

URBAN GARDENING

The Urban Gardening Role in Improving of Adults' Skills and Community Growth

Krakowskie Centrum Zarzadzania i Administracji Sp. z o.o.

HELLAS FOR US

PRISM

Iniciativi za grajdansko obshtestvo

EPLEFPA

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C H A P T E R 1

INTRODUCTION

Urban gardens are expanding around the world to encourage local production and consumption, social inclusion, dialogue and the adoption of a sustainable way of life. Indeed, whatever its shape, its size, each of them seeks the achievement of common objectives: social, educational, ecological, aesthetic, fun...

Thus, they implement participative practices in their design, management and mode of operation.

This toolkit targeted at any people or organization eager to use urban gardening as an educational tool.

7 European countries have designed this toolkit in which are presented useful keys to develop transversal skills by taking urban garden as a support. Because you learn by gardening, creating a composter, exchanging with your neighbor, getting rich reading technical documents...

The tools offer help, ways of doing things that will enrich the garden and its users.

This is not an exhaustive guide but a proposal for a process that everyone will have to adapt to their environment and to the public for whom the garden is intended. Indeed, each garden is unique because it responds to particular requests. This toolkit aims to propose an approach that will allow different actors to create an urban garden, revitalize it, taking into account the diversity of individuals, groups and gardens.

METHODOLOGICAL APPROACHES

Using a garden as an educational space regardless of formal or informal teaching environments involves the use of multiple teaching methods. These must promote interdisciplinary and complementary approaches. Thus, the implementation of the different sessions requires from the trainers some technical skills but also skills related to animation and pedagogy: knowledge of participants and group dynamics.

A PARTICIPATORY APPROACH

The urban garden must promote active participation of the garden as soon as possible. To promote the state of mind that animates a shared garden, the teaching method is mainly based on the active participation and learning of participants through non formal activities. The participants are learning by doing not only on gardening techniques, but also in the participative mode of decision-making, negotiation, taking into account interpersonal relations etc. Even this teaching takes place in formal settings such as in school eco-gardens, it's not like teaching a course but a participation an active learning about communication skills through garden, and this is not only for particular students who work in garden but for all students, teachers, parents and local people around. Some theoretical sessions provided by the toolkit are implemented in an interactive way. Active participation, which encourages everyone to get involved, to take responsibility, to build together, in the dialogue, is the main ingredient of a shared garden. This will allow everyone to get involved to build together, in the dialogue.

PROJECT PEDAGOGY

It does not matter the size of the urban garden: joining the project to create or revitalize the garden is more important because it will allow the ownership and involvement of stakeholders. The goal is also to make participants more

- autonomous in their choices by letting them
- imagine the methodology to implement to
- achieve their objectives.

A DIFFERENTIATED INSTRUCTION

- It is very important that trainers adapt
- their practices to the trainees' personal
- characteristics and expectations (e.g. different
- language abilities, learning styles, interests,
- values, etc.). The trainer's activity plan is
- drawn up with those various skills and interests
- in mind. Activities are varied and they alternate
- between sometimes technical, scientific and
- social approaches.

HOW TO USE THIS GUIDE

- The creation of an urban garden requires
- stages, from conception to realization and
- animation. Each of these steps is the subject
- of a module itself cut into different sessions.
- You can choose the modules and sessions
- according to your needs, objectives and skills
- sought. Modules are developed on the same
- template: a short description, the aim, the skills
- acquired. Each session presents activities,
- methods, exercises, and timing.

CHAPTER 1

INTRODUCTION



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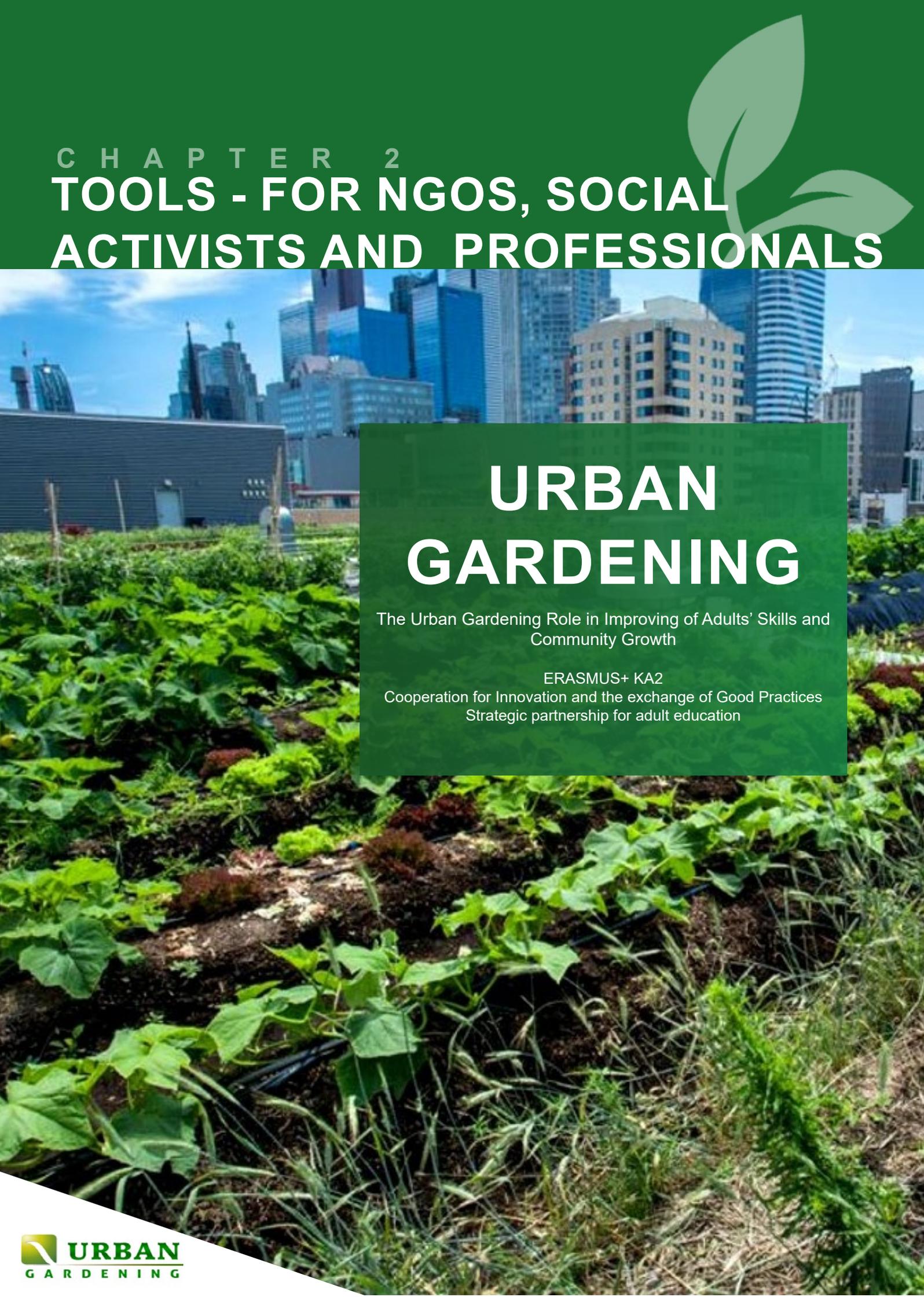
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CHAPTER 2
TOOLS - FOR NGOS, SOCIAL
ACTIVISTS AND PROFESSIONALS



URBAN GARDENING

The Urban Gardening Role in Improving of Adults' Skills and
Community Growth

ERASMUS+ KA2

Cooperation for Innovation and the exchange of Good Practices
Strategic partnership for adult education

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SUMMARY



The work of NGOs, social activists and professionals is one of the strongest points in the Urban Gardening project, that's why we have dedicated a specific part of the Toolkit to this target group. Within the "Tools - for NGOs, social activists and professionals" are presented tangible instruments to use urban gardens as spaces of social development. A series of logical/practical process are suggested in order to achieve a concrete social impact through the creation of an Urban Garden. These tools are suitable with the work of NGOs and all other social workers interested in this field. The Tool is divided in 6 sections with paragraph designed to support NGOs, social activists and professionals with technical and organizational aspects.

A BASIC TIPS FOR WORKING IN ENVIRONMENTAL SECTOR

“The beauty of the environmental sector is you meet people who are all out to achieve a common goal, yet are all approaching the goal from a different motive, background, perspective and are faced by different challenges. It’s important to be aware of as many of these factors as possible. In this section it will be possible to understand the basic steps needed from NGOs, social activists and professionals, to promote and encourage environmental and friendly attitude in people from local communities.

INTRODUCTION TO ENVIRONMENTAL EDUCATION.

Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve themselves and the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

The components of environmental education are:

- Awareness and sensitivity to the environment and environmental challenges
- Knowledge and understanding of the environment and environmental challenges
- Attitudes of concern for the environment and motivation to improve or maintain environmental quality
- Skills to identify and help resolve environmental challenges
- Participation in activities that lead to the resolution of environmental challenges

Environmental Education is neither environmental advocacy nor environmental



information; rather, Environmental Education is a varied and diverse field that focuses on the educational process that has to remain neutral by teaching individuals critical thinking and enhancing their own problem-solving and decision-making skills in a participatory approach.

Environmental Education can be taught formally in schools, classrooms, colleges and universities, or it can take place in informal learning contexts through NGOs, businesses, and the media. Besides, Environmental Education takes place in various non-formal education programs such as experiential outdoor education, workshops, outreach programs and community education. Environmental problems such as climate change jeopardise our prosperity and our economic development. We all contribute to environmental problems and, as a result, we can only solve them on the basis of cooperative action. Environmental education, like education for sustainable development, is based on building awareness and identification with personal living environments. It is therefore not merely the conveyance of knowledge, but a process of learning about the concept of social action.

WHICH ARE THE MAIN ADVANTAGES FOR NGOS, SOCIAL ACTIVISTS AND PROFESSIONALS, TO UNDERTAKE A PATH IN ENVIRONMENTAL EDUCATION?

The modern world has witnessed a dramatic growth in organized volunteer activities, such as the emergence of non-profit organizations with the goal of meeting the demands of social services, preventing environmental degradation, defending civil rights and seeking to fulfill many other unmet social aspirations that are under the responsibility of the State.

Environmental education practiced by non-governmental organizations (NGOs) presents itself as a new teaching method directed at changing habits, attitudes and social practices

- seeking solutions for the social-environmental degradation afflicting the contemporary world.

- NGOs, social activist and professionals have played an important role in the processing of growth and expansion regarding environmental education actions in the non-formal field, which complement and oftentimes motivate governmental initiatives and give support to private initiative organizations interested in the development of projects within the area. One of the main advantages of NGOs is the capacity to unite around shared agendas. A huge leap in the quality of environmental educational activities has been provided by NGOs and community organizations, with the development of an extensive list of non-formal actions, indicative of innovative practices, concerned with developing the co-responsibility of people and social groups regarding the importance of forming citizens that are increasingly more committed to environmental issues. Another advantage is the organizational singularity of NGOs, that provides them with a malleability allowing to meet the demands of different audiences, working with a large diversity of themes and objectives, which can be increased based on new demands.

- According to the World Commission on Environment and Development (WCED), NGOs play “an indispensable role . . . in identifying risks, in assessing environmental impacts and designing and implementing measures to deal with them, and in maintaining the high degree of public and political interest required as a basis for action”. There are countless NGOs worldwide, and these organizations have played a significant role in social development, sustainable community development, and promoting sustainable consumption. Businesses that wish to reach out to all their stakeholders can benefit from a productive relationship with NGOs.

- The emergence of NGOs represents an

organised response by civil society especially in those areas in which the state has either failed to reach or done so inadequately. The importance of public awareness and NGOs involvement in environmental protection is acknowledged worldwide. NGOs can make the following Contributions:

- Conducting education and citizen awareness programmes in the field of environment
- Fact – finding and analysis
- Innovation and experimenting in areas which are difficult for government agencies to make changes in
- Providing expertise and policy analysis
- Providing factual and reliable information with a network of professional expert staff
- Remaining independent while passing relevant information to the public and governmental bodies
- Solidarity and support to environmental defenders

In the field of environmental issues, the problems and solutions, as well as the costs and benefits, involve different actors and require coordination between the public, private and civil society sector, through their various organizations. It is a reality that demands a new educational scenario in which NGOs present themselves as key players for their expertise and profile for the development of non-formal environmental education processes.

PREPARING LOCAL ACTIVITIES PROMOTING ENVIRONMENTALLY FRIENDLY ATTITUDES AND HABITS.

Today, the necessity of environmental awareness and enforcement is more demanding and urgent than ever before. Every person, organisation and institution has an obligation and duty to protect it. Environmental protection encompasses not only pollution but also sustainable development and conservation of natural resources and the ecosystem. Environmental non-governmental

organizations, in recent years, have grown in size and in number as a result of governmental negligence towards the environmental crisis. NGOs have grown in importance to a point where they act as key arbitrating agents within the field of environmental policy. By interrelating global and local concerns, NGOs find themselves able to not only emphasize important ecological issues, but also raise consciousness about the environment. In the next paragraph we are going to present which kinds of activities are more suitable with the work of NGOs, social activists and professionals.

Which kinds of activities are more suitable with the work of NGOs, social activists and professional?

NGOs, social activist and professionals can play a crucial role in helping to plug gaps by conducting research to facilitate policy development, building institutional capacity, and facilitating independent dialogue with civil society to help people live more sustainable lifestyles. While some of the barriers are beginning to be lifted, there are still many areas which require further reform and support in order to assist NGOs to conduct their work.

These areas include: the need for a legal framework to recognize NGOs and enable them to access more diverse funding sources; high-level support/endorsement from local figureheads; and engaging NGOs in policy development and implementation.

NGO's have been taking a number of steps to promote discussion and debate about environmental issues, outside the broad spheres of popular media and the educational system. Advocacy and awareness are the main activities in promoting concepts such as sustainable development, natural resource conservation and the restoration of ecosystems. NGOs can sensitize policy makers about the local needs and priorities. They can often intimate the policy

makers about the interests of both the poor and the ecosystem as a whole. In providing training facilities, both at community and government levels, NGOs can play a significant role. They can also contribute significantly by undertaking research and publication on environment and development related issues. It is necessary to support and encourage genuine, small and local level NGOs in different parts of the world which can provide much needed institutional support specific to the local needs. It can be assessed by the above discussion that the very existence of NGOs and the role played by them in the protection of the environment is not only important but also necessary because no government alone with any amount of laws and acts can achieve the objectives of environment protection without individual and public participation which can be achieved only through a network of motivated and dedicated voluntary organizations, like the NGOs. Other fields of action of NGOs and social activist can be described as follow:

NGOs working to conserve nature and environment;

Many NGOs specialise in the 'green' arena, addressing the need to conserve nature and environment. They do this through mass awareness campaigns, tree planting drives, promoting ecologically sustainable practices for waste removal like vermiculture and composting instead of dumping in landfills, supporting the use of cycles and green renewable fuels instead of dangerous fossil fuels.

NGOs engaged in research;

Many NGOs specialise in data-driven support to government bodies, showing quantifiable proof that enrichment upon biodiversity and water bodies is dangerous. Their reports become the basis of media attention, educating the masses and eventually melding opinion. This soon becomes the basis of re-examining policy, and eventually reform. Globally, such NGOs have the power to bring about global treaties, including reforms to address regulation of

- hazardous wastes, bans on landmines, and
- control of greenhouse gases and emissions.
-
- It is important to realise that NGOs aren't one
- monolithic entity, but groups and organisations
- all engaged in activism, development, relief,
- access to information, and research across
- both grassroots and demographics. They are
- united in their goal for the public good and
- sustainability.

B HOW TO SET UP URBAN GARDENS FOR SOCIAL PURPOSE

“People of all social groups, ages and ethnicities can understand the language of gardening: planting, growing, watering, caring for the soil and harvesting are tasks every gardener has to do. Doing these things in a community or neighbourhood garden almost automatically causes people to exchange their knowledge. They can work as a sort of ‘future lab’ and contribute to creating the fresh minds which are needed to create urban communities that cross economic, educational and cultural divides. Following the instructions contained in this section your organization will have the possibility to implement a series of practical steps to set up an Urban Garden for social purpose”.

SETTING UP THE PROJECT'S AIMS: BENEFICIARIES' AND USERS' NEEDS, OVERALL AND OPERATIONAL AIMS.

A good needs assessment is vital for the success of a project and develop a sustainable urban garden. This activity will support NGOs to conduct a needs assessment and set up coherent project's aims that addresses the actual problems of the beneficiaries in the targeted community. Beneficiaries and other stakeholders participate in the analysis in order to ensure relevance, sustainability and feasibility of the community garden. A community leader should educate community members on how to communicate and express each other, to analyze and understand the context where they live, to address the problems they face and to change the reality. A community leader does not transfer contents, does not impose solutions from top to down. The community leader is an expert in the art of questioning, creating conditions in which each person can learn how to express him/herself and research

within a group and facilitate a process of common analysis and planning. The analysis is presented in a diagram form showing the effects of a problem on top and its causes underneath.

Guidelines for the trainer:

1. Introduce the “problem tree” and forms groups of 3-4 participants.
2. As a starting point, invite each group and participants to identify and state the core problem in the targeted community they want to address.
3. Invite each group to brainstorm and analyze all problems that are related to the core problem. Each identified problem should be written on a card.
4. Invite each group to establish hierarchy of cause and effects: problems which are directly causing the core problem are put below; problems which are direct effects of the core problem are put above.
5. Invite each group to connect the problems with cause-effect arrows. The links of causes and effects should be clear and make a logical sense. Participants should review the diagram and verify its validity and completeness. Once complete, the problem tree represents a summary of the existing negative situation.
6. Invite each group to present the final results and all participants to provide common feedback.

NATURAL GARDENING TECHNIQUES

The benefits of community-based gardening projects likely extend beyond food security, as gardens provide fresh vegetables, and the process of gardening involves physical exercise. Family and social relationships can also be strengthened through community gardening, since community members provide advice and support to help overcome challenges and all receive the benefits the gardening project offers. Immigration issues can lead to the loss of these essential social networks, and may leave migrant families feeling isolated.

- In order to do gardening NGOs need to use few techniques to grow plants. Some of them are natural resources like, water, landscape, soil, sunshine, and many things like this. Using these resources smartly is a part of sustainable gardening. This way we can make it even more healthy and green. Now there are few techniques which you can use for sustainable gardening. This is very simple. We can use less water and can use organic things to grow plants as well. These are the basic sustainable measures. To do so we need to have proper knowledge about gardening and its requirement so that we can use proper resources without wasting any of them. To do so we can research about the plants we want to grow. Only then we can use proper quantity of water and can design the landscape as per requirement. Here are few measures:

- Oscillating Sprinklers are not a great option always. You can use soaker hoses so that you do not waste any water.
- You can try to store rain water so that you can use them for gardening. Rain water harvesting is a great sustainable measure.
- Try use less energy driven devices for gardening and if you use any like a lawn mower, try to have it serviced on a regular basis.
- Avoid using plastics in any form while gardening. Plastics are not good for us and our environment.
- Select your plants smartly. If you have lesser space, then choose your plants accordingly.
- You can reuse the leaves from your garden to compost them.
- Don't use the waste from your garden for land filling. Instead send them for recycling to your local waste recycling program.

- In today's busy life we don't get much time to get in tune with our environment. Gardening gives us a chance to do so. NGOs in this way can help to create a healthier environment too. From producing oxygen to creating some

more greenery, gardening always helps.

IDENTIFICATION OF POTENTIAL IN THE EXISTING URBAN GARDEN USING CRITICAL THINKING. ANALYSIS OF THE ENVIRONMENT AND THE LOCAL COMMUNITY'S NEEDS.

Many of the modern urban developments built in the second half of the twentieth century were conceived aiming to over-determine functions and uses of public space. As a result, many of the open spaces of these urban areas do not encourage spontaneous use of public space or support sociability. The issue of delivering better public spaces is seen here first through the prism of planning because planners have a critical role to play in the creation and shaping of public spaces; a role that manifests itself in two distinct ways. First, planners are often the initiators of public space projects, for example, recognising the need and potential for new or regenerated public spaces in particular locations through the auspices of proactive site or area-based plans, frameworks and briefs, or otherwise encouraging them in policy. Second, planners are the guardians of how public spaces come into being through the regulatory processes of development management. Critical thinking involves critical implication and discussion, which has a crucial role in activating problem solving and decision making processes (Chaffee, 1994).

Critical thinking is a constructivist analysis process to examine what is going on in the environment. This analysis system can be used to define problems, take actions towards an aim, make decisions and conduct retrospective evaluations. In order to define, describe, measure and evaluate the critical thinking process, it is necessary to understand indicators of critical thinking skills. Educators recognize the importance of gaining the skill of thinking critically. However, the crucial question is how to teach critical thinking; directly for instance as a core course or indirectly such as structuring

- the teaching and learning process in a way
- that those instructional activities enable the
- learners to employ their higher order cognitive
- processes.
- The quality of NGO work is hugely dependent
- on the quality of critical thinking and analysis
- of environmental issues among all levels of
- staff. In particular, the quality of the work in
- the field – at partner and community levels –
- depends on an understanding of development
- processes and on strong facilitation skills, both
- of which rely on strong levels of critical thinking.
- While these are innately present in almost
- everyone, rote learning in education systems
- and patriarchal and top-down power structures
- often impede their development. The following
- sessions suggests some practical means by
- which development agencies can develop
- strong analytical thinking and strong facilitation
- skills among their staff in using green spaces
- for social purpose.



C

PRACTICAL STEPS FOR URBAN GARDENS' CREATION

“Are you looking to start an urban garden this spring and not sure where to start? This isn't a magical formula that is going to allow you to grow 25 kg of tomatoes or 300 cucumbers; but a series of practical advices that will support you to utilize and maximize your limited space”. If you are a social worker and if you're interested in learning how to grow your own plants and vegetables, then this section is a very practical way to get you started on growing your own rich, bountiful urban garden, right in your own town.

THE DIFFERENT KINDS AND SHAPES OF GARDENS.

Community gardens vary in several ways: they are cultivated by different kinds of communities in various locations, entail individual or communal plots and the extent of active participation (e.g. gardening) differs. Therefore, community gardens contribute to the development of social cohesion – even if people are not particularly driven by social motivations. Moreover, while participants who are motivated by the social aspects of gardening naturally show a higher level of appreciation for them, these social aspects also bring added value for those participants who are motivated primarily by growing vegetables. At the most fundamental level, through interactions at social events and every day gardening activities, urban gardens serve as a convivial space for gardeners and non-gardeners alike. Everyday activities and occasional social events strengthen social ties and facilitate interactions among both gardeners and non-gardeners. They make the gardens function more as social spaces, rather than just garden plots. Through these interactions, urban gardening engages a wider audience beyond the gardeners,



resulting in greater community benefits as well as greater support for urban gardening. Besides social events and activities, gardening itself can be a form of social activity and facilitates social interactions. For immigrants and refugees in particular, urban gardens provide important opportunities for continuing traditional cultural practices. The gardens are also used as sites for a variety of ethnic social events and cultural practices. As such, urban gardens function as a cultural space for specific communities and as a site for the expression of cultural identities and belonging as sites for a variety of ethnic social events and cultural practices. As such, urban gardens function as a cultural space for specific communities and as a site for the expression of cultural identities and belonging. In their study of community gardens in New York City, Saldivar-Tanaka and Krasny (2004) found that the gardens provide a connection between immigrants and their cultural heritage. Particularly, the Latino gardens seemed to be particularly important as sites for maintaining Puerto Rican farming culture in an urban environment (Saldivar-Tanaka and Krasny 2004: 409). In Seattle, Hou et al. (2009) examined several cases of community gardens and found them to serve also as important venues for continued cultural practices. Other examples of people supporting primarily gardeners from ethnic communities, let the gardens provide important opportunities for continuing the agrarian traditions and knowledge of immigrant and refugee gardens in particular. The gardens enable them to grow ethnic vegetables that could not be easily found in grocery markets. Growing and consuming these vegetables are part of important cultural practices for ethnic communities. The garden can serve particularly as a space for cross-cultural interactions and learning as well as building of social ties across ethnic and cultural boundaries. These occur through both the act of gardening as well as the social and community events occurring on the site. Through collective decision-making and sharing of responsibilities, garden can serve as a space for democratic

practices. Internally, community gardens can serve as a medium through which democratic values are practiced and reproduced. Finally, urban gardens can serve as a community safety net in the face of calamity as well as economic despair. Through building of networks and social ties, and through the production of food, urban gardening can contribute to the resilience of a community in time of crisis.

BASIC KNOWLEDGE AND SKILLS IN ORGANIC PRODUCTIVE GARDENING. KNOWING AND CARRYING THE SOIL.

The purpose of this Session is to provide the basic knowledge of the soil that is needed for the construction of urban gardens, and for the efficient management of activities with social purpose. A fundamental knowledge of soil science is a prerequisite to meeting the many natural resource challenges that will face humanity in the 21st Century. It is also true that the study of soils can be both fascinating and intellectually satisfying. It is in the soils that we are able to observe all of the principles of biology, chemistry, and physics at work. Soil is a complex mixture of living organisms, organic matter, minerals, water and air. Take a handful of soil and look at it closely. You can see that it is a mixture of many different kinds of small particles. Soils have four major components: (a) mineral matter, (b) organic matter, (c) air, and (d) water. Air and water occupy the pore spaces in soils. Pore spaces are the voids between the soil particles. Air and/or water occupy approximately half the volume of soil. Fine-textured soils have more total pore space than coarse-textured soils. As soils absorb water, the air space decreases. Generally speaking, it is desirable to have a soil which, when well drained, will have about half or its pore spaces filled with water. A soil is a three-dimensional natural body in the same sense that a hill, valley, or mountain has three dimensions. By digging a hole in the soil, you may retrieve some soil material, and, you can take this sample of

soil material into the laboratory and analyze its contents, but you must go into the field to study a soil as a natural body. Soils occur on landscapes and are delineated on aerial photographs by trained soil scientists. These delineations are called polygons or polypedons, and they represent soil areas that are similar with regard to the intended uses of that soil. Today's urban gardeners don't just grow food to eat; they also see urban agriculture as a way of increasing the diversity of plants and animals in the city, bringing people from different backgrounds and age groups together, improving mental and physical health and regenerating derelict neighbourhoods. Hydroponic systems were engineered as a highly space and resource efficient form of "urban-farming". Today, they represent a considerable source of industrially grown produce; one estimate suggests that, in 2016, the hydroponic vegetable market was worth about US\$6.9 billion worldwide. The potential to grow food in small spaces, under any environmental conditions, are certainly big advantages in an urban context. But these technologies also mean that the time spent outdoors, weathering the natural cycles of the seasons, is lost. Also, hydroponic systems require nutrients that are often synthesised chemically – although organic nutrients are now becoming available. Many urban farmers grow their food following organic principles, partly because the excessive use of chemical fertilisers is damaging soil fertility and polluting groundwater.

THE COMPONENTS OF A GARDEN'S LAYOUT. DESIGN OF AN ECOLOGICAL GARDEN. BIODIVERSITY IN THE GARDEN. UNDERSTANDING OF THE GARDEN'S LIFE AND HOW TO ATTRACT THE BIODIVERSITY. GARDEN WASTE.

It's easy to support biodiversity by supplying staples such as water, food and shelter. With habitat loss being the greatest threat to biodiversity in the world, urban gardens and

- neighbourhood habitats are crucial pieces holding together an increasingly fragmented natural landscape. Here you will find some methods of making your urban gardens supportive of biodiversity:

- **Naturalize your lawn:** Lawns are unnatural habitats. Creating a naturalized area in your yard will reduce the size of your lawn and decrease the amount of mowing and watering required. Start with the sections that are not well suited for grass, such as shady areas. Plant a variety of vegetation types (grasses, flowers, shrubs, trees, etc.) and group them in clusters to attract insects, birds, butterflies, hummingbirds and other animals. If you would like to attract a certain species to your garden you will need to provide for their unique food, water, and shelter needs.

- **Create a pond:** Ponds provide habitat for a variety of species ranging from insects to frogs and fish. If you are concerned about mosquitoes there are numerous natural predators which can be introduced to your pond, including native back swimmers and water boat-men.

- **Create other types of habitats:** Supply wild food by planting perennials such as fruit and nut trees, nectar-producing flowers and berry bushes. The trees and bushes also provide natural shelter. Dead trees are an important habitat for birds, insects, squirrels, chipmunks and other mammals; they can become a unique element of your yard if left standing. Rock, log, mulch and compost piles provide places for rabbits, shrews, mice, snakes and salamanders to lay their eggs and raise their young.

- **Plant native species:** Regardless of whether you have a flower, vegetable, rock or natural garden, native species are an important element of biodiversity which create a natural habitat for local wildlife. They also require less water and maintenance and fewer chemicals than exotic species as they are adapted to the

specific conditions of the local environment. For more information on native plants in your area visit your local arboretum or native plant society.

- **Remove exotic plants:** Plants that are not native to an area, such as purple loosestrife, can become invasive and take over your garden and surrounding natural areas, threatening the survival of native species. Their removal will create space for native plants which have developed as part of the local ecosystem and provide habitat for other species.

- **Grow heritage varieties & save seeds:** Planting heirloom varieties which are rare or endangered is crucial to maintaining the diversity of species and preserving their genetic resources for the future. Heritage species are threatened by the current focus on producing a very narrow selection of species, and by recent progress in biotechnology and the development of genetically modified organisms (GMOs). They often have unique qualities such as unusual flavours, shapes and colours which you won't find in the grocery store.

- **Don't use chemicals!** (fertilizers, insecticides, herbicides and pesticides): The chemicals used on our lawns and gardens are harmful to us as well as the environment. They contaminate the soil and water in addition to poisoning insects, birds and fish.

- **Garden Organically:** Organic gardening maximizes soil, plant, animal and human health by using sustainable agronomic practices and non-chemical, natural ways to control pests and weeds. It involves building healthy soil which will grow strong plants that can successfully compete with weeds, discourage pest infestations, and resist disease without the use of petrochemicals. Soil is improved through such methods as incorporating compost and planting cover crops.

- **Compost:** Rather than using chemical fertilizers,

- compost your fruit and vegetable scraps, coffee grinds, tea bags, egg shells, leaves and grass clippings to create decomposed organic matter (compost). Adding compost to your garden will enrich your soil by encouraging micro-organisms and worms to thrive, improving soil drainage, increasing the soil's ability to hold moisture, and providing nutrients for plant growth. This is also a great way to reduce the amount you send to the landfill.

• **THE MANAGEMENT OF THE NEGLECTED GARDEN. CREATIVE THINKING.**

- There are many reasons why a garden can become neglected. Despite the state they may be in, there are various ways to restore them to their original striking appeal. A step-by-step approach, dividing the land into manageable sections, will foster a sense of achievement and recognisable progress that will spur you on. However, remember that a well-maintained tree can really benefit the appearance of any garden, as well as being a perfect habitat for a range of wildlife. Also, trees may have preservation orders to prevent them from being felled, so check with the planning department of your local authority.

- It does not matter whether the garden has overgrown hedges, long lawns or weeds, the garden can be restored with some attention from you. With patience, a proper plan and effort, you can rejuvenate a neglected garden by following the tips below.

- **a. Proper planning**

- Getting the garden to its former glory usually takes time. Prior to even digging, having a laid down step-by-step approach on how to restore the garden is needed. This will involve dividing the land into small manageable portions from which progress can be tracked. This will enable you to get a boost from the achievement that will be making. You can opt to begin from near the house or from the roadside to make the curb more appealing.

- **b. Adequate pruning**

Thorough pruning should be done for shrubs and bushes, no matter how small they may seem. This will create more space in the garden which will lead to other plants rejuvenating and growing healthier in the future. For speed and a clean cut, ensure to use a hedge trimmer to get rid of overgrown and unkempt hedges which affect the garden boundary lines. With continued pruning, the garden will immediately show that there is a sense of care and nurture being given to it.

c. Appeal of trees

Even with overgrown trees which are blocking out sunlight, completely removing the trees is not advisable no matter how tempting it may be. All that is needed is to ensure proper maintenance, which will improve the appearance of the garden. This will create a good habitat for a variety of wildlife species. You should also check with the planning authority for any existing preservation orders of trees that may be in place which trees from being felled.

d. Give emphasis to lines and boundaries

Panels and fences always add an aesthetic appeal to a garden. When the garden overgrows, maintaining boundaries tends to be difficult. Hence, rotten fences need to be restored and a coat of creosote applied to all wooden boundaries. Painting of the concrete posts should also be done which will lead to a striking result.

To accentuate the garden lines, the borders and lawns should have edges installed. Alternatively, purchasing a variety of products such as wooden log rolls can be used which are long-lasting and entirely natural.

e. Lawn revival

Manicured lawns can transform any neglected garden. This will be achieved by cutting the grass to a level at which it can be easy to mow, watering it and leaving it for a few days. Thereafter, cutting it with a conventional lawnmower and scarifying the entire lawn to remove the weeds should follow. Finally, ensure to apply fertilizer following instructions. In time, the lawn will be healthy, attractive and free from

weeds and moss.

Revitalizing a neglected garden is a delicate process. The processes involved should never be rushed without proper planning. This is the reason why garden maintenance often requires the help of professionals to produce the most brilliant results.



D INVOLVEMENT OF VOLUNTEERS IN URBAN GARDENS' ACTIVITIES

“The legacy of our generation is not already chosen and we have the freedom to choose what we want our communities, our countries and our world to look like. It is only when people step up and step forward that we can make change happen. Each hour spent volunteering for a cause is not just a vote for change, but an opportunity to the shape the world we live in.” In this section will be presented several aspects in order to involve volunteers in urban gardens’ activities and increase their commitments in this sector”.

GENERAL AND ORGANIZATIONAL ASPECTS OF INVOLVING VOLUNTEERS IN WORK IN URBAN GARDENS.

Urban gardening can be seen as one of the most powerful tools for building communities, teaching participative and active citizenship, fostering creativity, developing entrepreneurial skills, taking one of the most basic needs - food supply - in our own hands. Gardening can be a perfect tool for non-formal education. It gives the opportunity to explore healthy lifestyle choices, learn about the origins of food and understand natural processes. Moreover, gardening is a means to empower young people, to help them acquire practical skills for their own life and labour market, to explore possibilities for improving the footprint on the urban ecosystems, and building a community around it by bringing new people into this community. In this framework, volunteering activities can be crucial to develop bottom- up approaches and practices, to promote inclusive growth, healthy lifestyles, and young people’s participation into society. In the following sessions, you will discover some activities carried out to know new ideas and tools for developing educational activities on



gardening at local and transnational level. First of all, use the principles of strategic planning. Strategic planning is a process of determining how to get from “here” (where we are now) to “there” (where things ought to be). But planning for the involvement of volunteers will have important steps of its own. These steps are listed below. These are especially applicable for organizations having the resources and need for a comprehensive program for volunteer involvement. Smaller organizations, or organizations that rely less heavily on the use of volunteers, may want to adapt the plan suggested below, or might simply pick the parts which make most sense for their organization.

ESSENTIAL STEPS OF AN EFFECTIVE VOLUNTEER PROGRAM:

- Have reasons and a rationale for wanting volunteers
- Develop job descriptions
- Recruit volunteers
- Screen potential volunteers
- Conduct orientation of volunteers
- Train volunteers
- Supervise volunteers
- Retain volunteers
- Evaluate volunteers
- Recognize efforts and achievements

SHAPING VOLUNTEERS' IDENTITY CONNECTED WITH WORK IN URBAN GARDENS – FACTORS OF INVOLVEMENT, FACILITATING RELATIONS BUILDING.

Volunteers play such an important role within an organisation: a resource that for many organisations couldn't do without however they are a resource that needs to be looked after, managed and nurtured. If you want help to find the right people, to support and manage them effectively to ensure they have a positive experience with you and help your organisation get the best from volunteering, here you will find

- useful advices:
- Mutual interview; The word ‘interview’ can be very daunting and while we all know this is what’s happening it doesn’t need to be intimidating for the applicant. When call a volunteer to come in for an interview, the formality could be achieved by saying, “This is a chance for me to share about our volunteer program and also to learn what type of volunteer position you are looking for”.
- Orientation; Every volunteer who comes into your organisation needs an orientation. In addition to learning about the organisation’s formalities, this is a great chance to get to know each other better. Orientation is scheduled at the volunteer’s convenience and although are better small groups. Orientation should be done as soon as possible so the applicant doesn’t lose interest.
- Buddy sessions; New volunteers have really enjoyed being linked with ‘seasoned’ volunteers. This provides an opportunity to observe (not do) the assignment being considered to see if the work is appealing; especially for environmental areas. After attending orientation a volunteer is linked with a buddy on different days and times. This doesn’t replace training, it merely provides an opportunity for the new volunteer to observe the assignment and feel welcome to say if they would prefer something else.
- Training; Training to the task is essential – regardless of what the assignment involves or how qualified the volunteer. This is an opportunity for volunteers to ask questions and staff to share their expectations. Training doesn’t always need to be lengthy and volunteers receive a written position description that clearly delineates the tasks and contact person.
- First day; It doesn’t matter what day or time I always greet a new volunteer and introduce them to staff. By contacting staff prior the volunteer receives a warm welcome to their new assignment and I can be sure that everyone is

connected and happy. If they aren't, then I'm there to fix it!

In closing, the above is all about communication. If we are effective listeners and develop opportunities for new volunteers to share their thoughts then retention is increased. Some volunteers find their niche right away while others may try several different.

ACTIVITIES AND DISTRIBUTION OF RESPONSIBILITIES IN THE URBAN GARDEN'S TEAM.

Effective teamwork is important in running an NGOs in environmental sector. In a leadership role, you need to be able to assign tasks and delegate work to your colleagues/volunteers. However, the way you distribute tasks should be fair and well thought out. If you rely on one employee too much, they may get burnt out and decide to leave. If you don't utilize an employee's unique skills, they may feel undervalued and unmotivated to succeed. Develop a delegation strategy so that the distribution of work in a team helps your business, and your employees, succeed. Task distribution in a team always needs to consider upcoming deadlines or important project milestones. The priority of the task is the first deciding factor that affects how it should be distributed. When you review the tasks on your list, prioritize them so you have an understanding of which ones are the most important and need to be completed first. Next, review your employees' availability. You'll need to match the priority tasks with those employees who have the availability to take them on. Be careful not to overload one employee with urgent tasks as that can cause stress and overwhelm them.

The distribution of work in a team is also dependent on the skills your employees bring to your NGO. It's important to consider each employee's unique strengths and how they benefit the task at hand. When you consider their skill sets, you set employees up to succeed. If the task matches their skills, you'll have a

• higher chance of it being completed accurately
• and with greater efficiency. If you have two
• employees who are available to complete a
• seed plantations task, but only one employee
• brings strong experience on soil management
• and seeds, it makes sense to assign them
• that task. That way, you can rest assured
• that your customers will be well taken care
• of by an employee who is good at explaining
• instructions, expressing issues and resolving
• conflicts through good communication. Part
• of being a leader involves helping employees
• master new skills, learn new areas of the
• business and advance along their career track.
• In order to do that, you need to help employees
• take on tasks that they may find challenging.
• By doing so, employees can improve their
• weaknesses and develop new strengths,
• which benefit both them and the business. For
• example, if you have any employee that lacks
• harvesting skills, you can assign simple
• harvesting tasks to them in order to help
• them learn more about that area of the urban
• gardening. It's wise to not assign high-stakes
• or urgent harvesting tasks right away, as the
• employee needs time to learn, make mistakes
• and grow their knowledge. Once you've seen
• an improvement in their skills, you can start
• assigning them more responsibility in that
• area. In the distribution of work in a team, it's
• critical to ensure employees are aware of what
• their roles are and what is expected of them
• in the workplace. When employees have a
• clear understanding of their job description,
• they will be able to take initiative and assign
• tasks to themselves that fall within their role.
• They will also have a sense of investment in
• ensuring the tasks that are under their purview
• are completed properly and on time. The target
• group of a project of community gardening is
• mainly the local people who live in the urban
• area. People of different ages, genders and
• ethnicities garden together and each individual
• plays a role in making the garden successful.
• The garden brings together people who are
• looking for a green space to relax and cultivate

their own food in a friendly environment. The different experiences of community gardening show that the investment of the volunteers is variable. Some of them come every day, others just for the week end, some of the members come to organize or participate in social events in the garden or to provide communication. They can also have different perceptions of the activity. Some gardeners just see it as a food resource and want to garden alone while others see the activity as a way to create social interaction and share the experience. Each garden can have its own management, the rules are deliberated and fixed by all the stakeholders regarding the management of the garden, animals, guests, schedules, etc. A garden president is in most of the cases, assigned to create clear and well-enforced garden rules to minimise misunderstandings.



E HOW TO INVOLVE STAKEHOLDER AND GENERAL PUBLIC

“This section considers why increasing and improving stakeholder involvement in urban gardening is so important and some of the ways in which stakeholder involvement can be enhanced and supported in practice. It pays particular attention to how general public can add value in this context and how they can be attracted by NGOs and professionals”.

PREPARING THE INFORMATION CAMPAIGN.

For a successful campaign, all you have to do is to communicate messages that resonate with your audience and inspire them to take action. When you're passionate about an issue, it can seem utterly baffling why other people aren't. Isn't it obvious why we must save endangered species, or why taking action on climate change is urgent? For some people, these issues simply aren't important. What's even more baffling is to try and understand why the people who do care about these issues are not taking action. You've got to be really informed on your topic. Really know your stuff so that you can inform the people you are looking to inform as well as go toe-to-toe with your opposition. Know what people are going to ask and have the answers to them. And if you don't have the answer, don't make one up, just be honest and say that you don't know. Before getting into your activism campaign be sure that you're right about it. Use logic, rational, and concrete knowledge rather than emotion before going out and telling the world. Use emotion too, but never just emotion. There's so much misinformation being spread around and we don't need any more of that. You want to have a place where your information is laid out so that when you have a captive audience you don't miss out. Having an online



platform (website, blog, social media, etc) is utterly important as it will work for you 24/7 365 days per year. It is your resource to send people to. And very importantly serves as your resume to anyone that you reach out to whether it is media, sponsors, potential volunteers, or just people in general. Ok, now you're all fired up and you are knowledgeable as well. It's time to bring some attention to this important environmental and social issue. But how? In the next session it will be possible to discover some opportunities related with the work of NGOs and social activist.

ORGANIZATION OF THE AWARENESS-RAISING ACTIVITIES AND INFORMATION CAMPAIGN.

The first advice is to do something new. It's probably never going to hurt to come up with something new. New seems to be more exciting. Start with the people around you to gain some momentum. A great tool for this is social media. Get the people around you excited about what you are doing and hopefully they will share what you are doing. Once they've shared it there's no knowing who might see it. Create content on social media that is truly worth viewing and sharing. That's the best way to get your word out online. Contact pages that share work similar to yours and let them know what you are up to. Many of these pages are searching for content and would love to have your campaign in their inbox. Send me a message on my Facebook page and tell me you came from this guide and maybe I'll share your activism campaign! It's a numbers game. That means the more people you reach out to, the more success that you are likely to have. Don't send spam though; rather, write personalized messages to increase your chances of getting support. Start with outlets that have an interest in what you are doing as well. So if you are creating community gardens, then find publications that write about gardening, food security, environmental friendly living, etc. You've already got at least a part of a foot in the

door because you know they report on similar things to what you are doing. You also have at least a toe in the door with any local outlets because you live there. So definitely contact any local news stations, newspapers, blogs, etc. Always have a good reason for why that particular outlet would want to share your story. Once you've built up your resume of media with more "like minded" sources you'll be able to branch into other realms with your success. To mobilize broad-based support for social change, citizens cannot be treated as objects for manipulation. Rather, they should be treated as citizens involved in a mutual dialog. As argues, the core problem with the current environmental movement is the narrowing of the public sphere and a restricted understanding of the public interest. Hence, he calls for a public ecology that could engage citizens in a collective effort to rebalance the economic and social order with human and natural needs. Additionally, the messaging strategies need to be integrated into broader efforts to foster political mobilization in support of social change. Specifically, advocate a participatory communication model that involves developing an ongoing capability of people to act collectively in framing contests. This calls for a reorientation of environmental communication from identity campaigns to civic engagement. In one sentence you need to set out a clear campaign aim encapsulating the ultimate purpose of the campaign, the change you want to see and the impact you want to make. It should be easy to communicate and clear to understand. This campaign aim should be:

- compelling and inspiring
- targeted – identifying who or what needs to change
- focusing on impact – articulating what real-world change will result
- succinct.

Aims are not the same as objectives, which are the changes you will need to see to contribute to achieving your overall aim. You may have

several objectives, each of them stepping stones on the path towards your aim, but you will only have one campaign aim.

To have a realistic aim you need to:

- understand the context and environment you are working in so you can develop the capacity to make change happen
- understand who holds the power to make change happen and power relations
- develop a theory of change – a pathway for how you think change will happen in your campaign.

If you're going to launch a compelling campaign, it is of the utmost importance to create a clear goal, solid plan and simple yet coherent narrative.

EFFECTIVE NEGOTIATIONS AND COMMUNICATION.

Project managers, social activist and NGOs workers have to be expert negotiators, able to forge agreements between people who often have competing agendas. Negotiating with stakeholders is tricky. They can be possessive of a project and pressured about its outcome. Because they have so much riding on its success, they can become prickly when issues challenge their assumptions or their comfort level. At the same time, their lack of technical expertise can make it difficult to understand the options that are viable for resolving an issue. And, of course, project managers can't unilaterally impose a solution. They have to rely on their negotiating skills to keep things moving forward. In the end, all participants want the same thing: a successful project that is complete in scope and delivered on-time and on-budget. For this reason, maintaining a perspective of partnership often pays the most dividends. In the following pages you'll find some tips to effectively negotiate and communicate with stakeholders and general public:

- Think About Their Point of View; Recognizing why your stakeholder approaches an issue in a certain way is as important as understanding what they're arguing for in the first place. For example, grasping the Sales department's considerations – their overall targets, the competitive pressure they face and the demands salespeople hear from customers – will allow you to have more effective discussions around their concerns about schedules or feature sets. Similarly, understanding the technical and logistical constraints of the development staff will lead to more meaningful conversations about delivery and quality control.
- Be Prepared; You can't go into a negotiation assuming you'll wing it, so anticipate your partner's concerns, and be ready to address them. If you know trade off will be required, outline the stakeholder's choices and explain the impact each will have on the project's scope, timeframe, and budget. In some cases, schedule is the overriding concern. In others, it might be cost. Bear those priorities in mind as you lead the discussion. It doesn't make sense to stress the schedule-related aspects of a problem when the stakeholder's mind is on how much money they're spending.
- Be honest; It's just as important for stakeholders to understand the challenges you face. So be proactive about sharing your perspective, and remember that the stakeholder's goals are impacted by many of the same things that influence yours: You all want the project to succeed, for example, and for your company to be well positioned in the market. Always be forthright in discussions about business outlook, project status and any difficulties you may anticipate. Not only will this provide a complete picture, it could help uncover solutions as the stakeholders weigh in with their own experience and ideas.
- Listen; In any negotiation, it's important that both sides be heard. Be sure to let the stakeholder outline their viewpoint and ask questions

when necessary to make sure you understand where they're coming from. As your discussion continues, address the issues they've raised or promise to research areas that you can't reply to on the spot. Too often, negotiations go off-track when one party believes their concerns are being given short shrift.

Of course, the situation is complicated by the unique place where PMs sit. Responsible for addressing everyone's concerns, they almost never have the pure authority to pursue a particular approach without building some kind of consensus. Even if they did, successful projects are rarely built by edict. The best project managers have a knack for getting all sides to understand the others' point of view and work cooperatively to attain the effort's overriding goals.

DIVERSITY

A community garden implemented in an urban area is so much more than a piece of land cultivated. Three main types of added values can be identified: social, individual and environmental outcomes. The gardening activity is not an end in itself but more a way to stimulate the local dynamic and create bonds in the community that recognizes the natural environment as playing an integral role. It helps to get to know each other in the neighbourhood, encouraging interactions and to include new people arriving, breaking the isolation without any criteria of age, ethnicity or wealth. Community gardening gives participants the opportunity to reflect upon the symbiotic relationship between humans and the non-human world as well as the basic principles of Deep Ecology which emphasizes that through experiences in nature one will identify with nature and therefore become empathetic towards it. Thus the empathy may "induce people to protect nature, not because they think they ought, but because they feel inclined to". The empathetic mentality developed through nature contact can be extended and integrated into positive practices of social inclusion and the overall local dynamic of the community. The practice

of community gardening is just one of many ways to raise awareness to the position of the natural world as an important and integral part of the local and global community. Gardening is often just a part of the activity, a lot of cultural, educative and social events are organized in the garden. It's a place of social inclusion and intercultural dialogue providing opportunities to meet different people. The garden also helps to connect the different parts of the local area (schools, retirement homes, cultural centres, etc.) giving an active and safer dynamic of life for all. The quality of life is improved and it can also create income opportunities to reduce family food budgets. The neighbourhood is embellished by green spaces and land is use in an useful way instead of being wasted. Working together in this kind of activity, people have to develop and learn collective working methods including listening the others, negotiating and communicating without violence, mutual sharing and understanding. They have to establish and follow common rules, encouraging the participation of the individuals and a collective management. Not to mention, gardening is a holistic physical activity promoting physical health and well-being through full body movement and direct nature contact.

To act as a responsible inhabitant means to socially and environmentally understand and manage the living area in a sustainable manner. Community gardens enhance a local social dynamic where the environment is considered an integral part of the community. Community gardens provide this opportunity for all community members gather at the point where many needs of nature meets the many needs of society. It is a resource of critical thinking and social development, skills acquisition, and overall sustainable practice. As citizens, the community managing this collective project can start to re-invest their living environment being pro-active in local participation, local council and policies, increasing their citizenship, etc.

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The Guide for trainers. Description of the Teaching Method based on using the garden as a space for education.

URBAN GARDENING

The Urban Gardening Role in Improving of Adults' Skills and Community Growth

ERASMUS+ KA2

Cooperation for Innovation and the exchange of Good Practices
Strategic partnership for adult education

Project and agreement number - 2017-1-PL01-KA204-038330



SESSION 1

INTRODUCTION TO ENVIRONMENTAL EDUCATION



HANDOUT 1.1

INTRODUCTION TO ENVIRONMENTAL EDUCATION

Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. The components of environmental education are:

- Awareness and sensitivity to the environment and environmental challenges
- Knowledge and understanding of the environment and environmental challenges
- Attitudes of concern for the environment and motivation to improve or maintain environmental quality
- Skills to identify and help resolve environmental challenges
- Participation in activities that lead to the resolution of environmental challenges

Environmental education does not advocate a particular viewpoint or course of action. Rather, environmental education teaches individuals how to weigh various sides of an issue through critical thinking and it enhances their own problem-solving and decision-making skills.

Source: <https://www.epa.gov/education/what-environmental-education>

HANDOUT 1.2

THE SUSTAINABLE DEVELOPMENT.

