

9.00-11.00 General introduction to the

main concepts and out- comes of the session. Making felt bag/case.

Oral presentation/practice See above

11.00 *Coffee break* 11.15-13.00 Continue making felt bag/

case.

Practice See above

13.00 *Lunch* 14.00-16.00 Continue making felt bag/

case.

Practice See above

16:00-16:10 Daily review See above See above

16:10-16:30 Individual Journal writing See above See above

16.30-16.50 Group discussion/sharing See above See above

09:00- 11:00 General introduction to the

main concepts and outco- mes of the session. Soaking canes, introduction to raw materials and  
tools. Making a basket.

Oral presentation/Practice Handouts Projector Combs, soaking dish, water, we- ight (brick,



stone). Cutters, pruning shears, cutting knife, peg, mallet, hammer, various pliers.

*11:00 Coffee break* 11:15-13:00 Making the bottom of the basket

Practice Soaked canes, pruning shears, cutting knife. *13:00 Lunch* 14:00-16:00 Making the side of the basket

Practice Soaked canes, pruning shears, cutting knife.

16:00-16:10 Daily review See above See above

16:10-16:30 Individual Journal writing See above See above

16.30-16.50 Group discussion/sharing See above See above

09:00- 11:00 General introduction to the main concepts and outcomes of the session. Soaking canes. Making a bird feeder. Oral presentation/Practice: Placing the canes in a soaking dish and filling with water. Handouts (canes, soaking dish, water, weight brick, stone). Canes, pruning shears, cutting knife, pricker, beater iron, hammer, different kinds of pliers.

*11:00 Coffee break*

11:00-13:00 Making the bottom of the bird feeder.

Practice Soaked canes, pruning shears, cutting knife, pricker, workbench. *13:00 Lunch*

14:00-16:00 1. Making the other parts of the bird feeder.

2. Assembling the bird feeder.

Practice Soaked canes, laths, pruning shears, cutting knife, pricker, workbench.

16:00-16:10 Daily review See above See above

16:10-16:30 Individual Journal writing See above See above

16.30-16.50 Group discussion/sharing See above See above

09:00- 11:00 General introduction to the main concepts and outcomes of the session. Soaking canes. Making a wicker tray on a plate. Oral presentation/Practice: Placing the canes in a soaking dish and filling with water. Handouts Canes, soaking dish, water, weight (brick, stone). Canes, thin board, pruning shears, cutting knife, pricker, beater iron, hammer, different kinds of pliers.

*11:00 Coffee break* 11:00-13:00 Continuation of making a wicker tray.

Practice Soaked canes, thin board, pruning shears, cutting knife. *13:00 Lunch*

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Practice 14:00-16:00 Continuation of making a

Soaked canes, thin board, pruning wicker tray. shears, cutting knife.

16:00-16:10 Daily review See above See above

16:10-16:30 Individual Journal writing See above See above

16.30-16.50 Group discussion/sharing See above See above

09:00-11:00 General introduction to the  
Oral presentations/practice Handouts main concepts and outcomes  
Projector of the session. Presentation of raw material in its natural habitat. Soaking the bulrush.  
Introduc-  
Pruning shears, soaking dish, bulrush, scissors, cutting knife, iron needle, weaving frame.  
tion of raw material and tools. Items that can be made of bulrushes. *11:00 Coffee break*  
11:15-13:00 Carpet making Practice Bulrush, weaving frame, knife,  
scissors. *13:00 Lunch* 14:00-16:00 Carpet making Practice Bulrush, weaving frame, knife,  
scissors. 16:00-16:10 Daily review See above See above 16:10-16:30 Individual Journal writing  
See above See above

16.30-16.50 Group discussion/sharing See above See above

09:00-11:00 General introduction to the  
main concepts and outcomes of the session. Making bulrush wall carpet. 22Oral  
presentation/practice Handouts

Pruning shears, soaking dish, bulrush, scissors.  
*11:00 Coffee break* 11:15-13:00 Continuing of making bulrush  
wall carpet.  
Practice Bulrush, scissors.  
*13:00 Lunch* 14:00-16:00 Continuing of making bulrush  
wall carpet.  
Practice Bulrush, scissors.

16:00-16:10 Daily review See above See above

16:10-16:30 Individual Journal writing See above See above

16.30-16.50 Group discussion/sharing See above See above

09:00-11:00 General introduction to the  
main concepts and outcomes of the session. Soaking of raw material. Making bulrush rope.  
Oral/practice Handouts Pruning shears,  
soaking dish, bulrush, scissors.

*11:00 Coffee break*

11:15-13:00 Making bulrush toys (horse). Practice Bulrush, scissors.

*13:00 Lunch* 14:00-16:00 Making bulrush toys (bird). Practice Bulrush, scissors.

16:00-16:10 Daily review (led by trainers) See above See above

16:10-16:30 Individual Journal writing See above See above

16.30-16.50 Group discussion/sharing See above See above

#### **5.4 Description of the activities of the**

## module

### 5.4.1 composting

**objective** Become familiar with the importance and value of composting for the garden and for the end-users. **Learning outcome** Ensure all learners have a clear understanding of the overall aim of the developmental activity and be aware of the basic steps of composting. Participants will learn the competencies that composting can develop in the light of the PSTE approach, and will be able to apply the principles of PSTE in composting education. **Time** 8 hours

**Procedure/resources** Presentation and practice. See the composting steps below this table.

**Comment** When using PSTE in the farm and garden landscape, the creation of good compost is central to the fertility and resilience of the site. The recycling of waste materials into compost from gardens, kitchens and animals brings all the areas of the site into one place and offers a metaphor of regeneration and a living whole organism. Therefore the compost preparation activity is being taught within this training program as a PSTE activity, the same way that the craft activities described below are. Those activities, such as felting and basketry fall within the handcraft sector. They require working with hands, using traditional knowledge and techniques that need to be passed on by an experienced craft master. This method has uniquely been researched and developed into an educational curriculum by Ruskin Mill Trust in the United Kingdom. We can apply the same principles of physical engagement, traditional knowledge and mastery for the conscious crafting of compost heaps. The link with social farming makes the production of compost a foundational activity where the ethos of social regeneration and development work hand in hand with personal development and resilience of people. Such enterprises require an ecological approach to both the land and the people who are involved and touched by the project.

#### composting steps

**Step 1: learning about the history of composting and the natural process of composting** In spite of the fact that composting is one of humankind's oldest methods of recycling, its use has faded into the background by the industry development and the intense fertilization wave that began in the 1850s. Concerning the history of composting, there are records and descriptions of the composting process in the Bible and even in China, four thousand years ago. There are many references to composting in our European cultures, from ancient Rome to the Middle Ages to the present day. As early as the 13th century, English abbeys introduced regulations for the use of compost to preserve soil fertility.

High-quality compost is an essential nutrient for the soil. Good composting is achieved through the right balance of the mix of raw materials, adequate amounts of air and adequate amounts of water. A good

balance of these things means that compost piles will naturally warm-up and this heat will deactivate weed seeds and pathogens, whilst at the same time, through the action of bacteria and fungi, convert the animal manures and plant wastes into stable compost. Mixing and building up the pile is the key to success.

A controlled composting process produces a stable compost product, which can be safely applied to the soil and crops at any time of the year, has no unpleasant odours and is rich in natural plant nutrients and soil structure enhancing properties.

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<sup>24</sup> *Graphic (J. Csibi): Heat stages of composting (handout for the training)* **Step 2: usable**

**compost materials and their preparation for composting** What can and cannot be composted? What size should the compost materials?

**Step 3: Design a 'home' for the compost materials** Introduction of different compost types and their properties. Where to place the compost pile? Introducing tools for professional but easy composting.

*Photo (I. Tirczka): Different compost heaps and piles*

**Step 4: Interim work of composting** Mixing the compost pile, preparing compost for final use.

#### 5.4.2 Felting

**objective** Become familiar with the importance and value of felting for the end-users.

**Learning outcome** Ensure all learners have a clear understanding of the overall aim of the developmental

activity and be aware of the basic steps of felting. Participants will learn the competencies that felting can develop in the light of the PSTE approach, and will be able to apply the principles of PSTE in felting education.

**Time** 8 hours 3x8 hours if you plan three days craft activity.

**Procedure/ resources** Presentation and practice. See the steps of felting below this table.

**Comment** Felting craft activity can be extended to three days, each day making a different object(s).

**Step 1: learning about the Felting History** Felting is an ancient craft. Sheep have appeared on today's Iran territory as a result of domestication, in the 4th century B.C. Later on, in the 6th century B.C, tribes started breeding these animals for their wool. The ancient Hungarians also used wool felt to make their yurts. For the nomadic people, felt was the foundation of their culture, a necessity of life. The Asian

deserts are poor in wood, but abundant in sheep, goats and camels, and so rich in wool and fur, hence why they have become an important raw material. Felt is durable, easy to transport and requires few tools to be produced. Tribes made their tents, rugs, and most of their clothing of this material. It was attributed a magical power, and was often an important accessory to ceremonies.

The fur, cut from the live animal (sheep, camel, alpaca, angora, but also human hair!) becomes a strong material by pressing, stroking, kneading and moisture. The surface of the fibres is flaky, they open when exposed to moisture and cling together after stroking and kneading. This can be further helped by taking the process in an alkaline or acidic direction. Meanwhile, the wool becomes an unbreakable felt.

**Step 2: About the material and the technique** The basis of felting is wool, sheared from sheep's hair.

Features: easy to paint, resistant to fire and pressure, excellent heat and sound insulator. Natural, rapidly renewable resource (as it grows back!) and 100% biodegradable.

Brief description of the characteristics of wool of different sheep (merino, racka, cikta, cigája ..) Various wools are suitable for making objects with different functions. The coarse, thicker wool (racka, cigája, cikta) is used for floor mats and boots due to its high abrasion resistance, while the fine fiber of Australian/Spanish (etc.) merino wool is used for finer garments and jewelry. Most sheep are sheared once a year (in spring or early summer) and the wool grows back completely in one year.

Briefly about the preparation of wool (washing, carding, dyeing)

*Photos (S.Reed): carding with hand carders*

Sheep's wool is not fine enough in our country, so Merino wool is typically purchased from abroad for the finely crafted items.

strands parallel next to each other but looking in the same direction. Once the first layer has been laid, the second one can follow, which is turned by 90 °. The third layer is also rotated by 90 ° and so on. Then we sprinkle with soapy water and gently rub until the surface is firm.

**Step 3: Introducing the tools** We use a soapy felting technique. Required tools see above in the chart.

**Step 4: Making a felt vessel and ball, felt picture, felt bag/case, flower decorated yarn.**

**Therapeutic effects of the activities.** In case of felt vessel, picture, bag or case, we put the wool layers on a template, soaping, caressing, kneading, opening with scissors. These are individual activities.

Flower decorated yarn can be done in groups, we fasten a piece of wool to the drop spindle, one person holds and twists it, other(s) add wool and flowers to the constantly twisted yarn.

