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
Youth Eurasia
ACD LA HOYA

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Krakowskie Centrum Zarzadzania i Administracji Spółka z o.o.:
Maria Karkowska , Krzysztof Karkowski

HELLAS FOR US:
Eleni Papargyri

PRISM:
Fausto Amico, Simone Indovina

Iniciativi za Grajdansko Obshtestvo:
Magdalina Benina, Niocola Benin, Iliyana Benina

EPLEFPA:
Benedicte Liaigre, Francoise Roudiere, Emilie Ferrer,
Christine Denjean

Youth Eurasia:
Meriç Tahan, Nilay Yılmaz, Fatma Büşra Algeç

ACD LA HOYA
Eduardo Macio Agullo, Alba Estefania Mateu Romero

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

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

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Strategic partnership for adult education

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SESSION 1

INTRODUCTION TO ENVIRONMENTAL EDUCATION

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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*

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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-sadzic-drzewa-w-miescie/ , 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 CO_2 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/

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INTRODUCTION TO ENVIRONMENTAL EDUCATION

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

EQUIPMENT AND MATERIAL

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER

1,5 h – 2 h

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

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

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.

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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.

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SESSION 2

ANALYSIS OF THE LOCAL COMMUNITY CONTEXT: THE SWOT ANALYSIS

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HANDOUT 2.1

EXAMPLE OF THE SWTANALYSIS

COMMUNITY CONTEXT: PALERMO, ITALY	
INTERNAL FACTORS	
STRENGTHS	**WEAKNESSES**
• 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.	• 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**
• 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.	• 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.

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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.

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SESSION 2

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

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NOTES FOR TRAINERS

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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.

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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/*

HANDOUT 3.3

NINE STEPS OF IMPLEMENTINGASUCCESSFUL 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

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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

SESSION 3

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.

URBAN GARDENING

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.

URBAN GARDENING

SESSION 4

PREPARING THE INFORMATION CAMPAIGN

HANDOUT 4.1

DEFINITIO A   TYPES F 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.

DEFINITIONAND TYPES OF THE INFORMATION CAMPAIGNS

Comunication methods	Comunication 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.

URBAN
GARDENING

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 volun- tary, 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.

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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.

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- 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.MONITORINGANDEVALUATION.

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.

URBAN GARDENING

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.

URBAN GARDENING

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 campain was organized.
5. The costs of whole campain.
6. Thew visual presentation (photos, video, ect.).

URBAN GARDENING

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.

URBAN GARDENING

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

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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 soilIf 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.

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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

SESSION 6

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

URBAN GARDENING

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.
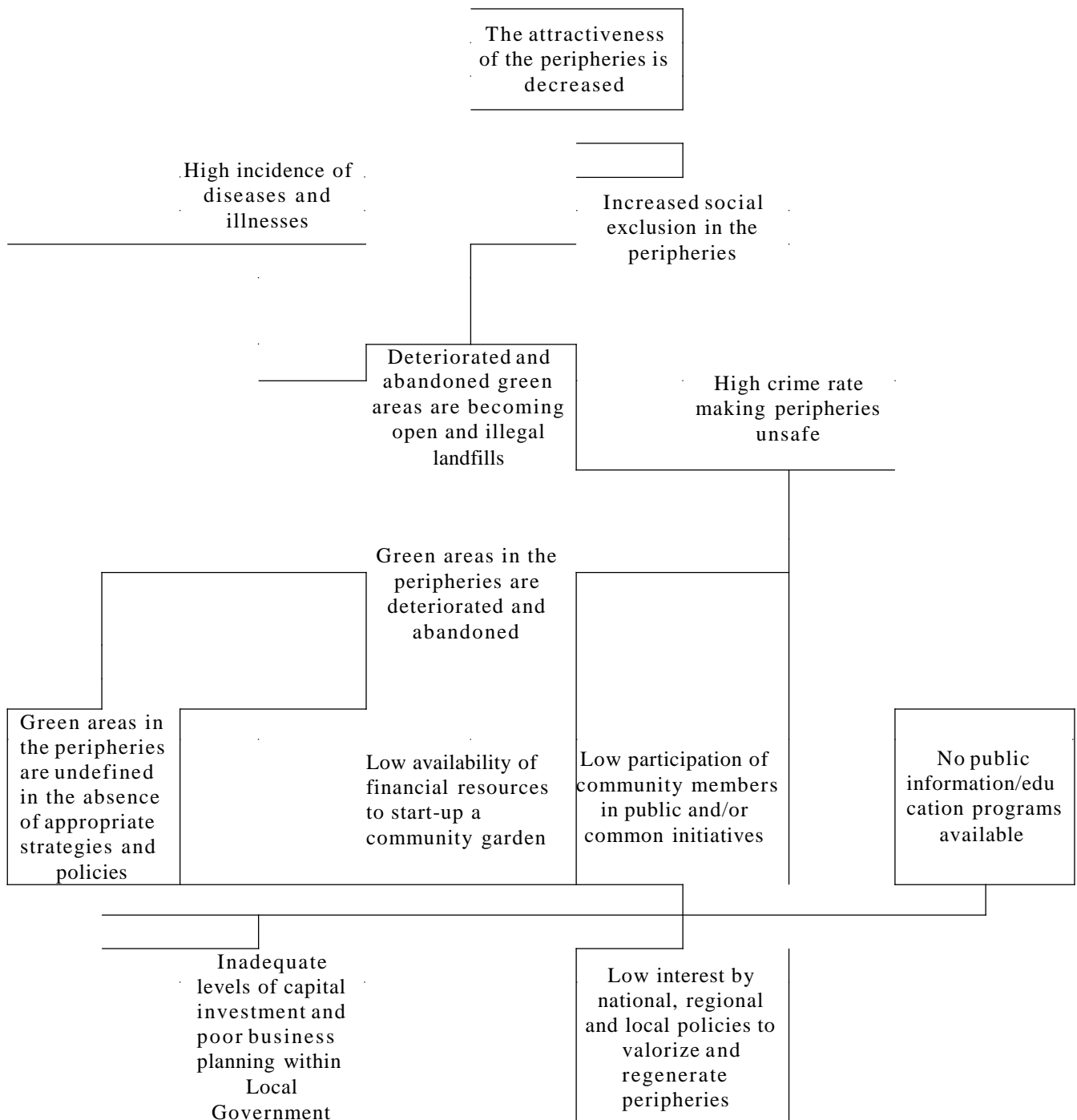
Problem tree analysis