“Sustainability is the practice of using resources to provide for the needs of today’s citizens while preserving the use of those same resources for the needs of future generations. Sustainable development is all about ensuring a better quality of life for everyone, now and for generations to come.” (Partha das Sharma: 2008. <https://saferenvironment.wordpress.com/2008/09/29/sustainable-and-green-city-development-for-achieving-all-round-better-environment/>)

SUSTAINABILITY EASILY EXPLAINED [FILM]

https://www.youtube.com/watch?v=_5r4loXPyx8

The United Nations’ 2030 Agenda for Sustainable Development was adopted by Heads of State and Governments in September 2015. The 2030 Agenda is a new plan of action for people, planet and prosperity, with 17 SDGs and 169 associated targets at its core. Transforming our World: The 2030 Agenda for Sustainable Development

United Nations, 2015:
<https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

SDGS = SUSTAINABLE DEVELOPMENT GOALS: SOME URBAN GARDENS CONTRIBUTIONS TO SUSTAINABLE DEVELOPMENT:



- Food supplies for the citizens (“Around 15 percent of the world’s food is now grown in urban areas. According to the U.N. Food and Agriculture Organization (FAO), urban farms already supply food to about 700 million residents of cities, representing about a quarter of the world’s urban population.” Food Tank 2015).
- cultivating food justice and equity in the communities,
- revitalizing urban land,
- cultural reconnection with the land through education.

More information and examples of urban gardens could be found here:

<https://foodtank.com/news/2015/07/urban-farms-and-gardens-are-feeding-cities-around-the-world/>



HANDOUT 1.3

TYPES (EXAMPLES) OF THE URBAN GARDENS:

1. ROOF GARDEN.

Using space on roofs to grow food. Green roofs may reduce urban heat islands and help to improve air quality. Urban roof garden is becoming an increasing part of modern society. It is endless opportunity for individuals and businesses to create and maintain garden on the roof of the building. Large city office blocks often employ gardeners to manage their rooftop spaces, providing a space for workers to enjoy breaks and get away from the busy work environment underneath.

2. BACKYARD GARDEN.

Growing food on the property of a home. Backyard gardens come in all shapes and sizes and usually reflect some aspect of the person who maintains them. This often involves sharing food with family, friends and neighbors as it typically results in a surplus at harvest time. Alternatively, foods can be preserved and stored.

3. STREET LANDSCAPING

Landscaping streets such as living street design for mixed use. This may include community gardens that are managed by a neighborhood.

4. GREEN WALLS

Using the space on internal and external walls to grow food or flowers.

5. VERTICAL FARMS

The potential to build farms upwards to reduce the land footprint of agriculture.

6. TACTICAL GARDEN

Using small available spaces for agriculture in a practical and quick way that doesn't involve great expensive. For example, a keyhole garden that replaces a parking spot on a street.

7. URBAN BEEKEEPING

Urban beekeeping is a reasonably common hobby that may have benefits for the local environment.

8. COMMUNITY GARDEN

Community garden it is a public space where you can typically rent a plot of land to plant ornamental, edible and medicinal plants as you like. Not only do community gardens provide access to fresh produce, they beautify neighborhoods, give a sense of community and connection to the environment. Some community gardens are tended communally, allowing everyone who helps out in the garden to have a share of its bounty.

9. WATER GARDEN

Water garden can be made up of any vessel that contains water – from a pond or half-barrel to an old bathtub or watertight planter. Water gardens are typically made to include aquatic plants, fish and other aquatic life. They can be as simple as a couple of plants in a bowl, or large, complex ponds fitted with waterfalls, filters and many different types of plants.

10. GREENHOUSE

Residential, community or commercial greenhouses.

11. FOREST GARDEN

Garden in urban forest that may include diverse crops such as fruits, nuts, herbs and vegetables.

SOURCE:

http://www.growing-life.com/shop/urban_gardening_guerilla_gardening_community_gardens.html

<https://weburbanist.com/2008/07/09/5-different-types-of-gardening-unconventional-and-conventional-urban-planting/>

<https://simplicable.com/new/urban-agriculture>

HANDOUT 1.4



MAIN ELEMENTS OF ECOLOGY IN URBAN GARDENING:

PLANTING THE TREES

- Positive effects on physical and mental health of local communities - enhanced walkability, aid to patients recovery, stress reduction,
- Better air quality,
- Biodiversity – attractive and/or critical for other species, trees link citizens with nature,
- Cooling and sheltering,
- Noise reduction,
- Reduction of stormwater run-off and sustainable urban drainage,
- Local food supplies in case of fruit trees,
- Aesthetic role in the city's landscape,
- Property value uplift and positive effects on clients of high street shops,
- Slowing down cars.

Useful links:

<http://www.miasto2077.pl/przewodnik-jak-sadzić-drzewa-w-mieście/> , <https://www.trendhunter.com/trends/combat-rising-temperatures>

ANTI-SMOG PLANTS AND CONSTRUCTIONS (VERTICAL PLANTING)

- Reduction of air pollution by plants, trees and shrubs – absorbing carbon dioxide and producing oxygen,
- Certain species reduce air pollution: trees – “Researchers evaluated the ability of



each plant to absorb CO₂ in a life cycle of 30 years and its subsequent transformation into biomass as well as its ability to attach chemicals such as benzene, nitrogen oxide, dioxin and many others through the cuticle and plant hairs. In this city trees have a detoxifying function because they can filter air pollutants.” <https://www.lifegate.com/people/lifestyle/city-trees-smog-pollution>,

- Vertical gardens,
- Cooling city blocks, reducing loud noises, improving a building’s energy efficiency,
- A green wall in a street canyon traps or absorbs large amounts of nitrogen dioxide and particulate matter

Useful links:

<https://news.nationalgeographic.com/news/2013/03/pictures/130325-green-walls-environment-cities-science-pollution/>

<https://news.nationalgeographic.com/news/2013/03/pictures/130325-green-walls-environment-cities-science-pollution/> <https://greenroofs.org/about-green-walls/>

PLANTS AND PARKS ON PARKING PLACES:

- reduce the runoff of rain water,
- help reduce speed

Useful link: <https://sustainability.ncsu.edu/blog/changeyourstate/managing-urban-runoff/>

MEADOWS IN THE CITY:

- biodiversity,
- filters of the air,
- opportunities for insects to come and collect pollen,
- require less water and mowing (energy-saving) than lawns and flowerbeds,
- do not need fertilizers and plant protection products.

Useful links:

<http://laka.org.pl/> <http://www.abc.net.au/gardening/factsheets/a-meadow-in-the-city/9435310>

<http://www.wildlifeinthecity.org/urban-wildlife/create-your-own-mini-meadow/> <https://pursuit.unimelb.edu.au/articles/a-woody-meadow-in-the-heart-of-the-city>

ORGANIC FOOD PRODUCTION / URBAN FARMING

- Reduction of carbon emission linked with transport, packaging and selling food coming from outside of the city,
- Involvement of innovative techniques for raising plants’ quality and quantity,
- More job and volunteer opportunities,
- Better food and waste management, adapted to the needs of population,
- Better health – reduce of malnutrition, diet-related health problems, keeping fit,
- Better food quality,
- Education about food, nature, ecology, etc.
- More green space – aesthetic value, better use of rain water, restful spaces for the community, countering the heat island effect by fixing carbon through photosynthesis.

Useful links:

<http://edition.cnn.com/2010/WORLD/europe/04/08/urban.farming.city.growing.food/index.html>

<http://www.dw.com/en/turning-gray-into-green-urban-farming-around-the-world/g-40423158>

<http://ecourbangardens.org/programs/grow-gardens/>
<https://www.ecowatch.com/urban-farming-david-suzuki-1984874080.html>

<https://www.farmgarden.org.uk/about-us>

<https://www.theecologycenter.org/resources/10-ways-urban-farms-benefit-the-community/>

LEARNING ACTIVITIES/ METHODS

1. The trainer welcomes participants and presents multimedia presentation (for example Power Point) about the main aims of the module and the main aspects of environmental education (using thesis from Handout 1.1.).

Time: 5 - 10 minutes.

2. Meaning of ecology in the local context.

Group discussion: the trainer asks participants what means ecology to them. The discussion should be moderated to identify the ecological attitudes or their limitations in the group of participants. For example, the trainer can ask participants to make two lists of gardening practices – one list should contain ecological activities that have positive results on environment and the second list should contain activities that have negative results on environment.

The process and results of this exercise highly depend on the level of group's ecological awareness and attitudes. The trainer must be prepared and get to know the group before the training.

Time: 15 – 20 minutes.

3. The sustainable development: environment, social, economic aspects: multimedia presentation by the trainer (for example Power Point) using thesis from the Handout 1.2, which includes also a link to a short film available online.

Time: 10 – 15 minutes.

4. Meaning of urban gardens in ecology (environment).

The trainer presents the different kinds of the urban gardens using the examples from Handout 1.3.

Time: 30 minutes.

5. Group exercise: trainer forms groups of 3-4 participants, representing various examples of urban gardens. Each group points out few of the most important functions of urban gardens in promoting pro-ecological behavior in local communities.

Time: 10 – 20 minutes.

6. Presentation of the results by each group and group discussion. After the presentation, the trainer can distribute Handout 1.4. "Main elements of ecology in urban gardening".

Time: 10 – 15 minutes.

7. Time for questions and final overall.

Time: 10 minutes.

TIMING

1,5 h – 2 h

EQUIPMENT AND MATERIAL

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation.

ADDITIONAL MATERIAL/ RESOURCES

Handout 1.1. Handout 1.2. Handout 1.3. Handout 1.4.

NOTES FOR TRAINER

Links are available in the handouts.

This is a more theoretical part which results will be used during the next sessions (Session no. 2, 3 & 4), when the participants will implement their ideas from this session. The trainer could also use the materials from sessions 9 and 18, which relate to the topics of ecological gardens, biodiversity, garden waste, organic products, soil, etc.

Still, the session must be strongly connected with the real situations and local environment that participants live in. The broader/global perspective can be mentioned, but the stress should be put on what is local.

The trainer must get to know the group's preliminary knowledge and attitudes before the training. The work with seniors will most likely be different from the work with younger generations, which tend to have higher ecological awareness. Still, it might be interesting to form a mixed group in terms of age.

Some parts or the whole session could be delivered out of the classroom, e.g. to be combined with visits in different kinds of gardens.

**

Group exercise: Example of the expected result.
Meaning of urban gardens in ecology (environment).

Roof Garden:

- improving air quality and anti-smog protection,
- reducing urban heat,
- providing wildlife habitat for pollination and pest control,
- increasing the population of bees and other useful insects.



SESSION 2

ANALYSIS OF THE LOCAL COMMUNITY CONTEXT: THE SWOT ANALYSIS



HANDOUT 2.1

EXAMPLE OF THE SWTANALYSIS

COMMUNITY CONTEXT: PALERMO, ITALY	
INTERNAL FACTORS	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Availability of green areas where to develop community gardens. • Availability of national, regional and local funding to develop community gardens. • Ongoing national, regional and local projects and initiatives for green and sustainable development. • Active network of local stakeholders and key actors engaged to develop a community garden. • Increasing intercultural and intergenerational diversity expressing the need for new places where citizens can co-exist and develop a common future. • Rich historical, cultural and architectural heritage which might be synergic to the valorisation of community gardens. 	<ul style="list-style-type: none"> • Deteriorated and abandoned green areas in the peripheries. • Green areas still undefined in the absence of appropriate strategies and policies. • Low availability of financial resources to start-up and maintain a community garden. • Low participation of community members in public and/or common initiatives. • High crime rate making peripheries unsafe. • Deteriorated and abandoned green areas are becoming open and illegal landfills.
INTERNAL FACTORS	
STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Increased attractiveness of the “community garden” concept. • Raising interest by national, regional and local policies for regeneration of abandoned green areas and peripheries in the city. • More resilient and sustainable community food system. • Opportunities for co-development, co-education and intercultural dialogue in the city. • Opportunities for elderly people to get back to rural values and traditions while living in a city. • Opportunities to develop educational activities in cooperation with schools, universities, adult education centers. • Increased the sense of pride and ownership of community members. 	<ul style="list-style-type: none"> • Degradation and underdeveloped added value of abandoned green areas and peripheries in general. • Open and illegal landfills increase the incidence of diseases and illness • The absence of community gardens and green areas in general might decrease the attractiveness of the city. • The absence of community meeting places might increase social exclusion and segregations. • Spending cuts in the public sector and/or environmental policies. • Failure in ensuring sustainability and long-term funding to maintain the community garden. • Rapid and haphazard urbanization, making urban settlements major source of GHG emissions and at the same time making them more vulnerable to global environmental change impacts.

HANDOUT 2.2



TE SWOT MATRIX

COMMUNITY CONTEXT: PALERMO, ITALY	
INTERNAL FACTORS	
STRENGTHS	WEAKNESSES
INTERNAL FACTORS	
STRENGTHS	WEAKNESSES

The activity aims to analyze the internal strengths and weaknesses, external opportunities and threats of a specific community context to develop urban gardens. The situation is analyzed by looking for ways in which strengths can be built on to overcome identified weaknesses, and opportunities can be taken to minimize threats in the community contexts where the urban garden is expected to be established. A SWOT analysis is often a starting point for projects and initiatives supporting interventions to improve community well-being and sustainable growth. The SWOT analysis should be intended as a participatory process encouraging active engagement of local community's members and stakeholders, thus facilitating the integration of local cultural, social and environments aspects in the analysis. This involves consultation with the intended beneficiaries and stakeholders through focus groups, community meetings, surveys, etc.

ANALYSIS OF THE LOCAL COMMUNITY CONTEXT: THE SWOT ANALYSIS

LEARNING ACTIVITIES/ METHODS

1. At the beginning of the activity, it is suggested to show participants a practical example on how to use and develop the tool (Handout 2.1). Participants should be invited to raise up and answer jointly to specific questions determining strengths, weaknesses, opportunities and threats.

- How can we take advantage of our strengths?
- How do we minimize the effect of our weaknesses?
- How can we capitalize on our opportunities?
- How can we deal effectively with our threats?

2. Introduce the SWOT matrix (Handout 2.2) and forms groups of 4-5 participants. Include people from different backgrounds to encourage multi-dimensional learning: different age groups, nationalities, genders, people from different social backgrounds and different professions.

2. Invite each group to brainstorm and identify in the SWOT matrix with reference to the possibilities of developing urban gardens in the community contexts and in pro-ecological activities:

- Strengths: the positive internal attributes of the community context.
- Weaknesses: the negative internal attributes of the community context.
- Opportunities: external factors which could improve the community's prospects.
- Threats: external factors which could undermine the community's prospects.

4. Invite each group to present the final results and all participants to provide common feedback.

TIMING

120 min.

TIMING FOR PRACTICES

3- 7 days of individual work of the participants.

EQUIPMENT AND MATERIAL

Pens, flipchart papers, post-its.
Handout 2.1, Handout 2.2

ADDITIONAL MATERIAL/ RESOURCES

/

NOTES FOR TRAINERS



SESSION 3

**PREPARING AWARENESS
RAISING LOCAL ACTIVITIES
FOR ENVIRONMENTALLY
FRIENDLY ATTITUDES AND
HABITS.**



HANDOUT 3.1



**EXAMPLES OF THE
DIFFERENT FORMS
OF LOCAL ACTIVITIES
PROMOTING
ENVIRONMENTALLY
FRIENDLY ATTITUDES AND
HABITS, INCLUDED THE
SOCIAL ENVIRONMENT:**

1. Organizing courses (e.g. in local schools).
2. Organizing local events.
3. Organizing competitions, informing about it in local press or the Internet.
4. Distributing leaflets in local community.
5. Displaying the posters.
6. Media campaign in e.g. local press, website, social media (e.g. Facebook), etc.
7. Organizing exhibitions.



HANDOUT 3.2

After the group work each group should present their work as follow:

1. How many persons are in the group and who is the leader.

ESTABLISH OBJECTIVES OF CAMPAIGN.

It is not enough to go out and simply raise awareness; you must establish the way in which the success of the campaigning is to be measured. For example, the success will be measured by the number of gardens which will be created. Furthermore, it is important to set a fixed period of time that will be spent on raising awareness.

ESTABLISH A TARGET AUDIENCE.

Have a specific target audience in mind is paramount to ensure your message is directed at the relevant groups of people. Additionally, assessment of target audience identifies the best mediums to use in order to reach them and where to geographically locate them. For example, raising awareness of influence of urban gardens on local environment in your village or part of your city.

AWARENESS CAMPAIGN STRATEGIES.

2. What kind of the campaign will be organized.

3. What kind of activities should be developed: from the beginning to the end.

4. Who will be responsible for each activity.

5. When this campaign will be organized – timing.

6. The costs of the whole campaign. [http://www.documentcapture.co.uk/2015/01/5-steps-
implementing-successful-awareness-campaign/](http://www.documentcapture.co.uk/2015/01/5-steps-implementing-successful-awareness-campaign/)

HANDOUT 3.3

NINE STEPS OF IMPLEMENTING A SUCCESSFUL AWARENESS CAMPAIGN

1. ESTABLISH OBJECTIVES (GOALS) OF THE CAMPAIGN.

The first step in setting up a campaign is deciding what you want to accomplish. These will be your goals. It is not enough to go out and simply raise awareness. While the obvious goal is to raise awareness about your cause, you can set more specific goals to help achieve this cause.

You must also establish the way in which the success of the campaigning is to be measured. Part of identifying your goals is knowing what success looks like. Furthermore, it is important to set a fixed period of time that will be spent raising awareness.

Measuring success can come from many areas, some include:

- Number of people using resources.
- Feedback collected from the community.
- Formal surveys of the community and their opinions.
- Number of people attending events and awareness activities.

These measures should be specific, realistic, and time-oriented.

For example, the success can be measured by the number of gardens which will be created on your area during next year.

2. ESTABLISH A TARGET AUDIENCE.

Have a specific target audience in mind is paramount to ensure your message is directed at the relevant groups of people. Even if you

want to target an entire community, you can divide that population into subsets to create a convincing campaign for each group. For example, you might have your youngest volunteers target their classmates, while the most seasoned volunteers will focus on raising awareness among local corporations. Additionally, assessment of target audience identifies the best mediums to use in order to reach them and where to geographically locate them. Also, you'll be able to formulate appropriate campaign strategies once you know your target group well. You must know how old are people living on your area (e.g. most are seniors or more have children in school age). When you know your target group (audience) you will be able to tailor your campaign to needs of your target. Identify different campaign strategies to use. You might hold a rally in a local park to raise awareness or have volunteers stand on street corners with handmade signs or distribute the flyers. You can start a social media campaign to reach out to online users and keep them up to date on your cause.

Don't focus on just one strategy; but use different strategies, which will appeal to different audiences. But the final step is efficiency. This means you want to reach the most people with as little resources as possible.

3. RESEARCH YOUR CAUSE.

Knowing all the facts about the cause you are campaigning for is crucial to a successful

campaign. It is important that your team of volunteers and staff are also prepared with the relevant knowledge base. Hold a meeting before you launch your campaign to review pertinent facts about the cause and answer any volunteers' questions about exactly what the campaign strives to achieve.

4. FIND YOUR RESOURCES.

Awareness campaigns take a lot of resources. You might have a set budget to implement your campaign. Money is not the only resource you will be using. The following are all the resources needed for a good awareness campaign:

A) IDENTIFY YOUR SUPPORT.

You may need to get their support for your efforts. Try to identify the institutions (organizations, formal / non formal groups, etc.) who will want to know the concerns you want to address and to understand why you believe it's an issue in your community. These institutions should also be approached before you begin your campaign. They may have suggestions to consider before and during your campaign process. This may change how you will reach your goals.

B) MONEY.

Knowing how much money you have to spend on your campaign is important before you begin. This will determine how you will advertise for your campaign, such as needing to pay for an ad in the newspaper or time to talk about your event on the radio. Try to find volunteers and involve them in organizing the campaign.

C) TIME.

Time is an important resource, especially if you have other jobs or only a few people to help with events. When planning timing for your campaign, carefully figure out how much time every event you are putting on requires. Know how much time it will take to plan, organize, and prepare the events. Decide if you will need volunteers or help from other programs, and

how much time they will be giving to make your campaign successful.

D) PROMOTIONAL MATERIALS.

Awareness campaigns often use promotional materials to draw interest to your topic or event. These promotional materials are key to any campaign because they provide a passive way to allow the person receiving it to walk away with information and education on your topic.

The promotional materials appear in two ways:

- Promotional materials acquired from other source (e.g. other NGO, local authority) giving your community an understanding about the topic.

- Promotional materials that highlight facts and information about the topic prepared by yourself. It may also include information about additional form of the campaign (e.g. events) in your community on the same topic organized by you or by others.

Keep in mind that your promotional materials for your campaign might change over time and need to be recreated frequently. When buying or making promotional materials, consider materials or handouts that can last longer and need less work to be reordered or redone. Place your orders ahead of time to make sure they arrive before you begin your awareness campaign.

Your resources determine how you will bring awareness on a topic and the type of events you can provide. Like goals, it is important to address these resources before moving forward with any other part of your campaign.

5. CREATE ACTION PLANS FOR THE CAMPAIGN.

When you have a schedule and outline for your campaign, get specific. Every event or program requires planning. Plan and be prepared so your volunteers and other

participating programs stay involved. With calendar in hand, build lists for each activity and work with these lists. The general idea of planning should answer the questions who, what, where, when, why and how.

- WHO includes the audience or community members you are hoping to reach and the volunteers, staff, additional programs or experts you need to make the campaign work.
- WHAT is the description of the event. What type of activities will be happening during this event? What are the resources involved behind the scenes of the event?
- WHERE covers where the event will take place and where you are going to advertise your event.
- WHEN includes dates and times of the events and what needs to happen leading up to the event. When will you start advertising the event, and when will the event occur?
- WHY is the goal of your campaign. In your “why”, focus on each goal and the event that will meet the goal. Include how you plan to meet the goal.
- HOW includes the methods you are using to advertise and coordinate your event. This step needs to describe what your resources, volunteers and staff members will need to do for this event.

You should be able to answer each of these questions about every item on your schedule to both prepare for and set up plans for what comes next.

6. FIND PARTNERS.

Partners make any awareness campaign easier, especially when the partner provides access to a larger audience. When you are running your campaign, you do not need to be and should not be alone in your efforts.

During any campaign, you can create strong partnerships with members of your community or other influential people who care about the issues and success of what you want to accomplish.

Any time you meet with a potential partner, ask how you might help each other. Knowing the support you can provide to one another will increase your chances of building long-term relationships.

7. IMPLEMENT.

Divide your volunteers up into groups to participate in specific campaign activities. Encourage these groups to meet individually to plot out their activities.

Carry out your campaign over anywhere from a week to a month. Don't condense all of your strategies into one event-filled day. Stretch them out to extend your campaign and raise as much awareness as you can.

Throughout the campaign, your focus should be on accomplishing your goals, adjusting as necessary, and assessing the effect or impact. Be aware of your contracts or investments that are set in stone. Adjusting the way you accomplish your goals and changing your plans as the program evolves is okay. If you do change or remove an event, be sure to notify your audience as necessary in advance. With the proper planning and support, you should be able to adapt and measure your campaign accordingly.

When conducting a longer campaign, fatigue of education can set in. Your educational trainings may start to blur together if you have multiple events. It's important to take care of yourself during this time.

Flooding your community with information on a specific topic is always good, but make sure you have a good support in place or resources for the community members ahead of time. Be careful to not lose the ability to measure the impact of your campaign.

8. MEASURE THE AWARENESS CAMPAIGN.

If you cannot measure, you cannot improve. Ensure you have the appropriate success

measures. In the instance when a campaign is running for a long period of time, a month by month comparison identifies success factors and outlines areas for improvement, thus you are refining and changing the campaign constantly which makes way for achieving maximum reach.

Measuring your goals continuously during the campaign will make evaluation easier. Collect feedback from your volunteers and partners as you put your campaign into action. When measuring the goals of your campaign, you want to look at each event as an individual piece, and then identify common trends through the entire campaign.

Reviewing the success of individual events can occur by collecting feedback at each and every event. Using individual surveys allow you to determine what programs work better than others, or what information might be helpful for community members. Measuring the entire campaign is a little more complicated. This will require you to collect information on things like: increased reporting of incidents, people utilizing support systems, and an overall decrease in incidents.

9. CONTINUE ONGOING AWARENESS.

Prevention and awareness campaigns are most effective when they are part of an ongoing program. Although you are going to spend large amounts of time preparing for your specific campaign, you should also consider long-term prevention.

One of the best ways to carry-out your campaign during the year is to continue to host similar events or provide education to make awareness of the issue part of your community. Another option is to create new ways of engaging community members, keeping track of their information, and building a list of who might be willing to volunteer with future events.

Bibliography:

<http://www.documentcapture.co.uk/2015/01/5-steps-implementing-successful-awareness-campaign/>

<https://psacorp.com/main/default/t-creating-a-successful-awareness-campaign.aspx>

PREPARING AWARENESS RAISING LOCAL ACTIVITIES FOR ENVIRONMENTALLY FRIENDLY ATTITUDES AND HABITS.

LEARNING ACTIVITIES/ METHODS

1. The trainer welcomes participants and presents multimedia presentation (for example PowerPoint) about different forms of local activities promoting environmentally friendly attitudes and habits, including the social environment (using thesis from the Handout 3.1.).
2. Group exercise. Participants form groups (in which they will work during this session and also during organization of the chosen activities).
After the forming of the groups the trainer presents the points which should be considered by each group. Handout 3.2.
Each group chooses a leader. Under the leadership of the leader they discuss and choose the activity promoting environmentally friendly attitudes and habits, which they will implement in selected local community. They take under consideration, among others, results of research on the local community, which were prepared during previous session. Each group points out useful resources and actions: financial, personal, material and plans, etc. The leader distributes tasks among group members, determines the time to prepare tasks and how to communicate between group members.
3. The leader presents results of group work.
4. The trainer sums up results of group work The trainer summarizes group work and gives participants the instructions for work during session No. 5, developed using Handout 3.3. The trainer sets the date of the meeting as part of the session No. 5 (presenting the results of the work of all groups).
5. Time for questions and final overall.



TIMING

1 h 45 min. – 2 h 45 min.

EQUIPMENT AND MATERIAL

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation.

Handout 3.1. Handout 3.2. Handout 3.3.

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER

This is the more theoretical and the preparatory phase of the training which results will be used during the session nr 5 in which the participants will implement their ideas from this session.

When it comes to the distribution of the Handout no. 3, the trainer may consider handing it out to the groups during the group work activity no. 2 – at the stage of the first discussions about the activity promoting environmentally friendly attitudes and habits.





SESSION 4

PREPARING THE INFORMATION CAMPAIGN



HANDOUT 4.1

DEFINITION A TYPES OF THE INFORMATION CAMPAIGNS

An information campaign should generate true information about the topic for the external audiences.

There are two roles of the information campaign:

1. The information campaign as a tool to inform the audience about the topic. It is the independent campaign.
2. The information campaign is organized to inform the audience about the other activities for example about the awareness campaign e.g. educational event (workshop, training, promotional seminar, conference), thematic party, happening. It is the launching campaign.

DEFINITION AND TYPES OF THE INFORMATION CAMPAIGNS

Communication methods	Communication activities
Advertising	Billboards. Bus shelters. Taxi information. Pedal Bike Media. Posters / Free poster sites. Temporary paint. TV and Radio advertising. Online advertising. Press advertising. Look Walkers.
Public Relation	Briefing local media (TV, radio, press and online media). Launch event(s). Link to national events. Press packs and press briefings. Council newsletters.
Direct methods	Leaflets. Show cards. Calendars. Door-to-door canvassing (household visits). Mobile.

Community engagement	Long-term engagement programmes (cooperation with the local groups and organizations). Face-to-face meetings with key local community groups (religious, cultural, charitable and voluntary, youth and environmental), tenants groups and other local housing groups). Local events (meetings). Roadshows. Drop-in days.
Online	Website. Emails.
Social media	Facebook. Twitter. Blogs. You Tube.

HANDOUT 4.2

TIPS: HOW TO ORGANIZE THE INFORMATION CAMPAIGN

1. GENERAL TIPS.

You should use a number of activities for each communications method because no single method will be effective on its own and each activity (like their corresponding methods) has its advantages and disadvantages in different situations. Also, you should develop an integrated strategy with a range of communication activities and methods which overlap with each other. This will maximise the chances of hitting your target audiences by delivering your messages via a number of different methods over a period of time and increase the overall impact of your communications.

2. TIPS FOR ADVERTISING:

- All advertisements must comply with the law regulations.
- Advertising can only communicate/promote headline or simple messages.
- Adverts should be carefully designed and tested.
- Allow plenty of time to find out about advertising locally and to become familiar with it.

3. TIPS FOR PR (PUBLIC RELATIONS):

- Increase awareness of a campaign in an area or within a particular audience.
- Help a campaign stand out through creative events and activities.
- Support other communications activities.
- Good photography, design and imagery are very important.

4. TIPS FOR THE COMMUNITY ENGAGEMENT:

- Displays, exhibitions, shows and events such as roadshows (in shopping centres, town centres etc) that target local residents and are designed for one-to-one engagement. Selection of a good location and timing is critical.
 - Public meetings are events targeting local residents and designed for one-to-one engagement. Good selection of location and time is critical.
 - Attending popular public events and shows - such as community fetes, agricultural or village shows etc. The more engaging your display the better as it will encourage more people to come and talk.
 - You could even make up your own events/ awareness/activity days - but remember to allow adequate lead time for planning and publicity.
 - Schools should be considered as a part of the wider process of engage the local community members.
- Some key factors to take account of when planning any event include:
- Summer is generally better for holding events (especially outdoor ones) when it is warmer and drier.
 - Identify and timetable key regional events that could be used for communications events.
 - Be careful to select events that will actually reach your residents and not visitors from elsewhere.

- Remember to publicise your events to the intended target audience.

5. TIPS FOR THE ONLINE / DIGITAL COMMUNICATION:

- Use not only the website of your institution but ask also your friends and local NGOs to put information on their websites.
- Try to find the special websites where you can publish your information for free.
- E-mail and e-newsletters are a useful way of contacting and keeping informed key individuals e.g. stakeholders etc.
- Keep the content and layout simple.
- Avoid complex graphics that are slow to download for many users.
- Make reaching important information as easy as possible - the user should be able to find what they need within two or three clicks of the mouse.
- Feature a campaign link or icon on the local authority home page, which links to county, regional or national organizations and campaigns.
- Have a contact point available - this could be an email address or telephone number.
- Keep the website up to date, there's nothing worse than outdated content.

6. TIPS FOR THE SOCIAL MEDIA:

- Social media is the term given to Internet and mobile - based channels and tools that allow users to interact with each other and share opinions, experiences and content.
- Social media involves the communities or networks and encouraging participation and engagement.
- The most commonly used social media platforms channels are: Twitter, Facebook, Blogs and You Tube.
- You need to make sure this fits with your wider communications strategy. Be clear about what you want to achieve through your communications, who you want to communicate with and identify what social media channels

they use.

- Using social media channels requires planning and on-going interaction with audiences which can be time consuming.

7. MONITORING AND EVALUATION.

Each activity should have its own monitoring and evaluation system so you know whether it has succeeded in meeting its aims and objectives. You need to measure the inputs, outcomes and impacts (as appropriate) of each activity and determine whether they have met their aim and objectives. For example, the monitoring and evaluation for an event could comprise:

- The number of events organised (input).
- The number of people attending the event (outcome).
- The number of people spoken to (outcome).
- The amount of information taken away (outcome).
- A survey of attendees (all or a sample) to obtain information on attitudes towards, understanding of and opinions about the event and recycling locally (impact).

Bibliography:

<http://www.wrap.org.uk/sites/files/wrap/Campaign%20Activities.pdf>

PREPARING THE INFORMATION CAMPAIGN.

LEARNING ACTIVITIES/ METHODS

1st activity: The trainer welcomes participants and presents multimedia presentation (for example PowerPoint) about different types of the information campaigns to publicize the local activities promoting environmentally friendly attitudes and habits, including the social environment (awareness campaigns) using the examples from Handout 4.1.

The trainer explains the connections between the information campaign and awareness campaign. Time: 20 – 30 minutes. 2nd activity: The group discussion. The trainer moderates the discussion among the participants about using the information campaigns to promote the awareness campaign and other local activities. The aim of this activity is to understand by the participants the connection between the information campaign and the awareness campaign. Time: 10 – 20 minutes.

3rd activity: The group work. The participants are working in the same groups as in the Session no. 3. The task of each group is to choose three kinds of the information campaign to promote the awareness campaign planned by this group during the Session no. 3 and explain why these kinds of the information campaign are good to promote their awareness campaign. Time: 15 – 30 minutes.

4th activity: The leader presents results of group work. Time: depending on the number of the groups: 5 – 10 minutes for each group.

5th activity: The trainer summarizes group work and gives participants the instructions for work during session No. 5. S/he also presents multimedia presentation (for example PowerPoint), developed using Handout 4.2. The trainer informs the participants that they should include at least one type of the information campaign to promote their awareness campaign. Time: 15– 30 minutes.

6th activity: Time for questions and final overall. Time: 10 – 20 minutes.



TIMING

1 h 25 min. – 2 h 40 min.

EQUIPMENT AND MATERIAL

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation.

Handout 4.1. Handout 4.2.

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER

This session is connected with Session no. 3 and 5. The knowledge from this session can be used in Session no. 5 to promote the local activity to be implemented by the participants.

The trainer should analyse the group work and, if needed, show the participants the limitations of their ideas, as well as the opportunities they might have not noticed, e.g. a possibility to lower or avoid the costs thanks to partnerships with different organizations, etc.





SESSION 5

ORGANIZATION OF THE AWARENESS RAISING ACTIVITIES AND INFORMATION CAMPAIGN



HANDOUT 5.1



**EACH GROUP SHOULD
PRESENT THE RESULTS
OF THEIR LOCAL
ACTIVITIES AS FOLLOW:**

1. The objectives of campaign.
2. The target audience.
3. Which kind of activities were implemented.
4. Where and when the campaign was organized.
5. The costs of whole campaign.
6. The visual presentation (photos, video, ect.).



PREPARING THE INFORMATION CAMPAIGN.

LEARNING ACTIVITIES/ METHODS

1. Meeting of all participants. The trainer welcomes participants and asks participants about their decision on the preparing the local activities. The leaders of each group are present short description of the planned informational campaign: what they are planning to do, where and when. After the all presentations the trainer and the leaders together agree:

- the time schedule for the local activities,
- deadline for the finish all local activities,
- form and frequency of the contact between the group leaders and the trainer,
- date of the next common meeting, when all groups will present the results of their work.

The trainer presents the guidelines for the preparing the presentation of the local activities results using the thesis from Handout 5.1.

Time: 30 - 45 minutes.

2. Group working and implementation of local activities. All groups are working on the organizing and implementing local activities involving environmental education with the use of urban gardens according to their plans established during the session nr 4.

Time: 2 weeks – 6 weeks depend the kind of the activities planned by the groups. This time should be agreed with all group leaders during the 1st activity. The trainer should take to account the real possibilities of the organizing the all local activities by all groups.

3. Meeting of all participants. The trainer welcomes participants and asks the leaders group to present the results of their work. Each group present a PowerPoint or other presentation about the effects of their work: description of the group's work prepared in accordance with the guidelines - Handout 5.1. the local activity they have carried out with the use of photos, film, etc.

Time: depending on the numbers of the groups and the form of presentation. 15 – 20 minutes for each group.

4. The trainer summarizes group work. Time for the common discussion and final overall.

Time: 15 – 30 minutes.

TIMING

in classroom: 1 h 45 minutes – 3 h 15 minutes;
group local activities: 2 – 6 weeks.

EQUIPMENT AND MATERIAL

Computer. Multimedia projector. Table or stand for paper presentation.
Handout 5.1.

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER

The session is connected with sessions no. 3 and no. 4.





SESSION 6

THE DIFFERENT KINDS AND SHAPES OF GARDENS



HANDOUT 6.1



The urban gardens are a way to recover spaces in the city, so that they can be used by the citizens. Depending on the neighborhood, we can orient ourselves in different types of gardens. All of them have in common environmental education and coexistence.

TYPES OF ORCHARDS (example of typology based on the groups of users)

Family gardens: They are used as a family

Social gardens: orchards for the elderly

Solidarity gardens: to sectors of the most disadvantaged society such as associations of anonymous alcoholics or in neighborhoods with social exclusion that serve to alleviate household expenses and provide employment for its inhabitants.

Educational gardens: use by schools and to disseminate knowledge



HANDOUT 6.2



SHAPES OF GARDENS

Depending on how it is the space where we want to locate the garden, we can give it one way or another.

If the space is not asphalted, we can cultivate on the same soil. If the soil is asphalted,



Photo by Maria Dolores Anton Bolaños



Photo by Maria Dolores Anton Bolaños

we can grow in flower boxes, cultivation tables and containers.



Photo by Maria Dolores Anton Bolaños

We must try to make the most of the space we have.
Also adapt different ways for people with reduced mobility.

HANDOUT 6.3



SHAPE OF GARDENS FOR EACH USER GROUP:

Garden in cultivation tables or containers: For elderly people who can not bend or for people with reduced mobility and in wheelchairs.

LITTLE ELEVATED GARDENS ON LAND OR SOIL: FOR SCHOOLS AND FACILITATE WORK



Source:

<https://pixabay.com/es/huerto-urbano-1114524/>

VERTICAL VEGETABLE GARDENS: COMPLEMENTARY WITH OTHER ORCHARDS WHERE SPACE IS LACKING, FOR EXAMPLE ON TERRACES.



Photo by [Daniel Funes Fuentes](#) on [Unsplash](#)





GARDEN IN CONTAINERS, CULTIVATION TABLES, PLANTERS: IN TERRACES OF SOCIAL CENTERS, YOUTH, SENIORS



Source:

<https://pixabay.com/es/fresas-cultivo-ecológico-comida-3233492/>

VEGETABLE GARDENS ON THE GROUND: FOR FAMILY GARDENS, FOR PEOPLE AT RISK OF SOCIAL EXCLUSION, UNEMPLOYED ... TO TAKE ADVANTAGE OF EMPTY SPACE IN CITIES



Photo by Maria Dolores Anton Bolaños

THE DIFFERENT KINDS AND SHAPES OF GARDENS

AIM OF SESSION

The objective of this session is to know the needs of each association, neighborhood, school for the creation of the type of garden: social (for seniors), neighborhood, recovery of spaces in the city, education, solidarity ...

In addition to recognizing which shape is the most appropriate depending on the space where the garden is located: vegetable garden on the ground (of different shapes, rectangular, circular, triangular ...), raised garden on cultivation tables, in flower beds, in pots ...

It is connected with the session 2, 3 and 5.

LEARNING OBJECTIVES

After the training, the participants will:

- locate the needs of the neighborhood;
- understand the different kind of garden;
- use of space to locate the gardens;
- learn about the different shapes of the gardens;
- develop their skills in planning and organizing work;
- increase the creativity;
- develop their functioning skills in the local environment;
- develop their teamwork skills and know several methods of teamwork;
- develop social skills.

LEARNING ACTIVITIES / METHODS

1st activity: The trainer will do a Power point different types of garden according to the needs of the neighborhood (solidary, social, school garden ...) Example of the Huerto de la Cuerna in Elche. Presentation of Handout 6.1.

Time: 30min

2nd activity: The participants will be divide in groups, maximum 4-5 in each group, after that the trainer will tell them to choose between 1 of the type of garden explain before, they need discuss, agree and prepare a presentation about which type of garden they choose and why.

Time: 30min

3rd activity: The trainer will do a Power point about different shapes of the garden according to the space to use. Presentation of Handout 6.2.

Time: 30min

4th activity: The participants will be divide in groups, maximum 4-5 in each group, after that the trainer will give a paper with a space for a garden where each group need to decide the shape of the garden that can fit in the space that they have, after to talk and decide in group, they need to present in plenary to other and explain why.

Time: 30 minutes

The leader presents results of group work according to the list of



tasks.

Time: depending on the numbers of the groups. 2 – 3 minutes for each group.

5th activity: The participants will be divided in groups, maximum 4-5 in each group, the participants will create a simulation of garden with the information get in the activities before. The trainer will give to each group a space + target group to each group and after with all the information get during the previous sessions they will need to create a simulation garden.

Example:

The type of garden chosen is focused on the elderly. The place available is the terrace of a senior center so the chosen form of the garden is in cultivation tables. This form is chosen to facilitate the cultivation of the elderly since it is difficult for them to bend down and also for people in wheelchairs. Presentation of Handout 6.3.

Time: 45 minutes

The leader presents results of group work according to the list of tasks.

Time: depending on the numbers of the groups. 5 – 8 minutes for each group.

6th activity: Time for questions and final overall.

Time: 15 – 20 minutes.

TIMING

3 h – 3 h 30 minutes

EQUIPMENT AND MATERIAL

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation. Markers.
Handout 6.1. Handout 6.2. Handout 6.3.

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER

Can be develop as long as the trainer decide, also is possible to open discussion in plenary or have good experience from participants about the shapes and different kind of gardens.



SESSION 7

SETTING UP THE PROJECT'S AIMS: BENEFICIARIES' AND USERS' NEEDS, OVERALL AND OPERATIONAL AIMS



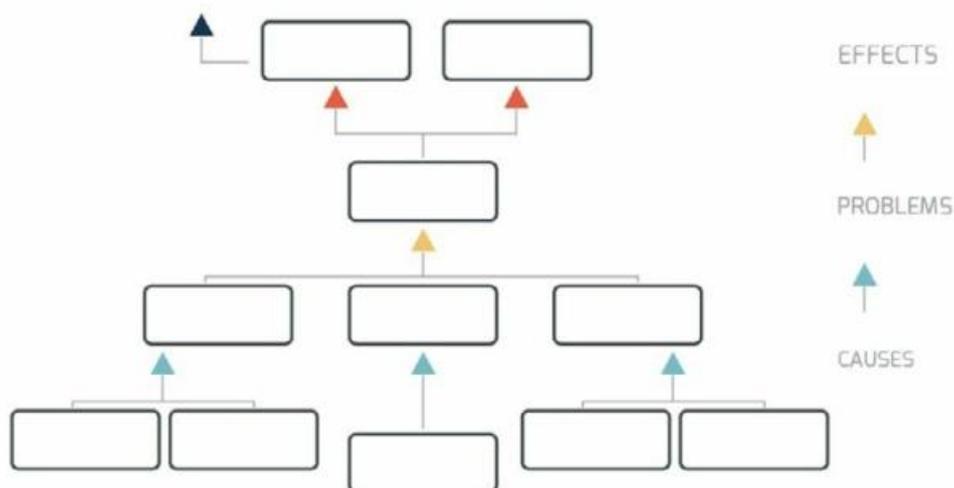
HANDOUT 7.1

INTRODUCTION TO THE PROBLEM TREE

NEEDS ASSESSMENT

A good needs assessment is vital for the success of a project and develop a sustainable urban garden. This activity will support participants to conduct a needs assessment and set up coherent project's aims that addresses the actual problems of the beneficiaries in the targeted community. Beneficiaries and other stakeholders participate in the analysis in order to ensure relevance, sustainability and feasibility of the community garden. A community leader should educate community members on how to communicate and express each other, to analyze and understand the context where they live, to address the problems they face and to change the reality. A community leader does not transfer contents, does not impose solutions from top to down. The community leader is an expert in the art of questioning, creating conditions in which each person can learn how to express him/herself and research within a group and facilitate a process of common analysis and planning. The analysis is presented in a diagram form showing the effects of a problem on top and its causes underneath.

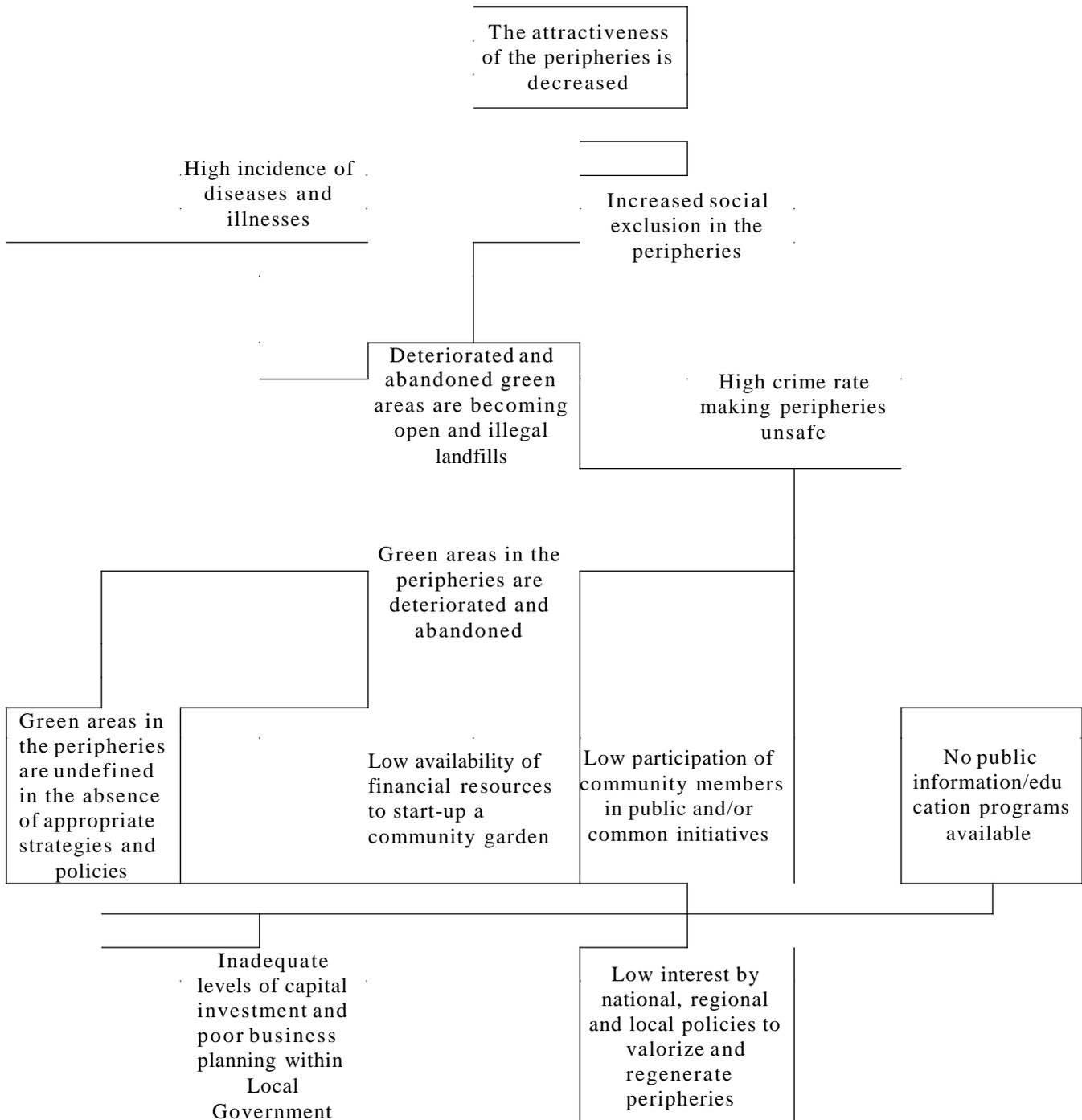
Problem tree analysis



EXAMPLE

Over the last decades, peripheral, rural areas have been faced with social and economic challenges, such as economic restructuring, unemployment, out-migration and an ageing population. The example includes a context analysis of the peripheries of Palermo in order to start-up community gardens in abandoned green areas.