Therapeutic effects of the activities:

- Caring for sheep develops awareness of seasonal cycles, experience to our relationship with the environment, mutual respect, empathy.
- Washing fleece after shearing: re-stepping, parent and child relations.
- Carding fleece with hand carder develops left and right hand coordination in relation to the balance of the body.
- Spinning with a drop spindle encourages vertical balance - hand, eye and head coordination. Meeting resistance in oneself in relation to the wool and tools.
- Making two dimensional forms from fleece develops breathing, horizontal rhythm and balance.
- Effects of making felt ball: working with the palm of the hands connects micro movements of the hand to the brain. Balance.
- Transforming 2 dimensional disc into a 3 dimensional vessel: working with imagination and transformation.

Felting in general develops capacities for rhythms of hand and body coordination, imagination, experiences of boundaries and transformation. Creating an environment in the workshop which invite people to talk, to share is important, this way felting develops social conversation, opportunities to speak confidentially, participants will have the confidence to share their knowledge.

*Photos (S.Reed): Spinning with drop spindle*

*Photos (S.Reed): Transforming 2 dimensional disc into a three dimensional vessel*

*Photos (S.Reed): Laying layers of wool, adding soapy warm water, caressing*

### 5.4.3 Basketry

**objective** Become familiar with the importance and value of basketry.

**Learning outcome** Ensure all learners have a clear understanding of the overall aim of the developmental

activity and be aware of the basic steps of basketry. Participants will learn the competencies that basketry can generate in the light of the PSTE approach.

**Time** 8 hours

3x8 hours if you plan three days craft activity.

**Procedure/ resources** Presentation and practice. See the basketry steps below this table.

**Comment** Basketry craft activity can be extended to three days, each day making a different object, or the three days can be used to fully develop one object.

**Step 1.: learning about the Basketry history in Tiszadas\*** Basketry, or weaving, is an ancient technique and a centuries-old tradition in Tiszadas. It is known all over the world and in Europe since the Neolithic period. The most common material for weaving is the willow which was also abundant in the floodplains of the river Tisza. At the harvest time when the willow was cut, it provided a livelihood to poor people without land. The willow was used or sold for basket weaving. People copied natural patterns from nature and applied these to basketry. The first wicker baskets were made by imitating the structure of the bird nets.

Back then, basketry was a daily activity in Tiszadas. The objects made of the willow have permeated people's lives. It was used everywhere: was used for construction, for fishing tools (such as fish traps and baskets), it was used as crop containers and all kinds of household appliances.

**Step 2.: collection and preparation of raw materials** The primary commodity of basketry is the willow. There are two main types: the naturally-grown (wild) and the cultivated plant. Willow is an ancient plant and its gene center is traced to Central Europe and Inner Asia, areas inhabited by Hungarians tribes. Among the willows best suited for basketry are the American willow - *Salix rifida* and *Salix viminalis*, („kosárfonó fűz” in Hungarian); these are considered one of the best in the world and grow around the Körös and the river Tisza, reason why so many basketry activities developed in this region. Nowadays, only the cultivated willow is used for this purpose.

*American willows on the outskirts of Tiszasas (Photo:  
I.T.Gyóiné)*

\*Note: Tiszasas is mentioned here, but this must always be applied to the local place where the education is carried out and the local traditional handicrafts are transferred.

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28 Willow is also available as a ready-made material, but in order to achieve a therapeutic effect according to the PSTE method it is essential to start this process by collecting the plant from its natural habitat. This is because one of the foundations of the PSTE in relation to a craft activity is to follow the whole process, from beginning to end. The willow can be collected from leaf fall to bud break, harvested by hand, using pruners or shears. The harvesting process is well suited for this since it allows us to absorb the feelings of the 'spirit of the place', the tranquility of nature, which will allow us to start tuning in with the essence of this craft.

The willow should be dried in stacks after cutting.

There are two ways to utilize willow:

1: Raw - when we do not clean the willow after the harvest, leaving the willow in its natural condition.

2: Cooked, when we cooked the willow before processing.

The willow should be boiled in a pan for 6-8 hours until the bark comes off the willow. This is followed by the husking (cleaning the willow from the peeling process), and then the willow should be dried.

Willows have different lengths, so dried willows should be graded before starting the weaving.

**Step 3.: Demonstration of necessary tools** There are two groups of tools:



- Active tools which we use to make our products. For example: pruning shears, cutting knife, sharp, hammer, various pliers, saws, tape measure.
- Passive tools who are not directly involved in the work. For example: chair, workbench, spinning table, pencil.

**Step 4.: Basket making** Soak the buff willow for at least 15-60 before starting the weaving process. It is very important to show your training participants the differences between dry and soaked willow. They will experience during a 'breaking test' how blendable the soaked willow is, so they can work with confidence during weaving.

The best way to learn the basics of basketry is to make a small round basket.

**Presentation of the weaving process:**

0. Soak the willow for 15-60 minutes. Depends on lengths and if it is striped willow or barked willow takes much longer. You should mellow it under a blanket (2 hours if striped, 2 days if barked). It also really depends on the variety of willow, and the outside temperature.

1. Thread 3 of the bottom sticks through To make the bottom of the basket:

- Six (3 on 3) bottom sticks (short but thick willow sticks) • Splitting the bottom sticks using a

bodkin

2. Tying the Slath

3. Pairing a base With  
double-strand ring spinning

4. Pairing a base (what you  
achieve as a result)

5. Staking up Next to the bottom pegs insert 1 set of withies on each side.

6. Picking up the side stakes

7. Upsetting Three rod waling weave

30 8. Randing weave 9. Wailing weave Top three rod waling weave

10. Weaving a border

11. Making roped handles

Fortunately, more and more people love nature so the need for products made from natural materials has also increased. Ideally, these products should come from the practice of old crafts such as basketry, which could draw more attention to this beautiful craft in our society; simultaneously, people can find in this craft a way to relax and stimulate creativity.

#### **5.4.4 bulrush weaving**

**objective** Become familiar with the importance and value of bulrush weaving.

**Learning outcome** Ensure all learners have a clear understanding of the overall aim of the developmental activity and be aware of the basic steps of bulrush weaving. Participants will learn the competencies that bulrush weaving can develop in the light of the PSTE approach, and will be able to apply the principles of PSTE in bulrush weaving education.

**Time** 8 hours

3x8 hours if you plan three days craft activity.

**Procedure/ resources** Presentation and practice. See the bulrush weaving steps below this table.

**Comment** Bulrush weaving craft activity can be extended to three days, each day making a diffe-

rent object, or the three days can be used to fully develop one object.

**Step 1.: learning about the Bulrush weaving history in Tiszasas** The bulrush word comes from before the conquest, a word of Ottoman origin. According to written memories in medieval Hungary the poor and the monks laid the bulrush on the ground and slept on it. Sleeping on the bulrush was so deeply ingrained in the Hungarian language that the plant was associated with lying and sleeping on the ground.

The habitat of the bulrush is stagnant waters and swamps. It's easy to get to know its brown mace from which the seeds fly out and thus multiply from one place to another. It lives everywhere where there is water for most of the year. Before the regulation of the Tisza River there was a lot of bulrushes around Tiszasas. Because of this, many of the people in the village worked with the bulrush. At that time many things were made of bulrushes: carpet, blankets, folding screen, roofing material, bags, baskets, trays, storage containers.

**Step 2.: collection and preparation of raw**

**materials** There are three species of bulrush in Hungary:

**narrow leaf cattail** (*Typha angustifolia*) is a perennial herbaceous plant of genus *Typha*. This cattail is an „obligate wetland” species that is commonly found in the northern hemisphere in brackish locations. The plant's leaves are flat, very narrow (1/4”-1/2” wide), and 3’-6’ tall when mature; 12-16 leaves arise from each vegetative shoot. At maturity, they have distinctive stalks that are about as tall as the leaves; the stalks are topped with brown, fluffy, sausage-shaped flowering heads. The plants have sturdy, rhizomatous roots that can extend 27” and are typically 3/4”-1 1/2” in diameter

**Broad leaf cattail** (*Typha latifolia*) is a perennial herbaceous plant in the genus *Typha*. *Typha latifolia* is an „obligate wetland” species, meaning that it is always found in or near water. The species generally grows in flooded areas where the water depth does not exceed 2.6 feet (0.8 meters). However, it

has also been reported growing in floating mats in slightly deeper water. *T. latifolia* grows mostly in fresh water but also occurs in slightly brackish marshes. The species can displace other species native to salt marshes upon reduction in salinity. Under such conditions the plant may be considered invasive, since it interferes with preservation of the salt marsh habitat.

**Graceful cattail** (*Typha laxmannii*) is a wetland plant species widespread across Europe and Asia. *Typha laxmannii* is not as tall as many of the other species in the genus, rarely more than 130 cm high. A noticeable space separates the staminate (male) flowers from the pistillate (female) ones.

According to tradition, the harvest of the bulrush began on August 15th and lasted until the end of September. It can be cut when it is ripe (the tail is curled). The bulrush is cut when its green above its root with a reaper scythe. The cut crop is dried on the waterfront for a while. It can be transported in bundles two weeks later. This is followed by classification and processing of the bulrush.

The preparation of bulrush consists of several steps. First, remove the outer layer. This part of the plant is not needed for the craft activity - long ago it was used to heat a furnace or bind corn stalks. Then the silk must be decapitated from all the bulrush. The part of the bulrush that can no longer be disassembled we call "bélgyékény".

### **Step 3.: Demonstration of necessary**

**tools** There are two groups of tools:

- Active tools which we use to make our products. For example: mat, weaving frame, pruning shears, cutting knife, sharp, mallet, hammer, various pliers, saws, tape measure
- Passive tools who are not directly involved in the work. For example: chair, workbench, pencil.

**Step 4.: bulrush weaving** There are many different techniques of bulrush weaving. In this curriculum we focus on the steps of bulrush weaving using the small frame because they are more visible.

*Bulrush in its natural habitat near*

*Tiszasas (Photo: T.I. Gyóiné)*

- 32 **Steps of weaving:**
0. Soaking the bulrush
  1. Raise the waiving frame
  2. Weaving
  3. Pick off the warp from the weaving frame
  4. Tidying lose ends

## **6. MoDulE 3 - cHaRacTERISTicS of EnD-uSERS**

### **6.1 What is the aim of this module**

#### ***Who are our end-users and what are their needs?***

The end-users of social farms are a very diverse group. If we are thinking about the target group of a social farm this can vary from young children to elderly people, with or without disabilities, special needs, learning difficulties and social disadvantages. We can also say that a social farm target group could be anyone who is unemployed, or anyone whose key competencies and basic skills need improvement.

This module should show and teach the participants/mentors, how the end-users are viewed in the light of the PSTE method. How should we see them, observe them, get to know them and help them in the light of the PSTE vision: "Re-imagining potential". This encourages us to consider the potential of each person - mentors, teachers, end-users - who come to learn, work and grow within a social farm.

The PSTE method uses working with the hands as a means to develop the cognitive and emotional skills of the end-users. A central aspect of the method is the engagement with meaningful activities, so that the confidence and self-esteem can develop through visible achievement.

Very often the end-users have past experiences of failure and disappointment, and also show inappropriate or unreasonable behaviour. A key attitude in facilitating a safe and caring environment that can assist the end-users development is unconditional positive regard\*. This does not mean that the inappropriate behaviour becomes acceptable, rather it helps to contextualise the event so that it does not damage the trust and the relationship with the end-user.