EFFECTS

PROBLEMS

CAUSES

URBAN GARDENING
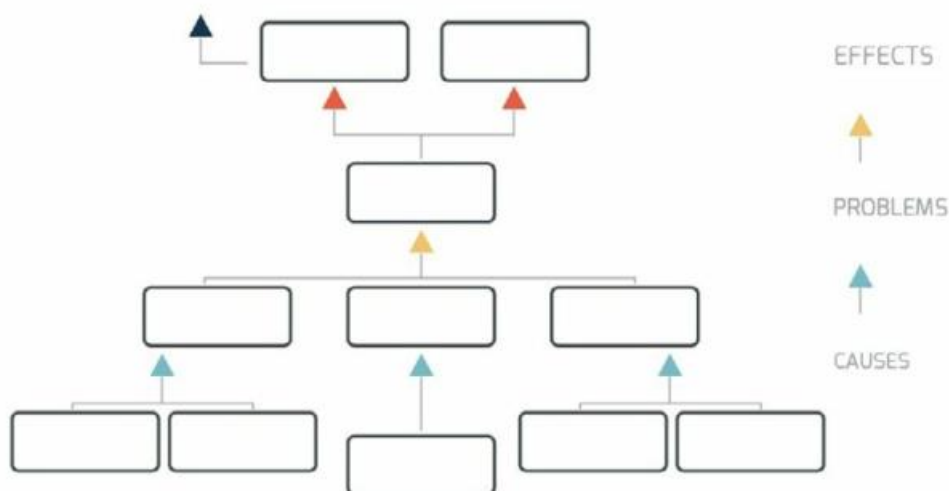
EXAMPLE

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

The attractiveness of the peripheries is decreased

High incidence of diseases and illnesses

Increased social exclusion in the peripheries

Deteriorated and abandoned green areas are becoming open and illegal landfills

High crime rate making peripheries unsafe

Green areas in the peripheries are deteriorated and abandoned

Green areas in the peripheries are undefined in the absence of appropriate strategies and policies

Low availability of financial resources to start-up a community garden

Low participation of community members in public and/or common initiatives

No public information/education programs available

Inadequate levels of capital investment and poor business planning within Local Government