THE PROBLEM TREE

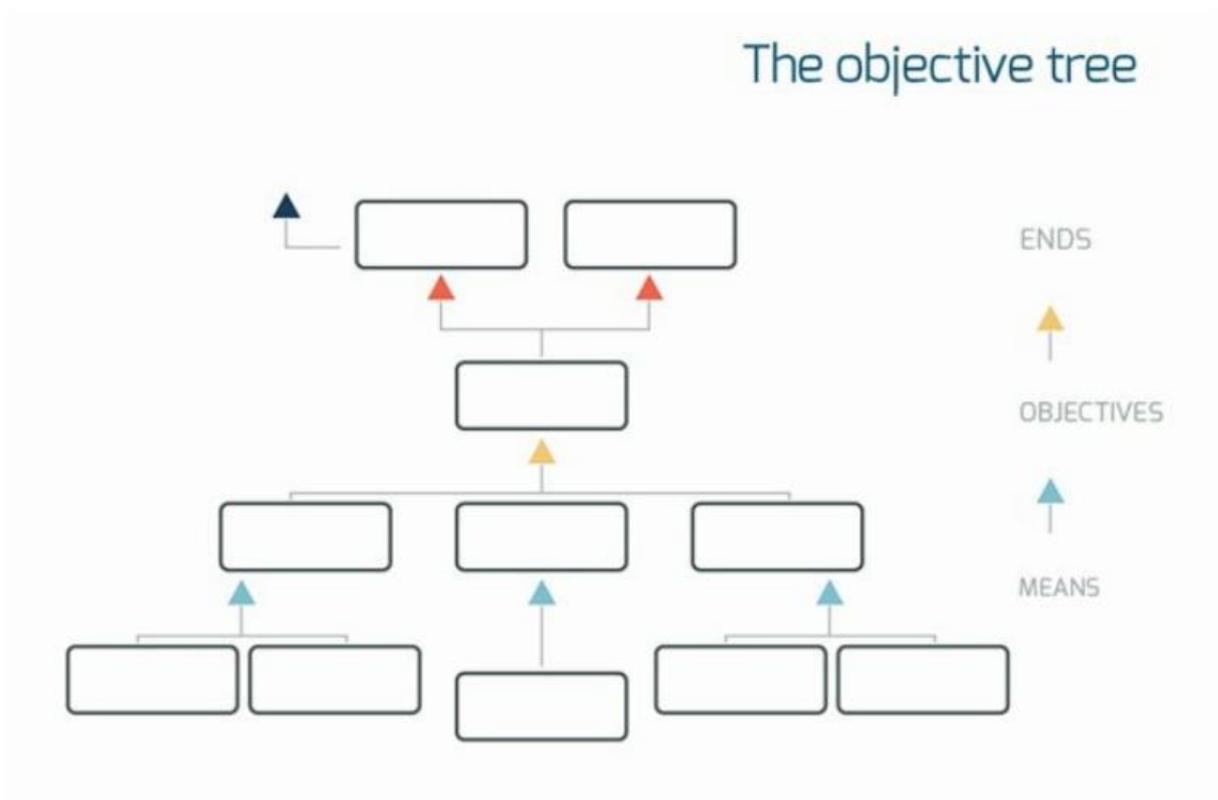


HANDOUT 7.2

INTRODUCTION TO THE BJECIVE TREE

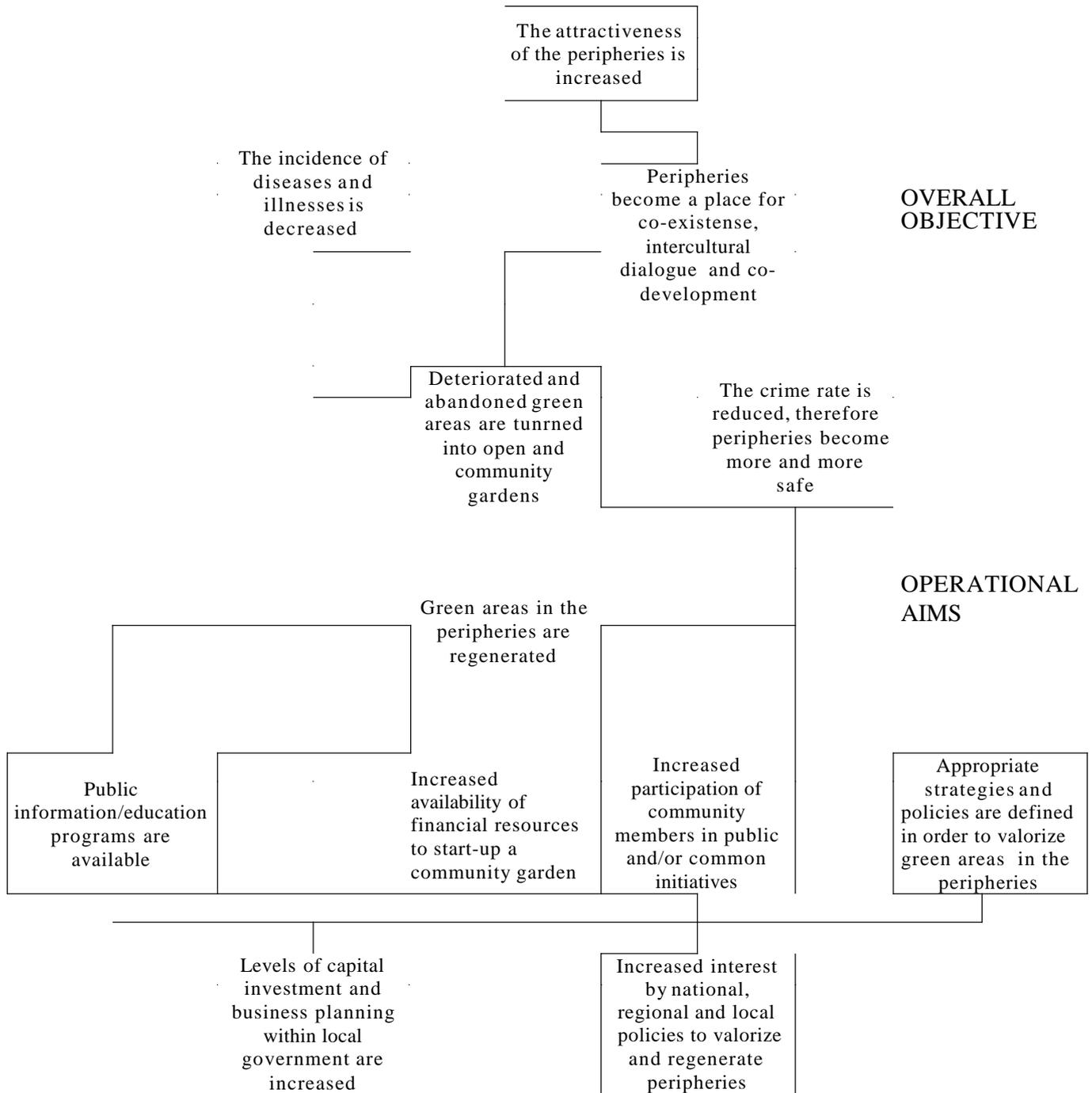
RESPONSE ANALYSIS

The 'negative situations' of the problem tree are converted into solutions, expressed as 'positive achievements'. For example, "Limited intercultural meeting spaces and initiatives for local community members and refugees" is converted into "Intercultural meeting spaces and initiatives for local community members and refugees are increased". These positive achievements are in fact objectives and are presented in a diagram of objectives showing a means - ends hierarchy. This diagram provides a picture of the future desired situation.





EXAMPLE OF THE OBJECTIVE TREE



HANDOUT 7.3

INTRODUCTION TO THE STRATEGY CHOICE

STRATEGY ANALYSIS:

As you will see from the objectives tree, there are many problems and potential solutions (objectives) for these. It is important to emphasize the principle that one project cannot solve all problems. Analysis of Strategies involves deciding what objectives will be included IN the specific intervention, and what objectives will remain OUT.

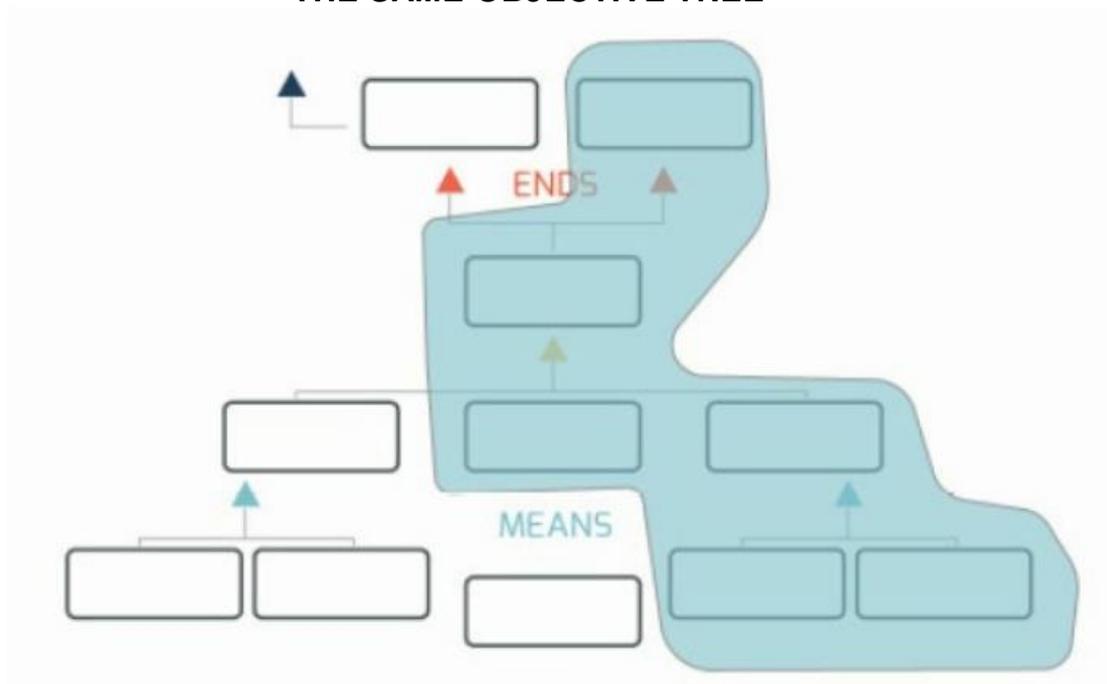
The following criteria that can be used to guide a choice include:

- Internal key competences and expertise
- Complementarities with other policies or social activities
- Coherence with community's priorities
- Probability of achieving objectives
- Involvement of community partners and stakeholders
- Economic and financial costs / benefits
- Community and environmental impact

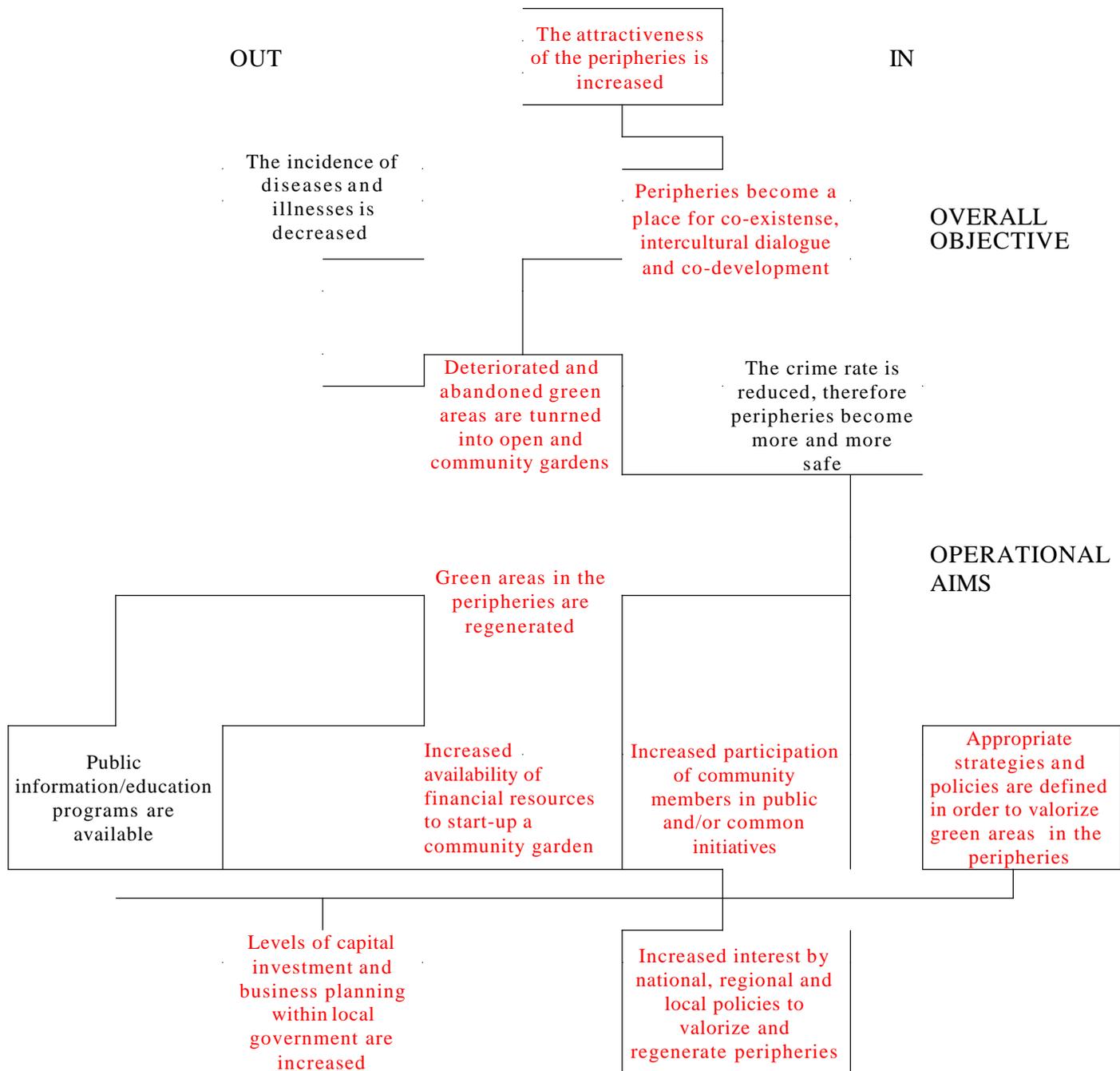
The selected strategy will then be used to identify the community garden's overall objective and operational aims:

- Overall objective: the broad development impact to which the community garden contributes.
- The operational aims/: the expected benefits to the target group(s) and community members.

THE SAME OBJECTIVE TREE



EXAMPLE OF THE SELECTION STRATEGY



OVERAL OBJECTIVE

- To foster co-existence, intercultural dialogue and co-development in the peripheries of Palermo

OPERATIONAL AIM/S

- To turn deteriorated and abandoned green areas in urban perihperies into open and community gardens

SETTING UP THE PROJECT'S AIMS: BENEFICIARIES' AND USERS' NEEDS, OVERALL AND OPERATIONAL AIMS

LEARNING ACTIVITIES/ METHODS

PART 1. NEED ASSESSMENT:

Guidelines for the trainer:

1. Introduce the “problem tree” (Handout 7.1) and forms groups of 3-4 participants.
2. As a starting point, invite each group and participants to identify and state the core problem in the targeted community they want to address.
3. Invite each group to brainstorm and analyze all problems that are related to the core problem. Each identified problem should be written on a on a card.
4. Invite each group to establish hierarchy of cause and effects: problems which are directly causing the core problem are put below; problems which are direct effects of the core problem are put above.
5. Invite each group to connect the problems with cause-effect arrows. The links of causes and effects should be clear and make a logical sense. Participants should review the diagram and verify its validity and completeness. Once complete, the problem tree represents a summary of the existing negative situation.
6. Invite each group to present the final results and all participants to provide common feedback.

PART 2. RESPONSE ANALYSIS:

Guidelines for the trainer:

1. Introduce the “objective tree” (cause-effect relationships are turned into means-ends linkages) with the Handout 7.2.
2. Invite each group to reformulate all negative situations of the problems analysis into positive situations that are desirable and realistically achievable.
3. Invite each group to check the means-ends relationships to ensure validity and completeness of the hierarchy.
4. If necessary each group should revise statements, add new objectives if these seem to be relevant and necessary to achieve the objective at the next higher level, delete objectives which do not seem suitable or necessary.

PART 3. STRATEGY ANALYSIS:

Guidelines for the trainer:

Invite each group to:

1. Divide the objective tree into different clusters of objectives.
2. Name all identified clusters.
3. Set and agree on criteria for selecting a strategy
4. Compare alternatives using the selection criteria and exclude unachievable and/or unrealistic options.
5. Select a specific cluster to be developed into an intervention strategy.
6. State the overall objective and the operational aim/s.

You can use the Handout 7.3.



TIMING

240 min.

TIMING FOR PRACTICES

3- 7 days of individual work of the participants.

EQUIPMENT AND MATERIAL

Pens, flipchart papers, post-its.

ADDITIONAL MATERIAL/ RESOURCES

European Commission EuropeAid Cooperation Office, Project Cycle Management Guidelines,
https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

NOTES FOR TRAINER

The participants should explain how the selected strategy addresses the identified problems and needs of the target groups, and explain why other responses were not chosen.





SESSION 8

DESIGN THINKING – INTRODUCTION. THE STAGES (PHASES) OF CREATION THE PROJECT



HANDOUT 8.1

DESIGN THINKING

HISTORY OF DESIGN THINKING

It is a common misconception that design thinking is new. Design has been practiced for ages: monuments, bridges, automobiles, subway systems are all end-products of design processes. Throughout history, good designers have applied a human-centric creative process to build meaningful and effective solutions.

In the early 1900's husband and wife designers **Charles and Ray Eames** practiced "**learning by doing**," exploring a range of needs and constraints before designing their Eames chairs, which continue to be in production even now, seventy years later. **1960's dressmaker Jean Muir** was well known for her "common sense" approach to clothing design, placing as much emphasis on how her clothes felt to wear as they looked to others. These designers were innovators of their time. Their approaches can be viewed as early examples of design thinking — as they each developed a deep understanding of their users' lives and unmet needs. **Milton Glaser, the designer** behind the famous I ♥ NY logo, describes this notion well: "We're always looking, but we never really see...it's the act of attention that allows you to really grasp something, to become fully conscious of it."

Despite these (and other) early examples of human-centric products, design has historically been an afterthought in the business world, applied only to touch up a product's aesthetics. This topical design application has resulted in corporations creating solutions which fail to meet their customers' real needs.

Consequently, some of these companies moved their designers from the end of the product-development process, where their contribution is limited, to the beginning. Their human-centric design approach proved to be a differentiator: those companies that used it have reaped the financial benefits of creating products shaped by human needs.

In order for this approach to be adopted across large organizations, it needed to be standardized. Cue design thinking, a formalized framework of applying the creative design process to traditional business problems.

Design thinking was coined in the 1990's by David Kelley and Tim Brown of IDEO, with Roger Martin, and encapsulated methods and ideas that have been brewing for years into a single unified concept.

<https://www.nngroup.com/articles/design-thinking/>

The idea of Design Thinking originated and developed theoretically at Stanford University in California. One of its founders, as it has been pointed above, is David M. Kelley. **In 2004 at Stanford University the Design Institute was established.** It is called the **Stanford Design School and it is an interdisciplinary project centre**, which facilitates the students of different fields implement projects based on design thinking for companies, foundations or local communities.

In Postdam in 2007 the HPI School of Design Thinking was opened. In partnership with the Stanford design school it promotes

Design Thinking in Europe.

Design thinking is an ideology supported by an accompanying process. A complete definition requires an understanding of both.

ESSENCE OF DESIGN THINKING

Concept of design thinking has received an increased amount of attention from design, business, and technology fields in recent years. As defined by Merriam Webster Dictionary, ***to design*** is “to plan and make decisions about something that is being built or created”, ***and thinking*** is “the action of using your mind to produce ideas, decision – – etc.” Nevertheless, when put together, clearly defined words name a concept hard to define and understand.

The ***design-thinking ideology*** asserts that a hands-on, user-centric approach to problem solving can lead to innovation, and innovation can lead to differentiation and a competitive advantage. This hands-on, user-centric approach is defined by the ***design-thinking process*** and comprises 6 distinct phases, as defined and illustrated below.

Design Thinking is a methodology used by designers to solve complex problems, and find desirable solutions for clients. A design mindset is not problem-focused, it’s solution focused and action oriented towards creating a preferred future. Design Thinking draws upon logic, imagination, intuition, and systemic reasoning, to explore possibilities of what could be—and to create desired outcomes that benefit the end user (the customer).

<https://www.creativityatwork.com/design-thinking-strategy-for-innovation/>

“Design thinking can be described as a discipline that uses the designer’s sensibility and methods to match people’s needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity.”

– Tim Brown CEO, IDEO

<https://www.creativityatwork.com/design-thinking-strategy-for-innovation/>

PHASES OF DESIGN THINKING

6 Phases: Empathize, Define, Ideate, Prototype, Test and Implement.

1. EMPATHIZE / INITIATION PHASE:

Conduct research in order to develop knowledge about what your users do, say, think, and feel. Imagine your goal is to improve an onboarding experience for new users. In this phase, you talk to a range of actual users. Directly observe what they do, how they think, and what they want, asking yourself things like 'what motivates or discourages users?' or 'where do they experience frustration?' The goal is to gather enough observations that you can truly begin to empathize with your users and their perspectives.

The first stage of Design Thinking is deep understanding of needs and problems of the user. The key is to identify hidden and intuitive motivations that influence people's choices and behaviour.

2. DEFINE / DEFINING: Combine all your research and observe where your users' problems exist. In pinpointing your users' needs, begin to highlight opportunities for innovation. Consider the onboarding example again. In the define phase, use the data gathered in the empathizing phase to glean insights. Organize all your observations and draw parallels across your users' current experiences. Is there a common pain point across many different users? Identify unmet user needs.

At this stage, the team makes a synthesis of the information gathered in the empathy stage, in order to define, what the exact problem is. This stage requires breaking the thinking frameworks and habits that limit the perspective.

3. IDEATE / IDEATION: Brainstorm a range of crazy, creative ideas that address the unmet user needs identified in the define phase. Give yourself and your team total freedom; no idea is too farfetched and quantity supersedes quality. At this phase, bring your team members

together and sketch out many different ideas. Then, have them share ideas with one another, mixing and remixing, building on others' ideas.

In other words, Ideation phase consists of creation and development of solutions. It is generative stage of design thinking process. The basic tool here is Brainstorming.

4. PROTOTYPE / BUILDING PROTOTYPES:

The goal of this phase is to understand what components of your ideas work, and which do not. In this phase you begin to weigh the impact vs. feasibility of your ideas through feedback on your prototypes. Make your ideas tactile. If it is a new landing page, draw out a wireframe and get feedback internally. Change it based on feedback, then prototype it again in quick. Then, share it with another group of people.

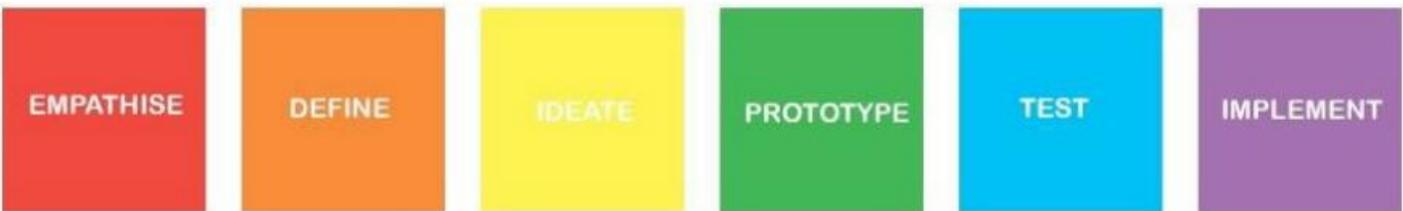
At this stage a physical prototype is elaborated. The most important is to visually present the idea to the users and quickly gather their opinions about the solution. Sometimes a drawing suffices.

5. TEST / TESTING PHASE: Return to your users for feedback. Ask yourself 'Does this solution meet users' needs?' and 'Has it improved how they feel, think, or do their tasks?' Put your prototype in front of real customers and verify that it achieves your goals. Has the users' perspective during onboarding improved? Does the new landing page increase time or money spent on your site? As you are executing your vision, continue to test along the way.

At this stage the chosen solution is checked for possibilities of implementation in the certain environment.

6. IMPLEMENT: Put the vision into effect. Ensure that your solution is materialized and touches the lives of your end users. This is the most important part of design thinking, but it is the one most often forgotten. As

Don Norman preaches, “we need more design doing.” Design thinking does not free you from the actual design doing. It’s not magic. Milton Glaser’s words resonate: “There’s no such thing as a creative type. As if creativity is a verb, a very time-consuming verb. It’s about taking an idea in your head and transforming that idea into something real. And that’s always going to be a long and difficult process. If you’re doing it right,



Graphics by Nevena Mitsina

it’s going to feel like work.”

Implementation phase represents small scale, iteratively tested, working solutions, which are manufactured and brought into the market or implemented in the real world.

Very often the original 7 step cycle, suggested by Kelly or the later 6 step version is reduced to 5 step cycle.

SOURCE: <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

https://www.theseus.fi/bitstream/handle/10024/76809/Veselova_Emilija.pdf?sequence=1 <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

<https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf?sessionID=8af88fee76ecd1fb7879c915073461486c425622>

https://job-wizards.com/en/design-thinking-buzzword-or-the-new-magic-formula/?gclid=EAlaIqobChMIIZXViZWS2wIV EY0bCh18dwLyEAAAYASAAEgIF1PD_BwE <https://www.creativityatwork.com/design-thinking-strategy-for-innovation/>

<https://think360studio.com/what-is-design-thinking-and-design-thinking-process/>

This project has been funded with support from the European Commission. This publication

HANDOUT 8.2

THE LIST OF TASKS FOR THE GROUPWORK:

I. DESCRIPTION OF THE TASK:

- The garden chosen is focused on ethnic minority group.
- The place available is the space between two blocks of flats, inhabited primarily by ethnic minority representatives.
- Usually most of them are substantial part of the unemployed.
- Their engagement in the project will pursue a threefold purpose:
 1. The space should be turned into a pleasant place for recreation;
 2. The reconstruction of the space available should encourage the development of labour skills and habits;
 3. The work in the garden will stimulate improvement of social skills and communication.

Taking under the consideration the fact that that the majority of the representatives of this target group have large families with a lot of young children, create a project, suitable for their needs.

2ND VARIANT OF THE GROUP WORK, FOCUSED ON SENIOR CITIZENS**I. DESCRIPTION OF THE TASK:**

- The garden chosen is focused on senior citizens group.
- The place available is the space between two blocks of flats, inhabited primarily by representatives of the target group.
- Their engagement in the project will pursue the following purposes:
 1. The space should be turned into a pleasant place for recreation, suitable for the needs of this age group;
 2. The work in the garden should add significance to senior citizens' everyday routine.
 3. The work in the garden should stimulate communication between them and between them and the other representatives of the community;
 4. The reconstruction of the garden should stimulate the socialization of the senior citizens in the community.

II. AFTER THE GROUP WORK EACH GROUP SHOULD PRESENT THEIR WORK AS FOLLOWS:

1. How many persons are there in the group and who is the leader.
2. The main goal of the project.
3. Target audience.
4. Main activities at the stages of the project.

For the stages of prototyping and testing in particular, the members of both groups could use sketches or drawings of the desired urban garden. The test phase could be carried out by exchanging the sketches between both groups, followed by evaluating of the product of the other group.



DESIGN THINKING – INTRODUCTION. THE STAGES (PHASES) OF CREATION THE PROJECT

AIM OF SESSION

- To understand the essence of project development.
- To receive, enhance and promote knowledge about Design Thinking process - the stages (phases) of creation the project.
- To master the skills to design a project.
- To encourage involvement and active participation on a local level.

LEARNING OBJECTIVES

After the training, the participants will:

- develop their skills in organizing work;
- obtain knowledge about the process of creating a project;
- acquire skills for assertive behavior;
- increase their skills in interpersonal communication;
- improve their ability for team work;
- increase their tolerance towards other persons' opinions;
- know how to predict potential risks or threats.

LEARNING ACTIVITIES / METHODS

1st activity: The trainer welcomes the participants and introduces the topic – “design thinking”. Relying on the background knowledge of the participants, he / she initiates a brainstorm activity “What is design thinking?”. The word “design” has a number of meanings and the purpose of the brainstorm is to outline them in order later on to deal only with one specific meaning. The trainer writes down on a poster all suggested variants. Each participant who has suggested a meaning should explain what he / she understands, using it.

Time: 5-10 minutes.

2nd activity: The trainer summarizes the results of the brainstorm activity.

Time: 5-10 minutes.

3rd activity: The trainer presents multimedia presentation about the essence of design thinking strategy and its stages (phases), using thesis from Handout 8.1.

Time: 10 – 20 minutes.

4th activity: Group exercise: Writing a project on reconstruction of an urban garden. Participants form two groups of 6 -10 persons. Each group appoints a leader.

After forming the groups, the trainer gives each leader Handout 8.1. with the stages of design thinking process and Handout 8.2. “The list of tasks for the group work”. Both groups should write a project on reconstruction of an urban garden, designed for one of the following target groups: minority group / senior citizens, following the stages of design thinking process. Under the leadership of the leader the members of the groups discuss and choose activities to be done at each stage of the project. Each group points out various types of resources: information, financial, personal, material. The leader distributes tasks among the group members and determines the time to prepare tasks.

Time: 50 – 60 minutes

5th activity: The leader presents results of group work according to the list of tasks.

Time: 10 minutes for each group

6th activity: The trainer summarizes what participants have learned and shares his / her observations and impressions of the communication process between the members of both groups.

Time: 10 – 15 minutes.

7th activity: Time for questions and final overall.

Time: 15 - 20 minutes.

1h 45 minutes – 2 h 15 minutes

Computer; Multimedia projector; Sheets of paper; Pens; Table or stand for paper presentation.

Handout 8.1. Handout 8.2.

1. The target groups, included in activity 4, could be changed, according to the trainer’s views and the particular situation.

2. The trainer could also choose one of the two suggested variants of activity 4 or use the suggested group work just as a model and, correspondently, could prepare his / her own, taking under consideration the local situation.

TIMING

EQUIPMENT AND MATERIAL

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER

EXAMPLE OF THE EXPECTED RESULT OF THE GROUP WORK.

1. Group consists of 5 members: A, B, C, D, E. Leader of the group A.
2. Main goal: To acquire skills for writing a project, focused on reconstruction / preservation of an urban garden, using the structure of design thinking process.
3. Target audience: members of ethnic community with predominantly unemployed representatives or senior citizens.
4. The following activities:
 - Empathizing – decide the kind of experts they will consult; gathering as much information as they can and determining the key issues;
 - Defining the core problem/s;
 - Generating ideas for reconstruction of the urban space, so that it could meet the needs of the target group most successfully;
 - Prototyping – producing a version in the form of a sketch or a drawing of the desired reconstructed garden;
 - Testing – prototypes may be shared / exchanged between the groups and tested within the team itself.





SESSION 9

**THE COMPONENTS OF
A GARDEN'S LAYOUT.
DESIGN OF AN ECOLOGICAL
GARDEN. BIODIVERSITY
IN THE GARDEN.
UNDERSTANDING OF
THE GARDEN'S LIFE AND
HOW TO ATTRACT THE
BIODIVERSITY. GARDEN
WASTE.**



Compost place: It is the place where to throw the organic remains of the garden and from home. It is necessary to have one, since the crop changes produce many plant remains. Thanks to microorganisms, “garbage” will be transformed into soil rich in nutrients



Photo by Marilo Antón Bolaños

WHAT IS BIODIVERSITY?

It is the diversity of animals and plants that live in a certain place. When we refer to the biodiversity of the garden, we refer to all the plants and insects and animals that live in it. As in a forest, in the garden interactions are established between them, (like those of the trophic chain: herbivores, carnivores, omnivores, detritivores ..) forming an ecosystem. By improving the biodiversity of the garden we improve the health, since you will achieve a balance.

ELEMENTS THAT IMPROVE THE GARDEN

1. Mediterranean plant hedges: They attract pollinators, serve as a refuge for the auxiliary fauna, act as a protector against the wind, are adapted to the climate and do not require special care and serve to prepare natural supplies that improve the health of the garden.

Some examples:

- Caraway (*Carum carvi*) - Savory (*Satureja montana*)
- Wormwood and Artemis (*Artemisia* sp.) - Aloe vera
- Angelica (*Archangelica* sp.) - Anise (*Pimpinella anisum*)
- Capuchin (*Tropaeolum majus*) - Lavender (*Lavandula*)
- Chamomile (*Chamaemelum nobile*) - Marjoram (*Origanum majorana*)
- Melissa (*Melissa officinalis*) - Mint (*Mentha piperita*)
- Nettle (*Urtica dioica*) - Pelitre (*Anacyclus pyrethrum*)
- Ricino (*Ricinus communis*) - Rosemary (*Rosmarinus officinalis*)
- Salvia (*Salvia officinalis*) - Sauco (*Sambucus nigra*)
- Stevia (*Stevia rebaudiana*) - Tanaceto (*Tanacetum vulgare*)
- Thyme (*Thymus vulgaris*) - Valeriana (*Valeriana officinalis*)
- Comfrey (*Symphytum officinale*) - Echinacea (*Echinacea* sp)
- Lavender (*Lavandula angustifolia*) - Luisa herb (*Aloysia citrodora*)
- Hyssop (*Hyssopus officinalis*) - Laurel (*Laurus nobilis*)

2. Bughouse: Place where the garden predators sleep.



Photo by Marilo Antón Bolaños

Examples of beneficial insects (predators) in the garden:

- Ladybugs and their larvae.
- Larvae of other coccinellids. *Scymnus* sp.
- Larvae of syrphids
- Crisopas.
- Parasitic wasps.
- Mirids.

3. Pond: Improves biodiversity by attracting more predators such as birds

4. Nest boxes for birds and bats

HANDOUT 9.2

PILLRS OF ORGANIC FARMING

TYPES OF ASSOCIATIONS

- Repellents of insects and parasites, for example the onion repels the fly of the carrot or the secretion of the roots of the carrot promotes the growth of the peas, or the marigold and the carnation, which attack the nematodes.
- Nutritional complementation. Associations of plants that do not compete for food and in some cases complement each other, for example, the beans fix the nitrogen of the air in the soil and the radishes consume it.
- Use of space. An example of pre-Columbian origin is the association of corn, beans and squash, corn serves as a tutor to the beans, they fix the atmospheric nitrogen and pumpkin forms a vegetative cover that helps maintain soil moisture.

CROP ROTATION.

For metabolic secretions, the needs of nutrients and parasites and diseases, most vegetables should be rotated in their culture:

- It consists of not repeating the crop in the same place for several years and alternate it with crops of complementary nutritional needs.
- Problems of monocultures:
 - Exhaustion or excess of nutrients.
 - Specific parasites.

TYPES OF CROP ROTATION.

There are different methods of rotation, these differ in the way of grouping the vegetables, for example:

-The rotation according to the biodynamic system classifies the vegetables according

to the part of the plant developed as food, in:

- Fruits, need phosphorus (1st year)
- Leaves, need nitrogen (2nd year)
- Flowers, need phosphorus (3rd year)
- Roots, need potassium (4th year)

1ST YEAR

FRUIT	LEAF
ROOT	FLOWER

2ND YEAR

LEAF	FLOWER
FRUIT	ROOT

3RD YEAR

FLOWER	ROOT
LEAF	FRUIT

4TH YEAR

ROOT	FRUIT
FLOWER	LEAF

- Rotation for nutritional needs, classify the vegetables according to the requirement in nutrients:

- **VERY DEMANDING:** Tomatoes, cabbages, cucumbers, cauliflowers, Swiss chard, corn, potatoes, spinach, pumpkins, watermelons, eggplants, melons, courgettes. (1st year)
- **IMPROVERS:** Clovers, beans, alfalfa, sweet clover. (2nd year)
- **DEMANDING MEDIUM:** Lettuce, escaroles, leeks, carrots, red beets, radishes. (3rd year)
- **LITTLE DEMANDS:** Garlic, onions, radishes. (4th year)

VERY DEMANDING	IMPROVERS
LITTLE DEMANDS	DEMANDING MEDIUM

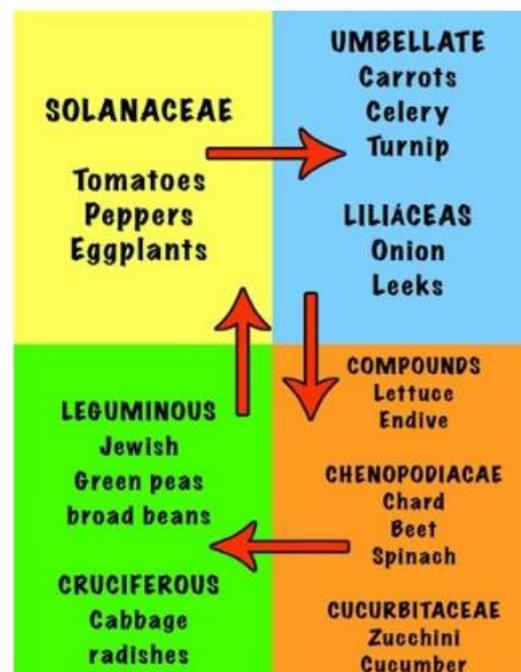
IMPROVERS	DEMANDING MEDIUM
VERY DEMANDING	LITTLE DEMANDS

LITTLE DEMANDS	VERY DEMANDING
DEMANDING MEDIUM	IMPROVERS

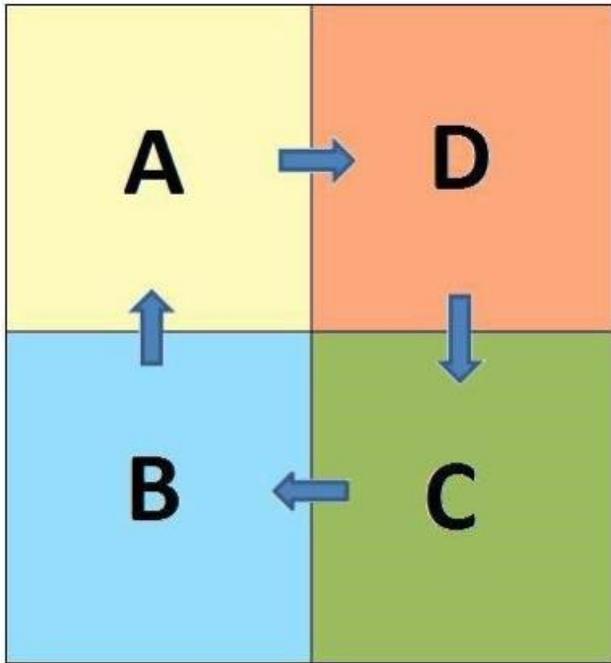
DEMANDING MEDIUM	LITTLE DEMANDS
IMPROVERS	VERY DEMANDING

- Rotation by group of families, based on the previous one, since the plants of the same family usually have the same nutritional needs. Divide the garden into 4 parts, called according to the method of Gaspar gentleman "stops":

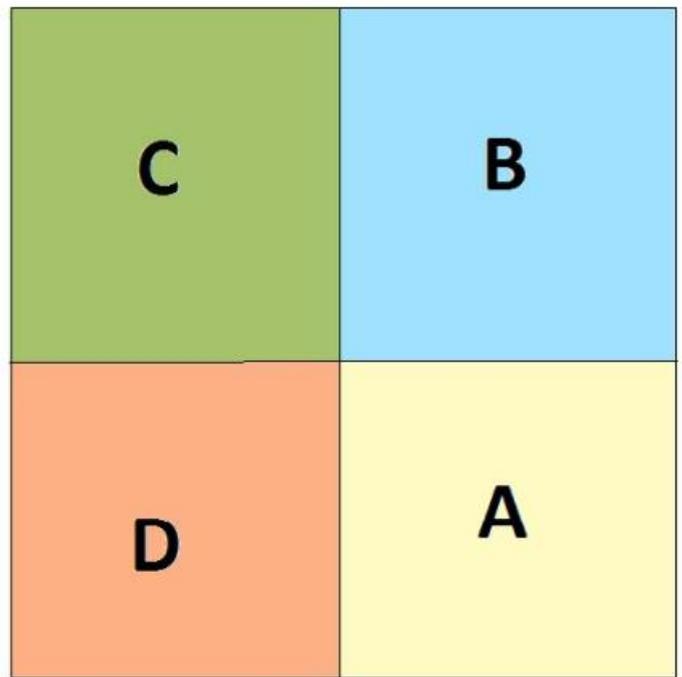
- **STOP "A". Solanaceae:** (1st year)
In summer: Tomatoes, aubergines, peppers, ñoras
In winter: potatoes.
- **STOP "B". Legumes and cruciferous:** (2nd year)
In summer: Beans (broad, narrow), beans, radishes, mustard, arugula.
In winter: beans, peas, snow peas, beans, radishes, cabbages, broccoli, arugula.
- **STOP "C". Composite, chenopodiaceous and cucurbitaceous:** (3rd year)
In summer: Lettuce, sunflower, Swiss chard, endive, beet, zucchini, melon, alpicez, watermelon, cucumbers.
In winter: lettuce, Swiss chard, endive, spinach, shrimp, beetroot
- **STOP "D". Umbelliferae and Liliaceae:** (4th year)
Both in winter and summer: Onions, leeks, carrots, celery, parsley, garlic, fennel, dil



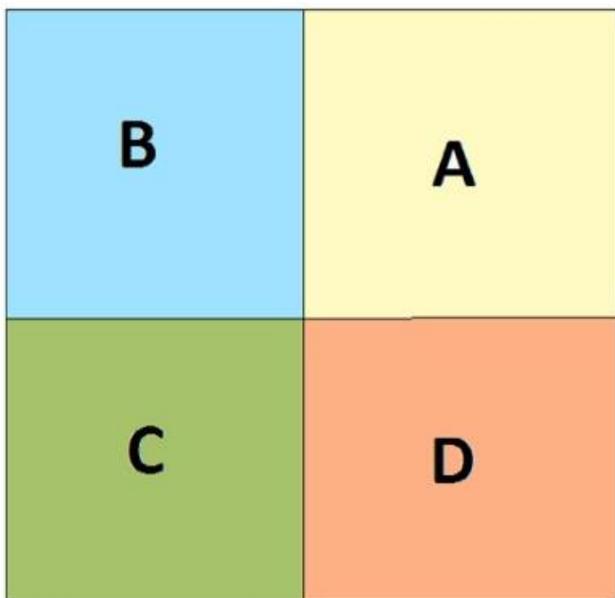
1ST YEAR



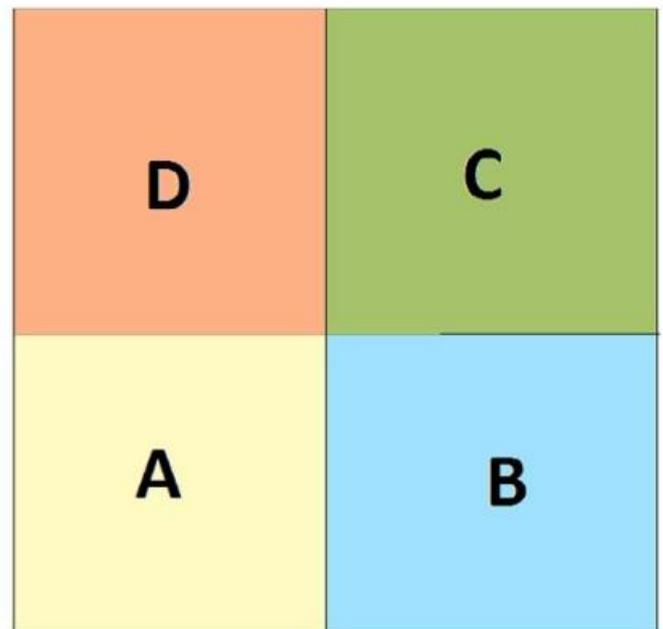
3RD YEAR



2ND YEAR



4TH YEAR



HANDOUT 9.3

TE COMPOST

The recycling of the organic matter that is generated in the garden is very important, since it is a raw material that we will then return to the soil of the garden in the form of fertilizer.

For this we need:

A place to locate the composter

Choose what type of compost:



Photo by Maria Dolores Anton Bolaños

RECIPE FOR MAKING COMPOST:

-Dry organic matter: straw, dry leaves. It serves to soften the texture and ensure that there is oxygen

-Organic wet matter: remains of green plants, food remains without oils (no meat and fish) -

Decomposing organic matter. Manure
Previously, at the base we will have made “a bed” of dry matter. Weekly we will add these

elements to the compost, in the following order:

1st Wet organic matter

2nd organic matter in decomposition

3rd Dry organic matter

In the composters “al monton” (the image on the right) you have to turn it when it reaches a meter in height, to make sure that the decomposition is done with oxygen

Depends on the type of compost and the crushed organic matter, it takes to decompose from 3 to 6 months,

SESSION 9

THE COMPONENTS OF A GARDEN'S LAYOUT. DESIGN OF AN ECOLOGICAL GARDEN.
BIODIVERSITY IN THE GARDEN. UNDERSTANDING OF THE GARDEN'S LIFE AND HOW TO
ATTRACT THE BIODIVERSITY. GARDEN WASTE

AIM OF SESSION

The session's aim to give the participants the knowledge necessary to understand the process and life of urban garden. This session is connected with Sessions no. 12, 14 and 18.

LEARNING OBJECTIVES

After the training, the participants will:

- increase their knowledge about ecological garden
- to get the knowledge about essential elements in a ecological garden
- to understand how to improve the biodiversity in the garden.
- to develop their skills in recycling the vegetable waste.
- develop their team work skills and get to know various team work methods;
- increase their creativity.

LEARNING ACTIVITIES / METHODS

1st activity: The trainer welcomes participants and ask in plenary about the components that need to have a garden and make a list and also what is ecological garden.

Time: 10 - 20 minutes.

After that will do a power point presentation about the components necessary and which elements improve the garden (using materials from the Handout 9.1.).

Time: 10 - 20 minutes.

2nd activity: The trainer will do a Power point about the Pillars of organic farming: Family associations and rotation. The design of the garden.

Presentation of Handout 9.2.

Time: 45min

3rd activity: The participants will be divide in groups, maximum 4-5 in each group, after that the trainer will give per each group a theme that they need to work together (The garden as a forest. The ecosystem: soil, fauna and flora in the garden area) during the next 30 minutes, after the talking the participants will need to create a common conclusion to present in plenary to other participants.

Time: 30 minutes





The leader presents results of group work according to the list of tasks.

Time: depending on the numbers of the groups. 5 – 10 minutes for each group.

4th activity: The trainer will do a Power point about how to realize and the important of the compost in ecological garden. Presentation of Handout 9.3.

Time: 30min

5th activity: Time for questions and final overall.

Time: 15 – 20 minutes.

TIMING

2 h – 2 h 45 minutes

EQUIPMENT AND MATERIAL

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation. Markers.
Handout 9.1. Handout 9.2. Handout 9.3.

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER



EXAMPLE OF THE EXPECTED RESULT OF THE GROUP WORK.

1. Group consists of 5 members: A, B, C, D, E. Leader of the group A.
 2. Main goal: To acquire skills for writing a project, focused on reconstruction / preservation of an urban garden, using the structure of design thinking process.
 3. Target audience: members of ethnic community with predominantly unemployed representatives or senior citizens.
 4. The following activities:
 - Empathizing – decide the kind of experts they will consult; gathering as much information as they can and determining the key issues;
 - Defining the core problem/s;
 - Generating ideas for reconstruction of the urban space, so that it could meet the needs of the target group most successfully;
 - Prototyping – producing a version in the form of a sketch or a drawing of the desired reconstructed garden;
 - Testing – prototypes may be shared / exchanged between the groups and tested within the team itself.
-





SESSION 10

ACTIVITIES AND DISTRIBUTION OF RESPONSIBILITIES IN THE URBAN GARDEN'S TEAM



EXAMPLE

Activities	Experts involved	2019 (trimester)				2020 (trimester)				2021 (trimester)				Budget
		1	2	3	4	1	2	3	4	1	2	3	4	
1. Assessment, context analysis and objectives planning	N.1 Project manager, N.1 agronomist, community members													€ 3.000
2. Identify an adequate location	N.1 Project manager, N.1 agronomist, N.1 urban planning expert, N.1 architect, community members													/
3. Engage stakeholders and community partners	N.1 Project manager, community members													/
4. Design and construction the garden	N.1 Project manager, N.1 agronomist, N.1 architect, community members													€ 12.000
5. Establish the community garden's team	N.1 Project manager, N.1 agronomist, community members													/
6. Cultivate and Seed	N.1 agronomist, N.2 community gardeners, community members													€ 3.000
7. Harvesting	N.1 agronomist, N.2 community gardeners, community members													€ 3.000
8. Community Garden Meetings	N.1 Project manager, N.2 community gardeners, community members													/

SESSION 10

ACTIVITIES AND DISTRIBUTION OF RESPONSIBILITIES IN THE URBAN GARDEN'S TEAM

LEARNING ACTIVITIES/ METHODS

Based on the results of the Session 7, each group is invited to describe the:

- Overall objective: the broad community impact to which the urban garden contributes.
- Purpose: the expected benefits related to the target group(s).
- Expected results: the direct and tangible results that are needed to achieve the operational aim/s and develop the urban garden.
- Activities: the work plan that is needed to be carried out to deliver the expected results.

Each group is introduced to the Gantt chart. Use the Handout 10.1.

Ask each group to develop a GANTT chart by using the following checklist:

- step 1: for each expected result list the main activities
- step 2: break activities down into manageable tasks
- step 3: clarify sequence and dependencies
- step 4: estimate start-up, duration and completion of all activities
- step 5: summarize scheduling of main activities
- step 6: define milestones
- step 7: define expertise and allocate tasks among the team
- step 8: estimate the budget needed to develop the planned activities

Ask each group to present their work and share the learning achievements within the activity.

TIMING

120 min.

TIMING FOR PRACTICES

3- 7 days of individual work of the participants.

EQUIPMENT AND MATERIAL

Pens, flipchart papers, post-its.

ADDITIONAL MATERIAL/ RESOURCES

European Commission EuropeAid Cooperation Office, Project Cycle Management Guidelines,

https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

NOTES FOR TRAINERS

At the beginning of the activity, it is suggested to show participants a practical example on how to use and develop the tool.

This session is connected with session 7.



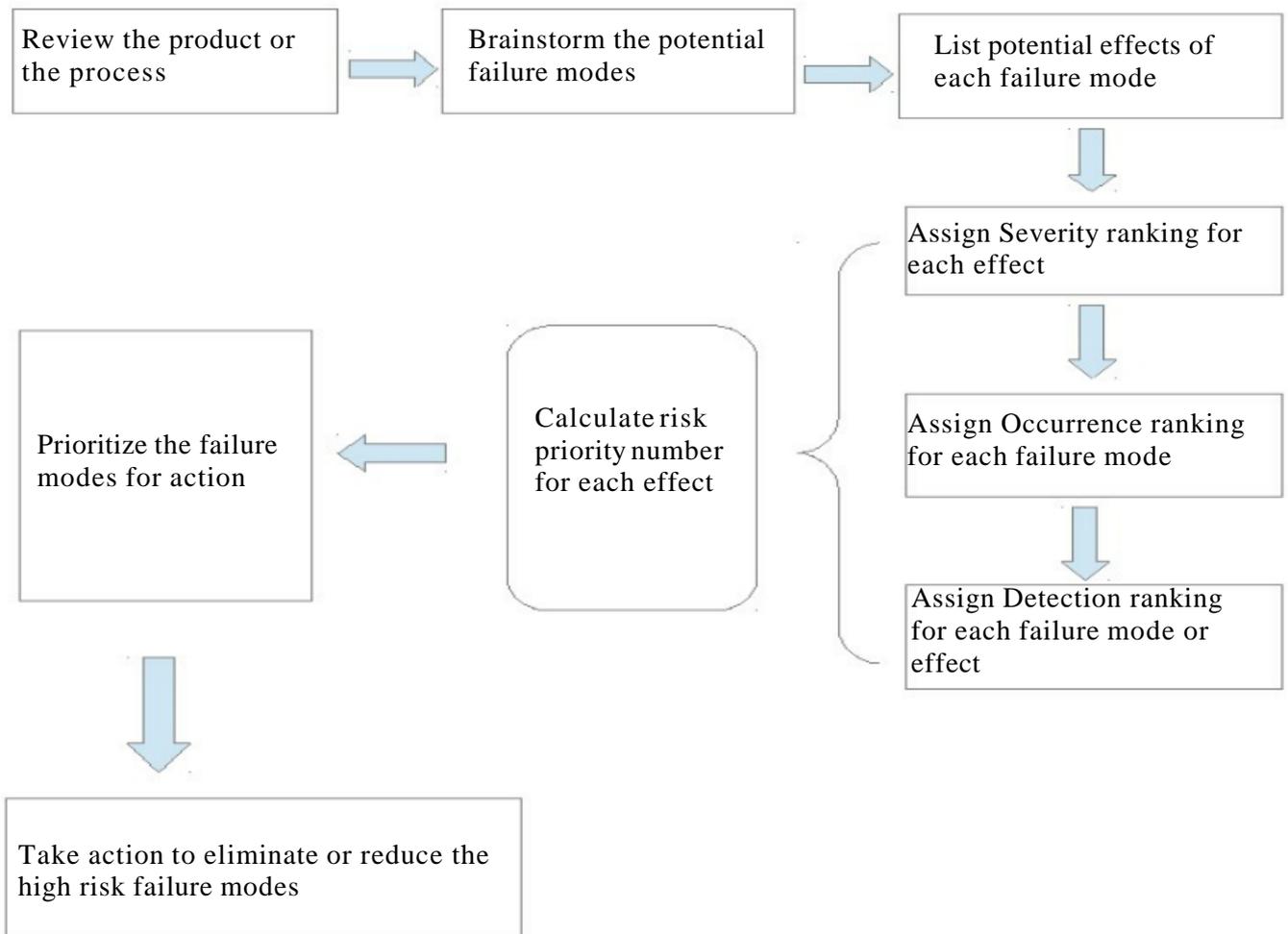
SESSION 11

RISK ANALYSIS



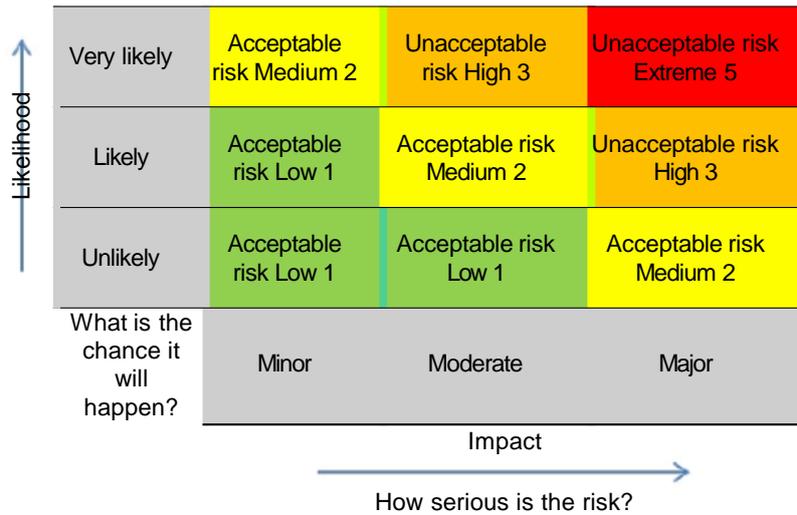
HANDOUT 11.1

RISK ANALYSIS – THE MAIN STEPS

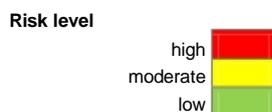
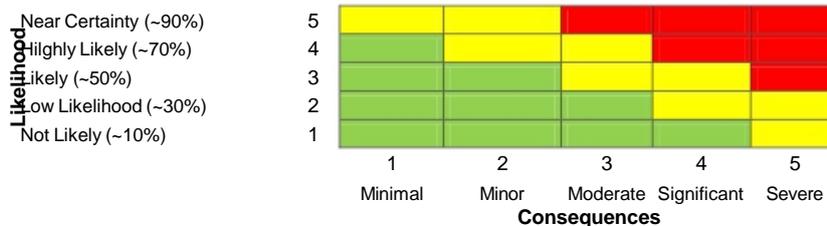


HANDOUT 11.3

RISK ASSESSMENT MATRIX (SAMPLES)



		Gravity			
		1	2	3	4
Probability		Minor	Significant	Critical	Catastrophic
4	Frequently	C2	C3	C3	C3
3	Seldom	C1	C2	C3	C3
2	Extremely seldom	C1	C1	C2	C3
1	Extremely impossible	C1	C1	C1	C2



LEARNING ACTIVITIES/ METHODS

1. The trainer welcomes participants and presents the risk management process and principal stages of risk management. (Handout 11.1)

2. Brainstorming on the types of risks. From the exercise, the trainer will present the different types of risks.

Time : 30 minutes

3. Group exercise: The objective of the exercise is to identify some risks, their impacts and to plan actions and measures to implement.