PSTE practitioners carry the constant responsibility of being role models, not only to the students but also to staff and peers. Conscious role modelling is dependent on high levels of self-awareness. Self-reflective practice is a key activity for the mentor. It is the precondition for developing self-leadership and conscious role modelling. Self-reflective practice also helps the mentor in making failure part of the success, by acknowledging with the end-user the learning and insight possibilities that follows.

A useful method for fostering and assessing the development of the end-users day-by-day is the 3-stage process\*. The framework of the 3-stage process helps the continuous development of end-users in the areas of work readiness, community inclusion and managing health/wellbeing.

*Key thoughts: wide group of people with different needs – PSTE method – observation, get to know, help, reflective practice*

*Photos: Agricoltura Capodarco*

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## **6.2 Competencies reached with this module**

### **COMPETENCIES – LEARNING OUTCOMES**

#### **1. understanding PSTE and the end-users' needs, "Re-imagining potential"**

Familiar with the potential of the Practical Skills Therapeutic Education (PSTE) method.

Ability to distract from the stereotypical terms and views of disabilities as diseases.

To recognize every individual's potential to transform themselves through the process of craft, land and social activity.

The mentor participates significantly in a craft, land or social activity.

**2. The use of self-reflective practice** Understanding the importance and the methodology of self-reflective practice.

Ability to allow time during activities for self-reflective questions and practice, for end-users and themselves.

Recognising the potential of learning in all outcomes. Practising self-reflection for end-users without judgement.

Independently uses self-reflective practice and shares it with colleagues.

**3. unconditional positive regard** Familiar with the concept and practice of unconditional positive regard

To meet each person with unconditional positive regard in all circumstances

To conduct themselves with a sense of interest, inquiry and compassion when meeting end-users

To use self-reflection after each session and to be able to seek advice from an appropriate person if needed

**4. 3-stage process** Familiar with the concept and steps of the Ruskin Mill 3-stage process

To use the 3-stage process to measure progress and achievement

To know how to use the 3-stage process in their role

Use the framework and report regularly on the progress and achievement

### **6.3 Schedule of the module (structure of the 8 - hour training day, divided by main topics)**

9:00-11:00 General introduction to the

main concepts and outcomes of the session. "Re-imagining potential": How PSTE encourages us to consider the latent potential of each person. The use of self-reflective practice. Learning by doing.

Oral presentation/discussion Knowledge base in the Open

educational resources <https://drive.google.com/file/d/1wDEqL3zbEjYykd-M7lmb-8zePN08TvmOG/view>

*11:00 Coffee break* 11:15-13:00 Role modelling. Engagement of head, hand and heart.

Oral presentation/discussion <https://drive.google.com/drive/u/0/folders/1GGsy-6diOM-18OIL3k6E7T5H-Lovu6W4ZN> *13:00 Lunch*

Oral presentation/discussion 14:00-16:00 Unconditional positive regard.

See above 3-stage process.

16:00-16:10 Daily Review Individual writing Booklet (diary), pen

16:10-16:30 Individual Journal writing

16:30-16:45 Closing session Verbal discussion None

### **6.4 Description of the activities (or concepts) of the module**

**objective** Detailed explanation of Learning by doing concept.

**Learning outcome** Understanding the importance of Learning by doing for end-users.

**Time** 35 min

**Procedure** Presentation/discussion

**Comment** This topic is related to craft activities. It's important to discuss this and make a connection between the practice of PSTE and this theoretical concept.

**objective** Explain the concept and importance of role-modelling.

**Learning outcome** Ensure learners become familiar with the importance of role-modelling.



**Time** 50 min

**Procedure** Presentation/discussion

**Comment** This topic is related to craft activities. This topic is related to craft activities. It's important to discuss this and make a connection between the practice of PSTE and this theoretical concept.

**objective** Explanation of willful activity, cognitive processes and emotional responses.

**Learning outcome** Ensure learners understand the role of willful activity and its effect on cognitive processes and emotional responses.

**Time** 55 min

**Procedure** Presentation/discussion

**Comment** This topic is related to craft activities. It's important to discuss this and make a connection between the practice of PSTE and this theoretical concept.

**objective** Explanation of 3-stage process.

**Learning outcome** Become familiar with the concept and steps of the Ruskin Mill 3-stage process.

**Time** 60 min

**Procedure** Presentation/discussion

**Comment** There is a table about this process as an Annexe of this Guide for further clarification, if needed.

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**objective** Own experience of the

commitment of the hand, head and heart

**Learning outcome** Learning the commitment of hand, head and heart from own experience, while reinforcing it with theory.

**Time** Explanation 20 min, talking about the experiences (the next day) 20 min.

**Procedure** Presentation/discussion

**Comment** Description of the task, (the next day) talking about the experiences. The exercise:

these three questions should be answered at the end of the practice day (for all types of

activities): 1. Give some examples of where you used your hand during the exercise? Has it

evolved, and if so, in what? 2. Give some examples of where you used your head during the

exercise? Has it evolved, and if so, in what? 3. Give some examples of where you used your

heart during the exercise? Has it evolved, and if so, in what? How could you use this experience

to develop your target group?

**objective** Own experience of the commitment of the hand, head and heart

**Learning outcome** Learning the commitment of hand, head and heart from own experience, while reinforcing it with theory.

**Time** Explanation 20 min, talking about the experiences (the next day) 20 min.

**Procedure** Presentation/discussion

**Comment** Description of the task, (the next day) talking about the experiences. Were there any parts of the practice session when you had to step out of your comfort zone? How could you use this experience to develop your target group?

*Photo: A.Ujj*

## **7. MoDulE 4 - EconoMlc vlaBIlITy**

### **7.1 What is the aim of this module**

Economic viability\* is important for all kinds of farms, including social farms. Specifics of social farming (SF) usually are not fully compatible with common farming/business methods, but it is still recommended to consider and improve the economic viability of a social farm. There is a social aspect in SF that can provide significant added value to products and could serve as an important part of marketing. This module deals with aspects of economic viability, from the business plan creation and suitable product selection, through profitability calculations, to marketing activities in social farming. The module is divided into three basic parts, first is focused mainly on finding a business concept: selection of suitable product, creation of business plan, financial management and human resources. The second part is focused on economic viability within agriculture, farm organization, management and systems for calculating profitability of agricultural activities. The third part is dedicated to the marketing of the social farming production.

### **7.2 Competencies reached with this module**

#### **COMPETENCIES – LEARNING OUTCOMES**

##### **Recognising the social aspects of the business – social economy, social farming**

General overview of social business methods and common business methods.

Ability to recognize differences between social economy and common economy.

Effort to find the right methods and managerial attitudes for social economy.

Awareness of the corporate social responsibility during social economy activities.

##### **Formulation of main business idea – What to do?**

Knowledge of methods how to identify suitable and sustainable business idea.

Ability to introduce and explain the main business idea.

Critical and open-minded attitude for understanding and identifying the main business idea.

Perception of responsibility and social aspects; balance of economic viability with the main business idea and its social aspects.

### **business plan creation**

Understanding the purposes of business plan creation, its basic structure, content and main aspects.

Ability to develop the main chapters of a business plan into a functional complex concept.

Readiness for interaction and cooperation with other experts/specialists in relevant fields.

Keep in mind the importance of the social aspects and balance between business and social activities.

### **Economic viability calculation**

Knowledge of basic methods of profitability calculation, sources of data for calculation.

Perception of influence and interactions between economic viability calculation on sustainability and social aspects.

### **Marketing, distribution, PR**

To know basic tasks of marketing, basic marketing methods, distribution ways, PR methods.

To be able to apply methods of economic viability calculation on specific products.

Realistic perception of basic facts and critical thinking.

To be able to include social additional value into marketing and PR\* and to choose suitable distribution, marketing and PR methods.

Acting in accordance with CSR\* in society or local community and creation of adequate communication channels.

To apply CSR methods in connection with PR, impact of ways and forms of distribution on sustainability.

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## **7.3 Schedule of the module (structure of the 8 - hour training day, divided by main topics)**

### **basic business language 9:00- 9:45**

Origin of a business idea: create a business plan and the start of business.

Finding a suitable business idea

The aim is to identify a business idea which will be used by the participants further ahead in the programme 9:45- 10:30

Financial management of a business: How to succeed in the market?

Basic division of costs, examples (Excel) of typical costs of a business in the form of individual work

To set out and create input parameters of a business in the field of business costs

10:30- 10:45 *Coffee break* **Market** 10:45- 11:30

Market for the products/ services of a business

Using exercises, to define groups of customers, reasons for the purchase of a product/ service, prediction of the demand

Try to identify as many sources as possible for the prediction of the current market situation in the given field of the business

**Labour** 11:30- 12:15

HR\* and economic specifics of work with Target Group\* (TG)

HR and economic specifics of work with Target Group (TG) Using concrete examples to show what are possible variants of TG's working limitations.

To realize the limits of future employees in relation to the scope of the business activities

12:15- 13:00 *Lunch*

**Financial plan and economic profitability of agricultural activities, financial analysis of production** 13:00- 13:40

Agricultural - economic and financial plan for farming production: theory.

Setting out the aim of the agricultural activity.

Basic terminology of agricultural economics, application of theory to practice. 13:40- 14:20

Farm organization and structure in relation to economic profitability.

Introduction of individual parts of a farm organization and structure.

Understanding the requirements for effective business.

14:20- 15:00

Suitable business structures and adaptability of the farm.

Financial analysis of agricultural and non-agricultural activities

Understanding the requirements for effective business.

15:00- 15:20 *Coffee break*

**calculations** 15:20- 16:00

Methods of profitability calculation.

Tools for evaluation of economic profitability.

Analysis of problematic parts of the financial plan.

16:00- 16:35

An example of financial analysis of crops with market realization

An example of calculation of profitability of growing a selected commodity.

Examples of practical calculations of economic profitability of selected agricultural activities.

16:35- 17:00

Daily review and Individual journal writing

Same as above in the previous modules' program

Same as above in the previous modules' program

*Photo: Agricoltura Capodarco Photo: Ruskin Mill Trust*

**Marketing** 9:00- 9:15

Marketing introduction Brief introduction – lecture Introduction to the issues

9:15- 10:00

Marketing plan and marketing objectives

Aspects of a marketing plan + activity in groups with the use of model examples

Explanation of the importance of a marketing plan, and basic information about its structure.

10:00- 10:20

Competitive advantage Description of competitive advantage

Learning how to define added values of product.

10:20- 10:50

Product diversification Possibilities of a product modification + activity in groups with practical examples

Learning how to diversify and modify a product

10:50- 11:10 *Coffee break* 11:10- 11:50

Target market, price, brand, promotion and communication

Description of pricing, suitable methods of promotion and communication, drafting and presenting a logo.

Explanation of the principle of selection of the target market, the price setting, development, and communication

11:50- 12:10

Distribution Introduction and description of distribution methods

Acquiring the knowledge to select an optimal distribution method for various types of products.

12:10- 12:30

Specifics of marketing in social farming/business

Presentation + discussion Emphasizing the differences of marketing in social farming/business.