Low interest by national, regional and local policies to valorize and regenerate peripheries
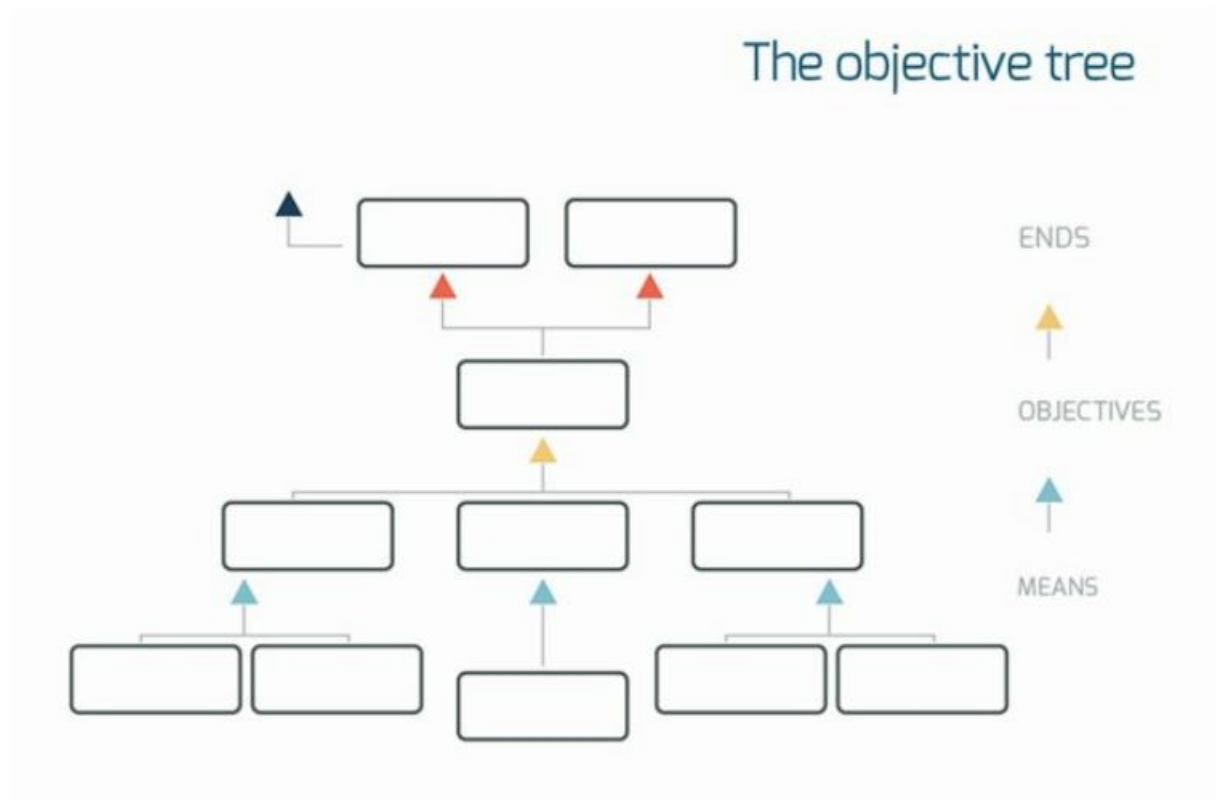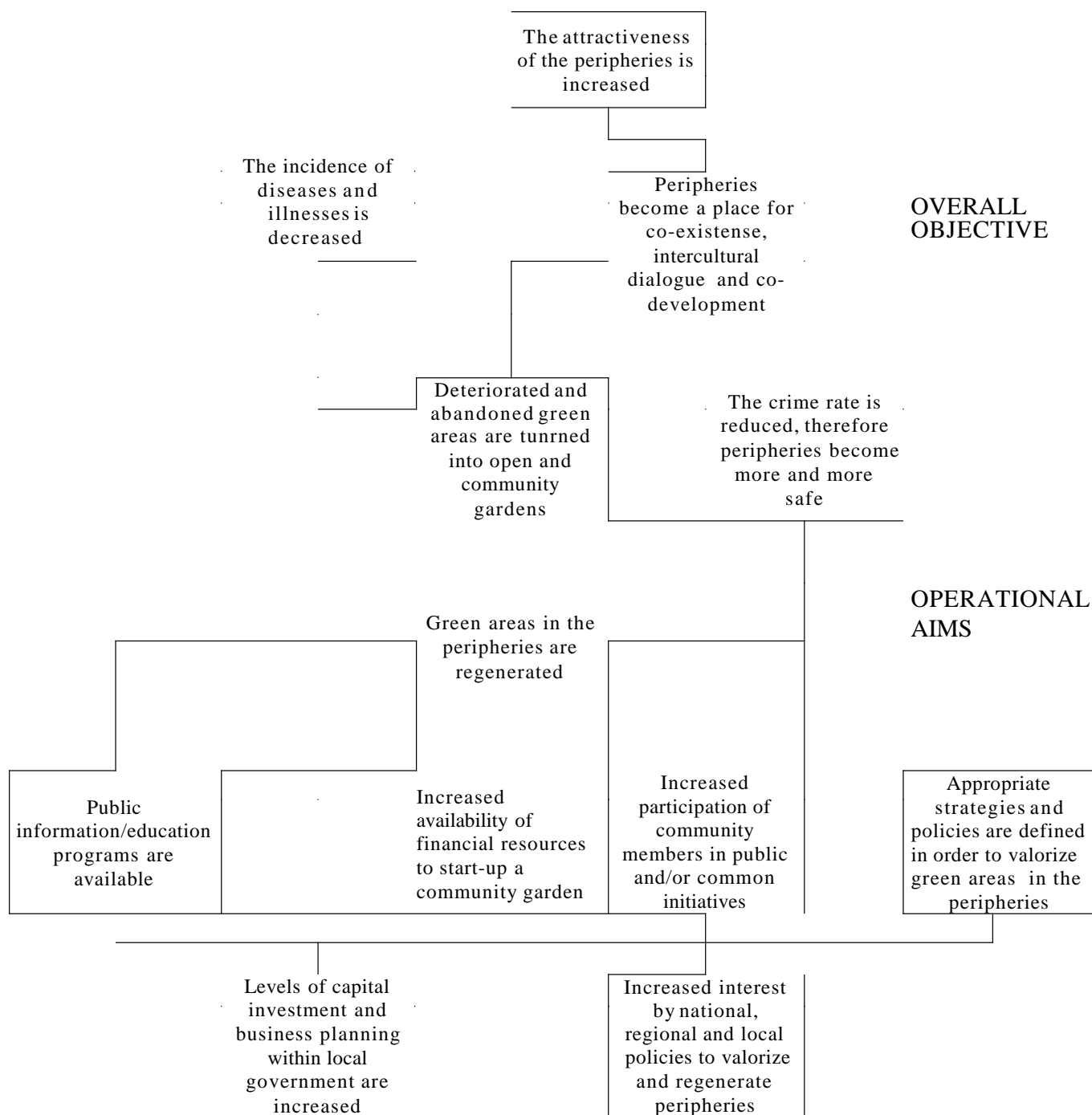
HANDOUT 7.2

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.

The objective tree

EXAMPLE OF THE OBJECTIVE TREE

The attractiveness of the peripheries is increased

The incidence of diseases and illnesses is decreased

Peripheries become a place for co-existense, intercultural dialogue and co-development

OVERALL OBJECTIVE

Deteriorated and abandoned green areas are tunrned into open and community gardens

The crime rate is reduced, therefore peripheries become more and more safe

OPERATIONAL AIMS

Green areas in the peripheries are regenerated

Public information/education programs are available

Increased availability of financial resources to start-up a community garden

Increased participation of community members in public and/or common initiatives

Appropriate strategies and policies are defined in order to valorize green areas in the peripheries

Levels of capital investment and business planning within local government are increased

Increased interest by national, regional and local policies to valorize and regenerate peripheries

URBAN GARDENING

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.