Exercise to do in groups of 4 - 5 persons. Each group chooses a leader.

The trainer gives everyone the handout "Risk analysis template". Exchanges in the group. The risks identified are recorded in the document distributed (Handout 11.2).

Time : 45 mn – 1h

4. After this time of exchange, the leader presents the results to the other participants.

Time : 10 mn for each group.

5. Risk matrix

1 - The trainer presents this tool to evaluate and prioritize risks based on the severity of their impact and their likelihood to occur. Handout 11.3 " Risk assessment matrix (sample)"

2 – Group exercise

The group quickly reflects on 3 risks that would be high for the project according to them and briefly present these 3 risks to other participants. The trainer, after the restitution, illustrates and completes with examples.

Time : 45 mn – 1h

6. Time for questions and final overall.

Time : 15 minutes.

3h / 3h30

TIMING

EQUIPMENT AND MATERIALS

Computer. Multimedia projector. Sheets of paper.

Pens. Table or stand for paper presentation.

Handout.11.1, Handout 11.2, Handout 11.3

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER

It is the follow up of the previous sessions.

This training session will be based on the projects that are under development



SESSION 12

GENERAL AND ORGANIZATIONAL ASPECTS OF INVOLVING VOLUNTEERS IN WORK IN URBAN GARDENS.



HANDOUT 12.1

METHODS OF ONLINE RECRUITING VOLUNTEERS IN URBAN GARDENS

1. -By email list : current volunteers – companies – corporations
2. -By our own organization website
3. -By social media
 - a. Facebook page
 - b. Twitter account
 - c. LinkedIn account
 - d. YouTube account

THE DIFFERENT METHODS OF ONLINE RECRUITMENT

1. Personal contact people from the close working environment
2. Contact people who have already worked as volunteers in the past
3. Holding an event to raise volunteers
4. Advertising in local media: newspapers and TV/radio
5. Contact other volunteer organizations in the community such as Scouts /church groups / activists groups etc.
6. Current volunteers can present cause in their other volunteer groups
7. Go to agricultural universities and find students who are interested (university volunteers, internship, thesis etc.)
8. Try to recruit minorities such as migrants, older people by visiting social structures such as house for the elderly
9. Door to door communication in the neighborhood
10. Going to schools to attract young children

BY EMAIL LIST

The most common means of online communication is the use of emails

Having a mailing list which will contain groups of already known volunteers will help you in order to have a quick way of informing them of new volunteer opportunities

You should take time and consideration when preparing the email letter, in order to inform in the most appropriate way possible your volunteers about a new event where their assistance would be needed

Also you should have in mind to keep emails as simple as possible and be careful of the frequency of emails sent as to not to discourage potential volunteers.

BY ORGANIZATION'S WEBSITE

By having an attractive and clear website to represent your organization can help to draw in volunteers.

An organization's website offers the opportunity to your organization to explain in detail the volunteer position and what will be required by the volunteer

You should bear in mind that the volunteer job description should be presented in an attractive way, underlining the benefits and the experience which the volunteer will gain, for instance recommendation letters, working experience, badges and credit.

And also special consideration should be made as to the advertisement not to be misleading and give false promises which the organization will not be able to deliver

Emails and social media should link to

the organization's website in order to keep consistency and to avoid fragmentation of information

BY THE USE OF SOCIAL MEDIA

Social media is one of the most cost effective ways of communication

It gives the opportunity for organizations to inform people about their activities and the work they perform, their impact in the world, and the type of support which they require

Organizations which create and share the most interesting and relevant piece of information on social media are capable to pass their message and reach a lot of users, sometimes in the range of hundreds, thousands or even millions depending on the information shared.

Using Facebook to recruit volunteers

It is important to have a profile photo which offers a clear representation of the organization. In addition you must give a clear indication of what this organization is all about. So consider small concise and descriptive text and maybe a catchy phrase or slogan. For example "Gardening is cheaper than THERAPY and you get Tomatoes". Also a link to the organization's website and email address should be provided in order to make it easy for possible volunteers to get all the information they need.

When posting keep the text for your posts as short as possible, and to take under consideration that nowadays most users use Facebook on their mobile devices with small screens.

When calling for volunteers, a way of going around this is to first give a call for action, making the audience aware of a situation, engage in a dialogue with other users, ask them how they feel about a certain issue, make them feel a part of the cause, create a relationship, this will be pave the ground for a successful call for volunteers.

USING TWITTER TO RECRUIT VOLUNTEERS

As in Facebook the twitter account has to have

a clear logo and all relative information of the organization easily accessible.

Have a clear path and state the aims of the organization clearly when twitting

Try and create hashtags around the areas of interest of the organization. These hashtags have to be short, witty and unique.

As with all social media try to engage in a dialogue with other users, create supporters and followers of the specific cause, ask current volunteer base to follow the twitter account of the organization, build up your call for action and call for volunteers.

You can find and follow other organizations with related causes, thus creating a strong online community of users which will support the organization

USING LINKEDIN TO RECRUIT VOLUNTEERS

LinkedIn is the social media for professionals to network.

You need to have clear logo, a cover photo calling to action and a clear statement of the organizations' aims.

Create and share content which will be interesting to attract possible volunteers

It is really important to include the word "Volunteer" when posting so it is immediately understood that this is a volunteer opportunity.

USING YOUTUBE TO RECRUIT VOLUNTEERS

Although YouTube is not a place where you can directly post a volunteer job, it is a powerful tool to make your organization well known to the public and through this to funnel the users to other media in order to assist in recruiting volunteers.

As always the content created should stand out.

Try and create original and authentic content which will have an impact to the audience.

You can also broadcast live the organizations' activities either being a fundraising or offering services to groups of people in need.

Show a story on how the organization assisted and made a difference, make it as real as possible.

THE DIFFERENT METHODS OF OFF LINE RECRUITMENT

There are many ways of going around the various ways of off line recruiting.

You can personally contact people from the close working environment suitable for the volunteering position

You can contact people who have already worked as volunteers in the past

You can also hold an event in order to raise volunteers

You can advertise in the local media like newspapers and magazines and also through the local radio stations and television stations

You can reach out and get in contact with other volunteer organizations in the community such as Scouts, church groups and activists groups

Finally, you can ask current volunteers which are involved in different volunteer groups to present your cause or volunteer position in their other volunteer groups



HANDOUT 12.2

THE LIST OF TASKS FOR THE GROUP WORK.

After the group work each group should present their work as follows:

1. Which method of offline or online recruitment did they choose
2. Target group (experienced volunteers?)
3. Main activities (prepare a brochure with call for volunteers in work in urban gardens)
4. Who will be responsible for each activity.
5. Form of the contact between the group members.
6. Timing we are searching volunteers



GENERAL AND ORGANIZATIONAL ASPECTS OF INVOLVING VOLUNTEERS IN WORK IN URBAN GARDENS.

AIM OF SESSION

The session's aim is to show the participants the different ways of involving volunteers in work in urban gardens. This session is connected with Session no. 13

NUMBER OF THE PARTICIPANTS:

10 – 20 persons.
During the session the participants will be divided on the groups. Each group should be consisted from 3-4 persons (including the leader).

LEARNING OBJECTIVES

After the training, the participants will:

- develop their team work skills and get to know various team work methods;
- discover their predispositions and develop their skills in terms of certain roles in the team;
- develop their skills in planning and organization of work;
- increase their skills in interpersonal communication and negotiations;
- increase their knowledge about the different ways of organizing the informational campaigns and events;
- increase their creativity;
- develop their skills of functioning in the local environment.

LEARNING ACTIVITIES / METHODS

1. The trainer welcomes participants and presents a Power Point about the importance of involving volunteers in projects and especially in work in urban gardens. (using thesis from the Handout 12.1.).
Time: 10 - 15 minutes.
2. Group exercise. Participants form groups (in which they will work during this session and also during organization of the chosen activities). Each group chooses a leader.
After the forming of all groups the trainer gives each leader the Handout 12.2. "The list of tasks for the group work".
They discuss and choose the different approach to find volunteers who are willing to work in urban gardens. The leader distributes tasks among group members, determines the time to prepare tasks and how to communicate between group members.
Time: 20 minutes
3. The leader presents results of group work according to the list of tasks. Time: depending on the numbers of the groups. 5 – 10 minutes for each group.



TIMING

1 and a half hour – 2 hours

EQUIPMENT AND MATERIALS

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation. Handout 12.1. Handout 12.2

ADDITIONAL MATERIAL / RESOURCES

NOTES FOR TRAINER

This session focuses on finding volunteers and recruiting them. It is more theoretical part and it explains ways to find potential volunteers, in case you need more to work with. Many organizations though have enough volunteers but they don't know how to retain them. So in the next session is about how to retain them, to keep them happy and productive.

Keep in mind that we don't need a big number of volunteers because it takes time to train them.



SESSION 13

**SHAPING VOLUNTEERS’
IDENTITY CONNECTED
WITH WORK IN URBAN
GARDENS – FACTORS
OF INVOLVEMENT,
FACILITATING RELATIONS
BUILDING, “WHAT I GIVE,
WHAT I GET”.**



HANDOUT 13.1



Once volunteers have been selected, what do you do with them? Certainly, you have to orienteer them to provide the best experience ever. This process is called induction and it is about making volunteers understand their roles and their contribution to organization's goals.

Induction consists of three steps. Orientation, training and mentoring or coaching.

1. Orientation creates a bond between volunteers and the organization, as the volunteer needs to be recognized as part of it.
2. Training is the process aimed at preparing the volunteer. The more the volunteer is prepared, the more he or she will be engaged in the organization.
3. Mentoring or coaching is a personalized pattern of learning based on a relationship with a senior to empower the volunteer or to achieve specific skills.

Induction is a crucial activity for an organization as it makes a volunteer immediately oriented within an organization as well as integrated in the working team.

Induction should be mainly aimed at creating good energies, showing the volunteer how things work. Transferring

info to the volunteers shouldn't be too technical.

After the induction of volunteers we will see why to retain the volunteer.

First of all you avoid to waste time on training the new volunteer. In addition we need a volunteer who is satisfied, because unsatisfied volunteer will leave. More specifically more satisfied volunteers are:

1. More happy for their work
2. More committed
3. More productive

Unsatisfied volunteer has a Bad attitude that affects:

- the team
- the reputation and the reliability of the organization

The best way to understand if your volunteer is satisfied is through satisfaction surveys.

We will show some tips for a successful satisfaction survey.



HANDOUT 13.2

THE LIST OF TASKS FOR THE GROUP WORK.

After the group work each group should present their work as follows:

1. Ways to induct and to reward the volunteers according to the topic that each group chose
2. Preparation of a satisfaction survey for volunteer who work in urban gardens (retain). Preparation a document that gives info about the work that the volunteers has to do.
3. These documents will be used by each organization for the volunteers who will work in this project
4. Who will be responsible for the final document.
5. Form of the contact between the group members.
6. Define rules-rights-duties of the volunteer and of the tutor
 - Emphasize on the social aspect
 - Form a common regulation of the garden
 - Optional outside activity (case study scenario)(everything should be done in a participatory way!)



SESSION 13

SHAPING VOLUNTEERS' IDENTITY CONNECTED WITH WORK IN URBAN GARDENS – FACTORS OF INVOLVEMENT, FACILITATING RELATIONS BUILDING, “WHAT I GIVE, WHAT I GET”.

AIM OF SESSION

The session's aim is to shape volunteer's identity connected with work in urban gardens. We will focus on ways to induct, retain and reward our volunteers. This session is connected with Session no. 12 where we analyzed how to find volunteers.

NUMBER OF THE PARTICIPANTS

Number of the participants 10 – 20 persons.
During the session the participants will be divided on the groups. Each group should be consisted from 3-4 persons (including the leader).

LEARNING OBJECTIVES

After the training, the participants will:

- develop their team work skills and get to know various team work methods;
- discover their predispositions and develop their skills in terms of certain roles in the team;
- develop their skills in planning and organization of work;
- increase their skills in interpersonal communication and negotiations;
- increase their knowledge about the different ways of using social media effectively for work
- increase their creativity;
- develop their skills of working with many people

LEARNING ACTIVITIES/ METHODS

1. The trainer welcomes participants and presents a Power Point about the ways to shape volunteer's identity according to work in urban gardens.
(using thesis from the Handout 13.1.).
Time: 15 - 20 minutes.
2. Group exercise. Participants form groups (in which they will work during this session and also during organization of the chosen activities). Each group chooses a tutor.
After the forming of all groups the trainer gives each leader the Handout 13.2. “The list of tasks for the group work”.
They discuss and choose the different ways to keep the volunteer productive. The leader distributes tasks among group members, determines the time to prepare tasks and how to communicate between group members.
Time: 20 minutes
Handout 13. 2
3. The tutor presents results of group work according to the list of tasks. Time: depending on the numbers of the groups. 5 – 10 minutes for each group.



TIMING

1 and a half hour – 2 hours

EQUIPMENT AND MATERIALS

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation. Handout 12.1. Handout 12.2

ADDITIONAL MATERIAL / RESOURCES

NOTES FOR TRAINER



SESSION 14

NATURAL GARDENING TECHNIQUES



HANDOUT 14.1

WYMULCH?

1. Limit watering

Covering mulches prevent the sun's rays from striking directly on the ground and considerably curb the evaporation of water. Add to this undeniable effect on solar radiation, adds the sizeable one on the desiccation of wind: the mulches protect the plants very effectively summer winds often very drying.

2. Strengthen fragile soils These natural coverings ensure their cohesion and limit the destructuring of sandy and loamy soils. This property is particularly true during heavy rain or thunderstorms. Mulches are then unstoppable to prevent crust formation in loamy soils or cracks in clay soils.

3. Improve the soil structure By using an organic mulch that will eventually decompose into humus, you will enrich the clay-humic complex of your soil and increase its fertility

4. Play a role of thermal regulator Mulching delays the warming and cooling of the soil.

5. Strengthen fragile soils These natural coverings ensure their cohesion and limit the destructuring of sandy and loamy soils. This property is particularly true during heavy rain or thunderstorms. Mulches are then unstoppable to prevent crust formation in loamy soils or cracks in clay soils.

6. Play a role of thermal regulator Mulching delays the warming and cooling of the soil.

7. Warm the plants Many materials, instead of absorbing the sun's rays, are able by reflection, directing them towards the plants, favoring warming of those that are demanding in heat.

8. Limit the development of weeds The mulch will play a big role to limit the development of weeds, particularly by inhibiting the germination of number of annuals. Perennials (thistle, bindweed, quackgrass, etc.) will survive, but will be much easier to root out.

DIFFERENT MULCHES

Goal	Materials	Recommeded crops
acidifying	Pine bark, pine needle, fern leaf, thuya sheet	Stawberries, hearther earth plants
fertilizer	Fern (k and silice) nettles(N, fe), comfrey(k), corn, grass, compost	vegetable, annual flower
Long lasting	Wheat straw, cocoa hulls, cardboard (castaeneus, Acer platanum.....)vagetal felt, hemp paillette, poplar bark, wood rameal fragment	Trees, shurbs, fruit
repellent	broom(cabbage pieride), flax glitter, pine needles (slug)	Cabbage, salad

Source:http://www.epl.carcassonne.educagri.fr/fileadmin/user_upload/pdf/CFPPA/Paillages.pdf

HANDOUT 14.2

SOME DEFINITIONS

Purin : fermented plants in water.

Maceration: plants soaked for a few hours in water.

Infusion : Plants directly boiled in water.

Decoction: Soaked plants then boiled in water.

WHY NATURAL TREATMENTS ?

1. Stimulate plant defenses

Like vaccines, extracts will simulate external aggression on plants and awaken their mechanisms of defenses. The plants will be strengthened and better prepared for future external attacks: viruses, fungi, pests ...

2. Fertilize and stimulate

Their different compounds will stimulate vegetables and promote their growth and development. They will also fertilize them by bringing many elements such as nitrogen, phosphate, potassium, trace elements etc. The microbiological life of the soil will also increase and increase the availability of soil nutrients. ...

3. Protect pests

The strong smell emitted by certain preparations will repel or divert certain pests. They will not be able to detect the smell of their host and will not come to lay, feed, reproduce, etc.

4. Pest control

Other extracts have insecticidal or acaricidal properties. They will fight directly against the aggressors by killing them: aphids, mites etc.

5. Fight against diseases

Some preparations can help fight diseases once they are declared. It is mainly the fungal diseases that are targeted (powdery mildew, mildew ...). In curative the results are often random, it is especially in prevention that the extracts seem to be the most effective.

HANDOUT 14.3

What is a green manure?

These are plants that are sown for the purpose of burying them in the unoccupied plots of the kitchen garden, generally in the kitchen garden, to enrich and improve the earth ...

Green fertilizers have undeniable advantages

- 1) For their covering qualities
- 2) For their ability to fix nitrogen from the air
- 3) For their fasciculated root system that fragments compacted earth
- 4) For their ability to retain the mineral elements present in the soil and to avoid leaching them to the depths
- 5) To attract the auxiliaries.

Some green manures and their effects

scientific name	attractive for which natural enemies	Benefits (agronomy)	Inconvenients (agronomy)
Dolique		nitrogen supply	shoot up
Fenugrec		ear frost; grows in dry soil	rises quickly to seed
feverole	***	interesting with a cruciferous plant (forage kale)	poorly resistant to drought
Gesse	***	Slug resistant. nitrogen supply	
Lotier		nitrogen supply	
white lupine		rapid growth. Vegetation duration 2 to 4 months	Grow lupine after a cereal. Avoid legumes as a precedent and avoid for a few years the return of lupine on the same plot, in order to reduce the conditions favorable to the development of diseases
Alfalfa	***	Very good forage, excellent nitrogen fixative. protects the soil against erosion thanks to its rotating root system. very resistant to drought. enriches the soil with hum	Does not succeed in all soils. risk of regrowth. fears excessive moisture. slow to install
Melilot	***	nitrogen supply	High in vegetation
Pois fourrager	***	good coverage. Important biomass	sensitive to lack of water
purple clover	***	nitrogen supply. Adapts to all types of floors. Advised after crucifer crops (cabbages, turnips, rapeseed ...). Can mow	May repel after burial. Grows best in association with ryegrass. Starting rather slow if the soil is cold, can be invaded by weeds. Do not freeze. not recommended in case of ground infested by chickweed

Source: arena-auximore.fr/wp-content/uploads/2014/10/fiche_engrais_verts.pdf

HANDOUT 14.4

COMPOST

SOME DEFINITION

The compost comes from the transformation of organic waste (leftover fruits and vegetables, grass, branches...) in the presence of water and oxygen, through micro-organisms (microscopic fungi, bacteria ...).

At the end of composting, larger organisms intervene: they are decomposers such as earthworms, mites, woodlice, millipedes, beetles and many other species ... The product obtained is comparable to the humus, very useful in agriculture and gardening. It helps to provide plants with essential elements for their growth.

WHY COMPOST?

- 1- Composting makes it possible to limit the amount of garbage
- 2 – It is a way to produce a quality amendment for the soil of your garden : it strengthens the soil's humes stock and improves its fertility: it promotes soil fertility
- 3- You reduce the overloading of garbage dumps into green waste and incineration

HOW TO USE IT ?

Young compost (6 to 8 months) is suitable for rough use. It can be mulched at the foot of trees in all seasons and in fall coverings. It protects the earth against the sun, rain and wind, and limits the proliferation of weeds. Mature compost (10 to 12 months) has an amending and fertilizing effect. It has a lumpy structure comparable to potting soil and gives off a pleasant scent of undergrowth.

For vegetable garden

Incorporate the compost superficially to the first 5-15 cm of the soil at the time of sowing or transplanting.

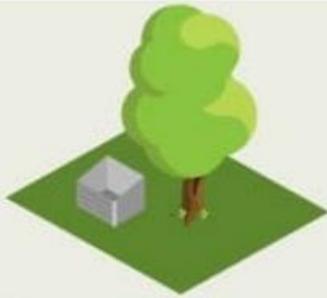
- Inputs of 2 liters / m²: garlic, onions, shallots, potatoes.
- Inputs of 4 liters / m²: beans, carrots, endive.
- Inputs of 5 to 8 liters / m²: tomatoes, peppers, salads, leeks, strawberries, squash, melons

FOR PLEASURE GARDEN

Planting: bury 20 liters / m² of compost in the hole of the plantation (mixture $\frac{1}{4}$ of compost with $\frac{3}{4}$ of soil). The lawn: use the same mixture as for the plantations and make superficial contributions of 2 to 5 liters / m² on the turfed surfaces.

Planters, houseplants, flowers and potting, planting in pots

Use sifted compost and mix with soil ($\frac{1}{4}$ compost mixture with $\frac{3}{4}$ soil).



1 **Select a dry, shady spot near a water source.**
 Ideal size for your compost area is 3 feet wide by 3 feet deep by 3 feet tall (1 cubic yard). You can buy a bin, use chicken wire, or just isolate an area of ground for your compost heap.



2 **Add brown and green material in alternate layers.**
 Try and keep the ratio roughly 3 parts browns to 1 part greens. Make sure larger pieces of material are chopped or shredded.



3 **Keep the compost moist [but not too wet].**
 Moisture helps with the breakdown of organic matter.



4 **Occasionally turn your compost mixture to provide aeration.**
 This helps speed up the composting process and keeps things airy, which cuts the risk of things getting smelly.



5 **As materials breakdown, the pile will get warm.**
 There might even be steam. Don't be alarmed. That means it's working. Now you just have to wait.



6 **All done!**
 When material is dark with no remnants of food or waste, your compost is ready. Add it to lawns and gardens or anywhere that could benefit from some good soil.

Source :



HANDOUT 14.5

WOODEN PALLET BIN

Wooden pallets can be used to build a very cheap compost bin. You can collect and recycle wooden pallets yourself (be careful not to use treated wood or returnable pallets).

It is easy to find the compost thanks to a removable frontage.

If you have a lot of waste to compost, you can build a three compartment bin with 10 pallets



Materials :

4 wooden pallets (untreated and unregistered)

32 wood screws or metal wire

4 bolts of cylinder head

Wire Mesh Tray

WIRE MESH TRAY

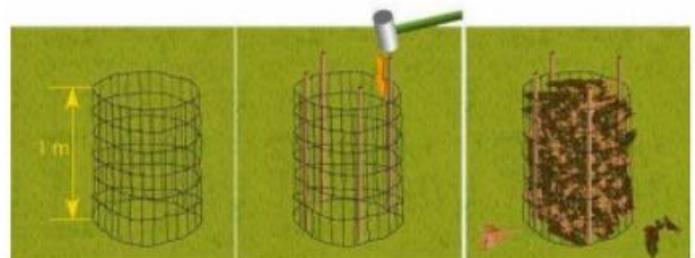
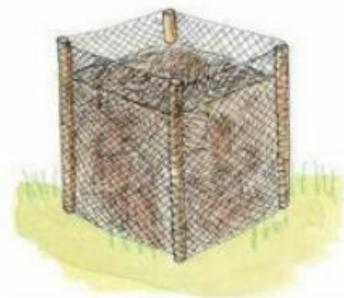
This bin is one of the easiest and least expensive to build. To return the pile, you can unroll the bin, reinstall it near the heap and put the compost in the bin with a fork

Materials :

Wire mesh 1 meter high and at least 3. meters in length

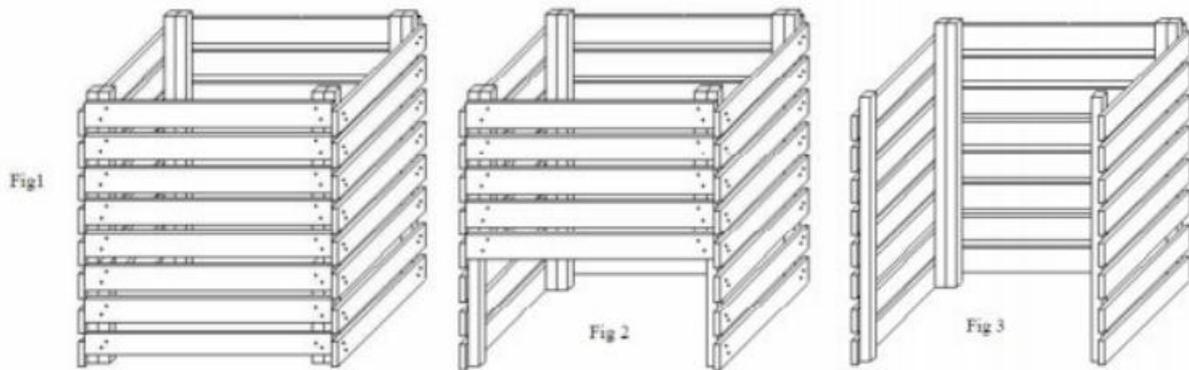
(use mesh or galvanized wire mesh with small stitches)

4 woods 1 meter high



HANDOUT 14.6

THE WOODEN PLANK BIN



The three sides of the composters are connected to each other by screws

for the side panels the last cross rests directly on the ground.

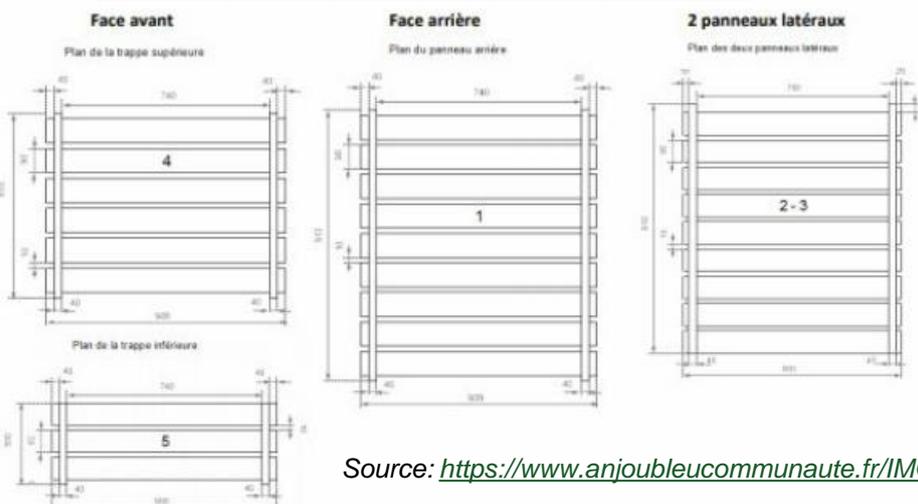
for the rear panel and the lower hatch there is a space of 10mm between the ground and the last through

the facade is in two parts in order to recover the wall compost.

for the closing a simple interlocking maintained by big spikes is enough

materials

designatio n	number	length	width	thickness	Wood essence
amounts	6	900	40	40	fir
amounts	2	610	40	40	fir
amounts	2	300	40	40	fir
through	36	900	90	20	fir
screw	150				
big spikes	8				



Source: <https://www.anjoubleucommunaute.fr/IMG/pdf/plans.pdf>

NATURAL GARDENING TECHNIQUES

AIM OF SESSION

Using natural gardening techniques is a simple and effective way to maintain the garden while preserving the environment. This module is to learn different techniques that will allow to preserve nature and its biodiversity.

NUMBER OF THE PARTICIPANTS

Maximum 15 people.

LEARNING OBJECTIVES

After the training, the participants will:

1. know how to use techniques,
2. discover natural gardening techniques,
3. planning and organization of work,
4. increase their creativity.

LEARNING ACTIVITIES / METHODS

1. The different mulches
 - Observation of different mulching
 - choices of mulching according to the objectives
 - Rid the soil of unwanted weeds before mulching
 - Refine and level the soil before mulching
 - Preferably mulch after a rainy episode
 - If possible before setting up mulch implement compost

Time: 1 or 2 hours
Handout 14.1
2. Prepare natural treatments
 - plant recognition for making purines or decoctions and other preparation
 - plant pickups
 - prepare "recipe"

Time: 1 or 2 hours
Handout 14.2
3. Green manures
 - preparation of the soil as for a sowing of turf
 - seedlings of green manure on the fly
 - Watering
 - leave in place the fertilizer later until flowering
 - mowing
 - dryings from one week to one month
 - incorporations

The activity will be carried out on several parts

 - of preparation and sowing
 - mowing
 - 1of incorporation

It's an autumn and winter activity sessions
Handout 14.3



4. Compost
 - Construction of a composter in recycled pallet
 - How a compost works (layer of brown, layer of green, layer of brown)
 - Time: This activity can take place on several sessions
 - Handout n°14,4 ; 14,5 and 14,6

TIMING

Several days

EQUIPMENT AND MATERIALS

Seeds, palletetools, vegetable, panrechaud, wheelbarrow.

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER





SESSION 15

THE VOLUNTEERS LEADER'S ROLE AND EFFECTIVE TEAM'S FUNCTIONING



HANDOUT 15.1



CECKLIST OF AN EFFECTIVE TEAM

Instructions: Read each statement pair, then tick the box to show your assessment of the team for that characteristic. For example: if the atmosphere is always 'informal and comfortable' and people are always 'involved and interested', tick box 7 for the first statement pair.		
Ineffective teams	Tick one box for each statement pair	Effective teams
The atmosphere reflects either indifference or boredom - for example people whisper to each other	1 2 3 4 5 6 7	The atmosphere tends to be informal, comfortable. People are involved and interested
Only a few people talk. Little effort is made to keep to the point of the discussion	1 2 3 4 5 6 7	There is a lot of discussion in which everyone takes part. Everyone keeps to the point
It is difficult to understand what the group task is	1 2 3 4 5 6 7	Everyone understands the task that has to be done
People do not really listen to each other. Some ideas are not put forward by the group	1 2 3 4 5 6 7	The group members listen to each other. Every idea is given a hearing
Disagreements are not dealt with effectively. Things are put to the vote without discussing them. Some people are unhappy about the decisions made	1 2 3 4 5 6 7	There is disagreement - the group is comfortable with this and they work together to resolve it. Nobody feels unhappy about decisions made
People are not open about what they are thinking. They grumble about decisions afterwards	1 2 3 4 5 6 7	People feel free to criticize and say honestly what they think
One or two people are dominant. What they say goes	1 2 3 4 5 6 7	Everybody knows how the others feel about the issues being discussed
Nobody takes any interest in what has to be done, and they do not offer help to others	1 2 3 4 5 6 7	When action needs to be taken, all the participants are clear about what has to be done and they help each other
Only one or two people make the decisions. Leadership is not shared	1 2 3 4 5 6 7	Different people apply leadership skills from time to time

HANDOUT 15.2

GROUP SELF EVALUATION AND DISCUSSION

The list of tasks for the group work

FIRST STEP

For evaluation and discussion, use Handout 15.1. together with Handout 15.2

Look at the checklist of an effective team and discuss with your group. After discussion, score your group performance.

1. The characteristics of a group to be an effective team.
2. The characteristics of ineffective teams.

Scoring

Between 63-45: Effective team

Between 44-27: Somewhat effective but for low scores team building is required.

Between 26-18: Urgent team building
(Source: Gardiner, P. D. (2005), Project Management A Strategic Planning Approach. Palgrave Macmillan, Hampshire.)

After scoring, discuss about

3. Your individual and group performance in team work games. (Evaluate your team building skills as a group in games in accordance with the characteristics of effective and ineffective teams. And check your group synergy)

Your Team Checklist: Synergy of An Effective Team

- The team through synergy is able to achieve more than each individual alone.
- The team members feel a common purpose.
- The work is fun and in one way or another gives satisfaction to the team members.
- And there is a feel of “teamness” within the team and everyone is able to communicate

openly with everyone else.

Four characteristics in a successful working team

Team synergy; Common purpose; Fun and satisfaction; Open communication

Team synergy

In a project team synergy is about finding a sense of common purpose, utilizing the individual talents, balancing of the roles and tasks, focusing on problem solving, encouraging individual opinions, setting high personal standards, and team identification.

Common purpose

It is about creating a we culture that is inspired, vibrant, courageous and hard to beat. Everybody knows the values and intentions of the organization; they know the goal and what needs to be done;

every possible idea, concern and disagreement is discussed; everybody including the leader of the team works toward a common purpose.

Fun and satisfaction

Going to next step with increased happiness, energy and satisfaction, and the feeling of making progress through the accomplishment of each small objective. Because success builds success. Redefining “fun” for each team member with the terms as humor, play, playfulness, spirit, creativity etc. considering the meanings of fun and satisfaction may change according to identity, socioeconomic background, family culture, individual value systems and personalities. Establishing team goals and aligning them with individual goals and expectations.

Open communication

Team members do not blame another member for a mistake that may have arisen because of a misunderstanding, a flawed concept, a miscommunication, or an event beyond one's control. Sharing vision, relationships; talking openly with examples; listening well, delivering the message in the right form.

Key Soft Skills

Communication
 Making decision
 Self-motivation
 Responsibility
 Flexibility
 Leadership
 Team-working
 Creativity/problem solving
 Time management under pressure

Remember: Teams do not form overnight. It takes time to develop the team purpose, its performance goals and the skill levels of the members. It is through this process that members begin to trust each other and the team's regulatory process of revision and fine-tuning.

SECOND STEP

For reflection and discussion, use Handout 15.2 together with Handout 15.3

4. Match the characteristics of an effective team with the soft skills. And discuss about the primary soft skills that can build successful partnership for you. Then make a list of problems that may arise lack of key soft skills. Use Handout 15.3 (communication, making decision, self motivation, responsibility, flexibility, leadership, team-working, creativity/problem solving, time management under pressure) and Handout 15.1.

5. Give some behavioral suggestions to overcome ineffectiveness in team work and soft skills (Do's List). Make a group presentation

about your problem list and your suggestions to overcome them.

6. Make a whole group discussion to develop a behavioral suggestion list (Do's List)

HANDOUT 15.3

KEY SOFT SKILLS AND BEHAVIORAL SUGGESTIONS FOR SUCCESSFUL PARTNERSHIP

What are the Most Important Soft Skills?

Soft skills are mostly to build constructive working relationships with others or to be a constructive and helpful person.

1. COMMUNICATION SKILLS

People with strong communication skills can build relationships (from the initial building rapport through to a longer-term relationship, listen well and vary their communication to suit the circumstances.

2. MAKING DECISIONS

It's a key to getting on in life. Sometimes the actual decision doesn't even matter; what matters is that you have made one and moved on.

3. SELF MOTIVATION

People who are self-motivated get on by themselves. They are good to work with because they are generally positive about life and have adaptability to change.

4. RESPONSIBILITY

Self-awareness is a highly valued soft skill; knowing when to accept responsibility for any mistakes you have made demonstrates a healthy level of humility, and a willingness to learn and progress.

5. FLEXIBILITY

It demonstrates an ability and willingness to acquire new hard skills, and an open-mindedness to new tasks and new challenges.

6. Leadership Skills

Leadership can be thought of as a collection of various other soft skills, such as a general

positive attitude and outlook, the ability to communicate effectively, and an aptitude for both self-motivating and motivating others.

7. TEAM-WORKING SKILLS

Working in a team towards a common goal requires the intuition to know when to be a leader, and when to be a listener. Good team players are perceptive, as well as receptive to the needs and responsibilities of others.

8. CREATIVITY AND PROBLEM SOLVING SKILLS

Creativity and problem-solving skills are highly valued because they are hard to develop. There are many people who believe that creative thinkers are born, not made, and there are certainly some people who find these skills much easier. Problem solving does not just require analytical, creative and critical skills, but a particular mindset: those who can approach a problem with a cool and level head will often reach a solution more efficiently than those who cannot. This is a soft skill which can often rely on strong teamwork too. Problems need not always be solved alone. The ability to know who can help you reach a solution, and how they can do it, can be a great advantage.

9. TIME MANAGEMENT AND ABILITY TO WORK UNDER PRESSURE

These skills can also be developed. They are also very useful for organizing a family or a team and for making sure that the job gets done.

SOME BEHAVIORAL SUGGESTIONS

DO'S LIST

- * Watch and listen attentively for the reactions and feelings being expressed by others.
- * Use words and phrases accurately.
- * Speak and write using proper grammar.
- * Develop a logical structure and present ideas in a logical sequence.
- * Clearly identify the subject and state the purpose of the communication.
- * Be on time.
- * Show initiative.
- * Make and take responsibility for decisions.
- * Take responsibility for your own learning & development needs.
- * Share information, ideas, and suggestions in a respectful manner.
- * In a respectful manner, give and receive opinions and feedback from group members.
- * Support the efforts and final decisions the team even if not in total agreement.
- * Assist others in solving problems and achieving team goals.



HANDOUT 15.4



LEADERSHIP AND MANAGEMENT

Warm-up Questions for Small Group Discussion

1. What does a leader do? What skills are needed to be a leader?
2. What do management skills include?
3. In what ways does the leadership and management have common points and differ from? Is there a difference between a leader and a manager? Can you give any concrete examples (sample cases or behavioral actions) to make these terms more clear?
4. What do you think of a role of a team leader to motivate for a partnership and team synergy?
5. What do you think of a role of a volunteer to motivate for a partnership and team synergy?
6. What motivates you to work better?



HANDOUT 15.5

LEADERSHIP AND MANAGEMENT: ROLE PLAYS

LEADERSHIP AND MANAGEMENT: ROLE PLAYS

Leadership requires one to see the big picture, to inspire and to encourage and develop others. Management, on the other hand, is more about solving problems, planning and implementing on a daily basis. This does not mean that leadership and management are distinct from one another; both abilities are demanded in the business and even the volunteers of an organization can be leaders (Hailey, 2006). Leadership skills are seen as “the key ingredient” in management. Both management and leadership skills are required from both managers and leaders. A good manager is a good leader and vice versa. The main difference lies in the fact that one cannot be appointed a leader, but one can be appointed to be a manager “regardless of whether or not they have the required qualities” to be a leader.

Leaders guide the organization and their task is to take the energy of the volunteers and employees and guide them towards the attainment of the vision of the organization (Reyna 2013) but also build a sustainable organizational culture. Motivation to perform often comes from the task at hand itself, as its value and importance enlist the individual inner purpose to face a challenging environment (Adair 2006) and an organization needs to consider this in building their culture.



ROLEPLAYS

GROUP 1 (5 or 6 people)

Roles: You, group members who supports you and group members who don't support you, a team leader

You have an idea to start a gardening activity. You think that it's a good idea. But your team leader says that it would be a waste of time. And some of your teammates agree with your team leader while some support you. As a group, handle the situation in a negative role-play without having any soft skills, communication or management skills or misusing them (communication, making decision, self motivation, responsibility, flexibility, leadership, team-working, creativity/problem solving, time management under pressure) and show it to the other groups in a 2 minute improvisation.

- Choose your role and think through what you can do as a group (5 min.)
- Then do your 2 min. group improvisation
- After your improvisation, all groups give their reflections. As a group listen to the assumptions of the other groups about what you emphasized through your acting of soft skills used/not used in improvisation). (5 min)

Group Evaluation Questions

1. What was it like to do this role play?
2. What was it like to watch this role play?
3. What did you see in this role play?
4. What does it say about soft skills, communication or management skills?



GROUP 2 (5 or 6 people)

Roles: You, group members who supports you and group members who don't support you, a team leader

You have an idea to start a gardening activity. You think that it's a good idea. But your team leader says that it would be a waste of time. And some of your teammates agree with your team leader while some supports you. As a group, handle the situation in a positive role-play by using soft skills, communication or management skills (communication, making decision, self motivation, responsibility, flexibility, leadership, team-working, creativity/problem solving, time management under pressure) and show it to the other groups in a 2 minute improvisation.

- Choose your role and think through what you can do as a group (5 min.)
- Then do your 2 min. group improvisation
- After your improvisation, all groups give their reflections. As a group listen to the assumptions of the other groups about what you emphasized through your acting of soft skills used/not used in improvisation). (5 min)

Group Evaluation Questions

1. What was it like to do this role play?
2. What was it like to watch this role play?
3. What did you see in this role play?
4. What does it say about soft skills, communication or management skills?



GROUP 3 (5 or 6 people)

Roles: You, someone who's waiting for that book for a long time, and other people in the library (some agrees and disagrees with you), a librarian

You returned a library book about gardens and designing urban gardens that was in poor condition. You had to read it in the garden as a reference while working. Unluckily it was damaged. The librarian wants you to pay for the replacement of the book. And there is another reader in the library who waits for that book for a long time. As a group, handle the situation in a negative role-play without having any soft skills, communication or management skills or misusing them (communication, making decision, self motivation, responsibility, flexibility, leadership, team-working, creativity/problem solving, time management under pressure) and show it to the other groups in a 2 minute improvisation.

- Choose your role and think through what you can do as a group (5 min.)
- Then do your 2 min. group improvisation
- After your improvisation, all groups give their reflections. As a group listen to the assumptions of the other groups about what you emphasized through your acting of soft skills used/not used in improvisation). (5 min)

Group Evaluation Questions

1. What was it like to do this role play?
2. What was it like to watch this role play?
3. What did you see in this role play?
4. What does it say about soft skills, communication or management skills?

GROUP 4 (5 or 6 people)

Roles: You, someone who's waiting for that book for a long time, and other people in the library (some agrees and disagrees with you), a librarian

You returned a library book about gardens and designing urban gardens that was in poor condition. You had to read it in the garden as a reference while working. Unluckily it was damaged. The librarian wants you to pay for the replacement of the book. And there is another reader in the library who waits for that book for a long time. As a group, handle the situation in a positive role-play by using soft skills, communication or management skills (communication, making decision, self motivation, responsibility, flexibility, leadership, team-working, creativity/problem solving, time management under pressure) and show it to the other groups in a 2 minute improvisation.

- Choose your role and think through what you can do as a group (5 min.)
- Then do your 2 min. group improvisation
- After your improvisation, all groups give their reflections. As a group listen to the assumptions of the other groups about what you emphasized through your acting of soft skills used/not used in improvisation). (5 min)

Group Evaluation Questions

1. What was it like to do this role play?
2. What was it like to watch this role play?
3. What did you see in this role play?
4. What does it say about soft skills, communication or management skills?

Whole Group Discussion

After improvisations, whole group discusses about how these skills can be used in their works and in urban garden studies to build more successful partnership.

1. What was it like to watch this role play? What is the key phrase or expression you remember from this role play?
2. What did you see in this role play?
3. What does it say about soft skills, communication or management skills?
4. Which is most like you in real life?
5. How do you deal with it?
5. What are some of the elements that are necessary for successful partnership?
6. How might we use this information?



HANDOUT 15.6

SUCCESSFUL PARTNERSHIP

A successful youth-adult partnership, like any type of partnership or relationship, is not created overnight. Youth-adult partnerships can be especially challenging simply because they are not the traditional way in which we relate to each other.

A few conditions must be in place for your partnership effort to succeed:

- * Adults need to be willing to share their power and responsibility.
- * Young people need to be willing to gain power and take on responsibility.
- * Both youth and adults need the skills to work successfully together.
- * Everyone needs to forget everything they have ever thought about youth and adults as separate groups and start treating them the way they would treat their peers.

Adults need to remember these principles

1. Don't expect more from a youth than you would from another adult. If a young person shows up for a meeting 15 minutes late, an adult might think, "Aha, a slacker." When a fellow adult shows up 15 minutes late, the same person might think, "That's understandable. That person has deadlines and pressures." So do young people.
2. Treat young people as individuals; don't make one youth represent all youth. Young people understand that adults may carry negative images of youth and may generalize from the behavior of a few young people. Assure young people that you are interested in their individual opinions, and don't expect them to embody an entire population.
3. Be careful about interruptions when young people are speaking. For the partnership to work, young people must feel that they are

valued and respected. In many youth-adult relationships, that respect is lacking. When interrupted by an adult, young people tend to stop talking. Both parties need to respect each other's right to voice opinions without criticism or censure.

4. Remember that your role in a partnership is not to parent. Although being a parent may be the most important role an adult can play, the purpose of youth-adult partnerships is to give both parties a different way to relate to each other. It's okay to ask for help when you don't know how to do something.

Young people need to remember these principles

1. Criticism doesn't necessarily equate to condescension. Sometimes when adults offer criticism to a youth, they are treating the youth the same way they would a colleague. Remember that adults are used to critiquing others' ideas. Just because they disagree, it doesn't mean they are dismissing you.
2. Adults may not be aware of how capable you are. Maybe they don't know any youth your age, so they don't know what to expect. You can enlighten them by showing them you can handle mature situations.
3. Adults will feel responsible for the success or failure of the project. That is why it is hard for adults to share power and authority. They need reassurance that you are willing to share in the successes and failures.
4. It's okay to ask for help when you don't know how to do something

(Taken from The Innovation Center for Community and Youth Development, National Network for Youth, Youth Leadership Institute)

CASE STUDY:**Youth as Objects, Youth as Recipients and Youth as Partners Approaches**

Lofquist (1989) has developed and popularized what he calls a 'Spectrum of Attitudes' that covers three different attitudes adults can hold toward young people. Often the attitudes that adults hold toward young people determine the degree to which they involve them as significant partners in decision-making, and believe them capable of autonomy or making decisions about the issues that affect them.

Youth as Objects: Adults know what is best for young people and control situations in which they allow them to be involved. Young people have little to contribute. Adults may work to keep young people in a relatively powerless position. Adults with such opinions have no intention of allowing youth participation. Adults may truly believe that they need to protect young people from 'suffering' from mistakes.

Youth as Recipients: Adults allow young people to take part in decision-making because they think the experience will be "good for them". This has a real focus on young people learning from 'adult society,' and that young people need to be guided through their participation in adult society.

This attitude is characterized by adults allowing young people to take part in decision-making because they think the experience will be 'good for them' and an excellent opportunity to practice for when they become 'real people.' Consequently, responsibilities and tasks often delegated to young people are either trivial (it won't matter if they mess up) or those which adults find distasteful (roadside cleanup campaigns). Adults with such viewpoints on youth involvement often control the terms and conditions of involvement. For example, adults invite two youth representatives to participate on a board or committee composed mainly of adults. Such participation still leaves youth in a relatively powerless position. They realize that their role remains trivial and that adults are

retaining the position of authority and much of the responsibility.

Youth as Partners: Adults respect young people as having something significant to offer now, and youth are encouraged to become involved. Adults respect young people as having something significant to offer now and youth are encouraged to become involved.' Adults feel that young people are critical to the success of a program or, in this case, an organization focused on youth needs and issues. When adults hold such opinions, youth are seen as equal partners in decision-making. Adults who view young people as partners are comfortable working with groups which have equal numbers of youth and adults. Youth are asked a series of questions such as: How do they want to be involved? What kind of training do they need? What would they like to learn? What do they think their role is? What would they like their role to be? As a result of these relationships, programs and organizations are more effective while young people meet real developmental needs."

(Taken from The Innovation Center for Community and Youth Development, National Network for Youth, Youth Leadership Institute)

TASK FOR THE GROUP WORK: Your group is working on the project. Instead of getting down to business, the teens are flirting and laughing. You don't perceive that business is getting done. A youth is chair of the committee and is not doing anything about the situation. What do you do? What do you say or behave when you see the youth as an object, as a recipient and as a partner? Explain your approach.

SESSION 15

THE VOLUNTEERS LEADER'S ROLE AND EFFECTIVE TEAM'S FUNCTIONING

AIM OF SESSION

The session's aim is to show participants the importance of effective team's functioning and communication skills. This session is connected with Sessions no 12, 13 and 16.

NUMBER OF THE PARTICIPANTS

10-20 persons (during the session the participants will be divided into groups)

LEARNING OBJECTIVES

After the training participants will:

- discover the characteristics of effective teams.
- increase their team work skills through games and self-evaluation.
- remember natural gardening terms through games.
- increase their knowledge about soft skills.
- evaluate their individual and team work skills.
- discover the difference between leadership and management.
- increase their creative and critical thinking skills through role plays and improvisations

LEARNING ACTIVITIES/ METHODS

1. Introduction

The trainer presents the participants the characteristics of effective teams through Handout 15.1.

Time: 5 minutes

Handout 15.1. "Checklist of an Effective Team"

2. Shrinking Garden

After the presentation of an effective team, the participants will be divided into 3 or 4 groups (5 or 6 persons for each group. These groups will work together in all games). The trainer gives each group a rope or blanket to mark their garden on the floor that every member/item of the group can fit into. Then each time the trainer asks them to shrink their garden where everybody will be in. So, group members need to work together to figure out keep everybody or every item of the garden within the shrinking boundaries.

