

**European Regional Development Fund** 

# THEMATIC PRIORITY















## INTRODUCTION

There are three incubation models within Imagine each based on pairs of partners who share a main motivation for being involved in the project:



### Social Governance

Modeled by a pair of organisations that focus on working collaboratively with others to achieve the reintegration of young people.



### Social Land Management

Modeled by a pair of organisations that own land but do not necessarily have experience in social reintegration.



### Social Enterprise

Modeled by a pair of organisations experimenting with the social enterprise model to achieve the reintegration of young people.



Phood Farm (PHF), itself a social enterprise combining sustainable food production with vocational rehabilitation and the Lycée Technique Agricole (LTA), a public agricultural school, are developing and testing the Social Enterprise model. These two organisations share a common focus point upon the development of social enterprises as employers, trainers and providers of support to vulnerable young people in the horticultural sector.

A social enterprise is an operator in the social economy whose main objective is to have a social impact as opposed to making a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives.

On the first part, PHF is a social enterprise in its own right with the main objective of reintegrating people through supporting them into employment in sustainable food production. On the second part, although LTA is not itself a social enterprise, it works collaboratively with Forum Pour l'Emploi, a public reintegration service that runs its own horticultural social enterprise ("am Gaertchen"). Their goal is to support jobseekers to enter or re-enter the labour market, through developing skills related to biological fruit and vegetables production.

In combination therefore, PHF and LTA are cooperating in using the social enterprise model to achieve the reintegration of young people.

The next pages detail the specificities of each pilot operation within this model in terms of partnership working, participant recruitment and training.











Lycée Technique Agricole

# PILOT DATA SHEET LYCÉE TECHNIQUE AGRICOLE



LOCAL PARTNERSHIP AND ROLES

















## TRAINING PROGRAMME

The training lasts seven months and combines practical and theoretical elements.

The focus of the training is less on gardening (working with equipment and tools, developing an understanding of what gardening is) in itself and more on social skills (being on time at work, working eight hour days, working in a team, becoming autonomous,...).

### Training schedule

- 1. Two months introductory programme at COSP consisting:
  - Workshops on market gardening as a whole, agricultural practices, hygiene, administration
  - Language, job search, basic mathematics, communication support as individually required
- 2. Intermediate evaluation in relation to individual motivation, undertaken by LTA in collaboration with COSP and Forum Pour l'Emploi (FPE).

- 3. Five months with an employment contract at FPE in one of their agricultural social enterprise ("am Gaertchen") comprising :
  - Practical courses by FPE
  - Theoretical courses in basic biology and market gardening by LTA
- 4. Final assessment and accreditation by LTA.

### Coaching and assessment

During the first two months of the programme, COSP provides socio-educational and psychological support.

Thereafter, the FPE follows participants during the practical training and LTA does the same during the theoretical training.

In additional, participants' progress in developing skills is measured and reviewed (skills

are assessed each month of training through a questionnaire) - they are awarded a certificate upon completion.

The evaluation focuses more on the development of social skills (time management, attendance, teamwork, independence, etc) than on horticultural competencies.

# **CO-PRODUCTION**

The training programme is co-produced with the involvement of individual participants, FPE, LTA, COSP, and ADEM.

At the start of each participant's time on the programme, there is a meeting which explores exactly what they expect from the training, their wishes and aspirations and details of just how they want their participation to happen so that they feel safe and secure. The approach is rooted in a notion of developing deep, meaningful and positive relationships with participants - relationships based on mutual regard and appreciation and on developing self-esteem as well as skills and knowledge.

Participants are supported and encouraged to prepare themselves for their seven-month training programme at COSP and FPE through completing a questionnaire which is then constantly reevaluated over the entire training period. The questionnaire focusses on the participant's work relation to colleagues and superiors and their intrinsic motivation to progress in their life as well as their job.

Towards the end of each participant's time on the training programme, a meeting takes place where they are supported and encouraged to give their advice as to how to improve the training itself as well as to discuss their future plans, ambitions, fears and hopes.