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## 7.4 Description of the activities of the modul

**objective** Identify a viable idea for business

**Learning outcome** At the end of this lesson, each student will have a pre-business plan that they will use for other parts of the course

**Time** 45 min

**Procedure/ resources** Finding the right business idea is absolutely crucial for further work throughout the program. It is important that participants recognise the importance of establishing the right business idea; without this the progression on this module will be compromised. This includes: secure funding, place on the market or engage employees with health restrictions

Try to be objective, ask questions establish connections with other parts of the course that could suggest that the product will have a chance of success

**Comment** Be playful at this stage and try to generate interesting ideas through games that can be developed in other parts of the program

**objective** Recognize the importance of tracking finance and how to ensure profitability

**Learning outcome** Students should have a basic knowledge of finance and financial flows and should be able to fill in basic data in financial table.

**Time** 45 min

**Procedure/ resources** This part of the course is mainly about money. It is important that participants get an overview of the organization's financial and financial flows. The main thing is to make them aware of the importance and necessity of knowing the finance, to be able to calculate them correctly, to have an idea of the basic financial movements in the company and to be able to identify a financial plan. It is

very important to be aware of the cost-benefit relationship and to be able to determine the basic price of their products. To do this, use the attached tables, where you should try to give the most accurate estimations to the participants and teach them to use the tables

**Comment** In this section make sure to try to motivate the participants to think positively when working with numbers, budgets and financial plan

<https://drive.google.com/file/d/1sxXIXXhtRLQjoO20mxH9sNJVUpHYaw2e/view?usp=s-haring>

**objective** Find a place and understand how the market, in which the company's products are likely to be sold, works

**Learning outcome** At the end of this lesson, students know and can describe their customers, they can describe the basic parameters of the market where they want to operate and are able to formulate basic strategic considerations on how the market will work

**Time** 45 min

**Procedure/ resources** This part of the course is demanding, especially in the ability of participants to estimate their possibilities in the markets where products could be sold as realistic as possible. Try to be a very critical opponent for your students in their reflections on how they think about selling their products, the business strategies they are considering for their market operations. Try to identify possible critical points with students that could significantly or negatively affect their functioning on the market, including competition

**Comment** Be very critical of the participants' deliberations and try to ask them challenging questions such as: "Why should I buy this product from you"?

**objective** Recognize the true values, abilities, skills and limitations of the staff you will work with

**Learning outcome** Students should know how to identify possible health restrictions of employees, how



to take them into account when working in a company and how to plan their human and production capacities

**Time**

**Procedure/ resources** In this part of the course it is very important to lead students to realistically identify and plan their production capacities in relation to the functional limitations of their employees. Labor productivity should be a term that every participant will remember and be able to apply in their production processes in the company. It is important that participants also perceive work restrictions as an advantage and added value, for example in marketing

**Comment** Use the participants' experience to be interactive and communicate examples of how people with limited work potential can be employed

**objective** Brief introduction of agricultural economy and viability of agriculture, digesting definitions and basic terms

**Learning outcome** To inform learners about basic definitions and terminology, brief introduction of agricultural economy and its importance. Introduction of the production factors at the farm and need to know how to predict business costs

**Time** 40 min

**Procedure/ resources** PowerPoint, data projector, paper, flipchart, stickers, markers

**Comment** Simple division of production factors of the farm, basic distribution of farm capital for the prediction of management costs. Learners should learn to apply the cost allocation (which is associated with agricultural activity) to fixed and variable costs

**objective** Farm organization and structure in relation to economic profitability

**Learning outcome** Understanding the importance of the organization and basic structure of the farm for future agricultural activities. The importance of knowing the basic rules of farm structure

**Time** 40 min

**Procedure/ resources** PowerPoint, data projector, paper, flipchart, stickers, markers

**Comment** Simple division of farm organization for the prediction of management costs. Learners should learn to apply the importance of a farm structure for their future business. Learners can try to build their own vertical business structure (on the basis of long-term and short-term decisions)

**objective** Suitable business structures and adaptability of the farm in relation to economic profitability

**Learning outcome** Importance of the farm structure and criteria for selecting a suitable business structure. Understanding the requirements for current and future employees of the business and agricultural activities. Importance of the farm size, degree of innovation and business strategy.

Importance of adaptability of the farm and business

**Time** 40 min

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<sup>42</sup>**Procedure/ resources** PowerPoint, data projector, paper, flipchart, stickers, markers

**Comment** Simple division of the farm structure and criteria for selecting a suitable business structure. Learners should learn about the importance of a flexible business approach, on the basis of the structure, condition and strategy of a farm

**objective** Methods of profitability calculation for agricultural commodities and economic indica-

tors

**Learning outcome** Understanding the importance of calculating the operating costs of machines and the costs of technical support of selected operations. Understanding growing technology and calculating economic values of selected crops.

**Time** 40 min

**Procedure/ resources** PowerPoint, data projector, paper, flipchart, stickers, markers

**Comment** During this part, learners can try to split selected cost relations between variable and fixed costs

**objective** Financial analysis of selected crop

**Learning outcome** To introduce, on the basis of an example, a method of calculating the costs of growing a selected crop. Demonstration of the importance of financial calculation for the prediction of cost relations. Understanding the importance of yield level prediction and the need for knowledge base in the field of agricultural primary production

**Time** 35 min

**Procedure/ resources** PowerPoint, data projector, paper, flipchart, stickers, markers

**Comment** Learners should follow the trainer and proceed with the individual steps related to the modelling cost calculation

**objective** Evaluation of the fulfilment of the aims for this module

**Learning outcome** Discussion part of the module.

**Time** 25 min

**Procedure/ resources** PowerPoint, data projector, paper, flipchart, stickers, markers

**Comment** The trainer can make a short recap and ask the learners for questions. There is room to specify some points linked to cost prediction

**objective** Brief introduction of marketing, its definition and basic terms

**Learning outcome** To inform learners about basic marketing definitions and terminology, brief introduction of the importance of marketing

**Time** 15 min

**Procedure/ resources** PowerPoint presentation, data projector

**Comment** This is just a short introduction of what marketing is and why it's important – presented information must be simple and clear, don't go deep into details and do not get stuck in individual parts

**objective** Creation of marketing plan and selection of marketing objectives leading to its fulfillment

**Learning outcome** Lecture, short description of parts of a marketing plan with emphasis on those parts that will be addressed in the following parts of the module; activity in groups with the use of model examples – setting out the aims for various fields (profit, sales volume, etc.), assigning responsibilities, creating a timeline and defining the mechanisms to control their fulfilment

**Time** 45 min

**Procedure/ resources** The model marketing plan will be introduced to the learners and principles of its creation will be described. Marketing objectives creation will be explained and learners will create set of marketing objectives leading to the fulfillment of marketing plan. Objectives description contains information about responsibilities, timing, control mechanism, setting out the aims for various fields (profit, sales volume, etc.), creating a timeline and defining the mechanisms to control their fulfilment  
PowerPoint, data projector, paper, flipchart, stickers, markers

**Comment** Trainer should prepare simply marketing plan for one simple products, describe procedure of creation of this plan and provide basic information about marketing objectives. Learners should work in pairs or small groups on creation of concrete objectives. Proposed objectives are discussed with other groups and trainer

**objective** Description of competitive advantage and added value of the product of social farming

**Learning outcome** Understanding the added value of the product definition and creation, specifics of added value in social farming

**Time** 20 min

**Procedure/ resources** Trainer describes examples of what is the competitive advantage and how it can

be created. In frame of this description, the added value of product is explained. Learners are divided into pairs/small groups, each pair/group gets example of product and tries to describe its added value and possibilities of their extension. Pencil, paper, flipchart, markers, stickers

**Comment** Trainer should emphasize specifics of social farming/entrepreneurship for added value of the products and their usage for gaining the competitive advantage

**objective** Importance and methods of product diversification

**Learning outcome** Understanding to the importance of product diversification and ability to diversify own products by simple methods.

**Time** 30 min

**Procedure/ resources** Importance of product diversification is explained by trainer, learners (in pairs or small groups) try to describe possibilities of diversification of products on selected examples. With the use of simple tools, the learners try to model, paint, etc. the products and describe modifications in the template (for whom they are intended, what accompanying costs they will cause, what their added value is, etc. Pencil, papers, crayons, color beads, plasticine, color papers

**Comment** Trainer should prepare examples of products, which can be simply modified by learners.

Visualization during the practical part (painting, creation of models...) helps to develop learner's creativity

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**objective**

Description of selection of suitable target market, pricing policy, creation of brand and methods of marketing communication

**Learning outcome** Learners know how to select target market and how to modify products in

accordance with concrete target markets, how to set the price, create brand and communicate with customers and other actors

**Time** 40 min

**Procedure/ resources** Trainer describes market segmentation, specifics of different target groups and usual target groups in social farming entrepreneurship. The price policy is briefly described from the point of view of marketing. Basic methods of communication are presented by the trainer, including brand and brand creation. Learners are divided into pairs or small groups and try to create (draw) proposal of suitable brand/logo for selected product. PowerPoint presentation, data projector, paper, crayons, flipchart

**Comment** Mentioned parts are only described briefly, time frame doesn't allow the detailed description. Price is described from the point of view of marketing approaches (perceptions of numbers by customers, communication through price...), price creation based on costs, etc. is included in another part of the module

**objective** Overview about different distribution methods, their advantages and disadvantages

**Learning outcome** Learners are able to select suitable distribution method for different products and farms/enterprises

**Time** 20 min

**Procedure/ resources** Trainer introduces basic distribution methods, explain the advantages and disadvantages of direct and indirect distribution channels and suitability for different kind of products / target groups of users / types of farms. Distribution channels are presented on example.

PowerPoint, data projector

**Comment** Distribution is part of the communication with customers – selection of the suitable distribution channel must be in accordance with overall image of social farm/enterprise.

**objective** Describe specific aspects of marketing in social farming/entrepreneurship

**Learning outcome** Learners understand the specifics of marketing within social farming/entrepreneurship and are able to turn these specifics into competitive advantage with

use of marketing tools

**Time** 20 min

**Procedure/ resources** Brief lecture about added values of social farming/entrepreneurship and methods of communication and marketing with the use of these specific added values

PowerPoint, data projector

**Comment** Among other, the ethical aspect of marketing within social farming/entrepreneurship is important and should be mentioned

## **8. MoDulE 5 – aDaPTaTion To local ciRcuMSTancES**

### ***Why we call it “Adaptation”?***

Learners will acquire a specific type of knowledge, through direct experience, which will be provided during the theoretical and practical activities of this training. This knowledge will be processed individually, and then trans- posed to each of the learner’s context. How? We have created an exercise, or a final presentation where each

learner will imagine and describe their vision of: “*My Social Farm*”. This will hopefully demonstrate that everything learnt during the training can be applied to all the various learners’ contexts. In other words, we propose learners to consider reinventing their professional activities and place them within a social farming context and this way, transform their current local circumstances.

### **8.1 Why is this module a unique part of the training**

The main purpose of this activity is for each learner to develop an active process of thinking and reflecting on the theoretical and practical aspects of training, particularly on what concerns PSTE. This happens because PSTE is a complex method to grasp, which requires active involvement by the learners. In basic terms, the learners are invited to develop a personal journal where at least every day (if not several times a day) they can write relevant aspects of what it is being taught, so they can truly understand PSTE. This will hopefully generate a concept of active learning, as opposed to a passive type of learning, where information is given to learners regardless of their involvement and understanding of the material.