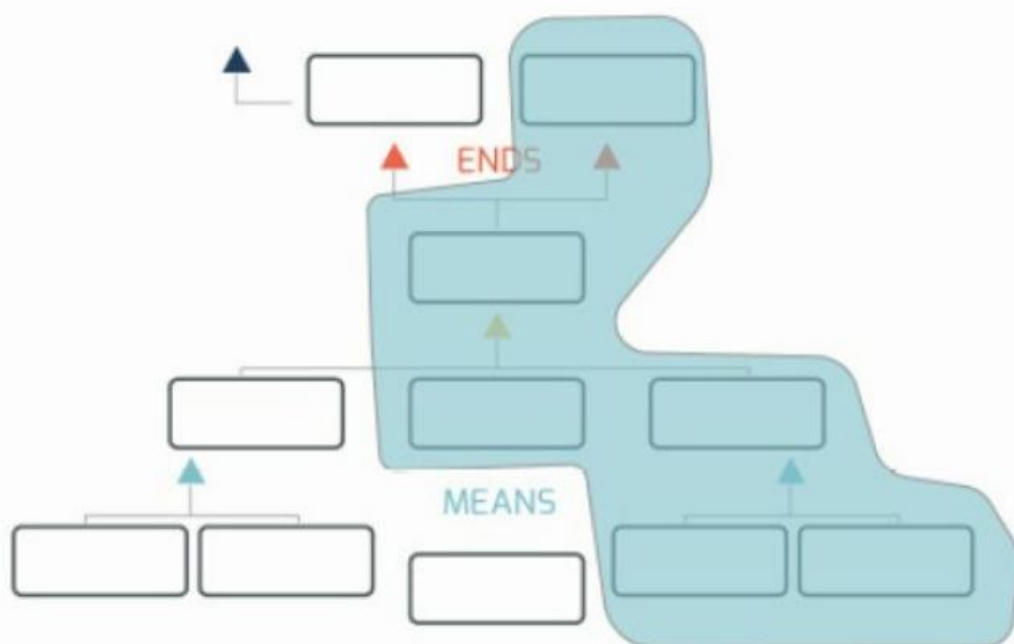The following criteria that can be used to guide a choice include:
• Internal key competences and expertise
• Complementarities with other policies or social activities
• Coherence with community's priorities
• Probability of achieving objectives
• Involvement of community partners and stakeholders
• 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:
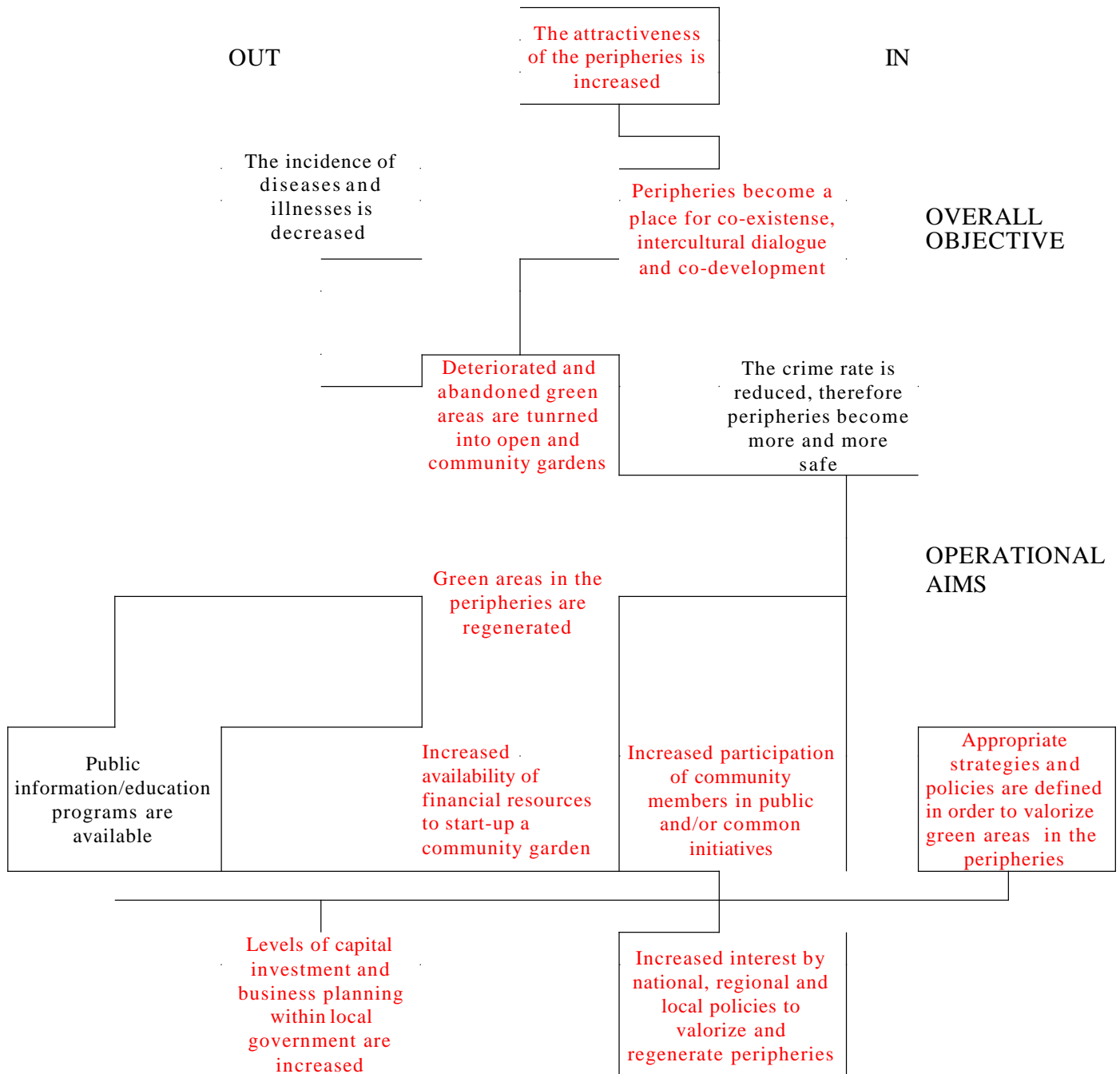• Overall objective: the broad development impact to which the community garden contributes.

The operational aims/: the expected benefits to the target group(s) and community members.