Time: 10 min

3. Blind Fetch

Each group chooses a team member to blindfold and a space for themselves. Groups play the game at the same time in their own corner. They all stand to specify their own area with the starting point and the corners around it for their own blindfolded team member. Each group chooses a real object symbolizing a rare flower species. After one of the group members put their symbolic object in their identified group area, they all start to give instructions to the blindfolded player by yelling out where to find out this object.



Blindfolded players walk from their starting point to their target/object. When a blindfolded player gets the object and returns it to starting point, another team member is blindfolded. The team who finishes earlier or in a set amount of time wins. If no group cannot finish the task within the given time, the group who does the most rounds and achieves to pick up objects wins the game.
Time: 10 min

4. Teamingo

The trainer gives each group a list of tasks. The first team who completes each item on the list wins. The list should begin with simple tasks, increasingly more difficult activities to do.

Time: 5-7 min

Suggested Tasks For Teamingo Games

- Name two flowers
- Write three tools used in gardening
- Find something flowery around and photograph it.
- Sing a song for 30 seconds with gardening words in it and record it.
- Write the names of group members alphabetically

5. Reflection and Evaluation After Games

Part 1: After the team work games, each group chooses their own leader and they communicate and evaluate their team building skills in accordance with the characteristics of effective teams under the leadership of their leader as a first step of their reflection. They use the same handout (given in the Introduction part, 15.1) to check and find out their scores as a team and Handout 15.2 to discuss about their group synergy by giving a self and a group reflection.

Time: 15 min

Handout 15.1 “Checklist of an Effective Team”

Handout 15.2 “Group Self Evaluation and Discussion”

Part 2: They use Handout 15.2 together with Handout 15.3. Each group discuss among themselves under the leadership of their leader to list the problems that may arise because of lack of key soft skills (communication, making decision, self motivation, responsibility, flexibility, leadership, team-working, creativity/problem solving, time management under pressure) in their individual and group performances in the games they played.

Time: 15 min

Handout 15.1. “Checklist of an Effective Team”

Handout 15.2 “Group Self Evaluation and Discussion”

Handout 15.3 “Key Soft Skills and Behavioral Suggestions For Successful Partnership”

Part 3: Each group presents their work according to the tasks in Handout 15.2. But they only share their matching items and behavioral suggestions (only the questions of number 4 and 5 in Handout 15.2 with other groups. After group reflections, whole group discussion comes to make and develop a behavioral suggestion list (Do's List)

Time: 15 min

Handout 15.2 "Group Self Evaluation and Discussion"

Handout 15.3 "Key Soft Skills and Behavioral Suggestions For Successful Partnership"

6. Second Activity: Group Exercise

Part 1: Participants form new groups (4 or 5 groups). Each group chooses a leader. Under the leadership of their leader they discuss about volunteer management considering the differences between "leadership" and "management" while working with volunteers in an urban garden; and discuss about leadership, motivation and recognition based on given warmup questions.

Time: 15 min

Handout 15.4 "Leadership and Management: Warm-up Questions and Small Group Discussion"

Part 2: Role plays

After discussing about leadership, motivation and recognition based on given warmup questions, each group is given Handout 15.5. to compare their thoughts with the definitions of leadership and management in Handout. Then each group takes a role-play and they handle the given situation negatively or positively in the light of the ideas they have discussed in their own groups. Each group member chooses a role and they perform a 2 minute group improvisation. After they improvise their performance, other groups share their assumptions about soft skills used/not used in roleplaying they watch. Then whole group discussion takes place about communication skills and the dynamics of youth and adult relationship to positive interactions.

Time: 60 min

Handout 15.5 "Leadership and Management: Role Plays"

7. Third Activity: Group Exercise

The trainer presents the key principles of creating a successful partnership between youth and adults (Handout 15.6). Each group is given a case in the handout to come up with three approaches seeing youth as objects, recipients and partners. Groups work on the same case. Then they share their sample sentences and behaviours that emphasize youth as objects, as recipients and as Partners. They discuss about the suggestions and the importance

TIMING

of seeing each other “as partners” for a maximum involvement before volunteers quit to participate activities.

Time: 45 min

Handout 15.6 “Successful Partnership”.

EQUIPMENT AND MATERIALS

3 hours 30 min

1. Rope or blanket (Game: Shrinking Garden)
2. A blindfold material and any real object (Game: Blind Fetch)
3. Pens and a mobile phone for each group for taking a photograph and recording sound (Game: Teamingo)

ADDITIONAL MATERIAL / RESOURCES

Handout 15.1, Handout 15.2, Handout 15.3, Handout 15.4, Handout 15.5, Handout 15.6

<https://www.skillsyouneed.com/ips/negotiation.html>

<http://smallbusiness.chron.com/top-ten-effective-negotiation-skills-31534.html>

<http://www.myarticlearchive.com/articles/5/025.htm>

http://www.unwe.bg/uploads/ResearchPapers/Research%20Papers_vol3_2013_No2_L%20Stoikov.pdf

NOTES FOR TRAINER

1. The trainer could substitute the representatives of local authorities and institutions, pointed out for the four groups, with others by his / her own choice.
2. In case that the 2nd activity - Group exercise, takes more time, the 5th activity could be considered optional.
3. Providing there is enough time, we recommend to carry out the 5th activity, as it is focused mainly on body language, active listening and verbal skills, which are very important in negotiations.



SESSION 16

INTERCULTURALITY



HANDOUT 16.1



PEOPLE BIGO

Find someone who...

Has a tattoo

.....

Has lived in 3 cities

.....

Likes singing in shower

.....

Has no instagram account

.....

Likes detective stories/films

.....

Did an extreme sport

.....

Has worked as a volunteer more than 5 years

.....

Play an instrument

.....

Went to a concert a year ago

.....

Has never tried/tasted a food before

.....

GROUPDISCUSSION

1. Is it easy for you to find names?
2. What did you learn about someone?
3. Do you think knowing each other better helps to become partners? How?
4. How does this help us in team management?



HANDOUT 16.2



“FROM YOUTH TO ADULT”

TASK

When you were in high school, what were your thoughts about:

- * the future
- * the marriage
- * same-sex marriage
- * career
- * drugs
- * fashion
- * media (movie, music etc)
- * world events
- * What did adults think about you and your generation? What were their words to define you?

GROUP DISCUSSION

- * What similarities and dissimilarities did you notice although you were young at the same age at these years?
- * How does your age culture affect who you are? Now how are you with the others? Did you change your mind? Do you have same thoughts and beliefs now?
- * What is the purpose of this activity?
- * What do you think about diversity in terms of inter-generation or inter-lifestyles?
- * How can we use this awareness and sensitivity to build and support youth-adult partnership?



HANDOUT 16.3

DIVERSITY AND GROUP PERFORMANCE

* How can we work in diversified social environment and build a team synergy if group satisfaction may change according to identity, socioeconomic background, family culture, individual value systems and personalities? Is it possible to find a common purpose in a diversity group? Does diversity disrupt group functioning or can it be a source of collective work?

(The participants can compare their answers in Session 15- Handout 15.1 (A3): Key Soft Skills. And discuss about nine key soft skills mentioned in 15.1 and the relationships between these skills and diversity as well.)

Four characteristics in a successful working team:

Team synergy

In a project team synergy is about finding a sense of common purpose, utilizing the individual talents, balancing of the roles and tasks, focusing on problem solving, encouraging individual opinions, setting high personal standards, and team identification.

Common purpose

It is about creating a we culture that is inspired, vibrant, courageous and hard to beat. Everybody knows the values and intentions of the organization; they know the goal and what needs to be done; every possible idea, concern and disagreement is discussed; everybody including the leader of the team works toward a common purpose.

Fun and satisfaction

Going to next step with increased happiness, energy and satisfaction, and the feeling of making progress through the accomplishment of each small objective. Because success builds success. Redefining “fun” for each team member with the terms as humor, play, playfulness, spirit, creativity etc. considering the meanings of fun and satisfaction may change according to identity, socioeconomic background, family culture, individual value systems and personalities. Establishing team goals and aligning them with individual goals and expectations.

Open communication

Team members do not blame another member for a mistake that may have arisen because of a misunderstanding, a flawed concept, a miscommunication, or an event beyond one’s control. Sharing vision, relationships; talking openly with examples; listening well, delivering the message in the right form.

INTERCULTURALITY

AIM OF SESSION

The session's aim is to show participants how to organize work of a diversified group. This session is connected with Sessions no 13 and 15.

NUMBER OF THE PARTICIPANTS

10-20 persons

LEARNING OBJECTIVES

After the training participants will:

- get to know each other better
- raise consciousness about diversity
- increase the interpersonal communication skills, especially in the intercultural or intergenerational groups
- increase their team work skills
- find out the importance of getting to know better in team management and partnership

LEARNING ACTIVITIES / METHODS

1. People Bingo

Trainer gives each participant a People Bingo sheet and let them find out who is who by walking and asking questions to fill their chart quickly. The one who completes his chart first wins the game.

Then group discuss about the sheet (to check who is who) and getting to know each other better and the importance of getting to know better in team management

Time: 20 min

Handout 16. 1

2. If I were a

Trainer tells the whole group to choose a flower, a plant, a tool, a season and an animal which reflects their personality best. Then the participants talk about themselves according to their preferences. They draw pictures of the flower, the plant, the tool and the season to explain them in detail.

Task questions:

I. If you were a flower, which one would you prefer? Why?

II. If you were a plant, which one would you prefer? Why?

III. If you were a garden tool, which one would you prefer? Why?

IV. If you were a season, which one would you prefer? Why?

V. If you were an animal that lives in a garden, which one would you prefer? Why?

Time: 45 min

3. Potluck Party

Trainer tells the whole group to arrange a party/picnic in a garden that everybody will bring one dish to share. This homemade dish may be a local, cultural or regional food. During the party each food is put a label telling its name and region. Additionally



traditional musics, clothes, sweets and drinks can be included in the menu. Then participants eat together, talk about their dishes referring to their culture. Some garden themes such as potluck of alphabet (in which each participants take a letter of a vegetable or fruit to make a dish beginning with this letter in their culture); a potluck of local festivals, ceremonies, rituals, celebrations or a potluck of green foods can be chosen as a party/picnic theme. The participants are also told to bring a local story or a picture or a traditional saying with them about a plant, fruit or a food etc. After Party: Reflection question: What can be done in gardens for social meetings such as potluck party/picnic?

Time: 90 min

4. Garden means (Introduction to interculturality)

Trainer tells the participants to think and discuss about gardens and garden images.

Guiding questions:

What does garden mean to you? Write your key words.

What is there in a garden? Parts of garden, plants, furniture etc. Find some pictures or draw your own pictures about a garden image in your mind.

Do you think that garden image differs from culture to culture? Do you know any particular types of garden specific to any culture such as Zen gardens? What kinds of similarities or common parts are there among different types of gardens?

What do you think that a diversity garden is? What are there in diversified gardens?

Time: 60 min

5. From Youth to Adult

The trainer calls out a category in numbers representing the graduation year from high school (graduated or will graduate), and writes these years on post-its. The participants come together under this category and as a group they make a yearbook based on the questions on Handout 16.2. Groups can draw, use pictures from magazines or write words/sentences to make their yearbook. Then each group prepares a 2-3 min. presentation to talk about what was happening in the world on these years.

High School graduation years on post-its:

Before 1950; 1950-1960; 1960-1970; 1970-1980; 1980-1990; 1990-2000; after 2000;

Time: 90 min

Handout 16. 2

6. Objects 1

Material: Post it papers for key words

Group work: Each group member chooses a real object for himself that symbolically represents a common cultural value, belief, attitude, manner or a typical cultural item such as music,

food, clothing etc. The other members try to guess what this real object stands for in that culture. The person who presents his object gives it a name/title and writes 3 key words representing his cultural value for him. Then group members discuss about the term culture through their objects. Then whole group discussion comes.

Whole Group Discussion

- I. What does culture include?
- II. What surprised you about the symbols chosen or the cultures?
- III. What was new for you? A topic? A feeling? An action?

Timing: 45-60 min

7. Objects 2

After the presentations of objects and guessing part, each group puts all their objects with their key words together and tries to find out the connections and the relationships among these objects and key words in accordance with the ideas behind them. Based on these words and ideas, they try to make a meaningful content that will cover all objects, as if it's a garden full of different flowers. By thinking their objects such as biodiversity in ecosystem, they design their multicultural urban garden and give it a name. Then each group presents their garden. After the group presentations, all groups try to design a big urban garden including all small gardens in it and finds out a name.

Group Discussion

- I. What similarities and dissimilarities among cultures did you notice?
- II. Do you feel that you're a part of this garden? Does it include everybody?
- III. How do cultural traditions affect the way we see or the choice we make?
- IV. How do our cultural identities influence how we interact with those who are similar or dissimilar to us?
- V. How do "to be aware of, honest about and more in control of the influences" affect our interaction? (Handout 16.3)
- VI. How can we use strengths in similarities and dissimilarities?
- VII. How can we use this sensitivity in building and sustaining youth-adult partnership?
- VIII. How can we build and support youth-adult partnership that is respectful to diversity? (inter-culture, inter-generations, inter-lifestyles)

Timing: 60-90 min

Handout 16. 3





TIMING

6-7 hours

EQUIPMENT AND MATERIALS

Handout 16.1, 16.2, 16.3;

ADDITIONAL MATERIAL / RESOURCES

NOTES FOR TRAINER



SESSION 17

IDENTIFICATION OF STRENGTHS AND WEAKNESSES OF THE EXISTING URBAN GARDEN / ANALYSIS OF THE ENVIRONMENT.



HANDOUT 17.1



STRENGTHS

- Cultivating your own vegetables : healthier vegetables, eco friendly cultivation techniques (no use of pesticides, herbicides etc), save money, possible production capability
- Take advantage of spaces : rooftops (sound and thermal insulation), interial spaces, etc
- Benefits city environment : rainwater is absorbed back into the soil, prevent overheating
- Citizens get to know to each other, cooperate, communicate and take part in garden's activities, come closer the nature

WEAKNESSES

- Sometimes not every kind of plant can be cultivated in every available space
- If there is the problem of drainage, using drinking water for irrigation on any scale outside of a smallish garden is wasteful and expensive
- In the case of a water garden there is problem with mosquitoes which are vectors of diseases
- In a community garden there are inevitable problems than come from people arguing about doing there fair share of the work and not sharing the produce equitably



HANDOUT 17.2



1. SWOT analysis for the definition of the weaknesses and the strengths
2. A questionnaire for the team about the advantages and disadvantages of the garden
3. Out of classroom activity: visit to an urban garden of the local community so they will be able to notice advantages and disadvantages
4. Weekly meeting for discussion which will aim to the improvement of the garden
5. Organize activities in the garden to bring closer the participants and improve their communication
6. The existence of a flip chart or an anonymous note box



IDENTIFICATION OF STRENGTHS AND WEAKNESSES OF THE EXISTING URBAN GARDEN / ANALYSIS OF THE ENVIRONMENT.

AIM OF SESSION

The session's aim is to show the participants how to use the experience from existing urban garden in order to develop the new ones. Also to find ways to involve local community in our actions This session is connected with Sessions no. 2 and 18

NUMBER OF THE PARTICIPANTS

10 – 20 persons.
During the session the participants will be divided on the groups. Each group should be consisted from 4-6 persons (including the leader).

LEARNING OBJECTIVES:

After the training, the participants will:

1. develop their team work skills and get to know various team work methods;
2. reinforce the perception that young people are part of a whole and to promote the concepts of democracy and equality
3. develop their skills in planning and organization of work;
4. increase their skills in work in disparate groups;
5. increase their knowledge about the different ways of
6. using the previous experience to prevent problems in the future;
7. increase their creativity;
8. develop their skills of functioning in the local environment.

LEARNING ACTIVITIES / METHODS

1. The trainer welcomes participants and presents a Power Point about the weaknesses and the strengths of existing urban gardens. Analysis of the risks of making a new urban garden. (Session 11) Analysis of the environment where we can create new urban gardens (using thesis from the Handout 17.1.).
Time: 10 - 15 minutes
2. Group exercise. Participants form groups (in which they will work during this session and also during organization of the chosen activities). Each group chooses a leader.
After the forming of all groups the trainer gives each leader the Handout 17.2. "The list of tasks for the group work".
They discuss about the promotion of the advantages of urban gardens in (environment, health, phycology, socialization etc. Each group points out different techniques needed to make an urban garden, according to the previous use of the area (plot, public space, balcony...) . The leader distributes tasks among group members, determines the time to prepare tasks and how to communicate between group members.
Time: 20 minutes.





3. The leader presents results of group work according to the list of tasks. Time: depending on the numbers of the groups. 5 – 10 minutes for each group

TIMING

2—3 hours

EQUIPMENT AND MATERIALS

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation. Handout 17.1. Handout 17.2

ADDITIONAL MATERIAL / RESOURCES

NOTES FOR TRAINER





SESSION 18

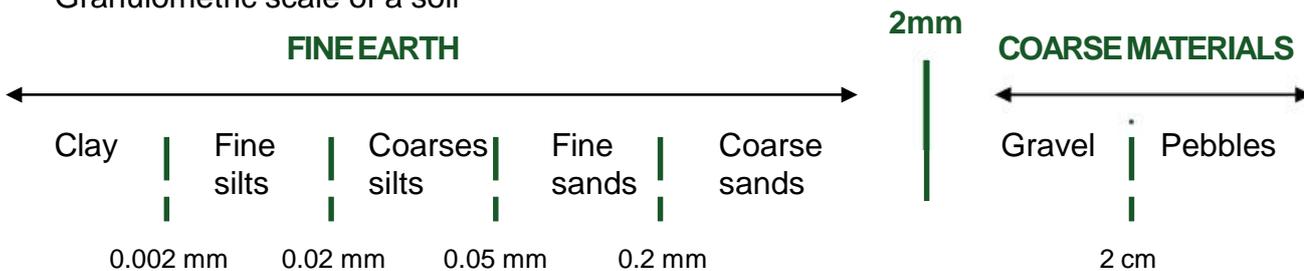
BASIC KNOWLEDGE AND SKILLS IN ORGANIC PRODUCTIVE GARDENING : KNOWING AND CARRYING FOR YOUR SOIL



HANDOUT 18.1

SOME DEFINITION

Granulometric scale of a soil



Soil: characteristics:

SANDY SOIL

he floor squeezes peméable, drying easy to work but wears and will warm up quickly

sand is the grossest element. These are the light soils. The sandy soils are easily heated and allow early crops. Poor in organic matter (because retaining very difficult), the inputs of organic matter (manure, composts, leaves, straws, hays, cuts of grass, residues of crop, brf ...) must be frequent and moderate there. Sandy soils also dry easily. Often acidic, it may be useful to also make limestone a m e n d m e n t s (lithothamne type). Green manures are generally discouraged because of the low reserves.

SILTS

they give the ground a beating and asphyxiating character

The silts are the i n t e r m e d i a t e stage between clays and sands. The silty soils are generally beating and settle easily. Green manures and a ground cover are beneficial and perfectly adapted to this type of soil. These are often ideal lands for vegetable crops and fruit trees.

CLAYS

these are the finest particles. A predominantly clay soil is heavy, warms slowly and cracks in case of drought (be careful with mulching or BRF). It effectively retains water and fertilizers. The inputs of organic matter must be spaced in time but rich.

GRAVELAND PEBBLES

they make the soil filter but reduce the volume used by the roots





PUDDING TEST:



clay



loamy



sandy

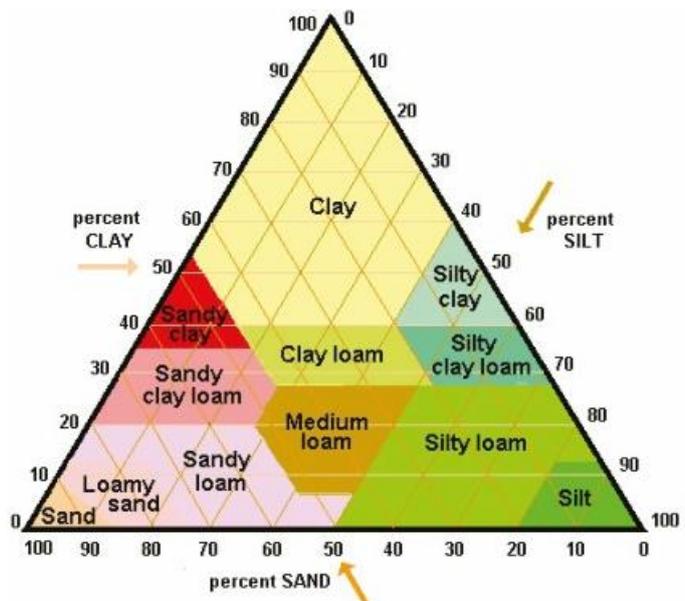
Source: <https://www.jardiner-autrement.fr/connaitre-la-nature-de-son-sol/>

JAR TEST:



Test du bocal - Texture de mon sol

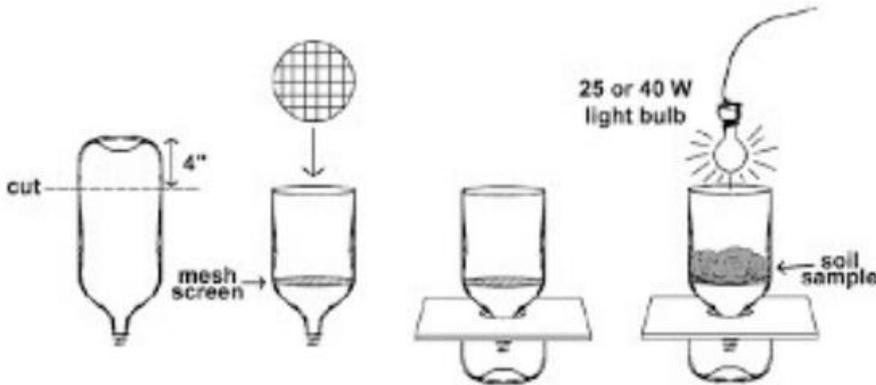
Source: <https://www.permaculturedesign.fr/>



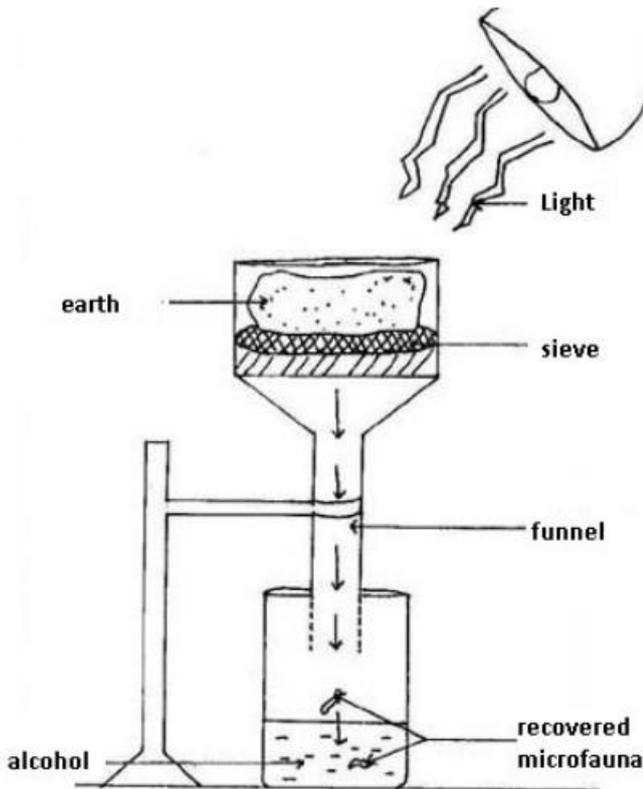
Source: <http://lagardennotes.blogspot.com/2013/10/using-soil-triangle.html>

HANDOUT 18.2

HOW TO DO BERLESE FUNNEL?



Source: ecoplexity.org



Source: <http://lewebpedagogique.com/arnaud/category/cours-de-sixieme/borigine-de-la-matiere-des-etres-vivants/b3lactivite-des-etres-vivants-du-sol/>

1 The picture was taken from the blog by Liliane Arnaud Soubie <http://lewebpedagogique.com/arnaud/> which contents is available under the terms of Creative Commons License Attribution-NonCommercial-Share-Alike 4.0 International (CC BY-NC-SA 4.0) <https://creativecommons.org/licenses/by-nc-sa/4.0/>. The picture was adapted by translating of the text into English language.

MAJOR GROUPS OF SOIL FAUNA

The macrofauna > 2mm

- Centipede
- Millipede
- Earthworms
- Ants
- Termites
- Isopods
- Ground beetles
- Nematodes
- Springtail
- Mite
- Slug



HANDOUT 18.3

PH OF THE SOIL

What are we talking about when we talk about pH (or Hydrogen potential)? PH is the unit of measurement for the presence of hydrogen ions in the soil, which is related to the nature of the soil itself. This presence is measured by a chemical test that will reveal the acidity, neutrality or basicity of the soil, values ranging from 1 to 14, from the most acidic to the most alkaline, the neutrality being around 7. This rate varies not only according to the composition of the soil, but also what it receives (rain, amendments ...). It has a direct impact on the assimilation of nutrients by the plant, and on the microbial life of the soil, whose role is to transform organic matter into humus.

The different pH testers

The pH meter

Consisting of a probe and a screen for reading the measurement, it is the most reliable way to measure the acidity of a soil. After introducing the probe into the earth, it measures the potential difference between two electrodes in the probe, and then converts the measurement into a pH unit. However, it costs a bit expensive and for a one-time need, a hundred euros may seem prohibitive.

PH indicator paper

Less precise, it is composed of strips impregnated with colored indicators which will be revealed according to the acidity of the soil. A color scale is provided on paper to compare the color of the strip.

The pH test measuring the lime content

There is a palliative to determine the lime content of the soil. This content is directly related to the acidity of the soil. For this we use a reagent that will react to the presence of lime by dyeing. This is the test we used

HOW TO KNOW THE PH OF YOUR SOIL?

(<http://www.monjardinenpermaculture.fr/pages/le-ph-du-soil>)

1. Dig the soil with a transplanter (small hand-held shovel) and collect soil about 2-3 cm deep, cleared of any debris.
2. Fill a tube or a small glass jar halfway up.
3. Supplement with water at neutral pH (rainwater is often slightly acidic). Distilled (or demineralised) water or mineral water with a pH of 7 is suitable.
4. Mix vigorously after sealing the tube or jar tightly.
5. Wait until the earth goes down to the bottom of the container, then measure the pH by dipping a test strip in the water (we find urine test strips in pharmacy for a few euros)
6. Possibly repeat the operation in different parts of the garden because the pH may vary from one place to another



HOW TO DO MODIFY THE PH

CHANGE IN PH

The nature of soil	Inputs	Dose	Method
Sandy soil	Quicklime	1T/ha (10kg/are)	Incorporate in the soil surface To be renewed every 3 years
	Crushed limestone	2T/ha (20kg/are)	
Clay soil	Quicklime	2T/ha (20kg/are)	
	Crushed limestone	4T/ha (40kg/are)	

HANDOUT 18.4

INDICATOR PLANTS

BIO INDICATOR PLANTS

What is a bio-indicator plant: When soil and climate conditions are in place, these seeds will germinate, so-called dormant emergence. So when we have a dominance of certain plants, we can deduce the conditions of the soil in which they grew and the dynamics of it. We can thus know the first actions to perform to improve the fertility, the structure (too clayey, too sandy ...)

SOME INDICATOR PLANTS

NITROGEN RICH SOIL

Chickweed (*Stellaria media*)



Photo by Kaldari. This file is made available under the Creative Commons CC0 1.0 Universal Public Domain Dedication.

Goosegrass (*Galium aparine*)



https://fr.wikipedia.org/wiki/Gaillet_gratteron#/media/File:Illustration_Galium_aparine0.jpg
This work is in the public domain.

Mugwort (*Artemisia vulgaris*)



https://fr.wikipedia.org/wiki/Artemisia_vulgaris#/media/File:Beifuss.JPG
Phot by Rita Erfurt. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.



NITROGEN POOR SOIL

Broad-leaved thyme
(*Thymus pulegioides*)



https://pl.wikipedia.org/wiki/Macierzanka_zwyczajna#/media/File:Thymus_pulegioides.jpg

Photo by LuckyLion. This file is licensed under the Creative Commons Attribution 3.0 Unported license.

Sheep's fescue (*Festuca ovina*)



https://en.wikipedia.org/wiki/Festuca_ovina

This work is in the public domain.

ALKALINE SOIL

Sanicle (*Sanicula europaea*)



https://fr.wikipedia.org/wiki/Sanicule_d%27Europe

This work is in the public domain.

Meadow clary (*Salvia pratensis*)



https://fr.wikipedia.org/wiki/Salvia_pratensis

This work is in the public domain.

ACID SOIL

Mat grass (*Nardus stricta*)



https://fr.wikipedia.org/wiki/Nardus_stricta
This work is in the public domain.

DRY SOIL

Golden marguerite (*Anthemis tinctoria*)



https://en.wikipedia.org/wiki/Cota_tinctoria
Photo by Alvesgaspar. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

WET SOIL

Creeping buttercup (*Ranunculus repens*)



https://en.wikipedia.org/wiki/Ranunculus_repens
Photo by sannse, Great Holland Pits, Essex, 6 June 2004. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

COMPACTED SOIL:

Silverweed (*Potentilla anserina*)

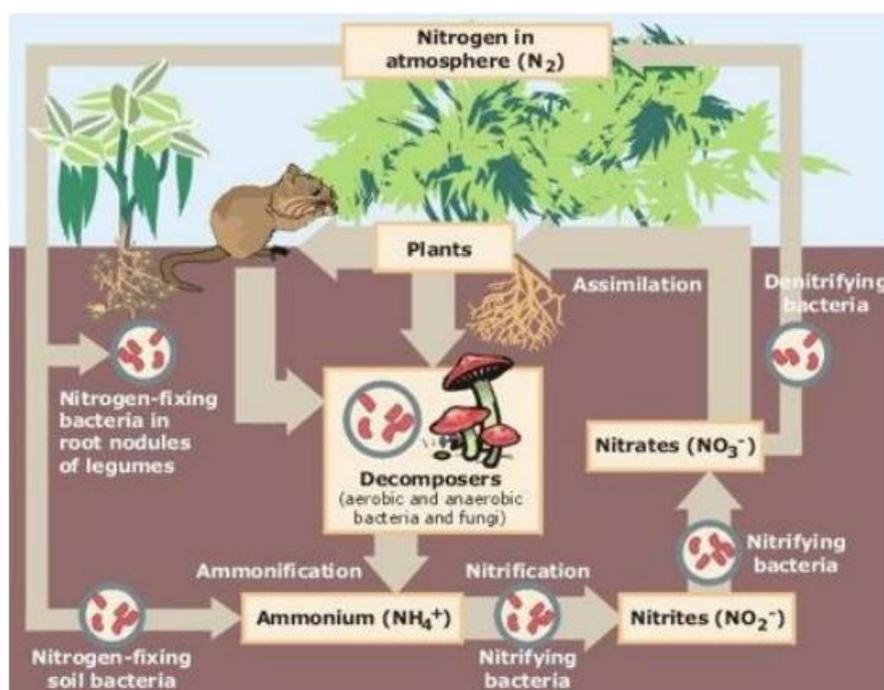


https://en.wikipedia.org/wiki/Argentina_anserina
Photo by ©2010 Walter Siegmund. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported License.

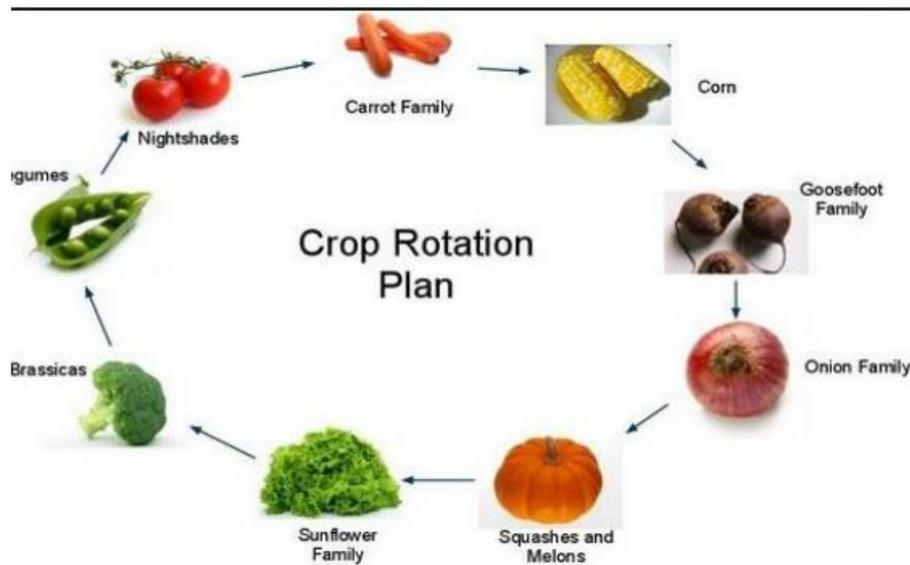
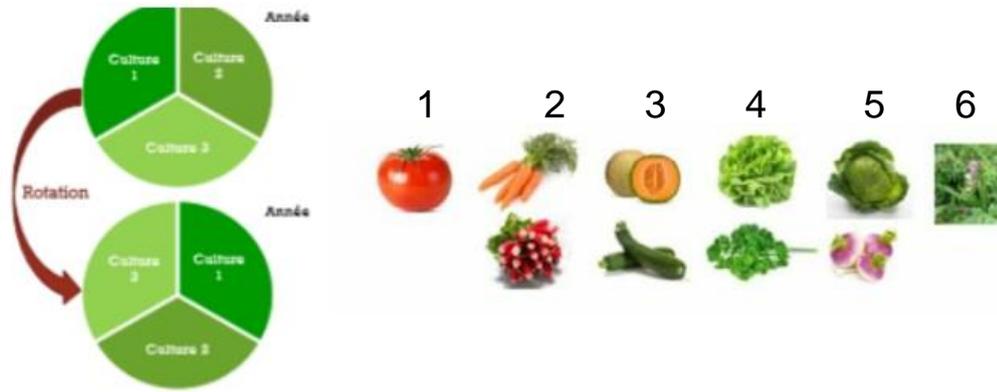
HANDOUT 18.5

SOILAMENDMENTS

The nature of the soil	Inputs	Dose / Quantity	Method
Sandy soil	Blond peat		
	Breeding ground	2T/ha	Incorporate lightly
	Manure		
	Dried Manure		
Clay soil	Silica sand	4 à 6 m ³ / are	Per 20 cm of depth or 30 to 50% hole volume
	Blond peat	50 à 100 kg / are	Per 20 cm of depth or 10 to 30% hole volume
	Breeding ground	2T/ha	In the ground To the surface
	Manure	30 à 50T/ ha	
	Dried Manure	2 à 5 kg / are	To the surface



Picture by Johann Dréo, modifications by Raeky. Source : https://en.wikipedia.org/wiki/Nitrogen_cycle. This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.



BASIC KNOWLEDGE AND SKILLS IN ORGANIC PRODUCTIVE GARDENING : KNOWING AND CARRYING FOR YOUR SOIL

AIM OF SESSION

Learning the different elements to take into account the characteristics of the soil and to learn different simple activities to understand.

- increasing the knowledge of participants about soil and its characteristic.
- Recognizing the soil as a true ecosystem
- Identifying physical, biological and ecological characteristics of the soil
- Encouraging of the participants, to be observers before being actors

LEARNING OBJECTIVES

After the training, the participants will:

- Discover diagnostic tools to analyze the soils
- Know the characteristic of the soil
- Recognize the soil of their urban garden
- Be able to adapt their compartment in organic gardening

LEARNING ACTIVITIES / METHODS

1. Soil texture

pudding test : Take a handful of soil with a little water and knead it until you get a sort of pudding

Time: 20 min – 1h

Jar test: to know the exact name of the soil which you tested according to its granulometric composition

- dig a hole in the ground 8cm deep;
 - collect some soil and place it in the jar to fill it halfway
 - fill the jar with water, leaving a few inches of air
 - close the jar and shake it for 3 minutes to separate the particles;
 - let stand 1 to 3 days; measure the 3 layers (sand, silt and clays)
 - measure the total height of the layers = height sand + height limon + height clay);
- Establish the distribution in% of the 3 layers
Handout 18.1.

2. Soil is alive: microbial life of the soil Handout 18.2.

3. Ph test Testing Ph Handout 18.3

4. Needs of the Soil: Organic indicator plants Bio indicator plants



- I. Walk around to identify plants and soils corresponding
- II. Definition of the soil of the urban garden

Handout 18. 4

- 5. Maintain life and soil fertility
 - I. How to correct a soil with amendments
 - II. Presentation of the organic substances and their behavior
 - III. Presentation of rotations possibles

Handout 18. 5

NUMBER OF THE PARTICIPANTS:

10-20 participants

TIMING

pudding test, ph test :10 -20 min
 Jar test: 1h and a break 1 to 3 days
 A few days : microbial life of the soil

EQUIPMENT AND MATERIALS

pudding test: shovel, pickaxe and a little water
 Jar test: Jar higher than wide, water, shovel, pickaxe

ADDITIONAL MATERIAL / RESOURCES

<http://lagardennotes.blogspot.com/2013/10/using-soil-triangle.html>
<https://www.youtube.com/watch?v=R24gsQOKops>
<https://potagerdurable.com/faites-connaissance-avec-votre-terre>
<https://www.deco.fr/jardin-jardinage/travaux-entretien/actualite-541740-analyser-ph-sol.html> <https://www.jardiner-autrement.fr/connaitre-la-nature-de-son-sol/> <https://www.permaculturedesign.fr/>
http://www.epl.carcassonne.educagri.fr/fileadmin/user_upload/pdf/CFPPA/Analyses_de_sols.pdf <http://lewebpedagogique.com/arnaud/category/cours-de-sixieme/borigine-de-la-matiere-des-etres-vivants/b3lactivite-des-etres-vivants-du-sol/> <http://gardensforlife.ie/indicator-plants/>
<http://www.instructables.com/id/Berlese-Funnel/>
http://www.epl.carcassonne.educagri.fr/fileadmin/user_upload/pdf/CFPPA/Plantes_bio-indicatrices.pdf
https://en.wikipedia.org/wiki/Nitrogen_cycle
 application PlantNet

NOTES FOR TRAINER

The sessions involve the methods of learning by doing. The trainers' role is to monitor the effectiveness of work of each group and, if need be, advising and assisting the group leaders.



SESSION 19

THE MANAGEMENT OF THE NEGLECTED GARDEN. CREATIVE THINKING.



HANDOUT 19.1

CREATIVE THINKING - ESSENCE, DEFINITION, TECHNIQUES

Most people associate creativity with the arts such as writing a novel, painting a picture, or composing music. Many jobs require creative thinking, including positions in the world of business and science. Creativity simply means being able to come up with something new. But the first thing you need to do is recognize your own creativity.

So, what is Creative Thinking? Creative thinking means looking at something in a new way. It is the very definition of “thinking outside the box.”

According to the Business Dictionary creative thinking is: ” Way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unsettling at first).

Creative thinking can be stimulated both by an unstructured process such as brainstorming, and by a structured process such as lateral thinking - the ability to perceive patterns that are not obvious. The fictional detective Sherlock Holmes used lateral thinking in one famous story when he realized that a dog not barking was an important clue in a murder case.

Some people are naturally more creative than others, but creative thinking can be strengthened with practice. Creative people have the ability to devise new ways to carry out tasks, solve problems, and meet challenges. They bring a fresh, and sometimes unorthodox, perspective to their work. This way of thinking can help departments and organizations move in more productive directions. Hence, their value to the company.

Examples of Creative Thinking

Opportunities for creative thought in the workplace vary from the obvious artistic position to the highly technical one. Generally, anything that involves an “aha” moment is considered creative. Here are some examples of jobs that entail creative thinking.



Painter: Abraham Bloemaert



Painter: Ernest Quost

Artistic Creativity

You don't have to be an artist for your work to have an artistic element.

For example, if you work for a small company, the artistic task might fall to whoever agrees to do it. These tasks include designing logos, writing advertising copy, creating the packaging for a product, or drafting a phone script for a fundraising drive.

Creative Problem-Solving

Creative problem-solving stands out as innovative. A creative problem solver will find new solutions, rather than simply identifying and implementing the norm. You might brainstorm new ways to cut energy use, find new ways to cut costs during a budget crisis, or develop a litigation strategy to defend a client. These all entail creative thinking on your part.

Creativity in STEM

Some people think of science and engineering as the exact opposite of art and creativity. However, the opposite is true. The field of STEM (i.e., science, technology, engineering, and math) is highly creative.

For example, designing a more efficient assembly line robot, writing an innovative new computer program, or developing a testable hypothesis are all highly creative acts.

CREATIVE THINKING TECHNIQUES

A few of the many techniques available:

1. Brainstorming

"The best way to have a good idea is to have lots of ideas."

Linus Pauling - Double Nobel Laureate, chemist, biochemist and peace campaigner.

It's generally agreed that the rules of brainstorming, include:

- Everyone having a say
- All ideas being equally valued
- No criticism of other people's ideas is

allowed

There are at least a couple of different ways that brainstorming sessions can be run:

- Everyone follows up an initial idea, feeding off it to generate new ones, until an end point, at which the group turns to a new idea and does the same.

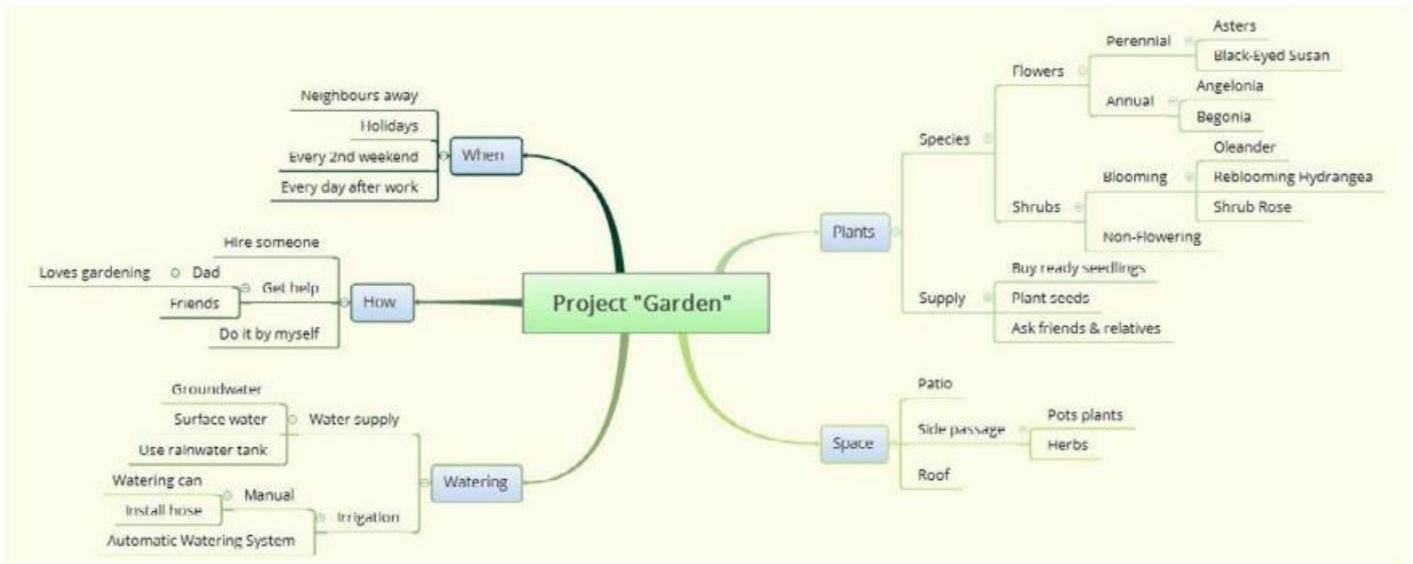
- Participants are encouraged to come up with more free-flow generation of unconnected ideas that can then be grouped and themed later.

It is also generally agreed that following an initial period of open brainstorming, there needs to be a period of idea evaluation where questions are asked and criticisms are made. It is important to set aside plenty of time for brainstorming; the first idea is very seldom the best.

One fairly simple way to do this is by drawing or creating something in three dimensions. This can be an individual or group activity. Being able to draw is not a prerequisite to this approach. It's the activity, not the precise form at the end, that's important.

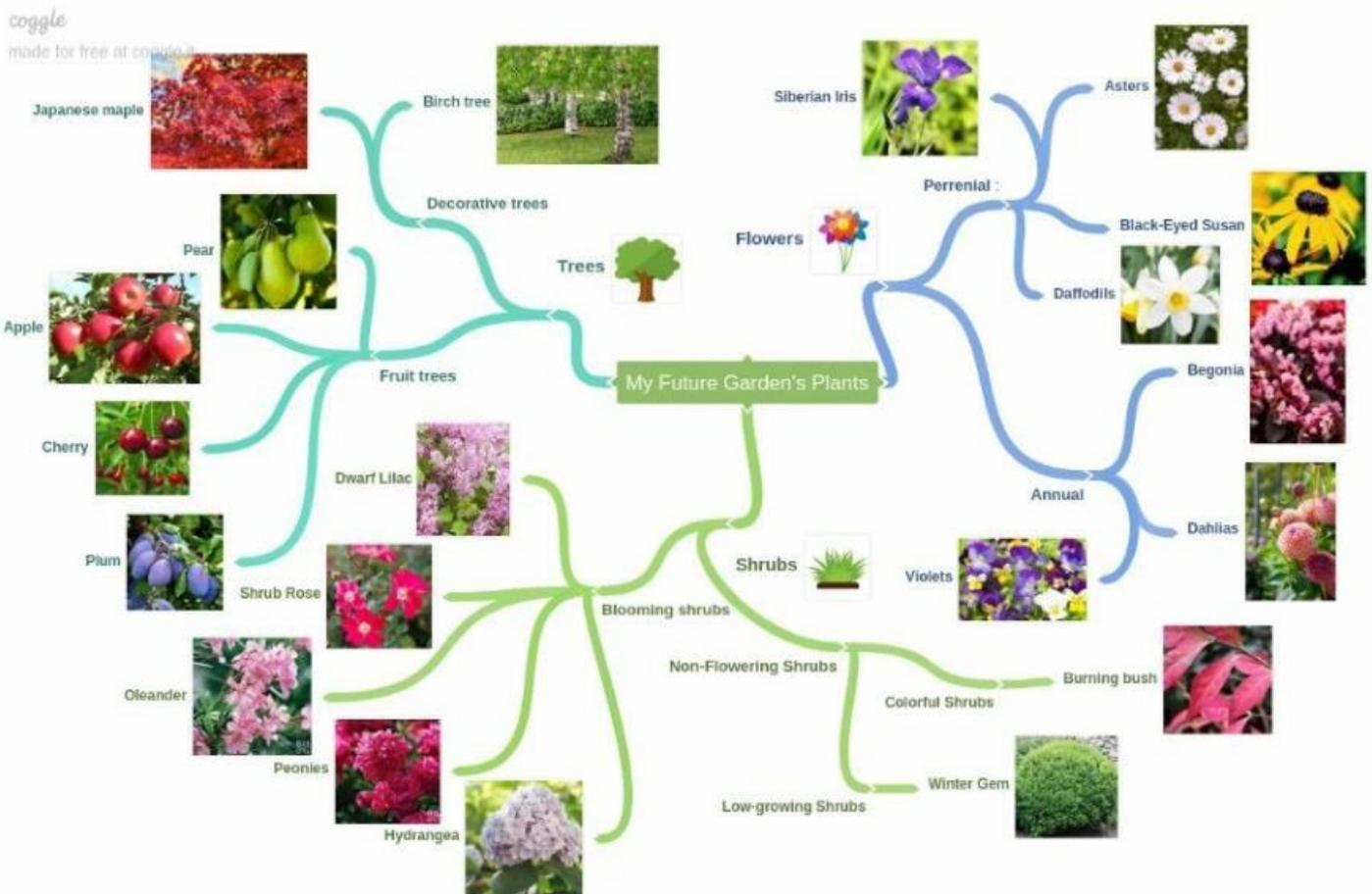
2. Mind mapping is a technique originally created by Tony Buzan, and adapted by many others since.

2.1. Mind mapping uses words connected with arrows or lines. It's a good way of representing a large amount of interconnecting information in a fairly compact way, and many people also use it for planning presentations or taking notes in meetings. Mind maps usually start with a single word in the centre, and connected ideas and concepts radiating out via branches.



Designed by: Nevena Mitsina

2.2. Rich pictures are a rather more visual version of mind mapping. Again, you create a picture of a situation, but this time using words as sparingly as possible. Rich pictures encourage to use colour and symbols.



Designed by: Nevena Mitsina

Envisaging the future is an interesting exercise to do with a group especially during times of change.

Cover as much of a wall as possible with large pieces of paper, such as flip-chart pages.

Ask the group to start at one edge, and draw the situation, as it currently is. No words are allowed, it all has to be pictures, although they can talk about what they're drawing.

Then ask them to move to the opposite edge, and draw the ideal future situation.

Again, no words are to be written.

Next, draw a large semi-circular 'bridge' between the current and future sides, and ask the group to draw what needs to happen to move from one side to the other.

The idea behind this is that seeing the pictures makes it easier to 'bridge' the gap between the current situation and the desired future situation.

Just as sleeping on a problem can give you a new perspective, so can doing something completely different.

3. Role-Play Situations

'Role-play', does not just include the basic 'pretend I'm your customer'-type role-plays, or even 'walk around the room trying to channel an animal'-type exercises, which rightly or wrongly are often regarded as something of a waste of time.

One person starts by placing all the others in the room to show the way that they see the problem.

In turn, each person in the group then moves to where they see themselves fitting best. And of course, as each person moves, it affects the others in the group, who then want to move again.

The end point is reached when everyone is comfortable with their location within the group, and this represents the 'shape' of the group and the dynamics within it.

This is a very powerful technique, which can cause emotions to run high, so should only be undertaken with a trained practitioner

to facilitate.

Even those qualified to lead this kind of role-play exercise, and who have done so many times, can often be surprised by their outcomes. There is something about pretending to be someone else and channelling someone else's emotions which is astonishingly freeing and can lead to hugely creative thinking.

An open mind is the most important prerequisite for creative thinking.