### **8.2 How will this module unfold in the training program?**

#### ***Individual journal - Focusing on individual learning to generate reflective practice***

During each of the training programs, the learners are asked to have an individual journal (a notepad), where they reflect on their learning, which includes their questions and reflections from each session they participated. The idea is to use this journal throughout the training, or at least at the end of the day, but preferably any time an im- portant thought or questions emerges for the learners, they should write it down.

This will happen so that the recorded thoughts can act as a guide for each of the learners, and they can easily trace their learning experience by reading the journals they started writing from day 1.

At the end of the training program, there will be an individual presentation (“*My Social Farm*”) based on the material noted in the individual journals, made to the other learners and trainers.

This presentation is the idealisation of a future business enterprise for each learner. This business enterprise could be related to their current jobs and field of work, or it could be a totally new idea. They should draw inspiration from the “Economic viability booklet and model collection” to gain insight over the financial topic and discover a brief description of social farming examples in different European countries.

Because these presentations are individual, and therefore unique, they will give all the other learners different perspectives on the program and this way contribute to a more wholesome learning process (more information on this follows below).

Simultaneously, it requires more commitment from each learner since they will have the responsibility to present, their questions and reflections or in other words, what they have learned to other learners. This technique is used as a part of a strategy to understand the PSTE method and to instil the concept of reflective practice\*

### **8.3 Guideline to the participants**

#### **What is it about?**

Overall, this is an individual reflection on each of the training days, made by the learners. We call this exercise Individual journal.

Each reflection will also be the basic material, which will be compiled and used for an individual presentation made by each participant on the last day of the training:

Based on what they have learned and experienced during the whole training program, the participants should then imagine “*My Social Farm*”, focusing on what craft activities they would choose and why and more importantly, thinking on how to make this new social farm, economically viable. For this particular aspect, the participants must also read the information that will be provided, in reference to “Economic viability booklet and model collection”.

Since this economic aspect is so important for the creation of a successful social farm in Hungary, during the training program the previous module is solely dedicated to it (see previous chapter, module 4: “*Economic viability*”), which is basically a short introduction course on this subject.

In many ways, “*My Social Farm*” will be a much-simplified, individual, creation of a new organisation, with a concrete business plan, which must be realistic within the Hungarian context.



reflections, ideas, questions related to what they learnt, at the end of each training session (after the daily review – see explanation and schedule below).

Hopefully, at this stage, they will have already written other thoughts throughout the day. This could be aspects they found difficult during a craft activity, or a particular concept they consider interesting and would like to adopt for the creation of „*My Social Farm*” (as mentioned above).

Examples:

- What was really interesting/difficult in the activities I performed today? (Ex: The clear way a teacher explained an exercise; I could not understand how to achieve the task proposed... etc.)
- What was my reaction when I couldn't do exactly what I was being asked, how did I feel?
- What made me continue this activity instead of giving up?
- What can I learn from this experience for myself and if thinking about end-users?
- If I had to retain a key aspect of what I learnt today so I could explain it to someone else, what would it be?
- Linked activity - Daily Review (see schedule below):

Before writing down their main reflections the trainers will review all activities that took place on the day, starting from the last activity to the beginning of the day, so that learners can more easily trace their journey back to the beginning of the day. After this, each learner will be given around 2 to 5 minutes to share their views (Group discussion) when sitting in a group circle. It is important that everyone will listen attentively and without interrupting, for three reasons: 1 – so that all listeners can gain new perspectives and ideas; 2 – so that everyone feels they can be fully heard and not be interrupted by others; 3 – so that the group can develop a culture of deep listening and respect the opinions and thoughts of others. At the end of the individual sharing, there will be an open conversation for about 10 to 15 minutes in total, where anyone can freely express final thoughts or questions, if necessary. The final presentation will happen on the last day of the training and will follow a similar structure and rules. Each participant will expose their „*My Social Farm*” for about 20 minutes and then receive questions from other participants for another 10 minutes (times can be negotiated between learners and trainers). It is however important that the trainers keep the boundaries of time and structure of this exercise so that it can be consistent and produce solid results.

### **What's the benefit of these activities?**

The daily journal will help participants remembering what happened in every session and this way create a systemic type of learning, where every day something new is learned.

To incorporate what was learnt each day on a wider perspective and apply this to a practical purpose: the creation of „*My Social Farm*”.

Ultimately, so each training participant feel they have learnt new professional and personal skills and can feel motivated to transfer these to their various contexts. Hopefully, new social farms and many related new jobs will emerge in Hungary.

### **When will it happen?**

At the end of each training day there will be a dedicated space for the *Daily Review and Individual Journal writing*.

On the final day of the training program there will be a space for an individual presentation of „*My Social Farm*”.

## **8.4 Reached competences with this module**

## COMPETENCIES – LEARNING OUTCOMES FOR THE LEARNERS

**adaptation Module - General outcomes** Understand what the localization module is and its purpose.

Listen attentively to the explanation of the different exercises. Showing ability to perform the tasks (journal writing, individual presentation).

Being actively involved in the module (observant, critical and engaged).

Feeling confident and motivated to do it. Transpose this knowledge to a practical/professional context in the future.

**adaptation – Individual journal** Understand the task and its value for overall learning process.

Being able to write and use the daily journal autonomously. Identify critical moments, ideas and reflections during the activities.

Feeling motivated to write down thoughts, questions and reflections.

Making effective learning connections with what was taught in the session through the frequent use of the journal. Use this information in the last day presentations (“My Social Farm”).

**adaptation – Daily review** Understand the purpose of the task and its connection with the daily learning process.

Showing ability to follow the revision of the tasks performed during the day.

Engaging in the revision of the day led by the trainers and in discussion available at the end of each training day.

Use the revision of the day to identify key aspect to be noted in the individual journal. Use all this material in the “My Social Farm” presentation. **adaptation - Final Presentation: “My**

**Social Farm”** Understand the importance of the final presentation.

Reading all materials given (Economic viability booklet and model collection) and apply this knowledge in the presentation. Being creative and realistic in the conception of “My Social Farm”.

Feeling motivated with this presentation and showing willingness to present “My Social Farm” to others.

Making an interesting and realistic presentation about “My Social Farm”. Wishing to further develop and implement their created concept in real life and this way develop their professional practice.

### 8.5 Schedule of the module (structure of the 8-hour training day, divided by main topics)

09:00- 16:00

Training days

16:00- 16:10

Daily review (led by trainers)

Briefly review of each of the tasks/activities performed during the day, starting from the end to the beginning of the day (led by the trainers)

No materials Group circle

Allow learners to review what they have achieved in a day and solidify their knowledge in activities and training

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Individual 16:10-

Individual Jour-

Learners add thoughts,

Allow learners to get involved in the 16:25

Journal writing

questions, reflections to

notepad, pen

knowledge provided in the training their journal (individually

and in understanding PSTE, as well as ally and in silence)

as gathering material for the final presentation ("My Social Farm")

16:25-

Allow learners to express their 16:45

individual views and be heard by the whole group (uninterruptedly). The listeners gain multiple perspectives by listening to others and this way increase their own knowledge

16:45- 17:00 48 Group discus-

One by one, learners

No materials sion/sharing<sup>1</sup> express the key thought

Group circle experienced during the day (moderated by the trainers)

Final discussion Questions from learners

No material.

Allow learners to satisfy their per- about logistics and other

Group circle

personal doubts and avoid in any anxiety or practical elements.

Issues related to the practicalities of Trainers may choose to

training mention what will happen in the next training day

09:00- 09:20

Verbal explanation None Make sure all learners understand

how the day will unfold and the overall importance of the presentations 09:20- 11:00

Introduction and aims of the day by the trainers

Imagining My Social Farm could be the first step for it to happen in reality or for a different

project and initiative to be created. This will also allow learners to start developing a precise and realistic idea of the challenges involved in setting up a social farm. If new social farming activities using PSTE emerge in Hungary, this will be the ultimate goal of this training, which will prove the success of the Revitalist project 11:00- 11:15 *Coffee break*

11:15- 13:00

Individuals present

Each individual will

Powerpoints, presentations (about

present their "My So-

drawings, images - 20mins each)

cial Farming" to other

ages, etc. (it's learners and trainers

totally up to each individual)

Same as above

13:00- 14:00 *Lunch* 14:00- 16:00 Continuation of the Individual presentations 16:00-

16:30

Individuals present

Each individual will

Powerpoints, presentations (about

present their "My So-

drawings, images - 20 mins each)

cial Farming" to other

ages, etc. (it's learners and trainers

totally up to each individual)

Final group

Verbal discussion in a

None The trainers should provide an opportunity for learners to express their closure of the

group led by the trainers

thoughts and views on the presentations they just seen and on the overall training program if necessary. The training program

needs to then be closed so learners can feel their learning experience is complete

1: optional

1: optional

## 9. SHORT INTRODUCTION OF

### THE PROJECT'S CONSORTIUM

**Hungarian Quality compost association** (leader

partner) was founded in 1999 at the Agricultural University in Gödöllő (SZIU). The aim was to develop an organization centre for biological waste management, to represent composters' interests, to coordinate and promote research and development projects, and establish a compost quality assurance system in Hungary. One of its main goals is to

familiarize people with modern waste handling (first of all biodegradable waste) and composting. In order to strengthen its social role in society by combining professional knowledge with social care, it follows its deep belief that "by revitalizing the soil – the basis of life - we revitalize the soul as well". <http://www.komposzt.hu/>

**Diversity Public utility Foundation** was founded in 2007. Its main aim is to foster equal opportunities in the labour market, to help the integration of disadvantaged people into the workplace and everyday society. Its integration tools include individual counselling and job placement for job seekers and disadvantaged persons, equal opportunity counselling and sensitization trainings for employers, disability-specific trainings for teachers and care-givers, organizing awareness events for relevant institutions, families and citizens. The Foundation is working in the central region of Hungary, mainly in Gödöllő and the surrounding area. Its main target groups are disabled people and people living in poverty. With the help of this project, the Foundation opened the Social garden in Gödöllő (Holdvilág szociális kert) in 2019. <https://diverzitasalapitvany.hu/>

**Ruskin Mill college** is based in Gloucestershire, England is one of four specialist colleges operated by Ruskin Mill Trust (RMT) offering both day and residential provision. It has expertise in working with young people aged 16-25 with complex behavioural and learning difficulties and disabilities, including autistic spectrum conditions, whose needs cannot be met elsewhere. Since 1986, hundreds of students have benefitted from the Trust's innovative Practical Skills Therapeutic Education program that draws its inspiration from Rudolf Steiner, John Ruskin and William Morris. It's practical skills curriculum is a three-year course. It provides an exciting and wide range of course subjects that give students the opportunity to learn through doing real-life purposeful activities that enhance their intellectual, emotional and physical health. <https://www.rmt.org/>