THE SAME OBJECTIVE TREE

EXAMPLE OF THE SELECTION STRATEGY

OUT

The attractiveness of the peripheries is increased

IN

The incidence of diseases and illnesses is decreased

Peripheries become a place for co-existense, intercultural dialogue and co-development

OVERALL OBJECTIVE

Deteriorated and abandoned green areas are tunrned into open and community gardens

The crime rate is reduced, therefore peripheries become more and more safe

OPERATIONAL AIMS

Green areas in the peripheries are regenerated

Public information/education programs are available

Increased availability of financial resources to start-up a community garden

Increased participation of community members in public and/or common initiatives

Appropriate strategies and policies are defined in order to valorize green areas in the peripheries

Levels of capital investment and business planning within local government are increased

Increased interest by national, regional and local policies to valorize and regenerate peripheries

OVERAL OBJECTIVE

• To foster co-existense, 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.

URBAN GARDENING

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.

URBAN GARDENING

SESSION 8

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

URBAN
G A R D E N I N G

HANDOUT 8.1

DESIGN THIKING

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. I*n 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,

| EMPATHISE | DEFINE | IDEATE | PROTOTYPE | TEST | IMPLEMENT |

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-*

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EY0bCh18dwLyEAAYASAAEgIF1PD_BwE *https://www.creativityatwork.com/design-thinking-strategy-for-innovation/*

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

URBAN
G A R D E N I N G

Co-funded by the
Erasmus+ Programme
of the European Union

HANDOUT 8.2

TE LIST OF TASKS FR 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 improvementofsocialskillsandcommunication.

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.

SESSION 8

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.

TIMING

1h 45 minutes – 2 h 15 minutes

EQUIPMENT AND MATERIAL

Computer; Multimedia projector; Sheets of paper; Pens; Table or stand for paper presentation.
Handout 8.1. Handout 8.2.

ADDITIONAL MATERIAL/ RESOURCES

NOTES FOR TRAINER

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.

URBAN GARDENING

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.

URBAN GARDENING

HANDOUT 9.1

ELEMENTS THATAGARDEN MUS HAVE

1. Land or place to grow:
•   Floor
•   Cultivation table
•   Pots

2. Access to water:
•   Drip irrigation: make better use of water
•   Watering cans

3. Tool house, with tools:
we can grow in flower boxes, cultivation tables and containers.
We must try to make the most of the space we have.
Also adapt different ways for people with reduced mobility.

Source:
https://pixabay.com/es/arrojar-galpón-de-herramientas-1086472/

URBAN
G A R D E N I N G

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 we 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)

URBAN GARDENING

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)
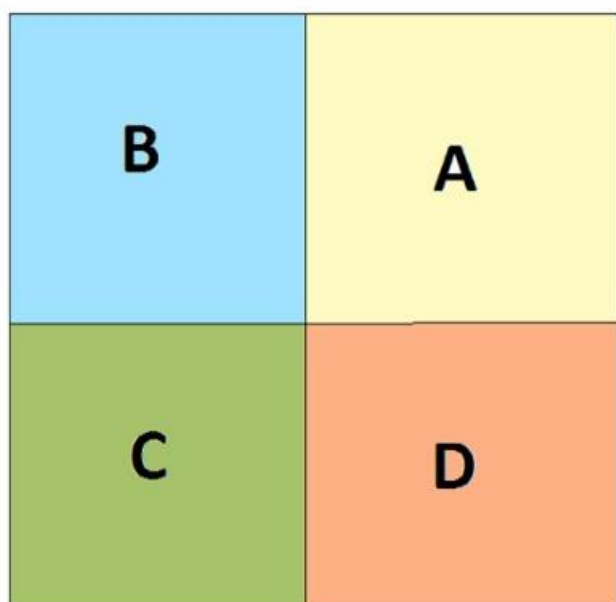Both in winter and summer: Onions, leeks, carrots, celery, parsley, garlic, fennel, dil