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# **POST-TRAINING OPPORTUNITIES**

- If the young person wants to continue working, the LTA and FPE organize her / him a practical or contract in a market gardening company
- If s/he wants to undertake further study, this can be done by registering with LTA

For both post-training opportunities, the Chamber of Agriculture in Luxembourg is able to offer help to young people in the market gardening sector.



# **FUNDING AND EXPENDITURE**

#### Expenses are mainly related to:

- Preparation, piloting, supervision of the project
- Supervision of young people
- Managing relations with different partners
- ► Administrative and financial management of the project
- Operating costs
- Salary costs for participants young people

### Funding sources are:

- ► European Regional Development Fund
- ▶ LTA, ADEM, COSP and FPE own resources



# PILOT DATA SHEET PHOOD FARM



# **LOCAL PARTNERSHIP AND ROLES**









# PARTICIPANT RECRUITMENT

#### **PROCESS** -

The identification and recruitment of participants is carried out by Futuris, which focuses on people with disabilities such as autism. They work with the social services of the city of Eindhoven, and in collaboration with Phood Farm (PHF). They inform candidates about training opportunities and refer them to PHF.

PHF welcome the participantswith a first interview where the young people can say what they expect from the training, so that the training can be adapted to meet their objectives.

They can choose between several modules on different topics and different way of learning (hands-on, in class, online).

### **CONDITIONS FOR PARTICIPATION**

- Motivation
- No minimum educational qualification requirements

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## TRAINING PROGRAMME

The training takes place at two aquaponics pilot sitesrun by PHF in Eindhoven and Tilburg.

The training lasts six months with the training week organised as follows:

- ► Two days a week are dedicated to practical training on the PHF sites by a coach with a background in market gardening
- One day a week is spent with Helicon and focuses on theoretical training on horticulture.
- One day a week is devoted to theoretical training in soft skills and job search (CV writing, personal presentation, job hunting) and is delivered by Futuris

The first aim is to develop participants' skills, competencies and self-confidence, to get them used to the pace of work so that they can progress in society by finding and keeping a real sustainable job.

### Coaching and assessment

The young people are accompanied by a coach on a daily basis. S/he motivates them to attend the training, takes their opinions into account and relays this to others, and is responsible for the practical training on the field.



# **CO-PRODUCTION**

The approach here is to involve participants – singly and in groups – to the greatest possible degree in designing and determining what they will be doing during their time on the programme. The professionals involved from the other partner organisations listed elsewhere in this paper also participate in the development of the learning programmes.

Co-production is applied from the first interview stage where the young person is supported and encouraged to say what they expect from the training, so that the training can be adapted to meet their objectives. Subsequently there is the opportunity to organise her/his own learning programmes on the basis of a framework given by PHF. This framework encourages a solution-focused approach:

- Where groups decide on how problems are addressed and who will do what
- Where mistakes are allowed to happen and are regarded as learning opportunities
- Where the focus is on letting groups of participants act and learn and by doing, and
- Where the underpinning aim is to encourage individual independence using the transferable problem-solving skills that participation in the IMAGINE project gives them

# POST-TRAINING OPPORTUNITIES

Participants are supported across and beyond their time on the training by the project partners. They are supported into employment, volunteering, and other meaningful activity by the pilot partners and 10% of them will be hired at Phood Farm itself.



# FUNDING AND EXPENDITURE

### Expenses are mainly related to:

- Preparation, piloting, and management of the project
- Supervision of young people and relations with different partners
- Administrative and financial management of the project
- Operating costs
- Salary costs of participating young people

### Funding sources are:

- European Regional Development Fund
- ▶ PHF own resources



# SHARED CHARACTERISTICS

- The combination of practical training with social enterprises and off-site theoretical training in horticultural/ social skills
- A focus on shaping opportunities with and for people with learning, mental or physical disabilities
- An emphasis on soft skills as part of the training programme











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