**Tiszasas Municipality** Tiszasas is a little Hungarian village in Jász-Nagykun-Szolnok county, near the Tisza with 1100 residents. The main income of the local families derives from agricultural activities, mainly from crop production and horticulture. Unfortunately, the living standard is lower, and the rate of unemployment higher than the Hungarian average. That was the reason why the municipality decided to create a valuable job opportunity for the horticulture. Tiszasas actively participated in the "Start" community employment programme, which was organised and financed by the Hungarian government. Within the framework of the programme, they started (from 2011) to produce different types of vegetables, with regular employment of 25 unemployed local people for a fixed 8 month period. The vegetables produced are used in the local restaurant and local canteen, operated by the municipality. <http://tiszasas.hu/>

**WWoof (World Wide opportunities on organic Farms)** Hungary is a non-profit organisation with the co-operation of 30 organic farms and about 200 volunteers every year. Its main activity is to manage the voluntary network WWOOF in Hungary, but it is involved in many other projects. It is the founding members of the Hungarian Social Farming Society, and work together with multiple educational institutions from primary education to universities in order to try to make its projects successful at a practical level. <https://wwoof.hu/>

**University of South Bohemia České Budějovice** is represented by the Faculty of Agriculture. It has long term experience with multifunctional farming, and as a result of the cooperation with the faculties of Health and Social Studies, Pedagogy and Economics, the Faculty of Agriculture is preparing bachelor courses in Social farming (to be formally accredited). The bachelor course in Multifunctional Farming also contains the subject of Social farming, and this topic

is equally included in other study subjects community was created in Grottaferrata (Rome) and (Development of sustainable farming systems; Agri- started agricultural activity with a group of disable and environmental practice; Organic and al- ternative disadvantaged people. Ca- podarco was born as a B agriculture; Agroecology, Sustainable farming type social cooperative\* with the aim of including systems in agricultural landscape). The Faculty of disadvantaged people in the labour market but, at the Agri- culture has been developing practical same time, it supplies many social services. The farm cooperation with stakeholders in the sector of organic has progressively reinforced links within the local farming and these also include social farms, NGO area, answering several needs and re- quests therapists, policymak- ers, etc. all of it happening expressed by local health and social services or simultaneous cooperation with Ministry of Agriculture directly by families. Agriculture activity has also been who actively participates in the development of social developed including helping other organisations with farming and in fact pioneers the whole field of Social conversion to organic farming and the certification of Farming education in Czech Re- public their products. <http://www.agricolturacapodarco.it/> <https://www.prf.jcu.cz/>

**Agricoltura Capodarco** società cooperativa sociale is an organic multifunctional farm on the outskirts of Rome, founded in 1978 as an offshoot of the Community Ca- podarco of Rome. In 1978 the

## 50 10. GLOSSARY

**2030 Agenda** - the 2030 Agenda for Sustainable Devel- opment including its 17 Sustainable Development Goals (SDGs) was adopted on 25 September 2015 by Heads of State and Government at a special UN summit. The Agenda is a commitment to eradicate poverty and achieve sustainable development by 2030 worldwide, ensuring that no one is left behind. <https://www.un-.org/sustainabledevelopment/development-agenda/>

**Accredited employment** – Accredited employment can be an important step for disabled people during the occupational rehabilitation of persons. Developing employment is a step forward, it will provide a gradual transition and preparation for the open labour market, thereby it guarantees a higher level of employment, it is widening the rehabilitation toolbox to individual skills. **agricultural commodities** - are selected primary crops and animal products for market or non-market produc- tion.

**agroecological composting** - Agroecology means farming that “centres on food production that makes the best use of nature’s goods and services while not damaging these resources.” Agroecological composting means making compost according to this idea. <https://www.agroecologyfund.org/what-is-agroecology>

**Alliance of Social Farms** - Common interest representa- tion, bring together social farms in the country, they can work together towards decision-makers.

**B Type social cooperative** - Social cooperatives exist to provide social services such as the care of children, elderly and disabled people, and the integration of un- employed people into the workforce. Type B integrates disadvantaged people into the labour market. The cat- egories of disadvantage they target may include phys- ical and mental disability, drug and alcohol addiction, developmental disorders and problems with the law. In type B cooperatives at least 30% of the members must be from the disadvantaged target groups.

**biodynamics** - is a holistic, ecological, and ethical approach to farming, gardening, food, and nutrition. Bio-dynamics is rooted in the work of philosopher and scientist Dr. Rudolf Steiner, whose 1924 lectures to farmers opened a new way to integrate scientific understanding with a recognition of spirit in nature. Common economy – Common economy is a summary of the management of a particular entity, such as a state, organization, or individual. Each economy needs to fulfil several basic tasks to ensure its functioning, which can be summarized in three questions. 1. What and how much to produce: definition of the structure and quantity of production. 2. How to produce: identification of the producing entity, method of production, identification of sources and production tools. 3. For whom to produce: rules according to which products are distributed among consumers

**CSR** - Corporate Social Responsibility (CSR) is a business concept whereby companies take into account the interests of society by considering their business, suppliers, employees, shareholders, but also the environment. The business operators voluntarily take steps to improve the standard of living of the community around them.

**Disadvantaged groups** – Any minority group experiencing social and economic challenges, due to race, age, mental or physical disabilities, substance or alcohol abuse.

**Economic viability** – Economic viability means economic feasibility i.e. it should be able to secure financing – whether from the public, commercial, or concessional sources – while having a positive impact on society and the environment. Avoiding the wasteful consumption of material resources.

**Ethical products** - products ethically produced and/or which are not harmful to the environment and society. About SF products, they have an additional added value, they are the result of the working and social inclusion of vulnerable people.

**Genius Loci** - An audit or methodic process to research and understand the history, natural qualities, and cultural movements of a specific location. This is a fundamental step that needs to occur before implementing PSTE activities

**HR** - Human resources is the department within a business that is responsible for all things worker-related. That includes recruiting, vetting, selecting, hiring, onboarding, training, promoting, paying, and firing employees and independent contractors. HR is also the department that stays on top of new legislation guiding how workers need to be treated during the hiring, working, and firing process.

**John Ruskin, William Morris, Rudolf Steiner** – Key historical names that inspired the PSTE method ([https:// www.rmt.org/our-method/](https://www.rmt.org/our-method/)). A basic search on the web is recommended to learn more about these figures

**Learner** - The individuals that will become involved with the learning of the training programs

**MAIE project** - “Multifunctional Agriculture in Europe – Social and Ecological Impacts on Organic Farms” project developed a variety of ways of spreading knowledge about social farming by promoting the social farming movement; supporting rural areas to work in well-organized networks; developing fields of social work in combination with agriculture and establishing links between movements and activities in Europe. [https:// www.maie-project.org/](https://www.maie-project.org/)

**OER** – Open Educational Resources are freely accessible, openly licensed text, media, and other digital assets

that are useful for teaching, learning, and assessing as well as for research purposes.

**Public employment** – The sector of the job market controlled by government bodies, whether at the federal, state, or local level. A public employee is a person who is employed by a government agency and includes the employees of a municipal, county, state, or federal agency or state college or university

**PR** - Public relations is the practice of deliberately managing the spread of information between an organization and the public. Public relations may include an organization gaining exposure to their audiences using topics of public interest and news items that do not require direct payment. This differentiates it from advertising as a form of marketing communications. Public relations is the idea of creating coverage for clients for free, rather than marketing or advertising.

**Practical Skills Therapeutic Education (PSTE)** - Is a holistic method of Education developed by Ruskin Mill Trust (UK), that uses craft activities, biodynamic farming and the benefits of a nature-based curriculum, to enhance mental, physical and emotional development in students with learning difficulties. The general aim is to promote autonomy and freedom of individuals.

**Reflective practice** - The ability to perform a craft activity, while constantly reflecting on the value, potential and challenges of this same activity, in order to understand it deeper and/or be able to explain it effectively and clearly to others, in a pedagogical way

**Re-stepping** - The possibility of a student to evolve in her/his physical and/or emotional development, through the performing of craft activities that can support this development; “Re-stepping” means in this context, evolving from a previous limitation to successful improvement of the physical/emotional activity.

**Seven Fields** - PSTE method is based on the understanding and knowledge drawn from the principles of the Seven Fields of Practice: 1- Genius Loci; 2- Practical Skills; 3- Biodynamic Ecology; 4- Therapeutic Education; 5- Holistic Support and Care; 6- Holistic Medicine; 7- Transformative Leadership and Management

**Short food supply chain (SFSCs)** - SFSCS is a broad range of food production-distribution-consumption configurations, such as farmers’ markets, farm shops, collective farmers’ shops, community-supported agriculture, solidarity purchase groups. More in general, a food supply chain can be defined as “short” when it is characterized by short distance or few intermediaries between producers and consumers.

[https://en.wikipedia.org/wiki/Short\\_food\\_supply\\_chains](https://en.wikipedia.org/wiki/Short_food_supply_chains)

**Social economy** – Social economy is a branch of economics that focuses on the relationship between social behaviour and economics.

**Social farming** - “Social farming is an innovative approach that brings together two concepts: multipurpose farming and social services/health care at local level. It contributes to the ambit of agricultural production to the well-being and the social integration of people with particular needs.” EESC Opinion: Social farming adopted on 12/12/2012 <https://www.eesc.europa.eu/en/our-work/opinions-information-reports/opinions/eesc-opinion-social-farming> **Sustainable agriculture** - any of a number of environmentally friendly farming methods that preserve an ecological balance by avoiding depletion of



natural re- sources. **Sustainable Development Goals (SDGs)** - The SDGs build on the Millennium Development Goals (MDGs), aim to go further to end all forms of poverty. The new Goals recognize that ending poverty must go hand-in- hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities while tackling climate change and environmental protection. <https://www.un.org/sustainabledevelopment/development-agenda/>

**Target-group (TG)**- We need to make a difference between the target group of the Revitalist training and the target group of social farms. The target group of the training are those professionals who are working with the disadvantaged group of people, the target group of the social farms are the disadvantaged people. **The three-stage process** - Is a measure to situate and evaluate the learner's progress within the PSTE method of Education. In short, it involves three stages of learning development: Stage 1 - Overcoming barriers to learning; Stage 2 - Becoming skilled; Stage 3 - Contributing to the community (for more detailed information on this please see Appendix: 12.2 The three-stage process) **Trainer** - The individual responsible for delivering the training content **unconditional positive regard** - Unconditional positive regard, a concept developed by the humanistic psychologist Carl Rogers, is the basic acceptance and support of a person regardless of what the person says or does, which in this case is central to the teaching of PSTE.

## 52 **11. aPPEnDIX** **11.1 Genius Loci research**

### **11.1.1. Sunfield, uk**

#### **Genius Loci:**

*A cycle of nature and nurture  
through applied biodynamic ecology.*

#### *Introducfion*

For 20 years I have worked the land as a biodynamic farmer at Ruskin Mill College. Whilst enjoying the responsibility for stewardship of Gables Farm, I have shaped a farm which is productive and sustainable in food ,education and culture.

Whilst attaining this, I have developed my understanding of the various phenomena placed in the landscape and what they reveal about the "Spirit of Place". I have studied, how phenomena

came to be there and what their relationship is to the other phenomena existing there. To achieve this I have consciously engaged the Goethean process. This process audits the phenomena present in the landscape, and reveals a passage from the evolution of the bedrock, through to soil, plants, animals, natural ecology and human activity. Each of these realms requires study and analysis using the Goethean process to discover the Genius Loci.