URBAN GARDENING
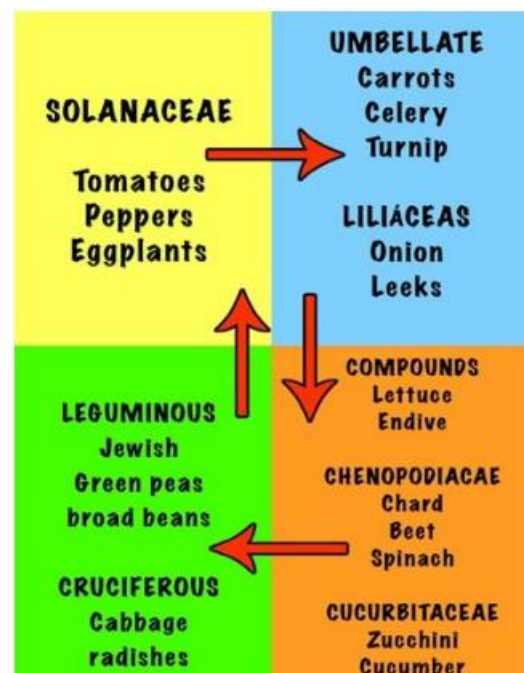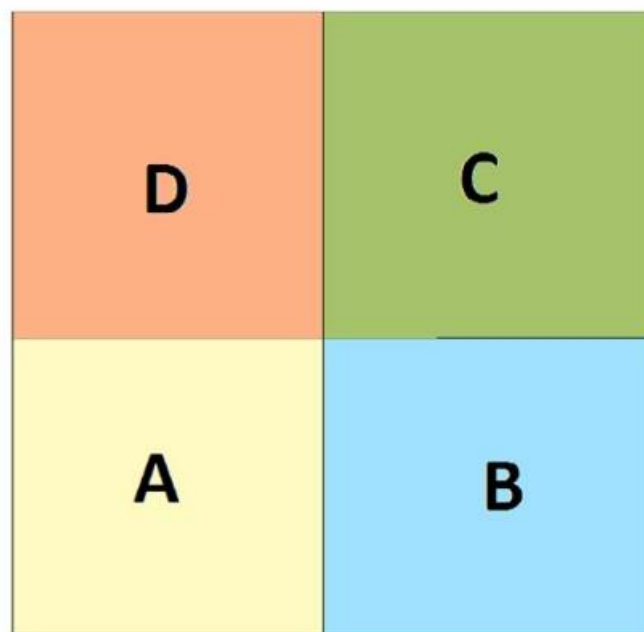
1ST YEAR
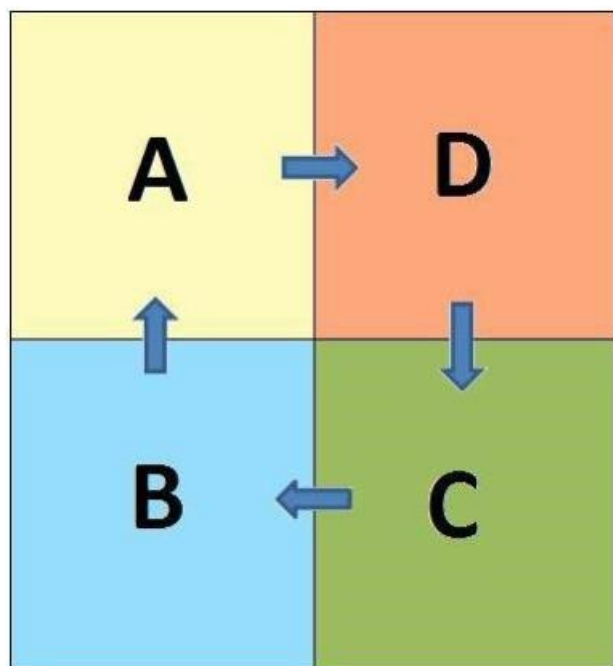
3RD YEAR
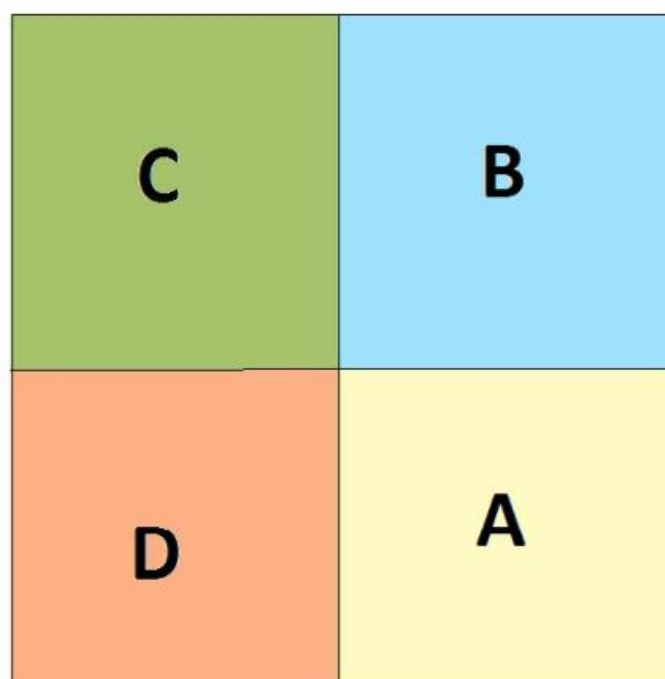
2ND YEAR

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

URBAN GARDENING

HANDOUT 10.1

TE GNTT CHART

The Gantt chart is a format for outlining and conveying information about the activities of a project visually. It helps to identify their logical sequence, expected duration, any dependencies that exist between activities, and it provides a basis for allocating management responsibility. With the GANTT chart prepared, further specification of resources and scheduling of costs can be undertaken.

TEMPLATE OF THE GANTT CHART

Activities	Experts involved	2019 (trimester)				2020 (trimester)				2021 (trimester)				Budget
		1	2	3	4	1	2	3	4	1	2	3	4	

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	X												€ 3.000
2. Identify an adequate location	N.1 Project manager, N.1 agronomist, N.1 urban planning expert, N.1 architect, community members		X											/
3. Engage stakeholders and community partners	N.1 Project manager, community members		X	X										/
4. Design and construction the garden	N.1 Project manager, N.1 agronomist, N.1 architect, community members				X	X	X							€ 12.000
5. Establish the community garden's team	N.1 Project manager, N.1 agronomist, community members							X						/
6. Cultivate and Seed	N.1 agronomist, N.2 community gardeners, community members								X	X				€ 3.000
7. Harvesting	N.1 agronomist, N.2 community gardeners, community members									X				€ 3.000
8. Community Garden Meetings	N.1 Project manager, N.2 community gardeners, community members								X	X		X	X	/