Sources:

<https://www.skillsyouneed.com/ps/creative-thinking.html>

<https://www.thebalancecareers.com/creative-thinking-definition-with-examples-2063744>

<https://www.thespruce.com/gardening-4127766>

https://www.plant-world-seeds.com/?qclid=Cj0KCQjw3drIBRCOARIsAO-hZCkhOxuPpSecMrfeXBkbNcEh7JPxj0umTUZy5m1DHmjAutF66FkZubUaAuVqEA_Lw_wcB

<https://www.bhg.com/gardening/design/nature-lovers/welcome-to-plan-a-garden/>

<http://cp14.nevsepic.com.ua/199/19899/1385207815-poveste-de-vara.jpg>

<http://christianfellowshiptours.ca/wp-content/uploads/2017/11/Keukenhof-Gardens.jpg>

<https://i.pinimg.com/originals/a6/b6/04/a6b6045dd2c05499ac3c364561bf7790.jpg>

<http://www.the-organic-mind.com/how-to-mind-map.html>

<http://apartmentgrown.com/>

HANDOUT 19.2



EXAMPLES OF NEGLECTED GARDENS AND GOOD PRACTICES

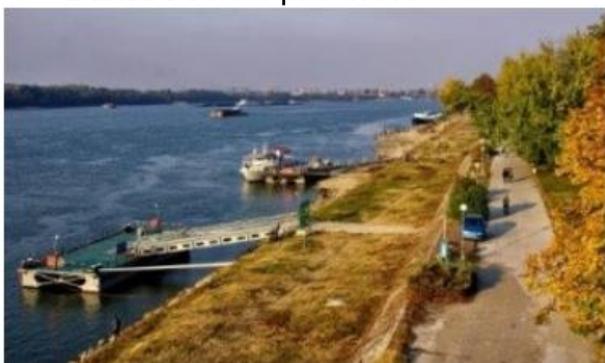
I. Local examples of neglected gardens

A. Urban garden spaces between the Students' Dormitories:



Photos by Nikola Benin

B Danube's river pier in Ruse :



Photos by Nikola Benin



II. EXAMPLES OF GOOD PRACTICES, USING CREATIVE THINKING

A. Urban space in Ruse’s neighbored turned into a beautiful garden

A young family from Ruse, Bulgaria, turned the space between “Chavdar Voyvoda” block of flats and the other blocks of flats, located nearby in “Zdravets-Iztok” district in a beautiful garden. They have invested imagination and personal time in realizing the project. The residents of the block tell that both young people are engaged at work, but have found a way to turn the unattractive lawn into an original work to the enjoyment of their neighbors as well as of occasional passers-by.

Notes: Unfortunately at the beginning of the hot Bulgarian summer, when these pictures were taken, most of the beautiful spring flowers, usually planted in this place, have already faded, but you can get the general idea.

It should also be noted that the recycled automobile tyres have only a purely decorative function – they are used instead of timber for the fence or for the flower boxes, in this way saving the life of several trees.

Also, it should be added that a garden does not consist only of plants, there are plenty of other elements as well. In this case you can see a well and some devices and appliances for the games of little children



Photos by Nikola Benin



II. EXAMPLES OF GOOD PRACTICES, USING CREATIVE THINKING

B. Other examples of beautiful urban gardens in Ruse that attract with diversity of flowers and other plants.







Photos by Nikola Benin

The target participants of the training: The training is specifically designed for people with strong social presence, interested in organizing the local public space and infrastructure such as local gardens or similar space; people who wish to improve the overall quality of life and would like to learn or raise their knowledge about how to do a project, focused particularly on renovation of urban gardens.

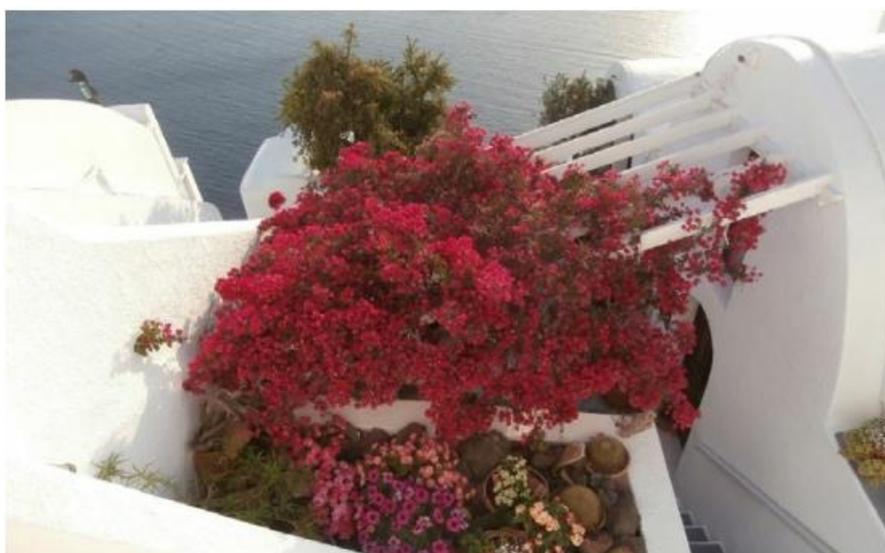
This training is specifically aimed at the house residents and residents in buildings where the gardens are neglected.

C. Other examples of creative thinking, applied to urban gardens worldwide, illustrating different approaches and techniques:



A photo by Nikola Benin

The pots of these flowers at a roof garden in the island of Santorini, Greece, are made of recycled tyres.



A photo by Nikola Benin

A small roof garden of a house in the island of Santorini, Greece



A photo by Nikola Benin

A terraced garden, built in several levels, in Gibraltar, UK



A photo by Iliyana Benina

A garden from the Alkazar, Seville, Spain, combining a lot of different elements: various species of trees, a fountain and benches, made of terracotta and glazed tiles.



A photo by Iliyana Benina

A terraced garden in Salzburg, Germany



A photo by Iliyana Benina

The Gardens of Versailles, France – clear contours, geometrical symmetry, carefully trimmed plants, elegance.

HANDOUT 19.3



The flower clock in Geneva, Switzerland

A photo by Nikola Benin



The flower clock in Thessaloniki, Greece

A photo by Nikola Benin





A photo by Nikola Benin

A garden in Seville, Spain





A photo by Nikola Benin

A garden in Seville, Spain



A photo by Nikola Benin

A vegetable garden (different types of lettuce) in front of the museum of cuisine in Vevey, Switzerland



A photo by Nikola Benin

The garden of a house on the road to Evian, France



A photo by Nikola Benin

A garden in Kasara, Chitwan National Park, Nepal



THE MANAGEMENT OF THE NEGLECTED GARDEN. CREATIVE THINKING.

AIM OF SESSION

The session's aim is to explain to the participants the essence of creative thinking, the main techniques, used with the strategy, and their application in the management of neglected gardens. This session is connected with Sessions no. 7, 20.

LEARNING OBJECTIVES

After the training, the participants will:

1. increase their knowledge about the nature of creativity;
2. recognize their own creativity;
3. know how to apply creative thinking strategy to solving practical problems – management of neglected garden;
4. increase their skills for interpersonal communication;
5. develop their team work skills;
6. increase their knowledge about the different techniques and ways of creating ideas, objects, etc

NUMBER OF THE PARTICIPANTS

- a) 10-20 persons.
- b) During the session the participants will be divided in groups.
- c) Each group should consist of 4-6 persons (including the leader).

LEARNING ACTIVITIES / METHODS

1. The trainer welcomes the participants and initiates an open discussion "What is creative thinking?" before the introduction of the topic. (It could be carried out alternatively – in the form of a brain storm). All suggestions are written down on a poster by the trainer.

Time: 10-15 minutes

2. The trainer summarizes the results of the open discussion (or brainstorm activity).

Time: 5-10 minutes

3. The trainer presents multimedia presentation about the essence and various techniques of creative thinking (using thesis from Handouts 19.1.)

Time: 10-20 minutes

4. Group exercise. Participants form two groups. Each group chooses a leader.

After forming the groups the trainer gives the tasks to both groups: using the thesis from Handout 19.1. and the picture of the neglected river bank garden from Handout 19.2., the members of the 1st group should draw a sketch how they imagine the reconstructed garden in 1 year; the 2nd group's members should draw a sketch how they imagine the renewed garden in 5 years.

Time: 45 minutes – 1 hour.

5. The leader presents the results of the group work according





to the list of tasks.

Time: 5 – 10 minutes for each group.

6. The trainer summarizes the results of the group work.

Time: 5 – 10 minutes

7. Group exercise. Participants form two groups. Each group chooses a leader.

The participants of both groups are given 7 pictures of urban gardens (identical for both groups), illustrating the application of creative thinking method. The members of the groups should order them, according to their preference and then they should explain why they decided so / ordered them in this way.

Time: 5 – 10 minutes

8. The leaders present results of the group work according to the list of tasks.

Time: 5 – 10 minutes for each group.

9. The trainer summarizes the results of the group work.

Time: 5 – 10 minutes

Role-play (optional / alternative group work).

The participants are standing in a circle. One member is in the centre of it and explains how he/she sees the problem solved in a creative way. Those participants who like his/her idea/s join him/her and in this way a group is formed within the group. Then another member stands up in the centre and in a similar way describes his/her idea/s.

Those who admire his or her idea/s join him, including those who have joined the first speaker.

There could be still a third speaker. In this way the best idea/s could be selected. The speaker who is followed by the biggest number of group members is considered to have the most attractive idea.

Time: 10 – 15 minutes

Optional activity (connected with the previous one):

Members of the groups explain why they have chosen the 1st , 2nd or 3rd speaker. What of his /her creative thinking they liked, approved, etc.

The trainer summarizes role-play activities.

Time: 5 – 10 minutes

10. Time for questions and final overall.

Time 10 – 15 minutes

1h 45 minutes – 2h 30 minutes.

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation. Handout 19.1. Handout 19.2. Handout 19.3.

TIMING

EQUIPMENT AND MATERIALS



ADDITIONAL MATERIAL / RESOURCES

<https://www.skillsyouneed.com/ps/creative-thinking.html>

<https://www.thebalancecareers.com/creative-thinking-definition-with-examples-2063744>

<https://www.thespruce.com/gardening-4127766>

https://www.plant-world-seeds.com/?gclid=Cj0KCQjw3driBRCOARIsAO-hZCkhOxuPpSecMrfeXBkbNcEh7JPxj0umTUZy5m1DHmjAutF66FkZubUaAuVqEALw_wcB

<https://www.bhg.com/gardening/design/nature-lovers/welcome-to-plan-a-garden/>

NOTES FOR TRAINER

1. For the 4th activity (the first group exercise) the trainer could feel free to use other pictures of neglected garden/s, which correspond more closely to the particular context and local situation. This group exercise could be used just as a model of what is expected to be done.

2. As pointed above, the role-play is of an optional or alternative character.

Also, it should be noted that when compared with the 4th activity (the first group work), in which the stress is more on the team creative thinking, the role-play focuses more on the individual creative thinking and its appreciation and evaluation by the other group members.



EXAMPLE OF THE EXPECTED RESULT OF THE GROUP WORK.

Group consists of 5 members: A, B, C, D, E.
Leader of group: A.

Main goal: Development of creative thinking in relation to reconstruction (renewal) of urban gardens and getting familiar with good practices of their management.

Target audience: members of community X.

Used creative thinking techniques: Brainstorm, Mind-mapping, Role play, etc.

The following activities:

- Pinpointing / locating problematic urban gardens.

Responsible: the whole group.

- Choosing a creating thinking method / combination of methods on the basis of which to prepare the project.

Responsible: the whole group.

- Preparing sketches / drawings of the reconstructed garden.

Responsible: the whole group.

- Discussion on the projects, presented by both groups; comparison of the applied techniques; deduction of the best practices.

Responsible: the whole group.

Time: 45 minutes – 1 hour

Cost: without costs – all work will be done by the participants at the time of the training; the results could be used for management of neglected spaces



SESSION 20

EFFECTIVE NEGOTIATIONS AND COMMUNICATION



HANDOUT 20.1



WHAT IS NEGOTIATION?

I. Essence. Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. The principles of fairness, seeking mutual benefit and maintaining a relationship are the keys to a successful outcome.

Specific forms of negotiation are used in many situations: international affairs, the legal system, government, industrial disputes or domestic relationships as examples. However, general negotiation skills can be learned and applied in a wide range of activities.

II. Stages of Negotiation

In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation. For example, in a work situation a meeting may need to be arranged in which all parties involved can come together.

The process of negotiation includes the following stages: preparation, discussion, clarification of goals, negotiate towards a win-win outcome, agreement, implementation of a course of action.

1. Preparation

Before any negotiation takes place, a decision needs to be taken as to when and where a meeting will take place to discuss the problem and who will attend. Setting a limited time-scale can also be helpful to prevent the disagreement continuing.

This stage involves ensuring all the pertinent



facts of the situation are known in order to clarify your own position. In the work example above, this would include knowing the 'rules' of your organisation, to whom help is given, when help is not felt appropriate and the grounds for such refusals. Your organisation may well have policies to which you can refer in preparation for the negotiation.

Undertaking preparation before discussing the disagreement will help to avoid further conflict and unnecessarily wasting time during the meeting.

2. Discussion

During this stage, individuals or members of each side put forward the case as they see it, i.e. their understanding of the situation.

Key skills during this stage include questioning, listening and clarifying.

Sometimes it is helpful to take notes during the discussion stage to record all points put forward in case there is need for further clarification. It is extremely important to listen, as when disagreement takes place it is easy to make the mistake of saying too much and listening too little. Each side should have an equal opportunity to present their case.

3. Clarifying Goals

From the discussion, the goals, interests and viewpoints of both sides of the disagreement need to be clarified.

It is helpful to list these factors in order of priority. Through this clarification it is often possible to identify or establish some common ground. Clarification is an essential part of the negotiation process, without it misunderstandings are likely to occur which may cause problems and barriers to reaching a beneficial outcome.

4. Negotiate Towards a Win-Win Outcome

This stage focuses on what is termed a 'win-win' outcome where both sides feel they have gained something positive through the process of negotiation and both sides feel their point of

view has been taken into consideration.

A win-win outcome is usually the best result. Although this may not always be possible, through negotiation, it should be the ultimate goal.

Suggestions of alternative strategies and compromises need to be considered at this point. Compromises are often positive alternatives which can often achieve greater benefit for all concerned compared to holding to the original positions.

5. Agreement

Agreement can be achieved once understanding of both sides' viewpoints and interests have been considered.

It is essential to for everybody involved to keep an open mind in order to achieve an acceptable solution. Any agreement needs to be made perfectly clear so that both sides know what has been decided.

6. Implementing a Course of Action

From the agreement, a course of action has to be implemented to carry through the decision.

Failure to Agree

If the process of negotiation breaks down and agreement cannot be reached, then re-scheduling a further meeting is called for. This avoids all parties becoming embroiled in heated discussion or argument, which not only wastes time but can also damage future relationships.

Read more at: <https://www.skillsyouneed.com/ips/negotiation.html>

EFFECTIVE NEGOTIATION SKILLS

A successful negotiation requires the two parties to come together and decide upon an agreement that is acceptable to both. But for that purpose they need some important

skills, such as:

Problem Analysis - skills to analyze a problem
Effective negotiators must have the skills to analyze a problem to determine the interests of each party in the negotiation. A detailed problem analysis identifies the issue, the interested parties and the outcome goals. For example, in an employer and employee contract negotiation, the problem or area where the parties disagree may be in salary or benefits. Identifying the issues for both sides can help to find a compromise for all parties.

Preparation - skills to prepare for the meeting
Before entering a bargaining meeting, the skilled negotiator prepares for the meeting. Preparation includes determining goals, areas for activity and alternatives to the stated goals. In addition, negotiators study the history of the relationship between the two parties and past negotiations to find areas of agreement and common goals. Past precedents and outcomes can set the tone for current negotiations.

Active Listening
Negotiators have the skills to listen actively to the other party during the debate. Active listening involves the ability to read body language as well as verbal communication. It is important to listen to the other party to find areas for compromise during the meeting. Instead of spending the bulk of the time in negotiation expounding the virtues of his viewpoint, the skilled negotiator will spend more time listening to the other party.

Emotional Control
It is vital that a negotiator have the ability to keep his emotions in check during the negotiation. While a negotiation on contentious issues can be frustrating, allowing emotions to take control during the meeting can lead to unfavorable results. For

example, a manager frustrated with the lack of progress during a salary negotiation may concede more than is acceptable to the organization in an attempt to end the frustration. On the other hand, employees negotiating a pay raise may become too emotionally involved to accept a compromise with management and take an all or nothing approach, which breaks down the communication between the two parties.

Skills for Verbal Communication
Negotiators must have the ability to communicate clearly and effectively to the other side during the negotiation. Misunderstandings can occur if the negotiator does not state his case clearly. During a bargaining meeting, an effective negotiator must have the skills to state his desired outcome as well as his reasoning.

Collaboration and Teamwork
Negotiation is not necessarily a one side against another arrangement. Effective negotiators must have the skills to work together as a team and foster a collaborative atmosphere during negotiations. Those involved in a negotiation on both sides of the issue must work together to reach an agreeable solution.

Problem Solving
Individuals with negotiation skills have the ability to seek a variety of solutions to problems. Instead of focusing on his ultimate goal for the negotiation, the individual with skills can focus on solving the problem, which may be a breakdown in communication, to benefit both sides of the issue.

Decision Making Ability
Leaders with negotiation skills have the ability to act decisively during a negotiation. It may be necessary during a bargaining arrangement to agree to a compromise

quickly to end a stalemate.

Interpersonal Skills

Effective negotiators have the interpersonal skills to maintain a good working relationship with those involved in the negotiation. Negotiators with patience and the ability to persuade others without using manipulation can maintain a positive atmosphere during a difficult negotiation.

Ethics and Reliability

Ethical standards and reliability in an effective negotiator promote a trusting environment for negotiations. Both sides in a negotiation must trust that the other party will follow through on promises and agreements. A negotiator must have the skills to execute on his promises after bargaining ends.

READ MORE AT:

Brenner, Robert C. Body Language in Business How to Sell Using Your Body. Adopted from the book Pricing Guide for Web Services: Internet Source, 1998

Dolan, John P. Simplify Negotiations with the Six Rules of Effective

Communication. Available from: <http://www.myarticlearchive.com/articles/5/024.htm>

Dolan, John P. How to Overcome the Top Ten Negotiating Tactics. Available from: <http://www.myarticlearchive.com/articles/5/025.htm>

Glossary of Negotiation Definitions. Negotiation Training Home. 1996–2009. Available from: <http://www.negotiations.com/definition/>

Kurtus, Ron. Winning a Negotiation // School for Champions, 26 June 2007. Available from: <http://www.school-for-champions.com/competition/negotiation.htm>

Moorhead, G., Griffin, R.W. Organizational behavior. – Boston: Houghton Mifflin Company, 1989.

Available from: <http://www.negotiations.com/definition/>

Winning Negotiations Skills // Pharmafocus,

March 2004. Available from:

www.huthwaite.co.uk/pdf/articles/winning-negotiation-skills.pdf

The Handbook of Communication Skills. 2 ed. Ed. by Owen D. W. Hargie. – London and New York: Routledge, 1997. Winning Negotiations Skills // Pharmafocus, March 2004. Available from:

www.huthwaite.co.uk/pdf/articles/winning-negotiation-skills.pdf

<http://smallbusiness.chron.com/top-ten-effective-negotiation-skills-31534.html>

<http://negotiatelikethepros.com/six-rules-of-effective-communication/>

<https://www.skillsyouneed.com/ips/negotiation.html>

<https://www.pon.harvard.edu/daily/dispute-resolution/3-negotiation-strategies-for-conflict-resolution/>

<https://www.pon.harvard.edu/daily/conflict-resolution/top-ten-conflict-resolution-posts/>

HANDOUT 20.2

DESCRIPTION OF THE GROUP EXERCISE AND A LIST OF TASKS

DESCRIPTION OF THE GROUP EXERCISE AND A LIST OF TASKS

Group exercise: Participants form four groups of 4 - 5 persons. Each group appoints a leader.

The 1st group writes a scenario of negotiation with the mayor about joint actions for the renewal of a particular neglected garden; the municipality is expected to provide flowers and trees for free.

The 2nd group writes a scenario of negotiation with a municipal councilor about the need to maintain Urban Gardens – their social, aesthetical and ecological effect.

The 3rd group writes a scenario of negotiation with a local NGO about ecological issues – to prepare suggestions for passing regulations in the municipality about the keeping of urban gardens.

The 4th group writes a scenario of negotiation with the residents of the block of flats, near which the neglected garden is situated – about the ways, in which the residents could be motivated to take part in the renewal and keeping of the garden.

The members of all 4 groups should apply and follow in practice the knowledge about the phases of negotiations.

THE LIST OF TASKS FOR THE GROUP WORK:

After the group work each group should present their work as follows:

1. How many persons are there in the group and who is the leader.
2. The main goal of the negotiation meeting.
3. Target audience (mayor / municipal councilor / local NGO / residents of the block of flats).
4. Main activities – writing a scenario of a negotiation meeting, following the stages of the negotiation process.
5. Who will be responsible for each activity – the whole group.
6. Timing.

Cost of the negotiation campaign – without any costs.



AIM OF SESSION

The session's aim is to introduce the participants to the process of negotiation, its phases and to build skills for successful communication. This session is connected with the majority of previous sessions but especially with Sessions no. 7, 10, 11, 15, 19.

LEARNING OBJECTIVES

After the training, the participants will:

1. increase their knowledge about the essence of negotiations;
2. be familiar with the stages of the Negotiation Cycle;
3. know how to apply the learned in respect to Urban Gardens.
4. develop their skills to plan and conduct meetings with representatives of various institutions;
5. acquire skills for effective communication;
6. increase their ability for interpersonal communication.

LEARNING ACTIVITIES / METHODS

1. The trainer welcomes the participants, introduces the topic and presents multimedia presentation about the essence of negotiation, its phases and the needed skills to be used in successful communication. Time: 15 – 20 minutes.

2. Group exercise: Participants form four groups of 4 - 5 persons. Each group appoints a leader.

The 1st group writes a scenario of negotiation with the mayor about joint actions for the renewal of a particular neglected garden; the municipality is expected to provide flowers and trees for free.

The 2nd group writes a scenario of negotiation with a municipal councilor about the need to maintain Urban Gardens – their social, aesthetical and ecological effect.

The 3rd group writes a scenario of negotiation with a local NGO about ecological issues – to prepare suggestions for passing regulations in the municipality about the keeping of urban gardens.

The 4th group writes a scenario of negotiation with the residents of the block of flats, near which the neglected garden is situated – about the ways, in which the residents could be motivated to take part in the renewal and keeping of the garden.

The members of all 4 groups should apply and follow in practice the knowledge about the phases of negotiations.

Alternative variant of the 2nd activity (group exercise):

The participants should prepare a scenario for negotiation with a representative of the local institutions, concerning the problems of the urban gardens (they should decide what the problems are, taking under consideration the local situation and context), following the stages and the characteristics of the negotiation process.

Time: 40 minutes – 50 hour



3. The leader presents results of the group work according to the list of tasks.

Time: 10 minutes for each group.

4. The trainer summarizes the results of the group work.

Time: 5 – 10 minute

5. Simulation play “Tell a story in 1 minute”.

a) The task is to make up a story, illustrating a successful outcome of negotiations between representatives of local authorities and members of one of the target groups (senior citizens, unemployed or immigrants) about a renewal of a neglected Urban Garden.

b) All participants are divided in 4 groups. Each group chooses a leader. Next, the members of the group appoint a speaker who presents their story in front of a video camera.

c) The leaders of each group demonstrate the recorded story, presented by their speakers.

Time: 10 – 15 minutes

6. The video presentations are followed by an open discussion, aimed at analyzing the verbal presentation and the body language of the speakers.

Time 10 - 15 minutes

7. The trainer summarizes the results of the group work.

Time: 5 – 10 minutes

8. Time for questions and final overall.

Time 10 – 15 minutes

TIMING

2h 15 minutes – 2h 55 minutes.

EQUIPMENT AND MATERIALS

Computer. Multimedia projector. Sheets of paper. Pens. Video Camera. Table or stand for paper presentation. Handout 20.1. Handout 20.2.

ADDITIONAL MATERIAL / RESOURCES

<https://www.skillsyouneed.com/ips/negotiation.html>
<http://smallbusiness.chron.com/top-ten-effective-negotiation-skills-31534.html>
<http://www.myarticlearchive.com/articles/5/025.htm>
http://www.unwe.bg/uploads/ResearchPapers/Research%20Papers_vol3_2013_No2_L%20Stoikov.pdf

NOTES FOR TRAINER

1. The trainer could substitute the representatives of local authorities and institutions, pointed out for the four groups, with others by his / her own choice.

2. In case that the 2nd activity - Group exercise, takes more time, the 5th activity could be considered optional.

3. Providing there is enough time, we recommend to carry out the 5th activity, as it is focused mainly on body language, active listening and verbal skills, which are very important in negotiations.

EXAMPLE OF THE EXPECTED RESULT OF THE GROUP WORK.

1. Group consists of 4 - 5 members: A, B, C, D, Leader of the group A.
2. Main goal: To learn and practice negotiation techniques.
3. Target audience (mayor / municipal councilor / local NGO / residents of the block of flats).
4. The following activities: In order to successfully conduct a negotiation meeting/s with representatives of various local authorities and local community members, the participants at the training should master the following activities:
 - Preparation – decisions about the place and the choice of representatives, expected to attend the event.
 - Discussion – clarifying the situation.
 - Clarifying Goals – the interests and viewpoints of both sides need to be precisely defined.
 - Exercising problem solving, focused on Win-Win Outcome in a negotiation.
 - Defining successful verbal communication and active listening practices.
 - Responsible: the whole group.



CHAPTER 4 GOOD PRACTICES COLLECTION



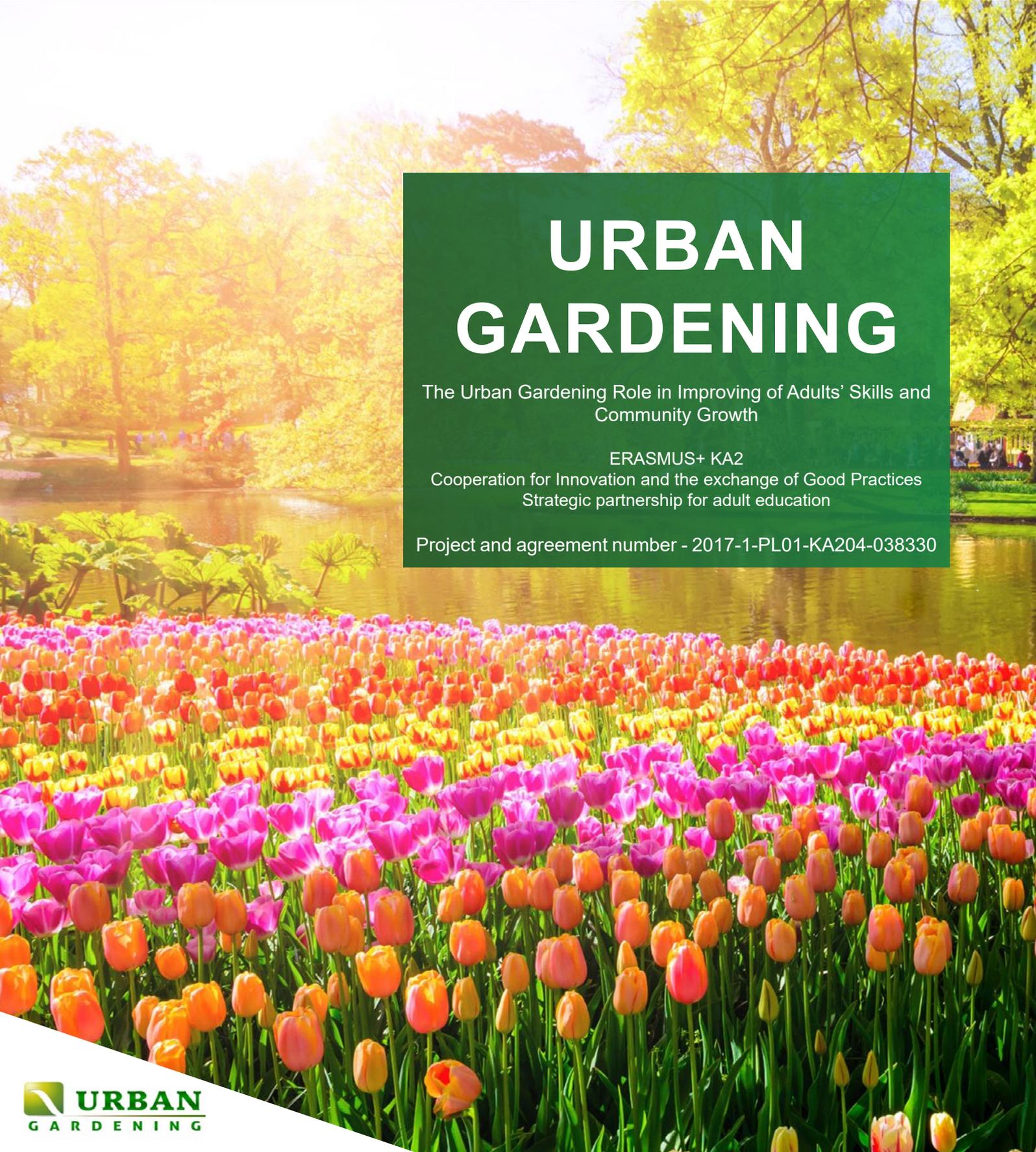
URBAN GARDENING

The Urban Gardening Role in Improving of Adults' Skills and
Community Growth

ERASMUS+ KA2

Cooperation for Innovation and the exchange of Good Practices
Strategic partnership for adult education

Project and agreement number - 2017-1-PL01-KA204-038330



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INTRODUCTION

In this Good Practices Collection there are gathered 39 examples of urban gardens that were collected by partners in the Urban Gardening project.

The examples collected present the gardens of different or multiple types of aims: economic, food supply, recreational, educational, health and social integration. The examples are grouped according to the countries where the gardens are located.

PROJECT'S DESCRIPTION

“The Urban Gardening Role in Improving of Adults’ Skills and Community Growth” – (URBAN GARDENING) is a European Project developed in the framework of Erasmus+ programme which aims are activation and education of local community members, through the preparing urban gardens and working in common garden space. The strategic aims of the URBAN GARDENING Project are to elaborate an innovative educational method and to teach soft skills by the work in the garden, e.g. interpersonal communication, team work, management, planning, depending on the phase of arranging the garden.

THE MAIN OBJECTIVES OF THE URBAN GARDENING PROJECT:

- To organize the desk research of the good practices of urban gardening and its use to develop soft skills, in EU and other countries
- To prepare the training method and materials for trainers.
- To organize the training for trainers from partner institutions in order to test the developed training method.
- To pilot the developed method of education through the gardening in the partner countries.
- To elaborate the Toolkit „Urban gardens as spaces of adults’ education” – Intellectual Output.

THE RESEARCH AND DEVELOPMENT OF THE URBAN GARDENING PROJECT IS BEING CARRIED OUT BY:

- I. KRAKOWSKIE CENTRUM ZARZADZANIA I ADMINISTRACJI SP. Z O.O. (Kraków /POLAND) - The coordinator;
- II. HELLAS FOR US (Kozani / GREECE);
- III. ACD la Hoya (La Hoya / SPAIN);
- IV. Initiatives for Civil Society (Ruse / BULGARIA);
- V. EPLEFPA (Toulouse / FRANCE);
- VI. PRISM (Enna / ITALY);
- VII. Youth Eurasia (Istanbul / TURKEY);



THE GOOD
PRACTICES
COLLECTION



1. COUNTRY

Poland

2. NAME OF THE ACTIVITY/ PROJECT:

A pocket park (butterfly garden) named “Na rogu Dekerta”

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Krakow - city over 500 000 citizens

A garden is on the corner of three streets. It is 554 sq. m big.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

A group of university students, with support of public institution dealing with management of urban green areas

5. START DATE OF THE GARDEN / PROJECT:

Opening of the garden: 2 September 2017
Start of the project: end of 2016.

6. SOURCE OF FINANCING:

Crowdfunding (in the project they raised 23,000 PLN, which is nearly 5,500 EUR)
Grant from the city

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The project won public attention as a project for positive change of the city’s image (in the post-industrial part of the city).
The pocket park is open to the public. There are flowers, bushes, little houses for butterflies, benches, pavement plays facilities. It is planned to install boards with information about butterflies and plants and solar lightning imitating fireflies in the grass, etc.
The flowers are to attract butterflies. On the opening day, the butterflies were released from the basket into the garden.
The initiative is an idea of the students from Jagiellonian University. The inspiration of pocket park comes from New York and the butterfly garden from Toronto.
The gardening works took around a month.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Social and civic responsibility
- Initiative taking
- Creativity
- Management
- Fundraising
- Promotion (eg. via press, e-media and social media)
- Communication in Polish and English with stakeholders
- Cooperation with public institutions
- Science knowledge (preparing the informative materials about butterflies and plants)
- Digital skills

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Facebook:

<https://pl-pl.facebook.com/narogudekerta/>

e-mail: narogudekerta@gmail.com, kontakt@narogudekerta.pl

a leaflet:

http://podgorze.pl/wp-content/uploads/2016/11/ulotka_narogudekerta.pdf

crowdfunding:

<https://polakpotrafi.pl/projekt/na-rogu-dekerta>

articles:

<http://naukawpolsce.pap.pl/aktualnosci/news.459470.w-krakowie-powstal-ogrod-motyli.html>

<http://podgorze.pl/23605-2/>

<http://www.gazetakrakowska.pl/wiadomosci/krakow/a/krakow-ma-nowy-park-z-motylami-zdjecia-wideo,12445512/>

<http://krakow.gosc.pl/doc/4157511.Pierwszy-w-Polsce-ogrod-motyli>

<http://www.rmfm24.pl/ciekawostki/news-w-krakowie-powstanie-pierwszy-w-polsce-ogrod-motyli.nld.2338227>



1. COUNTRY

Poland

2. NAME OF THE ACTIVITY/ PROJECT:

A social garden “Poziomkowa Polana” (En. Wild Strawberry Glade)

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Krakow - city over 500 000 citizens

A garden is on the corner of the streets. It is 1100 sq. m big.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Informal groups (including district's citizens) and NGOs
City's ownership

5. START DATE OF THE GARDEN / PROJECT:

2012

6. SOURCE OF FINANCING:

Local / regional projects
Fundraising

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

In the beginning, a group of Krakow's citizens started to fight for remaining of a green area, which was to be sold to the housing developer. The initiative was started by the informal group of mothers. Many citizens joined. There were a lot of cleaning works.

Since then, there is a social garden, maintained by two organizations, as well as citizens, cultural institutions, artists, architects, craft instructors, social activists, etc. There were a lot of workshops, picnics, theatre pieces, dances and concerts organized, for example on vertical gardening, willow constructions, eco-furniture, handicrafts...

It is a place where families and individuals could come and spend their time. There are also planted herbs and vegetables. From next year (2018), because of construction works and the agreements between the city and the developer, the garden will be re-designed by the developer. The citizens count on the public consultations about that.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Social and civic responsibility
- Initiative taking
- Creativity
- Management
- Fundraising
- Promotion (eg. via press, e-media and social media)
- Public speaking and communication with stakeholders
- Cooperation with public institutions
- Team building and team work
- Events organization
- Storytelling
- Strategic and operational planning
- Dispute resolution
- Negotiation, persuading
- Motivating
- Networking, interpersonal relationships, friendliness
- Adaptability
- Enthusiasm
- Work-Life Balance
- Design and artistic sense

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Facebook:

<http://www.facebook.com/poziomkowapolana>

e-mail:

poziomka@zywpracownia.pl

blog:

<http://zywpracownia.pl/category/ogrody-spoleczne/poziomkowa-polana>

1. COUNTRY

Poland

2. NAME OF THE ACTIVITY/ PROJECT:

The Social Garden at Siemaszki Street

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Krakow - city over 500 000 citizens

A garden is on between the block of flats. It is 1000 sq. m big.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Informal group (district's citizens)

5. START DATE OF THE GARDEN / PROJECT:

2016 (the project succeeded in 2015)

6. SOURCE OF FINANCING:

City's grant in the citizens' project

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The Social Garden was one of the projects that took part in the call for proposals of civic initiatives from the city budget. It got support from the citizens and won the competition.

The garden is in the area where former allotments were. It is open to the public. It is surrounded by a fence and the gate is closed at night.

It is divided into 4 parts: silent/relax part (with the benches and shelves with books to exchange), farming part (with the big wooden cases to grow vegetables and fruit and benches with boxes for tools), sport&recreation part (with wooden houses for children and other play facilities), meeting part (with tables and seats under the fruit trees).

In the garden there are organized meetings and parties, as well as common gardening works. The topics of the meetings: exchange of recipes, mural painting, picnics and plays for children, reading, etc.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Social and civic responsibility
- Initiative taking
- Creativity
- Management
- Promotion (eg. via press, e-media and social media)
- Public speaking and communication with stakeholders
- Cooperation with public institutions
- Team building and team work
- Events organization
- Strategic and operational planning
- Dispute resolution
- Negotiation, persuading
- Motivating
- Networking, interpersonal relationships, friendliness
- Adaptability
- Enthusiasm
- Work-Life Balance

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Facebook: <https://pl-pl.facebook.com/Ogrodosiedlowykrakow/>

e-mail: ogrod.siemaszki@gmail.com

blog: <https://ogrodosiedlowy.wordpress.com>

articles:

<http://krakow.eska.pl/newsy/oaza-zieleni-wsrod-blokow-przy-ulicy-siemaszki-w-krakowie-powstal-ogrod-spoleczny-audio-galeria-zdjec/297799>
(with an audio material)

http://krakow.pl/aktualnosci/204705.29.komunikat.powstaje_nowy_ogrod_spoleczny.html



1. COUNTRY

Poland

2. NAME OF THE ACTIVITY/ PROJECT:

The Krakow Social Garden in Krzemionki (in Krakow)

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Krakow - city over 500 000 citizens

A garden is in the public park. It is 2200 sq. m big

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Foundation Głos Serca

5. START DATE OF THE GARDEN / PROJECT:

2015

6. SOURCE OF FINANCING:

Sponsoring, CSR grants of the local companies, own funds of the Foundation, collective funds
The garden's area is leased by the Foundation from the city

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

It is open to the public. It is surrounded by a fence and the gate is opened.
It is divided into several parts: relax part (area for yoga and similar activities), farming part (permaculture type of growing plants), orchard, chillout part (with hammocks), children's part, kitchen part (with a bread oven), a flower garden, beehives.
In the garden there are organized meetings, picnics, barbecues, exhibitions and parties, as well as common gardening works. There are organized classes for the pre-school children on simple agriculture works, like sowing beans, etc., trainings for adults of traditional agriculture practices, like mowing with the scythe, or meetings with the use of horticultural therapy.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Social and civic responsibility
- Initiative taking
- Creativity
- Management
- Fundraising
- Promotion (eg. via press, e-media and social media)
- Public speaking and communication with stakeholders
- Cooperation with public institutions
- Team building and team work
- Events organization
- Strategic and operational planning
- Dispute resolution
- Negotiation, persuading
- Motivating
- Networking, interpersonal relationships, friendliness
- Adaptability
- Enthusiasm
- Work-Life Balance
- Design and artistic sense
- Emotional intelligence
- Ecology attitude

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Facebook:

<https://www.facebook.com/pg/krakowskiogrodspolecznykrzemionki/>

e-mail: krakowskiogrodspoleczny@gmail.com

website: <http://kos.krzemionki.edu.pl/>

articles:

<http://www.radiokrakow.pl/audycje/przed-hejnalem/krakowski-ogrodspoleczny-powstaje-na-krzemionkach/> (with an audio material)

1. COUNTRY

Poland

2. NAME OF THE ACTIVITY/ PROJECT:

The Gardens of Nowa Huta District competition (in Krakow)

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Krakow - city over 500 000 citizens

The gardens are located between the blocks of flats or nearby the public buildings (schools, nursing houses, etc.) in the industrial district of Krakow.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Community Centre (Ośrodek Kultury im.C.K.Norwida) is the promoter of the competition. The gardens are projected and implemented by members of local community.

5. START DATE OF THE GARDEN / PROJECT:

Yearly editions since 2011

6. SOURCE OF FINANCING:

Sponsor - ArcelorMittal Poland S.A.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The competition is based on the open call for the inhabitants of Nowa Huta district.

To apply, citizens form groups of at least 7 people, choose the terrain they want to establish the garden at, fill in the application with the description of the project.

Jury (representatives of the district's authorities, community centre, sponsor and municipality greenery management) awards two projects, based on the following criteria:

- open access to the garden for everybody,
- safety,
- dimensions of the garden,
- perspectives for the future use and maintaining of the garden.

The next step is public consultations with the inhabitants and analysis of their needs. The implementation of the awarded gardens is supported by the landscape architects and gardeners.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

• After preparing the project, it is implemented (including clearing the terrain, if needed).

• Social and civic responsibility
• Initiative taking
• Creativity
• Management
• Cooperation with public institutions
• Team building and team work
• Events organization
• Strategic and operational planning
• Dispute resolution
• Negotiation, persuading
• Motivating
• Networking, interpersonal relationships, friendliness
• Adaptability
• Enthusiasm
• Work-Life Balance
• Design and artistic sense
• Emotional intelligence
• Ecology attitude

9. WEB PAGE. E-MAIL / OTHER CONTACT:

• Facebook:

• <https://www.facebook.com/OgrodyNowejHuty/>

• e-mail:

• ogrodynh@gmail.com

• website:

• <http://ogrodynh.pl/>



1. COUNTRY

Poland

2. NAME OF THE ACTIVITY/ PROJECT:

Community Garden in Dolne Miasto (Gdansk) “Ogród Centrum Reduta”

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

**Gdansk - city over 500 000 citizens
A fenced terrain next to the community centre.**

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Informal group of the citizens and the community centre

5. START DATE OF THE GARDEN / PROJECT:

2014

6. SOURCE OF FINANCING:

Grants from foundations supporting the community centre and Green Cross Poland foundation donating specifically the urban gardens.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

In the beginning, the community centre gained the permissions from the city to use the terrain. Then, the terrain was cleared and the fence was fixed. After delivery of the soil, the planting works involved volunteers – the youth from the community centre and the local citizens. The grass was sown and the boxes with vegetables and flowers were installed. The tables and seats were made of wooden pallets. There is a wooden stage for concerts, theatre, and dances.

The Green Cross Poland foundation supports the garden with know-how and materials (tools, soil, boxes, other materials and boards to describe the plants). Within the next steps, they can provide the community with benches, tables and hammocks, and organize workshops.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Social and civic responsibility
- Initiative taking
- Creativity
- Team building and team work
- Events organization
- Motivating
- Networking, interpersonal relationships, friendliness
- Adaptability
- Enthusiasm
- Work-Life Balance
- Management
- Cooperation with public institutions
- Strategic and operational planning
- Negotiation

9. WEB PAGE. E-MAIL / OTHER CONTACT:

article:

<https://www.trojmiasto.pl/wiadomosci/Na-Dolnym-Miescie-rozkwita-ogrod-spoleczny-W-Trojmiencie-moga-powstac-kolejne-n94516.html#>
(with pictures and video material)



1. COUNTRY

Poland

2. NAME OF THE ACTIVITY/ PROJECT:

Community Garden in Wrzeszcz (Gdansk) “Ogród Społeczny Wrzeszcz”

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Gdansk - city over 500 000 citizens
The garden is in the backyard of the block of flats.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Foundation Fundacja Generacja

5. START DATE OF THE GARDEN / PROJECT:

2016

6. SOURCE OF FINANCING:

Grant from the city
Individual and school’s in-kind-donations (eg. benches, water)

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The Foundation got the permission to use the land and support from the city, district’s council, social care institution.

The opening meeting was disseminated by the Foundation among the Gdansk citizens. In the beginning, there were workshops with the gardeners, planting spinach and tomatoes and sowing pumpkin and sunflowers in the pots, that people could take home. Then, all of the citizens who came to join opening works, could plant the hedge around the garden’s space. Meanwhile, there was a picnic connected with the workshops of preparing food from wild plants, and different activities for children. Other works in the garden involved eg. preparing the vegetable quarters, sowing (radish, bean, tomatoes), planting the herbs, preparing the lawn, flower meadow and orchard (with pear, plum and apple trees).

The garden hosts meetings of local community, workshops (for adults, seniors, children and youth), meetings with guests, outdoor cinema, social actions.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Social and civic responsibility
- Initiative taking
- Creativity
- Team building and team work
- Events organization
- Motivating
- Networking, interpersonal relationships, friendliness
- Adaptability
- Enthusiasm
- Work-Life Balance
- Management
- Cooperation with public institutions
- Strategic and operational planning
- Negotiation

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Facebook:

<https://www.facebook.com/ogrodwrzeszcz/>

articles:

<https://dziecko.trojmiasto.pl/Ogrod-Spoleczny-Wrzeszcz-imp439419.html>

<https://rozrywka.trojmiasto.pl/Warsztaty-grzadki-i-kuchnia-blotna-We-Wrzeszczu-powstal-ogrod-spoleczny-n115238.html>

<http://gdansk.gosc.pl/doc/4046769.Ogrod-Spoleczny-we-Wrzeszczu>

<http://fundacjageneracja.pl/projekt/ogrod-spoleczny-wrzeszcz/>



1. COUNTRY

Spain

2. NAME OF THE ACTIVITY/ PROJECT:

“HUERTOS URBANOS DE BENIMACLET”

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

**This garden is located in a quarter of Valencia which is called Benimaclet. It is 4.513,14 m2 big.
Adress: Plaça Num 26 Res Urb, 76, 46020 València**

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The URBAN GARDENS OF BENIMACLET is an initiative of the Association of Neighbors and Neighboring of Benimaclet, thanks to which, with the participation and effort of all the gardeners it has been able to recover some land for public park. The space was abandoned and it took more than fifteen years to create this community space. Thanks to the owner, to the City of Valencia for giving the permission to use it as a neighbourhood garden.

5. START DATE OF THE GARDEN / PROJECT:

The very first steps has been made in the year 1992. Of course many things have changed since them but this year can be seen as the beginning of the history of the “huertos urbanos de Benimaclet”

6. SOURCE OF FINANCING:

The area was donated by the city to the neighbour-assembly. But for the farms every “farmer” has to pay 50% of the expenditures.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

How to get your own small farm:

They can apply to be selected from a group of people that demonstrate their relationship with the neighborhood, are members of the Association of Neighbors of Benimaclet and express the willingness to use the plots according to the rules that are specified here.

There are many rules in this garden you should know about if you think about getting a member. This is the website where you can find the rules as a pdf-download: <http://www.huertosurbanosbenimaclet.com/documentos/internos/>

Just to mention an example, you always have to take a document for the identification with you if you work on your “own little farm”.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

We promote self-consumption of fresh products and food sovereignty,
The community work of the earth develops positive psychological. Therapeutic and social effects (feeling of well-being. Social integration, feeling of community ...)
We promote cross-sectional relations between neighbors, especially between generations.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Teléfono: 96.351.56.25

Mail: huerto.benimaclet@gmail.com

<https://avvbenimaclet.wordpress.com/proyecto-huertos>



1. COUNTRY

Spain

2. NAME OF THE ACTIVITY/ PROJECT:

Community garden “Huerto El Cruce”

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Madrid, capital of Spain with a population of 3,141,991 inhabitants situated in:

Calle de las Violetas s/n

The garden has 1100 square-meters

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

70 members (neighbours) who maintain the community garden, the following organisations are included in the activities of the garden:

Asociación Cultural El Cruce de Villaverde, Colegios del barrio, Uniendo Barrios, Aparece en Los Madriles, Villaverde Experimenta, Centro de Salud de San Cristobal, Parroquia

5. START DATE OF THE GARDEN / PROJECT:

Start date: 01.08.13

opening of the garden: in December 2013

6. SOURCE OF FINANCING:

Grant of:

Instituto de la Vivienda de Madrid

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The garden opens every day (for everyone) of the week except Sundays. It is used for many different cultural and social activities, to mention some of them it is a place for public art and an outside-gym at one time.

Also education projects and artistic and /or ecologic workshops take place in these community garden which even has its own library

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

Talking with others within and about the local natural environment, solving problems together, consulting people when making decisions, overcoming disagreements and working with people who have different agendas.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

E-Mail:

huertocruce@gmail.com

Webpages:

<https://www.facebook.com/huerto.cruce>

<https://diario.madrid.es/huertos/huerto/huerto-el-cruce/#13/40.3241/-3.6750>

<http://www.naturalenda.com/2014/08/huerto-el-cruce-villaverde.html>

<http://huertoelcruce.blogspot.com.es/>



1. COUNTRY

Spain

2. NAME OF THE ACTIVITY/ PROJECT:

Urban community garden “Hort Comunitari de Carolines”

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

The place is situated in Alicante. The garden is 220 square-meters big and you can find it between the streets of Julio Antonio and Jacinto Maltés in the neighborhood of Carolinas Bajas.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The place was an abandoned space for 20 years where a significant amount of garbage had accumulated. The neighbors decided to clean the area giving it a use with garden area, meeting area, gardening. Responsible for the garden is the neighbours assembly.

5. START DATE OF THE GARDEN / PROJECT:

26.04.09

6. SOURCE OF FINANCING:

Neighbours assembly

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

It is a neighbourhood meeting point. It is also an action to combat the physical and psychological degradation of the neighborhood. It is the result of this idea but at the same time a fundamental pillar where these ideas are based. What activities are carried out in it: summer cinema, birthdays, all kind of events for the neighbourhoo like concerts and workshops

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

ecological agriculture
teamwork
curiosity
flexibility
open-mindedness
Gardeninig
Community activities

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Facebook-Community:

<https://www.facebook.com/hortcarolines/>

Webpages:

https://huertosurbanosbarcelona.wordpress.com/00_huertos-urbanos-cultivando-barcelona/huertos-urbanos-en-otras-ciudades/alicante/

<https://redhuertosalicante.wordpress.com/2014/08/17/hort-comunitari-carolines/>



1. COUNTRY

Spain

2. NAME OF THE ACTIVITY/ PROJECT:

A green space in the neighborhoods of the Old Town called “ Huerto del Rey Moro “

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

A large plot of almost 3,500 m2 in Seville (Population: 690,566): Calle Enladrillada 36 in the San Julian neighborhood (Casco Antiguo)

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Self-managed organization of Neighbors of the Historic District (neighborhood)

5. START DATE OF THE GARDEN / PROJECT:

In 2004, the Association of Friends of the Huerta del Rey Moro took action, opting formally for the economic interests that seemed to prevail and, in February 2004, inaugurated the occupation of space for the use and enjoyment of the neighborhood. Thus the neighbors, in favor of their conservation and with a self-managed organization, installed collective gardens with recycled materials. Since then, various groups have maintained them.

6. SOURCE OF FINANCING:

The space was abandoned until 2004, the self-managed organization of the neighbors is responsible for the maintenance

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The Garden is open for all people, but it is closed when the sun goes down. Cooking, fire and amplified music is not desired. Of course, we hope that each one respects the gardens, that includes taking care of your animals or children. Activities: environmental, horticultural, meetings, birthday of children, social group events, summer cinema, baking bread, training workshops, community meals and many others.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

During participating in the activities you can: - learn how to cultivate the land

- Get to know the people.
- contact with the nature
- sensitivity of the origin of the food
- Responsibility in a community project.
- social skills

At the same time, the orchard is an important place in the neighborhood, where the route of the Green Guerrillas begins, for example.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<http://barrioabierto.es/huerto-del-rey-moro/>

Website:

<http://www.huertodelreymoro.org/>

email:

info@huertodelreymoro.org



1. COUNTRY

Spain

2. NAME OF THE ACTIVITY/ PROJECT:

Urban/ecological community garden “huerto de la alegría”

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

The garden is situated in Madrid in “la calle Canal de Panama” in the parc “La huella”

It has has a range of only 200 square-meters, compared to other community gardens it is quite small. But that is the thing in the big cities..