I will show how the Goethean process has primed my work as a biodynamic farmer, informing decisions relating to the correct breeds of livestock that will thrive on and bring fertility into Gables Farm.

The challenge to this study is my own longevity in the organization because the precepts of Goethe and Rudolf Steiner have shaped my own thinking, articulation and actions. To overcome these limitations and to allow my experiences to have validity to an audience outside the realm of Ruskin Mill Trust, I will show that there is substantiation around the outcomes of the Goethean process that are endorsed by scientists and agriculturalists operating outside the impulses of Anthroposophy.

Another challenge is to reveal how through the Goethean Process Genius Loci and Biodynamic agriculture engage with one another.

To attempt this, I am developing a diagram that includes 7 considerations which reveal my own relationship with nature and nurture. Personally, this has been the harvest of this study. (see fig 1)

*Fig 1. Genius Loci Cycle and Goethean Process.*

### *The shallow lagoon*

In regarding the genius loci of Gables farm I start with an imagination of the geochemistry of the shallow equatorial lagoon waters which flowed here 180,000,000 years ago in the Jurassic period. Through down warp, up draft and subsequent lithification, the calcium carbonate crustacean life forms, and the grit from feldspar were lifted to the top of the plateau. The imagination can be truly engaged in these prehistoric, tectonic movements when we view closely the phenomenon of the fossilised sea bed on top of the Cotswold Hills. We ponder, how did it arrive here? The oolitic limestone carries within its structure a conundrum that speaks of far off tropical lands with the trans-

formation of early seas, dense in calcareous creatures, becoming sedimentary rock. This Jurassic hill of limestone was formed by a massive orogeny.

The surrounding hills and valleys are the result of 100,000 years of deep permafrost which in the summer months, would release slightly, shattering the slope of the scarp and sculpting the V shaped valleys, lisms and chines that characterize the Cotswold Hills.

The Goethean process illuminates that the limestone created in the Jurassic period, echoes into the soil, plants and animals. As a biodynamic farmer I view these phenomena that reveal, just what can be generated agriculturally from this land.

### *Two concepts*

There are two concepts that can begin to enhance the Goethean process. Rudolf Steiner(1924)

states

*“ a farm comes closest to its own essence when it can be conceived of as a kind of individuality, a self contained entity.”* (Steiner, 1924)

This description of an independent reality in a landscape, goes on to build a picture of the generative energy, contained in the mineral constituents of the farmland itself.

*“A lively interchange is constantly taking place between what is above ground and what is below ground.”* (ibid.)

Through the lens of biodynamic agriculture, we regard the relationship that is formed between the history of the bedrock and the soil, flora, fauna and humans that the rock has instrumentally influenced.

### *Bedrock and Soil Interaction*

In soil science we know that soil is formed from the erosion of the bedrock in combination with organic materials from vegetative and animal sources. The limestone of Gables farm, in resonance with its own origins creates a shallow, warm bed of soil which becomes the conduit for the minerals and generative energies it contains. The pedologist Hans Jenny (1992, p 9) created an equation which supports this process.

$$s = f(\text{cl, o, r, p, t, ...})$$

Where s = soil properties; cl = regional climate; o = t = time. potential biota, r = relief; p = parent material;

Jenny left the ellipsis open to indicate that there might be other variables in the function. I therefore, add new variables including composted farm yard manure, biodynamic preparations and astronomic influences. Thus, in a study of genius loci, I can utilise Jenny's equation as a foundation. I then begin to add in the factors of plant life and nutrient uptake, as well as biodynamic practices, benefiting the diets of farm animals and human beings.

Jenny comments further that:

*“All of us relate to soil unconsciously in our daily nourishments that make us participants in the continuous flow of nutrient atoms that originate in the soil.”* (Jenny, 1994)

The organic agriculture pioneer, Sir Albert Howard, wrote in 'Farming and gardening for health and disease'

*“..these minerals play an important part in the life of living things. They have to be conveyed to us in our food in an organic form, and it is from the plant... that we and the other animals, derive from them, our wellbeing.”* (Howard, 1947)

The minerals in the underlying rock that forms the soil, are taken up via this living soil to the plants. As the plants root themselves, and choose, the anions that are available, they are able to take on the qualities that are being offered from the mineral via the mediation of the soil. The limestone transfers its specific influence into a range of plants that thrive on the alkaline quality of the Cotswold soil. That which was once alive in prehistoric seas, became mineralised in the evolution of the Earth, is resurrected through the nutritional needs of plant life.

### *Historical Influence of Gloucester Cattle*

As a biodynamic farmer I establish which breeds of specific species will thrive on this particular range of plants. The indigenous cattle breed to these hills is the Old Gloucester Cow. Its' metabolism is able to efficiently convert

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54 the low fertility, limestone pasture into muscle, milk and manure. Famed for strong and docile oxen since the thirteenth century, the Gloucester breed is an authentic but largely uncelebrated emblem of the agricultural identity of Gloucestershire.

The Gloucester cheeses provide a narrative for the Cotswolds, involving the peasant farmer, who would make Single Gloucester cheese from the skimmed morning milk and butter from the cream. The more wealthy estate owner, could export the Double Gloucester made from the full fat morning milk.

The rise of cheese production was simultaneous with the fame of the Cotswolds for its wool and cloth. Cheeses had previously been produced using ewes milk, but as the long wool was selectively bred into the sheep, the quality of ewes milk decreased along with the quality of ewe's milk cheese. The estate owners and peasant farmers turned to the local breed of cattle and began improving them, for their steady lactation, and their mellow temperament.

I have been a keeper of these cows since 1997, creating a small herd with community support from the residents of Horsley, who invested in the breeding females and then received their money back through the eventual sale of the first born calves.

Adam Stout in his volume *The Old Gloucester Cow* (1980) narrates the rise of the Gloucester, finding records of 445 cheeses being produced at Minchinhampton in 1307 and the Earls of Berkley creating the counties first dairy herd as early as 1269. The seventeenth century, recognised as the renaissance for the local wool trade, also saw the Gloucester cow rise in popularity for the quality of the cheese its milk produced.

Breeders such as Nathaniel Clutterbuck 1653 were connecting the nature of the cow to the geology of the county:

*"The soile is for the most part bountefull; ritche in pasture and meadow, fruitful in procreafion of divers and dif- ferent kinds of trees...the lowe and fat grounds doe yield such abundance of pasture for kyne (cattle) and oxen ,as sufficeth the greediness of those beasts, and the*

*covetousness of their owners'.*" (Stout 1980)

Stout reports that there was a herd of Gloucesters at Horsley Manor 1613, headed by ten breeding females. This information, combined with the knowledge of the wealth created in the cheese trade between Gloucestershire and London, bringing credence to the herd of Gloucester cows that are at home at Gables farm. Their history is as fruitful as that of the sheep that also flavour these hills with their narrative. The Gloucesters docile and productive ease makes them ideal cattle to engage students. They also suit the biodynamic picture of farm individuality, because the cattle that will thrive best on the valley banks, grassland and winter forage without imported supplements are the indigenous breed to the area. The Gloucester Cow clearly resides in the individuality of the whole farm organism.

My personal contribution remains, that I individually introduced the Gloucester Cow to RMC in September 2001, when I changed role from vegetable grower at Gables Farm to Livestock Farmer at Brightside Farm. I returned to Gables with the Gloucester cows in 2005. Until 2011 the Gloucesters have been reared as a beef herd. Currently there is an emerging milk and cheese curriculum based round the daily milking of a small herd of dairy Gloucesters. My experience over 19 years of tutoring at Gables farm shows me that the students are best able to respond to that which is authentic in the landscape. The Gloucester cow is the living metabolization of the landscape in which it naturally prospers. The farmers of earlier times flourished in tandem as the milk availed it products to their craft. The Gloucester cow, through cheese, brought wealth and identity to the region.

### *Conclusion*

I would therefore like to offer the following conclusion which establishes the importance of the genius loci as a guiding principle in biodynamic agriculture, and, in turn, serves as a necessary component of the PSTE curriculum, allowing all three principles to generate the conditions for the student to grow.

When I incorporate Genius loci with biodynamic principles I am bringing a balance between what nature has placed in the environment and the conscious nurture of agriculture with intent to develop the body, mind and spirit of the human being. Thus the stage is set for the PSTE curriculum in land work, to be studied and performed.

In the genius loci cycle (see fig 1), the introduction of the authentic animals to the farm individuality, resulting in the use of their manure crosses the bridge of natures' mineral, plant and animal realms into the nurture of biodynamics. The biodynamic farm becomes connected substantially with the Genius loci.

*"When the animals feed properly on what is above the Earth, they will then develop the proper ego forces in their manure, which in turn allow the plants to grow out from their roots ... You see a farm is a kind of individuality ... your animals and plants should participate in that as much as possible ... You must simply have the right number*

*and kinds of animals on a farm so that you get enough of the right manure ... you must ... plant what your animals will insincerely search out and want to eat."*

*"Animal manure still contains ego potential, and so we discover that when we fertilize, when we bring manure to the roots, we are bringing ego to the roots."* (Steiner, 1924)

This picture, that Steiner crafts, grows the human being directly out of the individual environment of the farm organism. My conscious work as the farmer, places the correct plants and animals on the farm. This conscious- ness cascades into the transformation of manure into humus through composting processes. This ensures that the manure contains the correct forces of nutrition to bring about people's individual qualities through the act of digesting food. It is no wonder that Steiner maintains that the manure from a cow is its most important product.

### *A personal reflection*

The Goethean process has a resonance for undertaking the genius loci audit. Studying the relationship of nature' realms in context with the inputs of human culture creates a biography for the landscape. It is as if the landscape becomes a being in its own right.

I can review my own 20 years of working in the landscape and reflect that my own footprint and personal devel- opment , and that of Ruskin Mill Trust will be visible for future generations. The Spirit of Place, which is Gables Farm, is tomorrow's genius loci. Tomorrow's Genius Loci can be shaped by us through thoughtful use of Goethean process.

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## Glossary

Anion: a positively charged element available as nutrient uptake for plants

Chine: colloquial term for lism

Lism: gully or rift deep in the bedrock typical of jurassic limestone

Lithification: a process whereby soft sediment is compressed and cemented into solid rock

Orogeny: the tectonic process by which mountains are formed.

Pedologist: Soil scientist

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## 56 **11.2 The three stage process** General overview

The Practical Skills Therapeutic Education Curriculum is inspired by the insights of Rudolf Steiner, John Ruskin and William Morris. Through engaging with crafts, many of which are specific and connected to the history of the location, the learner is immersed in a whole therapeutic process from beginning to end. Through this process they learn more than purely academic and functional skills but also transferable work skills, independent living skills and, most importantly, they learn to value themselves and others again.

The progress of learners through the Practical Skills Therapeutic Educational Programme is evidenced and tracked by the Three Stage Process Assessment Framework in the Day and Residential Provision:

### *Stage 1 - Overcoming barriers to learning*

Through our apprenticeship model, students are helped to identify and work through their barriers to learning and other authority issues.