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

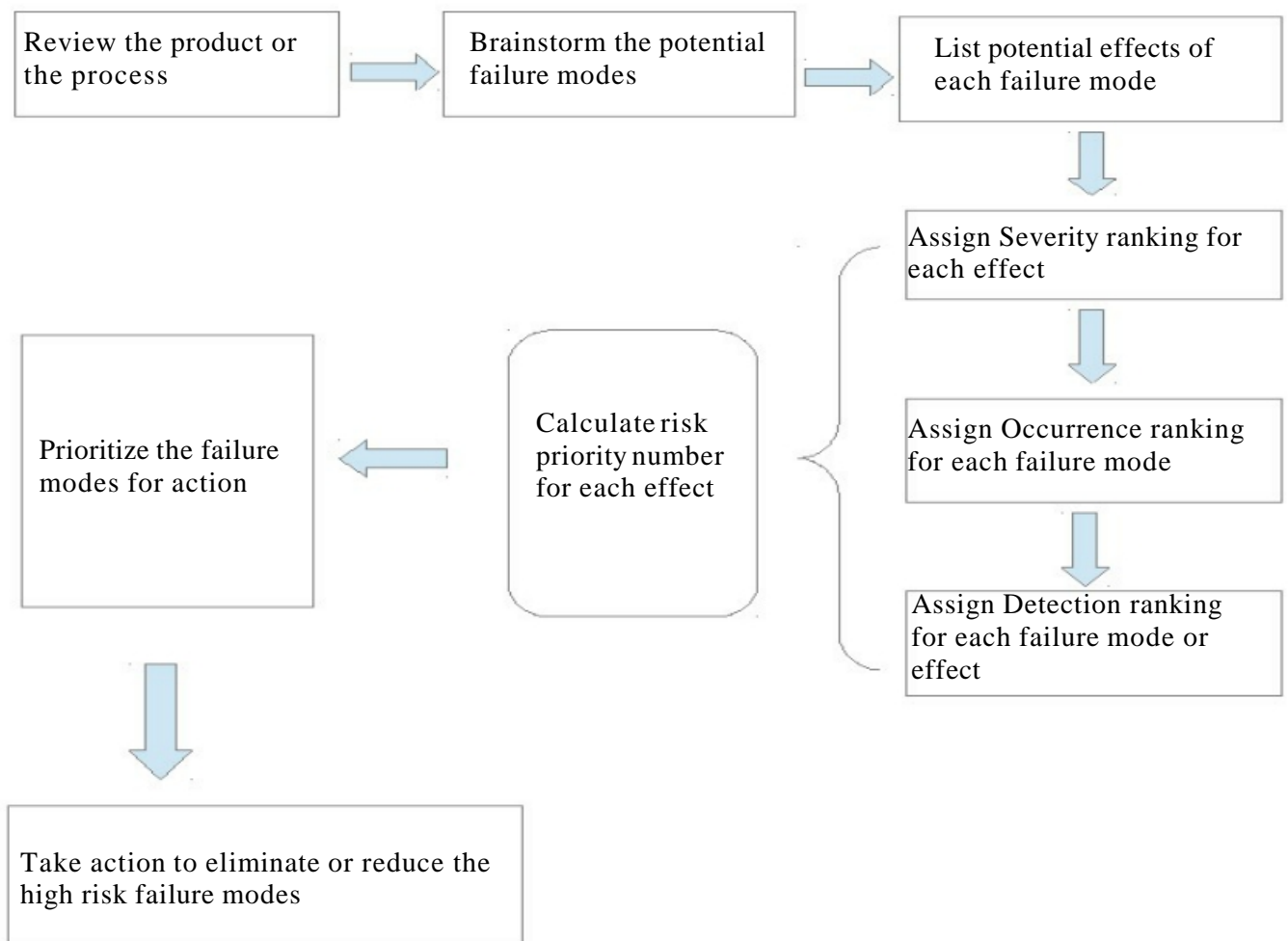|	
LEARNING ACTIVITIES/ METHODS	Based on the results of the Session 7, each group is invited to describe the: - Overall objective: the broad community impact to which the urban garden contributes. - Purpose: the expected benefits related to the target group(s). - Expected results: the direct and tangible 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.

URBAN GARDENING

SESSION 11

RISK ANALYSIS

URBAN
G A R D E N I N G

HANDOUT 11.1

RISK NLYSIS – THE MAIN STEPS

Review the product or the process	→ Brainstorm the potential failure modes	→ List potential effects of each failure mode

↓ Assign Severity ranking for each effect

↓ Assign Occurrence ranking for each failure mode

↓ Assign Detection ranking for each failure mode or effect

Prioritize the failure modes for action ← Calculate risk priority number for each effect

↓

Take action to eliminate or reduce the high risk failure modes

HANDOUT 11.2
TE RISKASSESSMENT TEMPLAE (SAMPLE)

PROJECT RISK ANALYSIS

Probability: The probability of the risk occurring.
Gravity: The impact of a risk and the negative consequences that would result.

Fill in the table below with the risks you imagine, the impacts they can cause
Then imagine the possible answers, in the types indicated.

Risk - Category	Risk - Description	Impact	Probability	Gravity	Risk rating	Actions / Measures
Ex management	*Ex communication problem in the group*	*Ex delay in setting up*	*4*	*5*	*20*	*schedule regular meetings* *designate a facilitator for each meeting*

Project risk analysis

1

URBAN GARDENING

HANDOUT 11.3

RISK SSESSMENT MATRIX (SAMPLES)

Likelihood		Minor	Moderate	Major
Very likely		Acceptable risk Medium 2	Unacceptable risk High 3	Unacceptable risk Extreme 5
Likely		Acceptable risk Low 1	Acceptable risk Medium 2	Unacceptable risk High 3
Unlikely		Acceptable risk Low 1	Acceptable risk Low 1	Acceptable risk Medium 2
What is the chance it will happen?		Minor	Moderate	Major

Impact

How serious is the risk?

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

Likelihood

Near Certainty (~90%)	5
Hilghly Likely (~70%)	4
Likely (~50%)	3
Low Likelihood (~30%)	2
Not Likely (~10%)	1

1	2	3	4	5
Minimal	Minor	Moderate	Significant	Severe

Consequences

Risk level

high	
moderate	
low	

URBAN GARDENING

SESSION 11

RISK ANALYSIS

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.
TIMING	3h / 3h30
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.

URBAN
G A R D E N I N G

HANDOUT 12.1

METHODS OF ONLINE RECRUIING 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

URBAN GARDENING

SESSION 12

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.

URBAN
GARDENING

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.

URBAN GARDENING

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 specificaly 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.

URBAN
GARDENING

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.

URBAN
GARDENING

SESSION 13

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

URBAN
G A R D E N I N G

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 soilsThese 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 structureBy 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.