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Asamblea Popular de la Concepción, an open assembly for the inhabitants to better the circumstances in the quarter “de la concepción”

5. START DATE OF THE GARDEN / PROJECT:

The start-date of this garden is the october of 2011

6. SOURCE OF FINANCING:

Grant of “Asamblea Popular de la Concepción”

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

It is an open space for everyone who wants to participate, no matter how much he/she can offer. All kind of work is organised in working groups which are formed in the periodic assemblies.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

Working in groups has a good impact not just on the results which are often the best if they are created by the initiative of all group-members. It also enhance the ability of all members in terms of communication and finding a compromise. Also develop the creativity, and critical thinking

9. WEB PAGE. E-MAIL / OTHER CONTACT:

E-Mail:
huertodelalegria@googlegroups.com

Webpages:
<http://huertodelalegria.blogspot.com.es/p/huerto-ecologico.html>
<http://www.naturalenda.com/2014/10/huerto-de-la-alegria.html>



1. COUNTRY

Spain

2. NAME OF THE ACTIVITY/ PROJECT:

Huerto de la Cuerna

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

City of Elche, 260.000 Citizen
Area of the urban garden: Neighborhood Altabix
1,300 square meters of vegetables and greens.
There are 20 plots of 50 square meters each for cultivation by the elderly in the neighborhood and two larger plots of 150 square meters for the public schools Víctor Pradera and Miguel Hernández and the University of Elche

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Neighborhood Association of Altabix + Municipality of Elche

5. START DATE OF THE GARDEN / PROJECT:

“Huerto en Altabix” el 29 de noviembre de 2007

6. SOURCE OF FINANCING:

Municipality of Elche provide the land + the water and the participants are paying for the rest of the things, materials, plants, tubes, etc also the school, university and Neighborhood Association of Altabix contribute with some amount of money each year.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

It is a project that born from the initiative of the Neighborhood Association of Altabix, in collaboration with the City of Elche whose objectives are:

1. Provide a playful and productive activity to the school community and older people in the neighborhood, to improve their quality of life through physical and intellectual exercise that requires the recovery of associated crops.
2. Promote the recovery of identity
3. Provide direct experiences of knowledge of the natural environment and its interrelations with human activity
4. Encourage citizen participation
5. Promote organic farming, being prohibited the use of products that are not organic

- Huerto de la Cuerna have important social values for people involved since they allow them to spend their time. Besides, they favor the creation of a network of new relationships and improve their quality of life through physical activity, which is very positive for their health. They also have a high environmental value to the city, since they become new public spaces.
- Other highlights are their role in environmental education through activities aimed at schools, university, retail people which allow to know the agricultural world and the principles of organic farming. They also have a social function regarding coexistence between generations, since educational activities in urban gardens promote relationships between children, students and the elderly.
- The program is developed following two aspects
- Leisure Gardens:
 - Destined for people over 65 years residing in Elche, it is presented as an alternative to the existing leisure for this population group and has no commercial purpose and the products will be destined to the self-consumption of the users, they are committed to collaborate in the common tasks of the garden , to participate in the activities that are developed -courses, talks, excursions., to cultivate in the plots following the guidelines / recommendations and criteria indicated,
 - It is recommended to have a good state of health in order to avoid risks, you can only have one plot per family unit
- School Gardens
 - Meeting point for students, parents and friends during school or after school hours in order to know the natural environment, respect the urban environment and develop values such as tolerance, solidarity and social commitment.
- University garden:
 - The students of the university can choose the courses that the environment area of the University of Miguel Hernandez performs, after the course, during the period of 1 year they will have access to their plot to plant vegetables, fruits, following the garden rules and recommendations.
 - There are 20 plots of 50 square meters each for cultivation by the elderly in the neighborhood and two larger plots of 150 square meters for the public schools Víctor Pradera and Miguel Hernández and the university in which vegetables, herbs and seasonal flowers are grown. There are many tomatoes, green beans, potatoes, zucchinis, chards, cabbages, eggplants, garlicks, onions, artichokes and lettuces.
 - Plots are decorated with plantations of species with seasonal blooms, and herbs and aromatic plants have an important role

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

• in organic farming since they contribute to eliminate pests by repelling or attracting parasitic insects.
• In the Huerto de la Cuerna there is an annual crop rotation taking advantage of the change of cultivation from winter to summer. If a plot has 4 subdivisions (stations), in the two that were families that absorb nutrients now they will be the ones that fix them.

- inspire the minds
- identify the different elements that make up an ecological garden.
- the tools of work, how to grow vegetables.
- prepare the land for cultivation and fight pests in an ecological way
- learn to grow vegetables
- work the land
- live with people with interests similar to yours and pick your own harvest.
- organizational skills
- Knowledge of permaculture and organic growing
- Wild plant identification
- Seed Saving
- Transplanting
- Team work
- Cultural

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<https://aavvaltabix.wordpress.com/huertos-de-altabix/>



1. COUNTRY

Turkey

2. NAME OF THE ACTIVITY/ PROJECT:

Narköy Ecological and Educational Center

3. LOCATION OF THE GARDEN

(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Kocaeli

Kocaeli is a city with over a million population located in the most crowded region of Turkey which is Marmara (south-west) and 2 hours far away from the Istanbul where the population is over 20 million.

Narköy is an educationally focused facility founded and providing service as a modern farm and hotel. The whole land is over 150 sqm with its 14 rooms, family and group lodging units, nomad tents, a restaurant featuring organic farm meals, indoor and outdoor classrooms, organic agricultural farming, and a magnificent forest abundant with nature's delights, Narköy makes it possible to take part in a variety of trainings, activities and workshops, enjoy a holiday with your loved ones in the heart of nature, or to work and move projects forward with colleagues, far from the tumult of the city.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

“Nar Education” is the creator organization of “Narköy Ecological Center”. “Nar Education” is an education center which gives personal and enterprise trainings with the focus of sustainable life style. <http://www.naregitim.com/anasayfa>

5. START DATE OF THE GARDEN / PROJECT:

Establishment and start of the project year of Narkoy is 2007.

6. SOURCE OF FINANCING:

Private financing by Nar Education

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

Narköy is a homegrown, contemporary center for life and learning which is respectful of its geography, given shape in accordance with nature’s standards and possibilities. With an architectural ethic that embodies the “think global, act local” philosophy, Narköy has been designed on the basis of lessons learned from, making use of, and contributing to nature. Narköy’s architectural sense is based on one of sustainable energy, its structures built from a low carbon-footprint, cold steel system, using recycled and natural materials at every step of the way. Its edible landscaping is an important part of this system.

The Nar Training Center provides training and consultancy services to corporate firms, universities, individuals. In addition, Narköy conducts a wide variety of workshops, ranging from cheese- and bread-making, to mindful ways of being present in nature.

The day’s pleasures at Narköy begin with breakfast, followed by your choice of farm activities, nature walks, or swimming in Kerpe. From the forest, you may choose to continue to the Bird Fountain (Kuşlar Pınarı) and walk to the shore, take in some horseback riding, have a picnic, meditate or try your hand at a little music improvisation amid nature, watch movies outdoors, chat by a campfire, or go on an expedition to oldtime Kerpe.

“Narkoy” gives the following free activities to public: Horse care, Cow Milking, Feeding the chickens, Gathering eggs from the chicken coop,
 Gathering other produce from off the farm,
 Gathering and preparing aromatic herbs and teas,
 Gathering nuts, chestnuts, linden blossoms and blackberries (depending on the season),
 Harvest wheat, onions and potatoes

8. SOFT (AND
OTHER) SKILLS
THAT CAN BE
LEARNED:

- Experience exchange,
- Collaborating and communication,
- Crisis Management / Anger management / Stress Management with relaxation into nature,
- Desire and willingness to Learn,
- Emotional Intelligence (Narkoy has special workshops about NLP)
- Self-awareness

9. WEB PAGE.
E-MAIL / OTHER
CONTACT:

<http://www.narkoy.com/>

Kıncılı Köyü, Yayla Mevkii, Kerpe Caddesi, No: 13/A Kandıra / KOCAELİ

Ulaşım için: 0262 561 25 25 (26-27-28)

GSM: +90 549 529 5449

naregitim@naregitim.com



1. COUNTRY

France

2. NAME OF THE ACTIVITY/ PROJECT:

Mini M

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

In university campus of Toulouse : Université Toulouse III - Paul Sabatier, Garden of 4000m2 with trees close to the students residences - This public area is shared with students, a kindergarten « Upsimom » and neighbourhood residents

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

CROUS (National Center for University and School Works), helped by the organisation « partageons les jardins ». and the town of Toulouse, by DCVRU (direction of the city contract and urban renewal)

5. START DATE OF THE GARDEN / PROJECT:

01/03/16

6. SOURCE OF FINANCING:

collective funds : CROUS and grant of the city of Toulouse (service DCVRU (direction of the city contract and urban renewal)
Infos: allotment of plots of land with a membership fee of at least 10 euros, participation in meetings (once a quarter) on the 1st Thursday of the month and in garden activity.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

Plots of land to be cultivated together, green spaces to meet during workshops of do-it-yourself and gardening
A permanent presence in the garden every Tuesday evening : civic service animators inform students.
Workshops facilitated by the animators of the shared garden.
Collective gardening each tuesday, shared meals, gardening workshops, DIY, organic farming advice.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Social and civic responsibility
- Initiative taking
- Fondations
- Promotion (via the press, electronic media and social media)
- dispute resolution
- Communication
- Cooperation with public institutions
- Events organization
- Motivating
- Design and artistic sense
- Emotional intelligence
- Ecology attitude

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<http://www.crous-toulouse.fr/developpement-durable/jardins/>

<https://www.youtube.com/watch?v=Rj4dbTidk-M>

<https://www.facebook.com/crous.toulouse/photos/a.750583581625886.1073741827.729458150405096/1307091942641711/?type=3>

<https://www.ladepeche.fr/article/2016/03/15/2304158-rangueil-jardin-partage-rapprocher-etudiants-habitants-quartier.html>



1. COUNTRY

France

2. NAME OF THE ACTIVITY/ PROJECT:

Graine de Monlong

3. LOCATION OF THE GARDEN

(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

In the Mirail a quarter of Toulouse, this site belongs to the Toulouse town hall and covers an area of 3.5 ha. The specificity of Parc Monlong is due to the quality of its environment, particularly remarkable in urban areas: a wooded area, a canal and a small lake, a great biodiversity (fauna, flora...).

Some plots of land are dedicated to collective activities and make up the “Graines de Monlong” shared garden, managed by a collective that unites:

Resulting from a participative approach (steering committee with the 5 partners to define the main lines of the project, gardeners’ committee for the elaboration of the garden activity program)

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

5 partners : social services Toulouse, /CAF de Bellefontaine et Reynerie, social center Alliance et Cultures, neighbourhood organizations Bellefontaine Services and Reynerie Services

5. START DATE OF THE GARDEN / PROJECT:

2010

6. SOURCE OF FINANCING:

The city of Toulouse offers the garden and finances an animator Grant from Europe for the parc

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

There are about 70 family plots of land of 100 m²; some gardeners have been established for about ten years (it was noted that this part of the site has a certain difficulty in establishing a real policy of shared gardens);

Graines de Monlong is part of an ecological approach and proposes to the general public to garden in a collective way with the support of referent gardeners.

The Park is open to the public at the same times as all other gardens in the city, even if the keyed gardeners can access it at any time.

In terms of activity, vegetable crops can be found on individual

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- plots and ornamental crops on shared or collective gardens.
- Panels were made on an educational circuit in the wooded park.
- Many workshops take place in this garden
- Meetings once a week about topics like gardening, exchange of good practices
- one-off events eg : Spring is waking up

- Social and civic responsibility
- Initiative taking
- Creativity
- Promotion (eg. via press, e-media and social media)
- Cooperation with public institutions
- Team building and team work
- Events organization
- Dispute resolution
- Motivating
- Networking, interpersonal relationships, friendliness
- Adaptability
- Enthusiasm
- Ecology attitude
- exchange of practices

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<http://www.association.arpe-mip.com/toulouse#MONLONG>

<https://www.youtube.com/watch?v=1S5F5GoCGWo>

<http://www.dire-environnement.org/Monlong2pag.pdf>

<http://3pa.over-blog.org/article-visite-des-jardins-partages-de-monlong-123425907.html>

<https://www.ladepeche.fr/article/2001/02/26/120405-bienvenue-au-parc-de-monlong.html>

moussa.diallo@mairie-toulouse.fr – 05.34.46.85.57



1. COUNTRY

France

2. NAME OF THE ACTIVITY/ PROJECT:

Pousse cailloux (shooting stones)

3. LOCATION OF THE GARDEN

-BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Urban shared garden in Saint Cyprien : 200m2 in the middle of the city of Toulouse.

St Cyprien has become a popular district of Toulouse, cosmopolitan and appreciated, especially compared to its proximity to the city center.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

At first, an informal group , neighborhood residents . Then it became an organization : Pousse Cailloux

5. START DATE OF THE GARDEN / PROJECT:

The collective Pousse Cailloux was constituted during 2008, and was organized in an associative form on March 15th, 2009.

Punctual, secret, impromptu actions of seed plantations on the fly on the district, on the quays Viguerie, launched the dynamics of research of a plot to garden. And looking for suitable areas ... to contact the elected officials and municipal services to convey their desire to see a collective garden born on the neighborhood

In December 2010, the Pousse Cailloux collective was invited to sign the first convention “shared garden” of the city. We adhere to the Toulouse Shared Gardens Charter

6. SOURCE OF FINANCING:

Membership : 30€/year to garden ou 15€ /year as member

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The life of the garden is organized into small thematic groups over the seasons, energies and ideas of each. Spaces are mutual, shared, and build together. The harvests are consumed on the spot, cooked in the garden, or taken away while leaving to the other gardeners the pleasure to find in their turn the fruit of this collective work.

Monthly meetings usually on the second Sunday of the month to have a time around a theme of exchange of knowledge, or specific work in the garden to lead together. It is also an opportunity to

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

welcome the curious, the sympathizers, and spend a friendly moment in the garden and to organize events eg :bartering plants, evening soup, concert aperitif .

Communication with others
creativity and good practices research
gardening
teamwork
open mindedness
friendly

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<https://www.ladepeche.fr/article/2013/01/14/1535083-toulouse-un-jardin-partage.html>

https://www.arpe-occitanie.fr/files/RT_JARDINS_071111/RT_Jardins_071111_2_Pousse_Cailloux.pdf

http://www.aua-toulouse.org/sites/www.aua-toulouse.org/IMG/pdf/4p_jardinspartages_light.pdf

contact@pousse-cailloux.net



1. COUNTRY

France

2. NAME OF THE ACTIVITY/ PROJECT:

The vegetable garden on the roof of the clinic PASTEUR « Un potager sur le toit de la Clinique Pasteur »

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Toulouse, 700 000 citizens
On the roof of a clinic near the town center of Toulouse.
Vegetable garden of 500m2.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The Clinic initiated the installation of the vegetable garden. She called on a start-up from Toulouse, "Macadam Garden" for technical support

5. START DATE OF THE GARDEN / PROJECT:

2014

6. SOURCE OF FINANCING:

Clinic Pasteur

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The aim was to create a link between the clinic's health care teams. A gardening club has been set up to bring together different trades around agricultural activities. The Clinic wants to produce vegetables in a short circuit and eventually open the garden to certain patients. Insect hotels and bat nesting boxes have been set up. The Clinic wishes to reduce its ecological impact by promoting urban biodiversity. An ESAT (establishment of work assistance for disabled workers) is also responsible for the daily maintenance of the garden



8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Education
- Exchanges
- Wellness
- Biodiversity
- Communication
- Promotion
- Seasonality of vegetables
- Corporate social responsibility

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<https://www.clinique-pasteur.com/actualite/1607>

<http://macadam-gardens.fr>



1. COUNTRY

France

2. NAME OF THE ACTIVITY/ PROJECT:

Jardin Mandala / Mandala Garden

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

The Mandala garden takes place within the agricultural school of Toulouse EPLEFPA, cité des Sciences Vertes (City of Green sciences). It's a campus of about 2000 persons of the educational community (students, teachers, researchers...)

The Mandala garden is 150m2 (diam:14meters)

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

A teacher, Thierry POSER, decided to exploit the park of the school to create a place to meet and exchange. The initial idea is to create a garden in the movement of incredible edibles.

5. START DATE OF THE GARDEN / PROJECT:

2015: presentation of the project
September 2016 : starting the garden as teaching aid

6. SOURCE OF FINANCING:

Seeds donations
School

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The aim is to create a free abundance of food to share for all, in a process of local food self-reliance, healthy, sustainable, committed and inclusive. The volunteer of the educational community can cultivate in this place. It's a place of connection other than for the concerns of work. Everyone can collect garden products.

On this basis, it was chosen to create a Mandala garden because it meets permaculture criteria. This garden is aesthetic.

European volunteers and civic services participate in the maintenance of the garden with students, teachers...

There are meetings around this garden (eg shared meals)

This garden is also an educational support for teachers.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Social and civic responsibility
- Initiative taking
- Creativity
- Promotion (eg. via press, e-media and social media eg Facebook)
- Cooperation
- Team building and team work
- Motivating
- Networking, interpersonal relationships, friendliness
- Adaptability
- Enthusiasm
- Ecology attitude
- Social inclusion

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Thierry.poser@educagri.fr

Faru.koira@educagri.fr

<https://www.ladepeche.fr/article/2016/05/10/2341136-les-incroyables-comestibles.html>



1. COUNTRY

Italy

2. NAME OF THE ACTIVITY/ PROJECT:

P'orto di Lampedusa

3. LOCATION OF THE GARDEN

(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Lampedusa, smaller island
Rural areas and street of Lampedusa's town

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The project was established by the associar Terra! Onlus, in cooperation with the "Circolo Legambiente Lampedusa "Esther Ada".

5. START DATE OF THE GARDEN / PROJECT:

Opening of the garden: Summer 2015
Start of the project: Summer 2014

6. SOURCE OF FINANCING:

Funded by the crowdfunding campaign "Porto l'orto a Lampedusa", <http://www.finanziamentiilfuturo.it/lampedusa>

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

Born in 2014, the project "P'orto di Lampedusa", aims to realize community organic gardens in the island of Lampedusa and to enhance the wellbeing of the island through the creation of community places for common research, social aggregation and exchange. In 2015 the first field work of Terra was realized in the island, with volunteers from all over Italy and the Lampedusans themselves, to prepare the land on which the first community gardens of Lampedusa were born. Earth particles were assigned in September 2015 to the islanders who requested it and to the guests of a local day health center hosting people with physical and psycho-intellectual disabilities. Through the creation of community gardens, the project P'orto di Lampedusa aims also promote the social inclusion and development of disadvantaged people, offering a place for intercultural exchange, interaction and expression between people with disabilities, farmers, producers and citizens of the island of Lampedusa.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

Learning how to develop an organic garden
Garden management
Sense of initiative and entrepreneurship
Empathy
Team work
Self-management
Active participation
Active citizenship
Communication
Intercultural dialogue
Appreciation of differences and other cultures
Social inclusion and personal development

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Web-site:

<http://www.terraonlus.it/progetti/porto-l-orto-a-lampedusa/item/379-porto-l-orto-a-lampedusa>

Press and video about the project:

<http://www.finanziamentiufuturo.it/lampedusa>

The project on YouTube:

<https://www.youtube.com/watch?v=FG6Y55HHq5c>



1. COUNTRY

Italy

2. NAME OF THE ACTIVITY/ PROJECT:

“Roof vegetable-garden kitchen” - Farm Cultural Park

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Favara, smaller city
Cortile Bentivegna, 92026 Favara (AG)

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Orto Capovolto is a social cooperative born in Palermo in 2015 with the aim to create a community vegetable garden, both through the raising awareness of issues such as urban agriculture, food and environmental matter, and through the creation of Urban Farms (urban and suburban vegetable gardens and farms), according to different scales. The team is composed by young architects, educators and youth workers, plan, develop and establish different type of urban gardens for individuals, families, children, schools and organisations. It has won the social innovation award “niQuea”, assigned by Cluster Biomediterraneo Expo Milano 2015.

5. START DATE OF THE GARDEN / PROJECT:

Opening of the garden: March 2015
Start of the project: March 2015

6. SOURCE OF FINANCING:

Established in the frame of “Winter Farm” – POP-UP Urbanism competition promoted by Farm Cultural Park at Favara. The garden is funded by private resources.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

“Roof vegetable-garden kitchen” is a urban garden established at the Farm Cultural Park at Favara by Orto Capovolto. It is a rooftop garden dedicated to small-scale urban agriculture. Farm Cultural Park is an independent cultural centre, an enchanting and magic place in Favara, Sicily, that was founded in 2010 by Andrea Bartoli and Florinda Saieva as a challenge to the neglect and abandonment state of the town, it is now a cultural model and an ever changing laboratory for sustainable development and creative expression. FARM is a genuine workshop, a hothouse of

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

social innovation. It's a space in which a community of locals and creative talents personally work on problems and intervention strategies, seeking to make the most of their resources, to reuse, regenerate, reinterpret, revitalise and cultivate. "Roof vegetable-garden kitchen" is also dedicated to educational projects and workshops in cooperation with local schools and experts.

- Active participation
- Active citizenship
- Communication
- Community engagement
- Intercultural dialogue
- Creativity
- Artistic expression and artistic skills
- Positive attitude to change and innovation
- Healthy lifestyles in a non-formal setting
- Learning about environmentally friendly gardening practice
- Team work
- Self-management

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Web-site: www.ortocapovolto.com

Facebook: <https://www.facebook.com/ortocapovolto>

Press and video about "Roof vegetable-garden kitchen" at Farm Cultural Park:
<http://www.ortocapovolto.com/orti/roof-vegetable-garden-kitchen-farm-cultural-park/>

Farm Cultural Park web-site:
<https://www.farmculturalpark.com>

1. COUNTRY

Italy

2. NAME OF THE ACTIVITY/ PROJECT:

Sicilia Integra - Socio-Economic Integration of Migrants and Sicilian Youth Through Organic Products

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

**Catania, city over 300.000 citizens
Villa Santa Maria degli Angeli, in via Nuovalucello n. 21,
Catania**

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Sicilia Integra is a community project developed by Gaia Education and the University of Catania in partnership with the Don Bosco 2000 and I Girasoli migrant welcome centres, organic farmers' cooperatives and European ethical organic food companies.

5. START DATE OF THE GARDEN / PROJECT:

Opening of the garden: Autumn 2017
Start of the project: Summer 2016

6. SOURCE OF FINANCING:

Established in the frame of the project "Sicilia Integra - Socio-Economic Integration of Migrants and Sicilian Youth Through Organic Products", funded with the support of Gaia Education and the University of Catania.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

Sicilia Integra aims to support the socio-economic integration of migrants arriving in Sicily through sustainable community and agroecology capacity-building activities with the view to creating an alternative trading platform for the commercialisation of Sicilian organic products in European markets. Furthermore the project aims to foster the professionalisation of migrants and unemployed youth, create new job opportunities in regenerative agriculture, while contributing to the development of a circular economy in Sicily.

Migrant youth and unemployed Sicilians embarked on a two-month learning journey "Rehabilitation of abandoned urban gardens in Catania" led by Gaia Education, the University of Catania and Il Nodo, with a five-week Design for Sustainability and Organic Food Systems course and a three-week field implementation. The programme took place at the Il Nodo Migrant Welcome Centre where both theoretical lessons and field activities were carried out, leading to the design and rehabilitation of an urban garden that had been abandoned for

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

over 20 years. The migrants and Sicilian youth learned how to develop a productive garden oasis system using minimum water and maximum fertility retention, and diverse microclimate opportunities. They recovered an old orchard with lemons, oranges, prickly pears and medlar trees and, by utilising various composting techniques, established a vegetable garden with lettuce, onions, tomatoes, cabbages, broccoli and eggplants in an integrated design. The course graduates, now empowered with Design for Sustainability skills, are planning to establish their own cooperative for organic garden management services, with some becoming trainers on urban garden design.

- Learning how to develop an organic garden, how to plant, use biological techniques and organic compost
- Garden management
- Sense of initiative and entrepreneurship
- Team work
- Self-management
- Active participation
- Active citizenship
- Communication
- Intercultural dialogue
- Appreciating differences, developing positive relationship, empathy

9. WEB PAGE. E-MAIL / OTHER CONTACT:

- Web-site:
<https://gaiaeducation.org/project-based-learning/siciliaintegra/>
- Facebook:
<https://www.facebook.com/groups/968968159807185/>
- Press and video about the project:
<https://gaiaeducationblog.wordpress.com/>

1. COUNTRY

Italy

2. NAME OF THE ACTIVITY/ PROJECT:

Street Factory Eclettica

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Caltanissetta, smaller city
Via Rochester, co / the public swimming pool.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

A group of young people who established Eclettica, a non-profit organization running a skate park, a urban garden and a street art gallery in Caltanissetta, the heart of Sicily.

5. START DATE OF THE GARDEN / PROJECT:

Opening of the garden: June 2016
Start of the project: June 2016

6. SOURCE OF FINANCING:

Funded in the frame of the call for proposal “Boom – Polmoni Urbani”. Granted by the political party “Cinque Stelle”.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

Eclettica is a skate park, a urban garden and a street art gallery in Caltanissetta, in the heart of Sicily. In order to give their own contribution and contribute to urban regeneration in their hometown, five young people developed a project for the regeneration of a skate rink – a long neglected public space. In May 2015 the project idea was submitted and awarded in the frame of a private call for proposal called “Boom – Polmoni Urbani”.

It took eight months and the massive help of many volunteers to clean up the place and bring it back to the community. The skate rink was officially opened in June 2016 and the locals’ response was huge. In a town that barely counts 60.000 inhabitants, Street Factory Eclettica has already nearly a thousand members. Main goal of the project is to create a place for people of all ages where to practice street sports in a safe way, socialize and create bonds between the community of Caltanissetta and its surroundings. The project sustainability also relies on an urban garden where vegetables are harvested seasonally and sold to



8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

the nearby restaurants and pubs, with a positive impact on the way the garden caregivers think about the care of the environment or how to maintain an healthy and balanced diet. In the near future, Eclettica team aims to harvest further nearby spots, seized to the criminal organisations. Much is done on the artistic level, as well: the skate rink walls and fences were painted by international street artists, such as Rosk&Loste, Gue, CrazyOne and many others. Restoring the skate rink and its facilities on an area as wide as 3000 square metres has been a huge opportunity for kids and families to practice sports and arts while enjoying a pleasant and green environment: it seems like even a small town in the middle of Sicily can be a happy place to live.

- Active participation
- Active citizenship
- Communication
- Intercultural dialogue
- Respect and valorization of differences and diversities
- Creativity
- Artistic expression, artistic skills (street arts, music, workshops)
- Healthy lifestyles in a non-formal setting
- Developing an own initiative
- Physical development and sport skills (skateboard, basketball, other street sports)
- Team work
- Conflict management
- Self-management

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Web-site:

www.streetfactory.it/

Facebook:

<https://www.facebook.com/streetfactoryeclettica/>

Press and video about Eclettica:

<http://www.streetfactory.it/web/#!/press>



1. COUNTRY

Italy

2. NAME OF THE ACTIVITY/ PROJECT:

Urban garden in Palermo

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Palermo
Via PV 46 co/Velodrome, Zen district, Palermo

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The project was established by Codifas, (Consortium of Defense of Sicilian Agriculture / Consorzio di difesa dell'agricoltura siciliana).

5. START DATE OF THE GARDEN / PROJECT:

Opening of the garden: Summer 2015
Start of the project: Summer 2014

6. SOURCE OF FINANCING:

Funded by the crowdfunding campaign "Porto l'orto a Lampedusa", <http://www.finanziamiiiltuofuturo.it/lampedusa>

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The community garden "Codifas" is located in the Zen district of Palermo, Behind the Velodrome, in via PV 46, in an agricultural green area that was abandoned for years. The garden is created with the purpose to encourage sustainable lifestyles, providing fresh products and plants as well as satisfying labor, neighborhood improvement, sense of community and connection to the environment. All productions are natural. In fact, according to the provisions of the Consortium regulations, the use of plant protection products or chemical synthesis fertilizers is not allowed. In addition, vegetables are monitored by the Experimental Zooprophyllactic Institute of Sicily through free laboratory analyzes that will attest to their healthiness. An expert tutoring, guaranteed 7 days a week from 8:30 am to dusk, and paid through the monthly rental fee for individual parcels, ensures constant technical assistance and the organization of irrigation interventions. A sort of open-air condominium where people meet and exchange opinions, in which everyone learns from others and from themselves, and above all plunges into a



8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

natural existential rhythm that dictates its own times. The urban garden is also a system capable of transforming these citizens into conscious and critical consumers

- Learning how to develop an organic garden
- Garden management
- Recycling
- Sense of initiative and entrepreneurship
- Critical thinking and consumption
- Empathy
- Team work
- Self-management
- Active participation
- Active citizenship
- Communication
- Intercultural dialogue

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Web-site:

<http://www.codifas.it/>

Facebook:

<https://www.facebook.com/CODIFAS/>

Press and video about the project:

<http://socialstreetpalermo.it/social-experience-orto-urbano/>

https://melaniamessina.photoshelter.com/gallery/Lorto-urbano-condiviso/G0000BopS2n1O_PM



1. COUNTRY

Greece

2. NAME OF THE ACTIVITY/ PROJECT:

Periastikos Kalliergeion (PERKA)

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Thessaloniki- 2nd biggest city in Greece with population ~ 800.000

Part of the former Karatsoy military base, located in Pavlos Melas district in the north of the city

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Residents of the city with the support of the local Cultural Club

5. START DATE OF THE GARDEN / PROJECT:

Begging of 2011

6. SOURCE OF FINANCING:

Contribution of the residents and volunteers

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

At the moment, PERKA's activities are the most active volunteer action in the former military encampment since, two years after the first effort, there are now four new PERKA teams, which operate based on the same principles of respecting natural and human resources. The daily presence of the volunteers in the camp has reduced instances of robberies, ransacking of the buildings and tree cutting, making the area a safer place for visitors.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

Through the principles of communicability, self-management, egalitarianism, continued education and outside any political party lines, the cultivation becomes a research “lab” which helps bridge the gap between urban dwellers and farmers and which brings city folk closer to nature. With our positive attitude and actions, we try to understand the natural cycles, learn from them, and find a cooperative way for escaping the crisis, especially the social one.

The group PERKA created the first self-organized Communal Garden in Central Macedonia, based only on personal work and expenses of its members, comprise. In addition to this, in a very short time period they obtained, human substance, a sense of collectiveness and – the most important – they realized with optimism that they can, after all, cooperate, and enjoy their common existence, in stark contrast to the pessimism and apathy of their times. The creation of PERKA Karatasou was quickly spread within Greece, but also in other countries, and formed an example to be mimicked for the creation of similar projects/ventures/efforts.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<http://perka.org/node/226>





1. COUNTRY

Greece

2. NAME OF THE ACTIVITY/ PROJECT:

Elliniko community garden

3. LOCATION OF THE GARDEN
-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
 -DESCRIPTION OF THE LOCATION

-Athens capital of Greece
-The Elliniko community garden is located on the 2,500-square-meter (27,000-square-foot) expanse of an old airport that was abandoned in 2001.

4. WHO ESTABLISHED THE GARDEN
(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Activist group Agros

5. START DATE OF THE GARDEN / PROJECT:

2012

6. SOURCE OF FINANCING:

The farmer cover this amount

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

When grassroots activist group Agros took over the plot, it was buried under mounds of detritus from the neighboring American base. After clearing the land, volunteers at planted a variety of fruit and vegetables to help the growing number of Athenians who are struggling to feed their families. Around 11,000 families are now registered with Athens' food banks - compared to 6,000 in 2014. The organization that runs them says 5,000 of the newly registered are children. In addition to feeding the community, the green-fingered Agros activists are trying to influence the way their city manages its land.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

“Half of Greeks live in Athens,”

“This is really an opportunity for Athens to develop in another direction and to have better air.”

Hope for the next generation

The garden also plays an educational role for the children of Athens, who are lacking contact with the land.

“Children need to see how long you need to cultivate vegetables - how tiring it is to cultivate - and is this way they can understand what the soil can give us,” she says.

The Elliniko community garden is a relatively small project. But with dozens of similar initiatives emerging over recent years, it's part of a groundswell of people fighting hopelessness and taking matters into their own hands.

Beyond coping with the immediate impacts of the depression, they aim to and promote sustainable, local food production - and change the way people think about their cities.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<http://www.dw.com/en/environment-urban-agriculture-community-gardens-greece-urban-heat-island-effect-sustainability/a-39277047>



1. COUNTRY

Greece

2. NAME OF THE ACTIVITY/ PROJECT:

Botanical Garden of Petroupoli

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Athens- Capital of Greece
Botanical Garden of Petroupoli

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The residents of Petroupoli created a group to clean the botanical garden from drugs and criminals.

5. START DATE OF THE GARDEN / PROJECT:

2012

6. SOURCE OF FINANCING:

Financed by the residents of the area

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

According to unproven allegations huge amounts of many were eaten by individuals and because the garden was built to the standards of Copenhagen botanical garden without taking into account the climatic conditions prevailing in Greece, the project did not work and was abandoned...!

Because of the wrong design, its maintenance costs were enormous and unprofitable. It is worth mentioning that the whole project was funded by the EU and cost 2.000.000,00 € !

The botanic was transformed into an outbreak of infections, drug addiction and dump ...

Within a short time of abandonment, the glass building - greenhouse was vandalized. The equipment was stolen, the windows were broken, and the building facilities were in danger of collapsing.

The citizens of the city reacted ...

The city's citizens, seeing this image, reacted. At their own expense, a group of active people, renovated the area, gave it life and from a dump it was, transformed it into an ornament, an

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

alternative place for the exchange of ideas, coffee shop, meeting place, cultural events etc ...

Indicatively, the following free of charge actions are taking place, due to volunteerism and a sense of social responsibility of the citizens.

- Plant / vegetable garden
- Seminars of cultivation
- Theatrical group (courses and performances)
- Concerts
- Photographic projections
- Lending library
- Language lessons
- Drawing classes
- Memory and dance lessons
- Seminars of the home economy. Laboratories for the manufacture of soap, pasta, beer, tomato sauce, bread etc.
- Pad workshop
- First Aid Seminars, etc

The capture of the botanical garden by citizens, although is described as illegal, nevertheless proves that the citizens want to react.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<http://votanikoskipos.blogspot.gr/>





1. COUNTRY

Greece

2. NAME OF THE ACTIVITY/ PROJECT:

The real life project

3. LOCATION OF THE GARDEN
-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
 -DESCRIPTION OF THE LOCATION

**-Athens
 -Marousi**

4. WHO ESTABLISHED THE GARDEN
(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The Municipality of Marousi

5. START DATE OF THE GARDEN / PROJECT:

2015

6. SOURCE OF FINANCING:

Self- financed by the farmers

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

Marousi is the first municipality in Athens to introduce an official urban gardening scheme. The idea is simple: take a disused, vacant piece of land and divide it into sections. Then let local residents apply for a section on a first-come, first-served basis. The successful applicants can then use their section (about 20 square meters) to produce organic vegetables. They keep 80% of the produce and give 20% to a common foodbank which is divided amongst needy families in the area.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

The project has been a huge success in so many ways – since the plots were assigned to people from the neighbouring blocks (the idea is to have one community garden per neighbourhood), it has created a great sense of community and brought the neighbours closer together, which is not a very easy thing in a city as big as Athens. And probably the most important thing is the way it has brought city people in contact with the land – it is amazing to see little city kids hang out and help out in the garden, decorate their little patch and watch in fascination as their seedlings grow.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<http://www.thereallifeproject.com/urban-gardening-in-athens/>





1. COUNTRY

Greece

2. NAME OF THE ACTIVITY/ PROJECT:

Urban allotment garden

3. LOCATION OF THE GARDEN
-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
 -DESCRIPTION OF THE LOCATION

**-Alexandroupoli (smaller city)
 Public space given by the municipality of Alexandroupoli**

4. WHO ESTABLISHED THE GARDEN
(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The Municipality of Alexandroupoli (Kipis)

5. START DATE OF THE GARDEN / PROJECT:

2011

6. SOURCE OF FINANCING:

Self- financed by the farmers

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

In the context of its social policy, the Municipality of Alexandroupolis signed the project contract “Construction of Infrastructure Project for Bioculture” for the establishment of municipal vegetable gardens. The project includes the creation of 270 vegetable gardens, 50 square meters. - 100 sq. M., In a plot owned by the Municipality of Alexandroupolis, totaling about 28 acres.

These vegetable gardens are allocated free of charge for cultivation to a corresponding number of beneficiaries, which are selected on the basis of economic criteria. In the area, the construction of perimeter fencing, drainage network, irrigation network, corridors, greenhouse, canteen, agronomic office, wc and warehouse is taken place. The products produced are intended to meet the needs of the beneficiaries in food, while 10% of the production is available to the municipal grocery in order to help the economically weaker municipalities.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

The main interest in the vegetable garden was the intense desire to produce fresh, organic, healthy and relatively low-cost vegetables, as well as to alleviate the family budget in food expenditure, especially in the current economic crisis. This confirms the general concern of consumers about the quality and safety of food, how it is produced and processed, as well as its place of origin, as food often travels long distances to our plate without knowing its origin and while a number of “intermediaries” have been added to the course of this movement.

Secondarily, beyond the provision of food, research confirms the dynamics of the social demand for (re) ownership of public space and the need for reconnection with nature, agricultural land and rural values. Urban farmhouses seem to offer many functions, revitalizing neighborhoods and creating green spaces, recreation, mental health, social gathering and social responsibility.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

<http://www.aftodioikisi.gr/ota/dimoi/dimotikoi-laxanokipoi-kontra-stin-krisi/>



1. COUNTRY

Bulgaria

2. NAME OF THE ACTIVITY/ PROJECT:

University Botanic Garden of Sofia

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Sofia, big city, over 500,000 people

In the very center of Sofia, in. “Moskovska” 49

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

It was founded by the first professor in botany Dr. Stefan Georgiev

5. START DATE OF THE GARDEN / PROJECT:

In 1892

6. SOURCE OF FINANCING:

Sofia University Saint Kliment Ohridski, Bulgarian State and E.U

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

AT THE BOTANIC GARDEN SOFIA YOU CAN SEE:

Greenhouses: revealing the beauty and unique diversity of tropical species of orchids, bromeliads, aroids, as well as collections of palms, cycads, cacti and other succulents, ferns, bulbous plants and many tree and shrub species

Mediterranean garden: represents typical subtropical plants, including different citruses, olive, myrtle, bay laurel, etc.

Rose garden: a display of more than forty varieties of roses.

Rock garden: represents the flora of rocky mountain habitats

Water garden: water and wetland plants - water lilies, water hyacinth, floating watermoss, ferns, cattail, sedges, etc.

A ‘Kitchen garden’ was designed to represent a miniature country house with a vegetable garden. There are herb and flower beds.

Children can observe and grow fruits and vegetables that their parents buy from supermarkets.

Information and shopping center offers information about

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

the garden activities, guided tours as well as exotic bouquets, plants, seeds, seedlings of different plant varieties.

Their primary task is to expand the knowledge about the plant kingdom and to carry out activities on ex situ conservation of rare and endangered plant species.

The University Botanic Gardens have a scientific, educational, social and cultural mission which we promote and develop.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Address 49 Moskovska Str, PO Box 157
1000 Sofia, Bulgaria
Phone: + 359 2 9881797
Open: Weekdays: 9.00 - 17.00
Weekends: 9.00 - 18.00

<http://www.ubg-bg.com/en-info-ubg-sofia.html>



1. COUNTRY

Bulgaria

2. NAME OF THE ACTIVITY/ PROJECT:

ECOPARK (a different reading of the word Arboretum)

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Varna, smaller city, 357,198

It is in St. St. Constantine and Helena Resort, outside of Varna, in the almost seaside part of Bulgaria.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Sofia University “Saint Kliment Ohridski”

5. START DATE OF THE GARDEN / PROJECT:

Established 1977

6. SOURCE OF FINANCING:

The Bulgarian State and the E.U.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The University Botanic Garden in the city of Varna is the first Eco-park in this country and combines in itself both man-made and natural ecosystems. The park lies on an area of 36,0 ha. The Arboretum includes more than 300 species of exotic trees and shrubs, the grass plants it hosts are more than 100 species, and the collection of irises counts more than 250 varieties. It is truly a place where one gets acquainted with interesting plant and animal species, a place for walks and outdoor recreation. It symbolizes Nature the way we want to preserve it for the future.

IN THE GARDEN YOU CAN SEE:

The irises collection – over 250 varieties along with other members of the Irises family

The Rosarium situated on an area of approximately an acre where there bloom and shed their aroma more than 70 varieties of decorative roses

The day-lily garden where every day open their perishable yet charming blossoms more than 25 varieties of hybrid and other



8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

• types of day-lilies, as well as other representatives of the Lily family

• The University Botanic Garden–Eco-Park of the city of Varna offers a venue for green schools, garden parties, weddings, family pick-nicks, barbecues, fun rides in horse carriages, horse riding lessons.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

• Address St. St. Constantine and Helena Resort
9006 Varna, Bulgaria
Phone: +359 879 140 533
Open from April to November: April: 8.00 - 17.30
May - June: 8.00 - 19.00
July - August: 8.00 - 20.00
September - October: 8.00 - 19.00



1. COUNTRY

Bulgaria

2. NAME OF THE ACTIVITY/ PROJECT:

University Botanic Garden in Balchik

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Balchik, vilage (12,196 people)
It stretches on an area of 19.4 ha and has botanical collections containing more than 4 600 species that constantly grow richer.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The University Botanic Garden in Balchik was created in 1955 by academician professor Daki Yordanov, rector of the Sofia University Saint Kliment Ohridski during the 1956-1962 period.

5. START DATE OF THE GARDEN / PROJECT:

1955

6. SOURCE OF FINANCING:

Bulgarian State and E.U.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The University Botanic Garden is divided in three different parts, historically and functionally:
A landscape park already shaped at the time of Queen Marie of Romania that is now an ensemble cultural heritage – a monument of garden and park art.
A garden adapted for the people with limited abilities. Spreading on an area of 1.1 ha, it shows visitors the beauty of seasonal flower compositions, Alpine spots, water areas, cacti and succulents in typical stone beds cut in Balchik rocks. The network of alleys is built in compliance with the requirements for accessible environment for all. In special spot visually impaired visitors can touch different botanic species described with Braille.
Protected area: In 2005 the territory of the Botanic Garden was declared Protected Area – ‘an idiosyncratic landscape created in harmonious co-existence of man and nature.’ Here professionals and amateurs can observe natural ecosystems and appreciate the rich biodiversity of the region.
The biggest attraction in the Botanic Garden is the outdoor

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

exposition of large-size cacti and succulents. It is also interesting for both experts and tourists to see the successfully introduced in the garden exotic species – the ancient Ginkgo, the meta-sequoia (a tree with such dimensions and age outside of its natural aerial can be seen only in the Royal Botanic Gardens Kew in London), the Japanese raisin tree (*Hovenia dulcis*) and the rubber tree, the holm oak, the evergreen magnolia *Grandiflora* etc.

Beautifully arranged terraces and spots of the garden present annual spring and summer flowers, Alpine and aquatic vegetation, ferns, protected and rare species, lianas, flowering and evergreen shrubs.

Besides being a beauty spot of Bulgaria, the University Botanic Garden in Balchik is a place for research and scientific activity, student stages, ecological training and art initiatives. A Balkan Ecology Center operates under the Botanic Garden.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

1 Acad. Daki Yordanov Str, PO Box 56
9600 Balchik
Bulgaria
Winter period: 8.30 - 17.00
Summer period: 8.00 - 20.00
Phone: +359 579 72338
Fax: +359 579 76197

Email: ubg_balchik@admin.uni-sofia.bg

1. COUNTRY

United States of America

2. NAME OF THE ACTIVITY/ PROJECT:

Three Part Harmony Farm

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Washington D.C.-big city over 500.000
Three Part Harmony Farm is located on a 2-acre parcel in northeast Washington, DC.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

A person who name is Gail Taylor.

5. START DATE OF THE GARDEN / PROJECT:

2011

6. SOURCE OF FINANCING:

Crowdfunding,
Donations.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

They grow mostly vegetables as well as fruit, herbs, cut-flowers and have a greenhouse nursery operation that supplies local community and school gardens as well as two locally owned hardware stores. They are using sustainable practices, without chemical pesticides or herbicides.



8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Training
- Knowledge Management
- Innovation
- Self Assessment
- Adaptability
- Selling
- Diversity Awareness
- Inspiring
- Networking
- Interpersonal Relationships

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Web Page:

<http://threepartharmonyfarm.org>

Facebook:

<https://www.facebook.com/threepartharmony/>

Twitter:

<https://twitter.com/3PHarmony>

Instagram:

<https://www.instagram.com/3phfarm/>



1. COUNTRY

United States of America

2. NAME OF THE ACTIVITY/ PROJECT:

Homeless Garden Project

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Santa Cruz, CA-small city, population about 65.000
3 acre parcel Organic Farm

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The Citizens Committee for the Homeless, a Santa Cruz County non-profit organization

5. START DATE OF THE GARDEN / PROJECT:

May, 1990

6. SOURCE OF FINANCING:

The City of Santa Cruz,
Donations,
Sponsors

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The Homeless Garden Project provides job training, transitional employment and support services to people who are experiencing homelessness. The Homeless Garden Project's vibrant education and volunteer program for the broad community blends formal, experiential and service-learning.



8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

Diversity Awareness
Friendly
Willingness to Learn
Empathetic
Selling
Experience Dealing with Difficult Personalities
Intercultural Competence
Respectful

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Web Page:
<http://www.homelessgardenproject.org>

E Mail:
info@homelessgardenproject.org

Blog:
<http://homelessgardenproject.org/blog/>





1. COUNTRY

Australia

2. NAME OF THE ACTIVITY/ PROJECT:

Canberra City Farm

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Canberra-city over 500.000 citizens
Canberra City Farm is on 2,000m2 , and seeking a permit for up to 5,000m2.

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Local not-for-profit incorporated volunteer group.

5. START DATE OF THE GARDEN / PROJECT:

September 2011

6. SOURCE OF FINANCING:

Sponsors
Collaborators

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

Canberra City Farms is dedicated to establishing learning hubs where people can collaborate and share their knowledge of sustainable and environmentally responsible food production.

They are developing a hub where they creatively share knowledge and experience of living in harmony with a viable and healthy local environment through:

- Engaging and linking with the community
- Strengthening existing activities and groups
- Nurturing healthy soil to grow healthy food
- Demonstrating options for sustainable living
- Providing opportunities for learning by doing
- Fostering caring communities



8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Selling
- Inspiring
- Networking
- Interpersonal Relationships
- Diversity Awareness
- Emotional Intelligence
- Friendly
- Willingness to Learn
- Team Player
- Social

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Web Page :

<http://www.urbanagriculture.org.au>

E-Mail:

urbanagricultureaustralia@gmail.com

canberracityfarm@gmail.com

Facebook:

<https://www.facebook.com/CanberraCityFarm>

Twitter:

<https://twitter.com/CanberraCityFarm>





1. COUNTRY

Canada

2. NAME OF THE ACTIVITY/ PROJECT:

People’s Potato Community Garden

3. LOCATION OF THE GARDEN
-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
 -DESCRIPTION OF THE LOCATION

Montreal- city over 500.000 Citizens
A Community garden in Loyola Campus of Concordia University

4. WHO ESTABLISHED THE GARDEN
(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Started by a group of university students as a project then has grown from a small volunteer-run collective to a workers’ collective employing over 10 people.

5. START DATE OF THE GARDEN / PROJECT:

1999

6. SOURCE OF FINANCING:

University Student Union,
 University facilities Management,
 Other Organizations Like Sustainability Action Fund.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The People’s Potato is a neighborhood collective providing garden and greenhouse space for community members. Volunteers grow and distribute organic produce to the surrounding community and distribute vegan meals through a food bank. The People’s Potato maintains an educational program in the form of monthly workshops and an affordable Good Food Box program.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

- Problem Solving
- Organization
- Planning
- Selling
- Networking
- Interpersonal Relationships
- Motivating
- Inspiring

9. WEB PAGE. E-MAIL / OTHER CONTACT:

- Web Page :
<https://www.peoplespotato.com>
- Email:
peoplespotato@gmail.com
- Facebook:
<https://www.facebook.com/peoplespotato>
- Twitter:
<https://twitter.com/peoplespotato>
- Instagram:
<https://www.instagram.com/peoples.potato/>



1. COUNTRY

England

2. NAME OF THE ACTIVITY/ PROJECT:

The Chelsea Physic Garden

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

**London (big city more than 500,000 people)
The Chelsea Physic Garden is the oldest botanical garden in London,**

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

First established by the Apothecaries in order to grow medicinal plants, this extraordinary garden in London has had wide reaching impact around the world.

5. START DATE OF THE GARDEN / PROJECT:

It was founded in 1673

6. SOURCE OF FINANCING:

Donates and State.

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

Covering 4 acres the Garden has more than 5000 different plants. It also has one of the earliest rock gardens made with basaltic lava from Iceland. A vast array of knowledge and discovery is contained within its walls: learn about different cultures in the Garden of World Medicine, see rare plants from Crete and the Atlantic islands of Madeira and the Canary Islands along the warm Island Endemic Flora wall, and smell the Perfumery and Aromatherapy borders. The Chelsea Physic Garden is well worth a visit. New - Garden of Edible and Useful Plants, highlighting the invaluable role that plants still play in our everyday lives.

8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

Community projects, resources, school visits, Education for Home Schooled Groups.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Street: 66 Royal Hospital Road
Postcode: SW3 4HS
City: London Country: United Kingdom
Telephone: 020 7352 5646
E-Mail: enquiries@chelseaphysicgarden.co.uk





1. COUNTRY

Wales

2. NAME OF THE ACTIVITY/ PROJECT:

St Fagans planted terraces

3. LOCATION OF THE GARDEN
-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
 -DESCRIPTION OF THE LOCATION

Cardiff (smaller city, 341,000 people)
This garden at St Fagans is situated at the Museum of Welsh Life.

4. WHO ESTABLISHED THE GARDEN
(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

The Museum of Welsh in Cardiff

5. START DATE OF THE GARDEN / PROJECT:

1766

6. SOURCE OF FINANCING:

State and donates

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

At St Fagans planted terraces lead up to the castle and more formal gardens, from the small lakes known as the fishponds which date from before 1766. The recently restored Italian Garden has an unusual raised pond and the whole is enclosed by tall walls which mirror the light. Lovely plantings. The Rosery is stunning in season and the arbour is circled by a small canal. Plenty more to see including colourful borders. The museum which creates historic Welsh life is also making gardens for the many old re-erected buildings. St Fagans is a great day out.