By supporting them to engage with practical skills and communicate both challenges and achievement, young people learn the first steps in following instructions, respecting social boundaries and observing safety protocols.

### *Stage 2 - Becoming skilled*

As confidence and self-respect grow through practical and social achievement, levels of support are reduced according to need while simultaneously offering new challenges to widen their skill-base.

This includes a variety of internal work experience, accreditation and qualification opportunities to support their goals to future work and independent living.

### *Stage 3 - Contributing to community*

This stage is focused on outward-facing social and vocational enterprises and opportunities offered through both the day and residential programmes.

External work experience, social enterprises, leisure programmes, living skills, cultural and social activities are all tied into their goals and pathways through college and transition out into their communities.

The three-stage process is translated into a bespoke study plan for the student aligning to agreed outcomes and integrated into both day and residential provision, as appropriate.

It is important to note that the student's movement through the three stages is not time bound but driven by the student's own ability.





*Detailed analysis and explanation of the three stage process*

Sub stage Stage Work Readiness Community Inclusion Managing Health and Wellbeing

Beginning to accept active support

Beginning to peripheral work with support

1.1a Begins to accept active support to follow instructions 1. 2. Recognises Identifies session tutor and on timetable staff in session 3. Arrives in session with active support

Begins to accept active support to cooperate with others 1. 2. Recognises Willingness and to access identifies session staff with at the active college support 3. Is ready to participate in session with active support 4. Ready to follow easy instruction with active support

Begins to accept active support to follow basic safety protocol 1. 2. Health Begins to & safety follow rules health in & the safety workshop rules are explained 3. Begins to state health & safety rules in the session

1.1b Begins to accept active support to join in activities 1. Begins to ask staff what to do with active support 2. 3. Begins Begins to to identify work alongside own projects others with with active active support support

Begins to accept active support to respect social boundaries 1. Ready to follow basic instruction with active support 2. 3. Engages Completes appropriately induction at with the peers college during with active break support

time with active support Begins to accept active support to show trust in others 1. Begins to identify who to ask for help in session 2. Begins to ask for help in session 3. Begins to accept help in session

Accepting ac- tive support

1.2a Accepts active support to follow instructions 1. With active support identifies own work station 2. 3.

With With active active support support repeats identifies back what basic tools instructions

/ equipment to use Accepts active support to cooperate with others 1. With active support begins to

understand the concept of social boundaries 2. With active support begins 3. With to active understand

support safe begins and to permissible understand ways safe to and be permissible behave towards ways others for others to behave towards them

Accepts active support to handle tools/equipment as directed 1. Accepts active support to identify correct tools and equipment 2. 3. Accepts active active support support in in handling using tools tools and and equipment equipment appropriately

1.2b Accepts active support to join in activities 1. Accepts active support to ask staff what to do with active support 2. 3. Accepts active active support support to to identify work alongside own projects others

Accepts active support to respect social boundaries Understand right from wrong 1. other With peoples active support space and practice time good manners in a way to be respectful of 2. With active support listens to what others have to say before expressing viewpoint 3. Accepts active support is able to express opinions and ideas

Accepts active support to convey how they feel 1. Accepts active support to recognise when they need to use the lavatory 2. member Accepts i.e. active 'Are you to recognise OK?' when support is required when asked by a staff 3. Accepts active support to state when they are unwell, or anxious

Working with active support

1.3a Works with active support to focus on assigned tasks 1. in Works session with active support to recall what project / task they are undertaking 2. Works with active support to identify some resources 3.

Works with active support to work alongside others in session

Works with active support to build relationships 1. Turning taking in conversa- tion 2. Appropriate non-verbal communication and body language 3. To ask another person a social question e.g. 'How are you?'

Works with active support to take care of their physical wellbeing 1. food Works with active support to ask tutor or support staff member for drink and 2. Works with active support to be aware of spacial awareness 3. Works with active support to manage tools / equipment correctly 1.3b Works with active support to

build on past learning 1. With active support acknowledges feedback 2. fies With last active steps in supports session recalls paperwork

last step of project 3. With active support identi- Works with active support to follow shared agreements 1.

Works with active support to practice good manners and respect to others 2. 3. Works With active with

active support support is able to demonstrate express opinions listening and ideas

skills Works with active support to manage their feelings 1. To communicate feelings to help decrease

their level of frustration 2. 3. With With active active support support becomes is aware of aware their of

impact their on impact others on others 2.1a Begins 1. Listens to work to follow with instructions

peripheral support to join in activities 2. Breaks down tasks into smaller chunks 3. Focuses long enough

to preform part of the task with peripheral support

Begins wards others to work with peripheral support to work to behave respectfully to- 1. Practices good

manners in a way to be respectful of other peoples space and 2. With time peripheral support listens to

what others have to say before express- ing viewpoints 3. ner With peripheral support expresses their

own opinion in a respectful man- Begins 1. Follows to work health with & safety peripheral rules support in

session to are follow understood safety protocol 2. Follows health & safety rules 2.1.b3. States health &

safety rules in the session t roppuSI arehpire P2.1b Begins to work with peripheral support to solve

problems 1. 2. Accepts Further develops more responsibility their skills for and their knowledge own

learning with peripheral support 3. Enhances understanding of their own practice with peripheral support

Begins to work with peripheral support to work on shared projects 1. makes With positive peripheral

comments support to accepts other team team members tasks 2. With peripheral support 3. With

peripheral support accepts appropriate feedback of team activities

Begins to work with peripheral support to show trust in others 1. 2. Identifies Asks for help who in to

session ask for help in session. 3. Accepts help in session

Working with peripheral support

2.2a Works 1. Identifies with peripheral problems with support peripheral to keep support trying when

things get difficult 2. Identifies solution to problems with peripheral support 3. Willingness to persevere

with peripheral support

Works tasks with peripheral support to ask for assistance in completing challenging 1. Recognises when

support is required 2. 3. Is Accepts confident support to ask and for takes support directions given

Works 1. Identifies with peripheral correct tools support and equipment to handle tools/equipment as

directed 2. Handles tools and equipment correctly as directed 3. Uses tools and equipment appropriately

2.2b Works with peripheral support to work on more difficult tasks 1. complete Understanding task of recent materials and awareness of resources required to 2. Understanding of roles, responsibilities, objectives and goals 3. Accepting constructive feedback on project

Works with peripheral support to acknowledge others' point of view 1. viewpoints Works with through peripheral open support discussion to show a willingness to engage with other 2. Respects the preferences of someone with a different viewpoint 3. Asks questions and willing to work with information given

Works with peripheral support to manage their response to new situations and 1. To people communicate feelings to help decrease their level of frustration 2. Aware of their impact on others 3. Handles change at short notice

Beginning work inde- to pendently

2.3a Begins to work independently for longer periods of time on tasks 1. 2. Independently Has greater involvement begins to accept and control what over their their learning own aim learning is 3.

Independently begins to focus their learning when on task

Begins to work independently to maintain relationships 1. greet Begins staff to in independently session

greet peers in session 2. Begins to independently 3. Begins to independently greet visitors in session

Begins to work independently to take care of their emotional well-being 1. vention Acknowledges that

support is required i.e. GP 2. Accepts therapeutic inter- 3. Accesses therapeutic intervention 2.3b Begins

1. Uses to and work applies independently knowledge on of tasks learnt with activities agreed 2.

standards Ensures tasks are com- pleted to the required standard 3. Independently return tools /

equipment to correct place after use

Begins 1. Acknowledges to work independently the importance to follow of equality social and

conventions diversity 2. Respects equality and diversity in College 3. Respect equality and diversity

outside of College

Begins and environments to work independently 1. States when to manage they are their unsure

response of instructions to challenging tasks 2. Recognise an appropriate behaviour to challenging tasks

and environments 3. Enthusiastic approach to a challenging task

Sub stage Stage Work Readiness Community Inclusion Managing Health and Wellbeing

Working inde- pendently

Works 1. 2. 3. Can Has Has strategies strategies recognise independently when to to cope cope to pressure care with with for in-the-moment long-term is their causing own pressure a physical problem pressure needs 3.1b Works independently to figure the cost and items needed for a project for the community 1. 2. 3. Independently Independently Works independently breaks sources to down materials cost the the task items into needed steps or stages 3.1a Works 1. 2. 3. Works 1. 2. 3. Follows Shows Motivates independently understanding a plan others and to assess on come by a plan explaining the on for nature a project ideas and difficulty to for others my community of the task board with a project Engages Demonstrates Greets independently visitors in new positive to situations workshop to build role with modelling relationships / session a positive in appropriate in attitude a community manner setting Works 1. 2. 3. Displays To To undertake recognise independently genuine when agreed concern appropriate to break care for for time others the support chores physical independently is required needs of for others others in session 3.2a Works 1. 2. 3. Independently Awareness Independently independently of the uses manages input on problem a of project time other solving for crafts the methods / community workshops Works 1. 2. 3. Listens Builds Demonstrates independently rapport without an through interrupting understanding to use non-verbal social and skills pays of cues others in good a community ideas, attention opinions setting and feelings Works 1. 2. 3. they Look Recognises Recognises can't. independently after themselves own and respects thoughts to care physically, own and for limits, emotions, their through own including emotional and a healthy manages what diet well-being and regular exercise they them can control and what 3.2b Works 1. 2. 3. Fully Accept Fully independently aware engaged when what setbacks in thinking they to complete are occur for going (trial themselves difficult to and achieve error) tasks from the task Works 1. timetabled 2. 3. Acknowledges Acknowledges Understands independently session the the social importance importance to cues help when to of others of teamwork assistance staying in a community in is workshop needed setting for the duration of the by others Works 1. 2. 3. Ability Demonstrates Help independently and to support hold healthy empathy for to others care

discussion and for listening in the in emotional an appropriate well-being environment of others session skills when requested by staff

3.3a Demonstrates lege the ability to independently plan for work or study after col- 1. 2. 3. Demonstrates

Identifies Independently timescales confidence determines in work own / ability study goals

Work setting 1. 2. solving 3. their Responds Setting Understanding own independently and practical

development social appropriately how skills tasks as to a and and set positive in abilities

cooperate achievable social role situations model in expectations activities for in the others that 24 which

hour in promote a community are curriculum tailored problem- to Demonstrates well-being 1. 2. 3. priate

Recognises Identifies Ability support to after maintain factors when the college ability that support perspective, contribute to independently from others manage to own is anger, manage stress required frustration own health, and safety seek appro- and 3.3b Demonstrates the ability to be confident and

ready to work or study after college 1. 2. ate Clearly Seeks applications careers explains for advice work

work from / or study study

relevant goals support networks 3. To make appropri- Demonstrates 1. 2. 3. Develops Appropriate

Accessing ence, out of appropriate college opportunities the social ability activities, media friendships to

for independently use such engagement as outside rugby, build in of table the the a community social

tennis

college network environment i.e. work after college experi- Demonstrates the ability to independently

interact with the community after college 1. Ability to connect with other people and sustain constructive

relationships

Demonstrates well-being of others the ability after to college independently 1. Wears the support correct

the protective health, safety, clothing and as required 2. 3. Positively To recognise accesses what

qualifications transition projects are required for future employment

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