8. SOFT (AND
OTHER) SKILLS
THAT CAN BE
LEARNED:

Education, visit, research.

9. WEB PAGE.
E-MAIL / OTHER
CONTACT:

Address

Street: Museum of Welsh Life, St Fagans

Postcode: CF5 6XB

City: Cardiff

Country: United Kingdom

Contact

Telephone: 029 20573500

Website:

<http://www.museumwales.ac.uk/en/stfagans/>



1. COUNTRY

Ireland

2. NAME OF THE ACTIVITY/ PROJECT:

Mount Stewart House and Gardens, Northern Ireland

3. LOCATION OF THE GARDEN

-(BIG CITY WITH OVER 500.000 CITIZENS, SMALLER CITY, VILLAGE)
-DESCRIPTION OF THE LOCATION

Newtownards (smaller city, 28,039 people)
Countytown

4. WHO ESTABLISHED THE GARDEN

(A PERSON, AN ORGANIZATION, AN INFORMAL GROUP, ETC.)

Built for Marquess of Londonderry by George Dance

5. START DATE OF THE GARDEN / PROJECT:

1820

6. SOURCE OF FINANCING:

Projects, donates and State of Ireland

7. DESCRIPTION OF ESTABLISHING AND MAINTAINING THE GARDEN, RULES OF USING THE GARDEN, ANY OTHER USEFUL INFORMATION:

The garden reflects a rich tapestry of design and great planting artistry that was the hallmark of Edith, Lady Londonderry. The mild climate of Strangford Lough allows astonishing levels of planting experimentation. The formal areas exude a strong Mediterranean feel and resemble an Italian villa landscape; the wooded areas support a range of plants from all corners of the world, ensuring something to see whatever the season. The house has now re-opened after our 3 year long restoration project. We've brought back the elegance and charm of the house when it was home of the 7th Marchioness Edith, Lady Londonderry and her family in the early 20th century and we look forward to welcoming you to enjoy in all its splendour.



8. SOFT (AND OTHER) SKILLS THAT CAN BE LEARNED:

Children's activities, tourism activities, education, research, decoration.

9. WEB PAGE. E-MAIL / OTHER CONTACT:

Street: Greyabbey
Postcode: BT22 2AD
City: Newtownards
County: County Down
Country: United Kingdom

Contact
Telephone: 02842 788387 / 788487
E-Mail: mountstewart@nationaltrust.org.uk
Website: [Mount Stewart House and Gardens, Northern Ireland](#)



CHAPTER 5
A POSITIONAL ANALYSIS FOR
SUSTAINABLE DEVELOPMENT



The decisions we face when undertaking various social initiatives are complex in many respects. Each choice leads to specific benefits, but it is also subject to costs. Therefore, in the area of analysis of social enterprises, programs and policies, mechanisms are sought that will be able to support in the selection of alternatives.

One of the tools that give such possibilities is Positional Analysis. It is a tool that aims to facilitate decision making and to reach compromises in the activities carried out. The concept of this tool was developed by Peter Söderbaum in his Doctoral Thesis (1973), and then developed by the author as part of the institutional economy of

- sustainable development.
- **Positional Analysis (PA)** is an alternative to the neoclassical Cost-Benefit Analysis (CBA).
- The most important elements of neoclassical theory and analysis emphasize the monetary dimension and take on the perspective of the decision maker, while Positional Analysis (PA) takes into account different points of view and different ideological orientations and underlines the non-monetary dimension.¹

1 Brown Judy, Dereniowska Małgorzata Söderbaum Peter, „Positional Analysis for Sustainable Development: Reconsidering Policy, Economics and Accounting (Routledge Studies in Ecological Economics)”

Table 1. Differences between Cost-benefit analysis and positional analysis

COST-BENEFIT ANALYSIS, CBA	POSITIONAL ANALYSIS
THE MONETARY DIMENSION OF BENEFITS	NON-MONETARY DIMENSION OF BENEFITS
INDICATES THE OPTIMAL SOLUTION	INDICATES THE MULTIPLICITY OF POSSIBLE SOLUTION
TECHNOCRATIC TOOL	DEMOCRATIC TOOL
NEUTRAL AND MEASURABLE VALUE	MULTIDIMENSIONAL VALUES
CONCRETE RICKETY IDEOLOGY	AN IDEOLOGICALLY OPEN APPROACH

Source: Own study

Therefore, it seems that Positional Analysis is a more democratic tool that emphasizes the orientation of various groups of citizens and politicians. Positional Analysis takes into account all points of view, treating the analyzed phenomena or initiatives from a holistic and interdisciplinary perspective: taking into

- account the expectations of the beneficiaries of the initiative and trying to be as versatile as possible. It aims to highlight many pages of the decision situation. By analyzing positively, we can draw conditional conclusions, that is, those that depend on the ideological orientation under consideration.

THE POSITIONAL ANALYSIS TOOL INDICATES¹:

- A multiplicity of alternative ways of perceiving suppression by various entities,
- The number of possible decisions that lead us to specific solutions,
- The impact of individual solutions,
- Costs and benefits for various groups,
- Involved stakeholders,
- Conflicts of interest,
- Ideological orientations.

The analysis on the phenomenon should be useful for politicians or other decision makers, residents who differ in terms of values and ideology. The term “position” is used synonymously with “status” to describe different conditions at a given moment. Positional thinking refers to the analysis in terms of position changes for different ideological orientations and at different time intervals. All types of variables can be used in Positional Analysis to describe goals and effects. The analysis places emphasis on positions. Systemic thinking is important, which is a way to broaden the analysis towards holism and interdisciplinary. Instead of limiting the analysis to one public sector, all sectors affected by the problem are taken into account. The analyst tries to identify the way dependencies and possible alternatives. Positional Analysis is able to cover a wide range of perspectives / ideologies, although this flexibility is at the expense of being able to provide a single solution to the problem. Thus, analysis is a tool to help decision-making, not a concrete solution.

² Brown Judy, Dereniowska Małgorzata Söderbaum Peter, „Positional Analysis for Sustainable Development: Reconsidering Policy, Economics and Accounting (Routledge Studies in Ecological Economics)”

BENEFITS OF POSITIONAL ANALYSIS:

- Encouraging stakeholders to participate in the debate,
- allows analysts to conduct comparative analysis of alternatives over time
- takes into account the important role of technological changes in shaping the state and performance of the system
- draws attention to the ethical and moral dimension of the play

Due to the multidimensional character of the analysis, we believe that this tool can be effectively used in the area of creating and managing an urban garden.

In order to create an effective analysis and decision-making process, you need to follow a few steps:

1. Identify the problem.

In any social initiative or venture, the defining of a problem is a key first step. Each problem has its history, which affects possible alternatives and their effects. Identify the problem as accurately as possible. Consider unmet needs. Describe previous attempts to solve the problem.

2. Highlight stakeholder groups

Who participate in situation. What are the conflicts of interest? How different participants define a problem?

3. Describe the institutional context

The next step is to describe the problem in a broader institutional context. Specify which institutions are responsible for the issues and which institutions can help solve the problem.

4. Formulate alternative solutions and effects of decision

Consider possible alternatives. Determine if these solutions can cause changes towards sustainable development

5. Describe the impact of different decisions on specific stakeholder groups.

Determine the impact that any alternative decision can have on important systems and stakeholder groups and the barriers to implementing specific solutions.

CASE STUDY:

In Krakow, in one of the neglected neighborhood, struggling with various social problems and large inequalities among residents, the Local Activity Program was created. Social workers decided to work with the community by creating an urban garden. After several months of work of residents, an urban garden was created. At the beginning everyone agreed and willingly used this place, but at some point some groups began to pollute the garden with garbage (mainly cans and bottles of beer) and did small acts of vandalism - breaking trees, trampling flowers. Social workers and the council of residents met to discuss the problem. At the meeting there was a proposal to introduce monitoring to the garden.

A Decision Tree is a graphical way of supporting the decision-making process. The method of decision trees works well in Positional Analysis, because we have there many alternative variants and different interactions. In the analysis, the Decision Tree consists of the problem (root), possible alternatives (branches), effects and interactions (leaves). Thanks to the Decision Tree, built on the basis of empirical data, the work on solving the problem can be significantly simplified. Using the decision tree in positional analysis, the first step is to identify the problem and alternatives; it means the choices we can make. The next step is to identify the impacts. How the choice of a given alternative affects participants. The next step is to determine the effects of these impacts or the consequences of choices. As mentioned above, positional analysis does not indicate one optimal answer to the problem. The decision tree in positional

analysis aims to show multidimensional influences and complexity. In order to draw a problem using a tree, you can use computer programs. There are many paid and free programs that you can use. We recommend: www.mindmup.com.



OTHER RESOURCES



URBAN GARDENING - The Urban Gardening Role in Improving of Adults' Skills and Community Growth

Project number: 2017-1-PL01-KA204-038330

Template for collecting the Resources

Partner: Youth Eurasia

No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	Other bibliography data (Terms of use*)	Short description of the contents
1	American Community Gardening Association		USA	English	https://communitygarden.org		Usefull informations about community gardening and gardening events
2	Growing Urban Agriculture		USA	English	https://www.policylink.org/sites/default/files/URBAN_AG_FULLREPORT.PDF		A good research about growing agriculture gardens and shows how helps to people and world
3	Community Gardens: Lessons Learned From California Healthy Cities and Communities		USA	English	http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.93.9.1435		This study shows how community gardening help strengthening community skills.
4	Garden Based Learning	Kristin Stayer	USA	English	https://www.edutopia.org/blog/garden-based-learning-kristin-stayer		A nice article about garden-base learning
5	The benefits of gardening and food growing for health and wellbeing	Professor Tim Lang	UK	English	http://mtocafeteriacanada.ca/wp-content/uploads/2014/06/GrowingHealth_Benefits.pdf		Really nice study about benefits of the gardening to adults' health and wealth
6	An Exploration of the Potential Benefits of Healing Gardens on Veterans with PTSD	Michael L. Timmons	USA	English	https://digitalcommons.usu.edu/gradreports/50/		This study was to describe some of the potential benefits that healing gardens could have on veterans suffering from PTSD.
7	Urban Agriculture Toolkit- USDA	USDA	USA	English	https://www.usda.gov/sites/default/files/documents/urban-agriculture-toolkit.pdf		Toolkit for Urban Agriculture by United States Department of Agriculture

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URBAN GARDENING - The Urban Gardening Role in Improving of Adults' Skills and Community Growth

Project number: 2017-1-PL01-KA204-038330

Template for collecting the Resources

Partner: ACD LA HOYA SPAIN

No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	Other bibliography data (eg. year)	Terms of use*	Short description of the contents
1	Boom Time for Urban Farming	Tracie McMillan	USA	English	https://www.nationalgeographic.com/people-and-culture/food/the-plate/2016/05/usda-recognizes-urban-growers-as-farmers-not-hobbyists/	MAY 27, 2016		As more urban farms move towards commercial production, the U.S Department of Agriculture looks for ways to help them grow
2	Five Reasons To Promote Urban Agriculture in Your City	Paul Konz	USA	English	https://cityspeak.org/2015/05/07/five-reasons-why-you-should-be-promoting-urban-agriculture-in-your-city/	May 7, 2015		Ideas Why to promote the urban gardens
3	Urban Agriculture: A Literature Review	United States Department of Agriculture, Alternative Farming Systems Information Center, National Agricultural Library	Beltsville, MD	English	https://community-wealth.org/content/urban-agriculture-literature-review	Autumn 2006		A review of the academic literature and research that focus on the global phenomena of crop cultivation, livestock propagation and food product distribution in the urban context.
4	Urban Agriculture Tool Kit	United States Department of Agriculture	USA	English	https://www.usda.gov/sites/default/files/documents/urban-agriculture-toolkit.pdf	February 2016		The toolkit lays out the common operational elements that most urban farmers must consider as they start up or grow their operations. It also contains a special section on resources for developing indoor growing operations, such as aquaponic facilities.
5	Urban Grower's Manual	Amanda Cather	Lincoln and Roxbury, Massachusetts	English	http://thefoodproject.org/sites/default/files/FoodProject_UrbanAgManual.pdf	November 2003	Copyright 2008 by The Food Project, Inc. All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying recording, or by any information storage and retrieval system without the written permission of the publisher, The Food Project, Inc., except where permitted by law.	The manual will help you manage the three food lots effectively while engaging the groups of youth, community members and volunteers served by The Food Project in meaningful, productive work. It will introduce you to the depth and complexity of your task while providing some basic principles of farm systems and community relations.
6	Urban Farming guidebook	Real Estate Foundation of BC	City of Campbell River Canada	English	http://www.refbc.com/sites/default/files/Urban-Farming-Guidebook-2013.pdf	2013		Urban Farming Guidebook is written to help planners, engineers, and administrators from small and large communities to gain a better understanding of the potential, pitfalls, and best practices for growing, potentially raising, and selling food within town boundaries. Strategies and approaches outlined in this Guidebook provide local governments with tools to proactively plan for urban farming. This resource has been developed in collaboration and consultation with urban farmers, municipal staff, academics, and advocates.
7	Urban Farm Business Plan Handbook	US EPA	Chicago	English	https://www.epa.gov/sites/production/files/2011-09/urban-farm-business-plan-handbook.pdf	September 2011	All areas are approximate. Any reliance upon this material shall be without any liability or obligation on the part of Vita Nuova LLC, SRA International, or the U.S. EPA.	The Urban Farm Business Plan Handbook (this document) provides guidance for developing a business plan for the startup and operation of an urban farm. It focuses on food and non-food related cultivated agriculture. The information provided is applicable regardless of whether the farm is to be operated as a non-profit or for-profit business.

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URBAN GARDENING - The Urban Gardening Role in Improving of Adults' Skills and Community Growth

Project number: 2017-1-PL01-KA204-038330

Template for collecting the Resources

Partner: EPLEFPA Toulouse

No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	Other bibliography data	Terms of use*	Short description of the contents
1	Le jardin dans tous ses états / Garden in all his states		FR	FR	http://jardins-partages.org	2012		this site is managed by a group of ten regional, associative and cooperative structures. This network is an interlocutor recognized by the various official bodies, the source of many publications, training courses and meetings on the issue of shared gardens.
2	AGIR POUR LES AGRICULTEURS DES AIRES URBAINES /Acting for agricultur in urban areas	Plante&cité	FR	FR	https://www.plante-et-cite.fr	2017		the purpose of this guide is to characterize by example and the sharing of experiences what can be included in agriculture in urban areas to give keys to understanding and action at different territorial levels: from the fundamentals of the local project to the implementation of public policies for sustainable actions.
3	Jardins partagés : utopie, écologie, conseils pratiques	Frédérique Basset, Laurence Baudelet, Alice Le Roy	FR	FR	http://www.jardinsons-ensemble.org	2008		This book offers a national overview of shared gardens, ten years after the launch of the movement in France.
4	Etude exploratoire de l'impact des jardins partagés sur la cohésion sociale / Exploratory study of the impact of shared gardens on social cohesion	Pascal ANDRE Sophie RIGONDAUD	FR	FR	http://www.pleinsens.fr/sites/default/files/documents/Etude-Plein-Sens-jardins%20partages-et-cohesion-sociale_1.pdf	2014		investigation into the impacts of shared gardens on social cohesion - Analysis of findings
5	Les jardins partagés : interface entre nature et société / shared gardens: inteeerface between nature and society	Josselin ROUHIER	FR	FR		2016		This thesis presents the Toulouse shared garden "garden of the mini M": how can we create a shared garden to respond to the following question: how are shared gardens vectors of social ties?
6	Le jardin des possibles / the garden of possibilities	collectif réseau école et nature	FR	FR	http://reseauecoleetnature.org/system/files/livret_jdp-web_0.pdf	2010 - 2017	CC	toolkit for the projects of shared gardens. It specifies the key stages of a project set-up. 3 sets of reference sheets: methodological, pedagogical and ecological

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URBAN GARDENING - The Urban Gardening Role in Improving of Adults' Skills and Community Growth

Project number: 2017-1-PL01-KA204-038330

Template for collecting the Resources

Partner: Hellas for Us

No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	bibliography data (eg. year of publication)	Terms of use*	Short description of the contents
1	Digging for the roots of urban gardening behaviours	Olivia Lewis, Robert Home, Thanasis Kizos	Switzerland, Greece	English	https://www.sciencedirect.com/science/article/pii/S1618866717303783	2018		Impact of urban gardens
2	Why farm the city? Theorizing urban agriculture through a lens of metabolic rift	Nathan McClintock	USA	English	https://www.researchgate.net/publication/227464572	2010		Urban gardening and relevant policy
3	Urban agriculture, racial capitalism, and resistance in the settler-colonial city	Nathan McClintock	USA	English	https://www.researchgate.net/publication/325316431_Urban_agriculture_racial_capitalism_and_resistance_in_the_settler-colonial_city	2018		Urban gardening and economy
4	Rooftop Plant Production Systems in Urban Areas (Chapter 6)	Nadia Sabeh	USA	English	https://www.sciencedirect.com/science/article/pii/B9780128017753000068#	2016		Rooftop Plant Production Systems in Urban Areas
5	Small but powerful: The importance of French community gardens for residents	Ana Cristina Torres, Anne-Caroline Prévot, Sophie Nadot	France	English	https://www.sciencedirect.com/science/article/pii/S0169204618307382	2018		Benefits of urban gardens
6	Urban agriculture: opportunities and constraints	K.Ackerman	USA	English	https://www.sciencedirect.com/science/article/pii/B9780857090461500072#	2012		Opportunities and constraints
7	Urban ecology	Sandy Halliday	USA	English	https://www.sciencedirect.com/science/article/pii/B9780750663946500199#	2008		Urban ecology
8	Civic greening and environmental learning in public access community gardens in Berlin	Pim Bendt, Stephan Barthel, Johan Colding	Germany	English	https://www.sciencedirect.com/science/article/pii/S0169204612002745	2013		Environmental learning
9	Therapeutic Landscapes	Clare Cooper Marcus	USA	English	https://www.sciencedirect.com/science/article/pii/B9780128114810000158#	2018		Urban gardening and its effect on health
10	Residential landscapes—Garden design, urban planning and social formation in Belgium	Bruno Notteboom	Belgium	English	https://www.sciencedirect.com/science/article/pii/S1618866716304137	2018		Urban planning
11	Integrating community gardens into urban parks: Lessons in planning, design and partnership from Seattle	Jeffrey Hou, David Grohmann	USA	English	https://www.sciencedirect.com/science/article/pii/S1618866717306805	2018		Planning and design
12	Constructing community gardens? Residents' attitude and behaviour towards edible landscapes in emerging urban communities of China	Baojie He, Jin Zhu	China	English	https://www.sciencedirect.com/science/article/pii/S1618866718301444	2018		Behaviour analysis
13	Fruit and Vegetable Intake among Urban Community Gardeners	Katherine Alaimo	USA	English	https://www.sciencedirect.com/science/article/pii/S1499404606008542#	2008		Distribution of the fruits and analysis
14	Comparative study on the motivations that drive urban community gardens in Central Eastern Europe	Nikola M.Trendov	Hungary	English	https://www.sciencedirect.com/science/article/pii/S1512188718300344#	2018		Investigation on the motivation for making community gardens

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Project number: 2017-1-PL01-KA204-038330
Template for collecting the Resources

Partner: PRISM - Promozione Internazionale Sicilia -Mondo								
No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	Other bibliography data (eg. year of publication)	Terms of use*	Short description of the contents
1	How to use urban garden as a tool for youth work	CESIE	Italy	EN	http://cesie.org/media/oe-place.pdf	2016	Free	The booklet targets young worker and organisation dealing with youth and eager to use urban gardening as an educational tool.
2	6 Urban Garden Projects That Will Blow Your Mind	Daily Planet	Global	EN	https://dailyplanet.climate-kic.org/6-urban-garden-projects-that-will-blow-your-mind/	2016	Free	An article about urban garden projects that are not to be missed: from secret rooftop gardens to smart trees that suck up air pollution.
3	REUSING POTENTIALLY CONTAMINATED LANDSCAPES: Growing Gardens in Urban Soils	EPA - United States Environmental Protection Agency	USA	EN	https://www.epa.gov/sites/production/files/2014-03/documents/urban_gardening_fina_fact_sheet.pdf	2011	Free	Providing communities and individuals with general urban gardening information about: Common contaminants that can be found in urban soil; Ways to identify contaminants and reduce exposure; Improving soils and growing plants in mildly contaminated soil; Additional resources and technical assistance.
4	Tales from Urban Forests	American Forests	USA	EN	http://www.talesfromurbanforests.org/	Ongoing	Free	Tales from Urban Forests, a radio documentary series, explores the critical role trees play in the vitality of cities and their residents. The highlights local issues that are relevant to every community — from environmental and economic, to health and quality of life.
5	Urban Grower's Manual - The Food Project	Lincoln and Roxbury, Massachusetts	USA	EN	http://thefoodproject.org/sites/default/files/FoodProject_UrbanAgManual.pdf	2003	Free	Resources for a thoughtful and productive community of youth and adults from diverse backgrounds who work together to build a sustainable food system.
6	Sustainable Community Gardening in cities - Hortis	Hortis – Horticulture in towns for inclusion and socialisation	EU	EN	http://www.hortis-europe.net/files/documenti/inglese/final-e-books/hortisebook1en.pdf	2012	Free	Covering different topics such as Sustainable Community Gardening in Cities (e-book 1), Sustainable Urban Garden Management (e-book 2), Urban Garden Cultivation Systems (e-book 3), Simplified Soilless Systems for Urban Vegetable Production (e-book 4) and Zero km Agriculture: An urban consumer's manual (e-book 5)
7	Urban Agriculture Tool Kit - USDA	USDA	USA	EN	https://www.usda.gov/sites/default/files/documents/urban-agriculture-toolkit.pdf	2016	Free	The toolkit lays out the common operational elements that most urban farmers must consider as they start up or grow their operations. It also contains a special section on resources for developing indoor growing operations, such as aquaponic facilities
8	Urban Gardeners' Motivations in a Metropolitan City: The Case of Milan	Department of Agricultural and Environmental Science, University of Milan,	Italy	EN	www.mdpi.com/2071-1050/8/11/1099/pdf	2016	Free	The paper aims to detect some peculiar features of Milan city gardeners, in order to highlight the motivations of their activity through an innovative and replicable approach based on multiple correspondence analysis (MCA) and hierarchical clustering analysis (HCA).



9	Community Gardens	Vanessa N Lee	USA	EN	http://depts.washington.edu/open2100/pdf/2_OpenSpace_Types/Openspace_Types/cgarden_typology.pdf	1992	Free	Definition and key terms related to urban and community gardens.
10	Urban Gardening in European Cities - Urban Allotment Gardens	University of Salzburg, Department of Geography (Urban and Landscape Ecology)	UK	EN	http://www.urbanallotments.eu/fileadmin/uag/media/STSM/Short_Report_STSM_2014_PLE_SCHBERGER.pdf	2014	Free	The study shows the locations of urban gardens in UK and how important various motives are to practice urban community gardening and which motives are the most relevant ones.
11	Urban gardens provide many ecosystem services to Barcelona residents	European Commission	EU	EN	http://ec.europa.eu/environment/integration/research/newsalert/pdf/urban_gardens_provide_ess_barcelona_residents_467na2_en.pdf	2016	Free	Urban gardeners in Barcelona, Spain, identified 20 ecosystem service benefits, from pollination to environmental learning, in a recent study. Cultural ecosystem services — mainly related to the opportunity for residents to interact with nature — were the most common and highly valued of the ecosystem services identified.
12	HOW TO DEVELOP URBAN GARDENS AS LEARNING SPACES?	COST (European Cooperation in Science and Technology)	EU	EN	http://www.kolonihager.no/uploads/5/4/7/4/54746459/07_how_to_develop_urban_gardens_as_learning_spaces.pdf	2016	Free	This factsheet provides information for allotment and community gardeners about how to support learning processes and facilitate the dissemination of skills and knowledge between gardeners.

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**URBAN GARDENING - The Urban Gardening Role in Improving of
Adults' Skills and Community Growth**

Project number: 2017-1-PL01-KA204-038330

Template for collecting the Resources

Partner:

No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	Other bibliography data (eg)	Terms of use*	Short description of the contents
1	Residential landscapes—Garden design, urban planning and social formation in Belgium	Bruno Notteboom	Belgium	English	https://core.ac.uk/download/pdf/153426969.pdf	20/02/2017	ScienceDirect	This paper aims at providing a historical understanding of the role of gardens and green spaces in urbanization and urban planning, as well as in processes of social formation and social mobility that took place on the background of a changing spatial, socio-economical and political context in Belgium
2	Райска градина сътвориха пред блока на жилищен район "Тракия" в Пловдив	Radko Paunov	Bulgaria	Bulgarian	https://www.24chasa.bg/region/articles/6255006	01/06/2017	© www.24chasa.bg	Paradise garden was created by the residents of the "Trakiya" neighbourhood in Plovdiv
3	New Urban Farming initiative	n/a	Denmark	English	https://food.ku.dk/english/news/2018/new-urban-farming-initiative/	19/03/2018	Department of Food Science (FOOD) University of Copenhagen	URBAN FARMING 5 institutes at the Faculty of Science at the University of Copenhagen has identified research areas with relevance to Urban Farming and have joined forces to create an Urban Farming Science profile.
4	Вълшебницата, която превърна бетона в градина	Milena Dimova	Bulgaria	Bulgarian	http://old.segabg.com/article.php?id=861868	05/06/2017	СЕГА АД	The "magician" who turned the concrete into a garden. Among the rush of the metropolitan city there is a colorful oasis. The space around block 230 in the Borovo neighborhood, Sofia.
5	85-годишен мъж поддържа цветна градинка пред блока	БНТ2-Пловдив	Bulgaria	Bulgarian	http://news.bnt.bg/bg/a/85-godishen-mzh-poddrzha-tsvetna-gradinka-pred-bloka	17/09/2017	© БНТ	An attractive garden enjoys passers-by and the inhabitants of several panel blocks in the center of Plovdiv. A 85-year-old man cares for the garden for decades.
6	РУСЕ: ВИЖТЕ КАК МЛАДО СЕМЕЙСТВО РАЗКРАСИ ПРЕД БЛОКА С ДЕКОРАТИВЕН ЗООКЪТ	n/a	Bulgaria	Bulgarian	http://www.briag.bg/ruse-vijte-kak-mlado-semeistvo-razkrasi-pred-bloka-s-	23/04/2018	© 2014 Briag News	RUSE: SEE HOW A YOUNG FAMILY DECORATES BEFORE BLOCK WITH DECORATIVE ZOO
7	Явлението "Зеленчукова градина пред блока"	Iva Miloradova	Bulgaria	Bulgarian	https://www.bnt.bg/bg/a/vavlenieto-zelenchukova-gradina-pred-bloka	19/05/2014	© Българската национална телевизия	The phenomenon "Vegetable garden in front of the block". Urban farming is becoming more and more popular in the capital. Enthusiasts, united online, plant fruit, vegetables, spices and herbs in the city. The phenomenon "Vegetable garden in front of the block" is already a fact in many places in Sofia.
8	Варненски район раздаде награди за цветни градинки	Juliet Tsvetkova	Bulgaria	Bulgarian	http://www.kmeta.bg/varnenski-raion-razdade-nagradi-za-cvetni-gradinki	22/05/2017	Copyright © 2017 KMETA.bg	Varna district gave awards for flower gardens. The "Colorful and Created with Love" competition was announced by the district administration, and the candidates were judged by a jury, including environmentalists and gardening experts.
9	Наградиха с мотики пловдивани за изрядни градинки пред блока	Radko Genov	Bulgaria	Bulgarian	https://www.24chasa.bg/Article/5552279	03/06/2016	© www.24chasa.bg	Honored with hoes were residents from Plovdiv for immaculate gardens in front of the block.
10	Градина пред блока с пари от общината	n/a	Bulgaria	Bulgarian	http://standartnews.com/balgariva-obshtestvo/gradina-pred-bloka-s-para-ot-obshтината-371854.html	22/05/2018	Copyright © http://standartnews.com	New gardens between the blocks will enjoy the neighbors if they are organized and apply for the "Green Sofia" Program of Sofia Municipality. It aims to renovate the inter-block spaces.



11	Проект Образователна градинка в Студентски град.	сдружение „Щастливеца	Bulgaria	Bulgarian	http://placeforfuture.org/?p=1514	n/a	Free	Project "Educational garden" in Studentski grad, Sofia. The idea is to create a green corner for rest, walking, playing children and meeting people.
12	Best Practices for Healthy Urban Gardens	n/a	Canada	English	http://ost.bc.ca/wp-content/uploads/2016/09/Best-Practices-for-Urban-Gardens-Fact-Sheet.pdf		www.compost.bc.ca/healing-city-soils	Urban soils can sometimes contain heavy metals and other contaminants that can get into our veggies and fruits and have health risks.
13	Най-подходящите цветя и храсти за градина пред блока	ИМОТИ ДОВЕРИЕ	Bulgaria	Bulgarian	http://www.blog.imotidoverie.bg/2016/05/naj-podhodiashtite-rastenia-za-gradina-pred-bloka/	04/05/2016	Блог на Имоти Доверие © 2018	The most suitable flowers and shrubs for garden in front of the block. Engineer-agronomist Tsveta Petrova tells you which are the most suitable flowers and shrubs for a garden in front of the block / house.
14	How to use urban garden as a tool for youth work	project PLAnting CitiEs	Italy and Slovenia Nepal, India and China	English	http://cesie.org/media/OER-PLACE.pdf	n/a	Free	Models of urban gardens – Select the best for your community; Step by step – how to start a garden from scratch!
15	BEST PRACTICES IN URBAN AGRICULTURE	Kamloops Food Policy Council	Canada	English	http://kamloopsfoodpolicycouncil.com/wp-content/uploads/2010/04/Best-Practices-in-Urban-Agriculture2.pdf	February 2007	Free	Urban agriculture has been found to benefit communities in a number of ways. Specifically, it is seen as a critical component of sustainable community development
16	Why Copenhagen Residents Want to Live on Urban Gardens	LYNSEY GROSFIELD	Denmark	English	https://www.citylab.com/life/2016/07/colony-gardens-denmark-housing/490904/	12-lug-16	Citylab.com © 2018	Danish kolonihaver, or "colony gardens," like Nielsen's are communal groupings of leisure lots—each complete with a little cabin—that are peppered around the urban and periurban corners of the country.
17	Time to grow	Kai Kolwitz		English	https://www.smart-magazine.com/urban-gardening-city/	18-ott-16	www.smart-magazine.com ©	Sidewalks, shoulders, parking zones – sealed surfaces dominate the cityscape. Creative projects from San Francisco to Singapore prove that it's possible to turn public street space into temporary green oases. Let's discover some of the most inspiring examples.
18	Tips for Urban Gardening - Garden DIY	Catherine Elliott	USA	English	http://www.gracelinks.org/blog/6834/tips-for-urban-gardening-garden-diy	05.15.2018	© 2018 GRACE Communications Foundation	Growing Food in Small Spaces. A main component of urban gardening is taking advantage of opportunities to maximize vertical space.
19	The development of a model of community garden benefits to wellbeing more lines can be added	Victoria Egli; Melody Oliver; El-Shadan Tautolo			https://www.sciencedirect.com/science/article/pii/S2211335516300249	giu-16	Free	Community gardens contribute to community wellbeing by influencing the nutritional and social environment.

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URBAN GARDENING - The Urban Gardening Role in Improving of Adults' Skills and Community Growth

Project number: 2017-1-PL01-KA204-038330

Template for collecting the Resources

Partner: KCZIA

No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	Other bibliography data (date)	Terms of use*	Short description of the contents
1	Our Community Garden	n/a	Poland	EN and PL	http://www.naszogrodspoleczny.pl/en/	n/a	Free	The key element of the campaign is the all-Poland grant program, focused on creating the community garden. Neighborhood groups involved in the program, may be able to apply for various kinds of support concerning gardening matters and building the proper neighborhood dialogue. The website contains the descriptions of good practices from Poland and abroad.
2	Miasto 2077	various	Poland	Polish	http://www.miasto2077.pl/	n/a	CC BY-S.A. 3.0	E-portal about modern urban trends of different categories, including articles about urban gardening, farming, etc.
3	Garden-based Learning	Kristin Stayer	USA	English	https://www.edutopia.org/blog/garden-based-learning-kristin-stayer	March 18, 2015	"Originally published"	Schools and community gardens are living classrooms with great potential for learning. Tips for setting up the garden and what to learn in it.
4	Get Ready: Plan Your Garden	nd.	USA	English	http://www.greeneducationfoundation.org/greenthumbchallengesub/start-up-kit/get-ready-plan-your-garden	nd.	Copyright © 2015	Articles on how to start a garden.
5	Local Groups and Gardens	nd.	UK	English	https://www.gardenorganic.org.uk/local	n/a	nd.	A database of examples of community gardens in UK with the principle of growing organic plants.
6	Education for sustainability using a campus eco-garden as a learning environment	Chi Chiu Cheung	Hong Kong	English	http://www.emeraldinsight.com/doi/full/10.1108/IJSHE-10-2015-0174	Chi Chiu Cheung, Wing-Ning	CC BY 3.0	This paper aims to explore stakeholder perspectives of the role of a campus eco-garden in education for sustainability (Efs).
7	Urban Farming and Community Gardening	nd.	USA	English	https://www.nybg.org/gardens/bronx-green-up/urban-farming-community-gardening/	n/a	n/a	Bronx Green-Up, the community gardening outreach program of The New York Botanical Garden, provides horticultural education, training and technical assistance to Bronx residents, community gardeners, urban farmers, local schools and community organizations.
8	NYC Compost Project	nd.	USA	English	http://www1.nyc.gov/assets/dsny/zero-waste/residents/nyc-compost-project.shtml	n/a	n/a	The NYC Compost Project helps to reduce waste in NYC and rebuild City soils by giving New Yorkers the knowledge, skills, and opportunities they need to produce and use compost.
9	Thrive charity	n/a	UK	English	http://www.thrive.org.uk/	n/a	n/a	Hortotherapy solutions and possibilities of involvement of the society.



10	Edible Garden Project	n/d	UK	English	http://www.rbge.org.uk/education/edible-gardening-project	n/a	n/a	The Edible Gardening Project is based at the Royal Botanic Garden Edinburgh and teaches people the skills and knowledge they need to grow their own food.
11	Redbridge Institute adult learners recognised for their achievements	NSS UK	UK	English	https://ec.europa.eu/epale/en/blog/redbridge-institute-adult-learners-recognised-their-achievements	02/08/2017	Free	Article about Gardening in Mind being a part of the Learning in Mind project suite of courses, which are offered by Redbridge Institute for Adult Education. Learning in mind is a Department for Education (DfE) Community Learning mental health pilot. It aims to establish Learning in mind as one of the therapeutic pathways available to health and social care agencies in Redbridge.

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URBAN GARDENING - The Urban Gardening Role in Improving of Adults' Skills and Community Growth

Project number: 2017-1-PL01-KA204-038330

Template for collecting the Resources

Partner: KCZIA for Bulgaria

No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	Other bibliography data (eg. year of publication)	Terms of use*	Short description of the contents
	Sofia, Bulgaria Local Initiative	Grand Aspirations	Bulgaria	EN	http://grandaspirations.org/li/sofia-bulgaria-li/			Beehives in the city
	AUGB Students Devise a First of Its Kind Community Garden Project	Dimana Doneva	Bulgaria	EN	https://www.aubg.edu/news/aubg-students-devise-a-first-of-its-kind-community-garden-project-1035			Community Garden Project at university

projekty w
USA <http://zval33.wixsite.com/builditupetn/projects>

more lines can be added

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URBAN GARDENING - The Urban Gardening Role in Improving of Adults' Skills and Community Growth

Project number: 2017-1-PL01-KA204-038330
Collected Resources

No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	Other bibliography data (€)	Terms of use*	Short description of the contents
1	Miasto 2077	various	Poland	Polish	http://www.miasto2077.pl/	n/a	CC BY-S.A. 3.0	E-portal about modern urban trends of different categories, including articles about urban gardening, farming, etc.
2	Garden-based Learning	Kristin Stayer	USA	English	https://www.edutopia.org/blog/garden-based-learning-kristin-stayer	March 18, 2015	"Originally published 2015 © Edutopia.org; George Lucas Educational Foundation"	Schools and community gardens are living classrooms with great potential for learning. Tips for setting up the garden and what to learn in it.
3	Get Ready: Plan Your Garden	nd.	USA	English	http://www.greeneducationfoundation.org/greenthumbchallengesub/start-up-kit/get-ready-plan-your-garden	nd.	Copyright © 2017 Green Education Foundation (GEF) All rights reserved.	Articles on how to start a garden.
4	Local Groups and Gardens	nd.	UK	English	https://www.gardenorganic.org.uk/local	n/a	nd.	A database of examples of community gardens in UK with the principle of growing organic plants.
5	Education for sustainability using a campus eco-garden as a learning environment	Chi Chiu Cheung	Hong Kong	English	http://www.emeraldinsight.com/doi/full/10.1108/IJSHE-10-2015-0174	Chi Chiu Cheung, Wing-N	CC BY 3.0	This paper aims to explore stakeholder perspectives of the role of a campus eco-garden in education for sustainability (EFS).
6	Ogród społeczny	nd.	Poland	Polish	https://spolecznik20.pl/projekty-sasiedzkie/8	nd.	nd.	A short article about planning the urban garden.
7	Odkryj 20 sposobów na ogród społeczny - centrum rekreacyjno-kulturowe	FUNDACJA	Poland	Polish	http://fundacjamy.com/odkryj-20-sposobow-na-ogrod-spoeczny/	2016	nd.	An article on the blog about the ideas for activities that can be done in the community gardens. Besides, the blog includes articles with examples of the urban gardens from Poland and abroad.
8	EUGO - European Urban Garden Otesha	6 partners	FR, IT, U	FR, IT, U	https://www.eugolearning.org/	2012-2013	Free	The project exchanged practices of social inclusion with the use of urban gardening. It includes e-learning portal with the course on how to develop urban gardens.
9	Urban Farming and Community Gardening	nd.	USA	English	https://www.nybg.org/gardens/bronx-green-up/urban-farming-community-gardening/	n/a	n/a	Bronx Green-Up, the community gardening outreach program of The New York Botanical Garden, provides horticultural education, training and technical assistance to Bronx residents, community gardeners, urban farmers, local schools and community organizations.
10	NYC Compost Project	nd.	USA	English	https://www1.nyc.gov/assets/dsny/site/our-work/reduce-reuse-recycle/community-composting	n/a	n/a	The NYC Compost Project helps to reduce waste in NYC and rebuild City soils by giving New Yorkers the knowledge, skills, and opportunities they need to produce and use compost.
11	Thrive charity	n/a	UK	English	http://www.thrive.org.uk/	n/a	n/a	Hortotherapy solutions and possibilities of involvement of the society.
12	Our Community Garden	n/a	Poland	EN and P	https://docplayer.pl/7752080-Inauguracja-programu-nasz-ogrod-spoeczny.html	Previously on the website http://naszogradspoleczny.pl/ , currently the initiative is ended.	Free	A description of the no longer existing all-Poland grant program, focused on creating the community garden.



13	Boom Time for Urban Farming	Tracie McMillan	USA	English	https://www.nationalgeographic.com/people-and-culture/food/the-plate/2016/05/usda-recognizes-urban-growers-as-farmers-not-hobbyists/	MAY 27, 2016		As more urban farms move towards commercial production, the U.S Department of Agriculture looks for ways to help them grow
14	Five Reasons To Promote Urban Agriculture in Your City	Paul Konz	USA	English	https://cityspeak.org/2015/05/07/five-reasons-why-you-should-be-promoting-urban-agriculture-in-your-city/	May 7, 2015		Ideas Why to promote the urban gardens
15	Urban Agriculture: A Literature Review	States Department of Agriculture, Alternative Farming Systems Information	Beltsville,	English	https://communitywealth.org/content/urban-agriculture-literature-review	Autumn 2006		A review of the academic literature and research that focus on the global phenomena of crop cultivation, livestock propagation and food product distribution in the urban context.
16	Urban Agriculture Tool Kit	United States Department of Agriculture	USA	English	https://www.usda.gov/sites/default/files/documents/urban-agriculture-toolkit.pdf	February 2016		The toolkit lays out the common operational elements that most urban farmers must consider as they start up or grow their operations. It also contains a special section on resources for developing indoor growing operations, such as aquaponic facilities.
17	Urban Grower's Manual	Amanda Cather	Lincoln and Roxbury, Massachusetts	English	http://thefoodproject.org/sites/default/files/FoodProject_UrbanAgManual.pdf	November 2003	Copyright 2008 by The Food Project, Inc. All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without the written permission of the publisher, The Food Project, Inc., except where permitted by law.	The manual will help you manage the three food lots effectively while engaging the groups of youth, community members and volunteers served by The Food Project in meaningful, productive work. It will introduce you to the depth and complexity of your task while providing some basic principles of farm systems and community relations.
18	Urban Farming guidebook	Real Estate Foundation of BC	City of Campbell River Canada	English	http://www.refbc.com/sites/default/files/Urban-Farming-Guidebook-2013.pdf	2013		Urban Farming Guidebook is written to help planners, engineers, and administrators from small and large communities to gain a better understanding of the potential, pitfalls, and best practices for growing, potentially raising, and selling food within town boundaries. Strategies and approaches outlined in this Guidebook provide local governments with tools to proactively plan for urban farming. This resource has been developed in collaboration and consultation with urban farmers, municipal staff, academics, and advocates.



19	Urban Farm Business Plan	US EPA	Chicago	English	https://www.epa.gov/sites/production/files/2015-10/documents/1.urban_farm_business_plan_handbook_091511_508.pdf	September 2011	All areas are approximate. Any reliance upon this material shall be without any liability or obligation on the part of Vita Nuova LLC, SRA International, or the U.S. EPA.	The Urban Farm Business Plan Handbook (this document) provides guidance for developing a business plan for the startup and operation of an urban farm. It focuses on food and non-food related cultivated agriculture. The information provided is applicable regardless of whether the farm is to be operated as a non-profit or for-profit business.
20	Le jardin dans tous ses états / Garden in all his states		FR	FR	http://jardins-partage.org	2012		This site is managed by a group of ten regional, associative and cooperative structures. This network is an interlocutor recognized by the various official bodies, the source of many publications, training courses and
21	AGIR POUR LES AGRICULTEURS DES AIREES URBAINES /Acting for agricultur in urban areas	Plante&cit�	FR	FR	https://www.plante-et-cite.fr	2017		The purpose of this guide is to characterize by example and the sharing of experiences what can be included in agriculture in urban areas to give keys to understanding and action at different territorial levels: from the fundamentals of the local project to the implementation of public policies for sustainable actions.
22	Jardins partag�s : utopie, �cologie, conseils pratiques	Fr�d�rique Basset, Laurence Baudelet, Alice Le Roy	FR	FR	http://www.jardins-ensemble.org			This book offers a national overview of shared gardens, ten years after the launch of the movement in France.
23	Etude exploratoire de l'impact des jardins partag�s sur la coh�sion sociale	Pascal ANDRE, Sophie RIGONDAUD	FR	FR	http://www.pleinseins.fr/sites/default/files/documents/Etude-Plein-Sens-jardins%20partage-s-et-cohesion-sociale_1.pdf	2014		Exploratory study of the impact of shared gardens on social cohesion. Investigation into the impacts of shared gardens on social cohesion - Analysis of findings.
24	Les jardins partag�s : interface entre nature et soci�t� / shared gardens: inteeerface between nature and society	Josselin ROUHIER	FR	FR		2016		This thesis presents the Toulouse shared garden "garden of the mini M": how can we create a shared garden to respond to the following question: how are shared gardens vectors of social ties?
25	Le jardin des possibles / the garden of possibilities	collectif r�seau �cole et nature	FR	FR	http://reseauecole.net/nature.org/system/files/livret_jdp-web_0.pdf	2010 - 2017	CC	Toolkit for the projects of shared gardens. It specifies the key stages of a project set-up. 3 sets of reference sheets: methodological, pedagogical and ecological
26	Urban Gardeners' Motivations in a Metropolitan City: The Case of Milan	Department of Agricultural and Environmental Science, University of Milan,	Italy	EN	www.mdpi.com/2071-1050/8/11/1099/pdf	2016	Free	The paper aims to detect some peculiar features of Milan city gardeners, in order to highlight the motivations of their activity through an innovative and replicable approach based on multiple correspondence analysis (MCA) and hierarchical clustering analysis (HCA).
27	Community Gardens	Vanessa N Lee	USA	EN	http://depts.washington.edu/open2100/pdf/2_OpenSpaceTypes/Open_Space_Types/cgarden_typology.pdf	1992	Free	Definition and key terms related to urban and community gardens.
28	Urban Gardening in European Cities - Urban Allotment Gardens	University of Salzburg, Department of Geography (Urban and Landscape Ecology)	UK	EN	http://www.urbanallotments.eu/fileadmin/uaq/media/STSM/Short_Report_STSM_2014_PLESCHBERGER.pdf	2014	Free	The study shows the locations of urban gardens in UK and how important various motives are to practice urban community gardening and which motives are the most relevant ones.

29	Urban gardens provide many ecosystem services to Barcelona residents	European Commission	EU	EN	http://ec.europa.eu/environment/integration/research/newsalert/pdf/urban_gardens_provide_ess-barcelona_residents_467na2_en.pdf	2016	Free	Urban gardeners in Barcelona, Spain, identified 20 ecosystem service benefits, from pollination to environmental learning, in a recent study. Cultural ecosystem services — mainly related to the opportunity for residents to interact with nature — were the most common and highly valued of the ecosystem services identified.
30	HOW TO DEVELOP URBAN GARDENS AS LEARNING SPACES?	COST (European Cooperation in Science and Technology)	EU	EN	http://www.kolonihager.no/uploads/5/4/7/4/54746459/07_how_to_develop_urban_gardens_as_learning_spaces.pdf	2016	Free	This factsheet provides information for allotment and community gardeners about how to support learning processes and facilitate the dissemination of skills and knowledge between gardeners.
31	Sustainable Community Gardening in cities - Hortis	Hortis – Horticulture in towns for inclusion and socialisation	EU	EN	http://www.hortis-europe.net/files/documenti/inglese/final-e-books/hortisebook1en.pdf	2012	Free	Covering different topics such as Sustainable Community Gardening in Cities (e-book 1), Sustainable Urban Garden Management (e-book 2), Urban Garden Cultivation Systems (e-book 3), Simplified Soilless Systems for Urban Vegetable Production (e-book 4) and Zero km Agriculture: An urban consumer's manual (e-book 5)
32	How to use urban garden as a tool for youth work	CESIE	Italy	EN	http://cesie.org/media/oe-place.pdf	2016	Free	The booklet targets young worker and organisation dealing with youth and eager to use urban gardening as an educational tool.
33	6 Urban Garden Projects That Will Blow Your Mind	Daily Planet	Global	EN	https://dailyplanet.climate-kic.org/6-urban-garden-projects-that-will-blow-your-mind/	2016	Free	An article about urban garden projects that are not to be missed: from secret rooftop gardens to smart trees that suck up air pollution.
34	REUSING POTENTIALLY CONTAMINATED LANDSCAPES: Growing Gardens in Urban Soils	EPA - United States Environmental Protection Agency	USA	EN	https://www.epa.gov/sites/production/files/2014-03/documents/urban_gardening_fact_sheet.pdf	2011	Free	Providing communities and individuals with general urban gardening information about: Common contaminants that can be found in urban soil; Ways to identify contaminants and reduce exposure; Improving soils and growing plants in mildly contaminated soil; Additional resources and technical assistance.
35	Tales from Urban Forests	American Forests	USA	EN	http://www.talesfromurbanforests.org/	Ongoing	Free	Tales from Urban Forests, a radio documentary series, explores the critical role trees play in the vitality of cities and their residents. The highlights local issues that are relevant to every community — from environmental and economic, to health and quality of life.
36	American Community Gardening Association		USA	English	https://communitygarden.org			Useful informations about community gardening and gardening events
37	Growing Urban Agriculture	Allison Hagey, Solana Rice, Rebecca Flournoy	USA	English	https://www.policylink.org/sites/default/files/URBAN_AG_FULLREPORT.PDF			A good research about growing agriculture gardens and shows how helps to people and world
38	Community Gardens: Lessons Learned From California Healthy Cities and Communities	Joan Twiss et al.	USA	English	http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.93.9.1435			This study shows how community gardening help strengthening community skills.

39	The benefits of gardening and food growing for health and wellbeing	Professor Tim Lang	UK	English	http://www.farmtoafeteriacanada.ca/wp-content/uploads/2014/06/GrowingHealth_BenefitsReport.pdf			Really nice study about benefits of the gardening to adults' health and wealth
40	An Exploration of the Potential Benefits of Healing Gardens on Veterans with PTSD	Michael L. Timmons	USA	English	https://digitalcommons.usu.edu/graduatereports/50/			This study was to describe some of the potential benefits that healing gardens could have on veterans suffering from PTSD.
41	Digging for the roots of urban gardening behaviours	Olivia Lewis, Robert Home, Thanas Kizos	Switzerland, Greece	English	https://www.sciencedirect.com/science/article/pii/S1618866717303783	2018		Impact of urban gardens
42	Why farm the city? Theorizing urban agriculture through a lens of metabolic rift	Nathan McClintock	USA	English	https://www.researchgate.net/publication/227464572	2010		Urban gardening and relevant policy
43	Urban agriculture, racial capitalism, and resistance in the settler-colonial city	Nathan McClintock	USA	English	https://www.researchgate.net/publication/325316431_Urban_agriculture_racial_capitalism_and_resistance_in_the_settler-colonial_city	2018		Urban gardening and economy
44	Rooftop Plant Production Systems in Urban Areas (Chapter 6)	Nadia Sabeh	USA	English	https://www.sciencedirect.com/science/article/pii/B9780128017753000068	2016		Rooftop Plant Production Systems in Urban Areas
45	Small but powerful: The importance of French community gardens for residents	Ana Cristina Torres, Anne-Caroline Prévot, Sophie Nadot	France	English	https://www.sciencedirect.com/science/article/pii/S0169204618307382	2018		Benefits of urban gardens
46	Urban agriculture: opportunities and constraints	K. Ackerman	USA	English	https://www.sciencedirect.com/science/article/pii/B9780857090461500072	2012		Opportunities and constraints
47	Urban ecology	Sandy Halliday	USA	English	https://www.sciencedirect.com/science/article/pii/B9780750663946500199	2008		Urban ecology
48	Civic greening and environmental learning in public-access community gardens in Berlin	Pim Bendt, Stephan Barthel, Johan Colding	Germany	English	https://www.sciencedirect.com/science/article/pii/S0169204612002745	2013		Environmental learning
49	Therapeutic Landscapes	Clare Cooper Marcus	USA	English	https://www.sciencedirect.com/science/article/pii/B9780128114810000159	2018		Urban gardening and its effect on health
50	Residential landscapes—Garden design, urban planning and social formation in Belgium	Bruno Notteboom	Belgium	English	https://www.sciencedirect.com/science/article/pii/S1618866716304137	2018		Urban planning