URBAN
G A R D E N I N G

DIFFERENT MULCHES

Goal	Materials	Recommeded crops
acidififying	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 pailette, 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 DEFINTIONS

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

URBAN
GARDENING

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 ¼ of compost with ¾ 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 (¼ compost mixture with ¾ 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 :

Grass Factory & Eco Organics

URBAN GARDENING

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
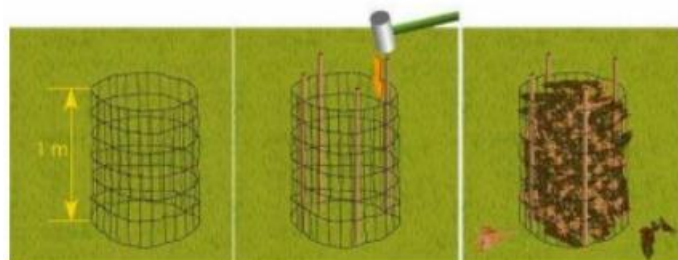
HANDOUT 14.6

THE WOODEN PLANK BIN

Fig1   Fig 2   Fig 3
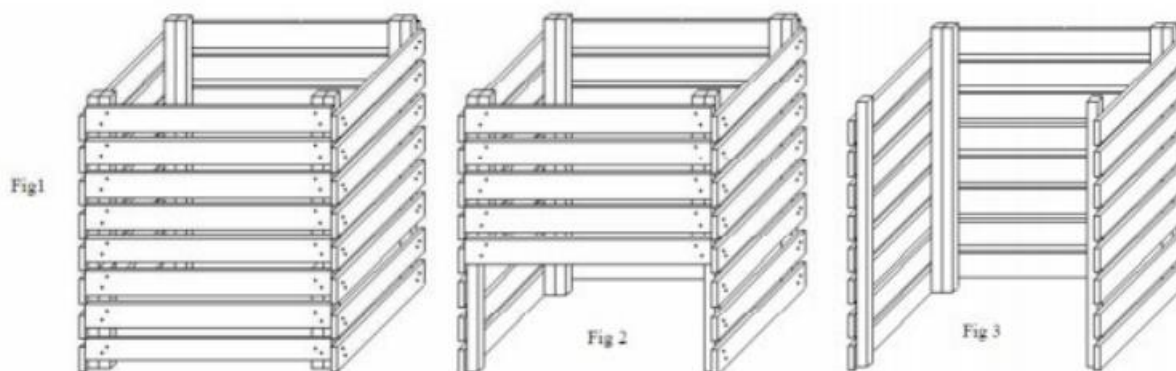
The three sides of the composters are connected to each other by screws

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

designation	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				

Face avant   Face arrière   2 panneaux latéraux

Plan de la trappe supérieure   Plan du panneau arrière   Plan des deux panneaux latéraux

Plan de la trappe inférieure

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

URBAN GARDENING

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 créativity.

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, palettetools, 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 OFAN 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 qroup	1	2	3	4	5	6	7	The group members listen to each other. Every idea is given a hearinq
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 take, 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 EVALUATINAND 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 Macmillian, 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.

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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)

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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

LEADERSHIPAN MANAGEMEN: ROLE PLAYS

LEADERSHIPAND 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.

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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?

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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 you 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)

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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 the" 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. Teambingo
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 Teambingo 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"

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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

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

Time: 45 min
Handout 15.6 "Successful Partnership".

TIMING

3 hours 30 min

EQUIPMENT AND MATERIALS

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: Teambingo)

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

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.

SESSION 16
INTERCULTURALITY

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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?

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HANDOUT 16.2

"FROM YOUTH TOADULT"

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?

GROUPDISCUSSION

* 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?

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HANDOUT 16.3

DIVERSITYAN GRUP 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.

URBAN
GARDENING

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,

URBAN GARDENING

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 pestisides, 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

URBAN
GARDENING

SESSION 17

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

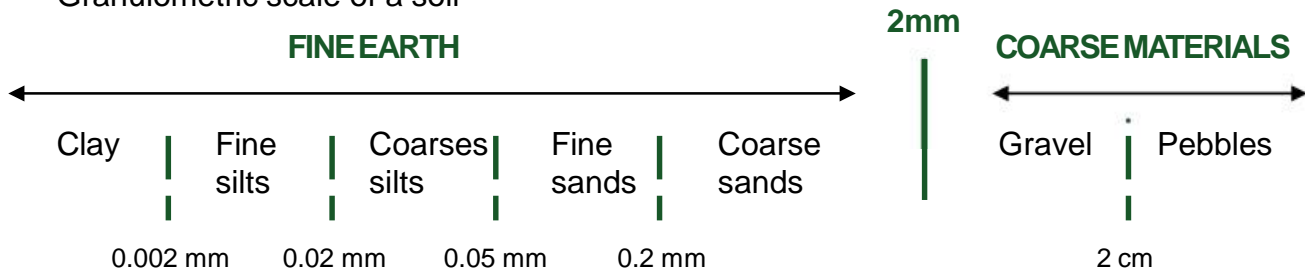|	
AIM OF SESSION	The session's aim is to show the participants how to use the experience from existing urban garden in order to develop the new ones. Also to find ways to involve local community in our actions This session is connected with Sessions no. 2 and 18
NUMBER OF THE PARTICIPANTS	10 – 20 persons. 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.

TIMING

EQUIPMENT AND MATERIALS

ADDITIONAL MATERIAL / RESOURCES

NOTES FOR TRAINER

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

2—3 hours

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

URBAN GARDENING

SESSION 18

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

URBAN GARDENING

HANDOUT 18.1

SOME DEFIITION

Granulometric scale of a soil

FINE EARTH   **2mm**   **COARSE MATERIALS**

Clay | Fine silts | Coarses silts | Fine sands | Coarse sands   Gravel | Pebbles

0.002 mm   0.02 mm   0.05 mm   0.2 mm   2 cm

Soil:characteristics:

SANDY SOIL	SILTS	CLAYS	GRAVEL AND PEBBLES

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 amendments (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 intermediate 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.

GRAVEL AND 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:

Source: *https://www.permaculturedesign.fr/*

Source: *http://lagardennotes.blogspot.com/2013/10/using-soil-triangle.html*
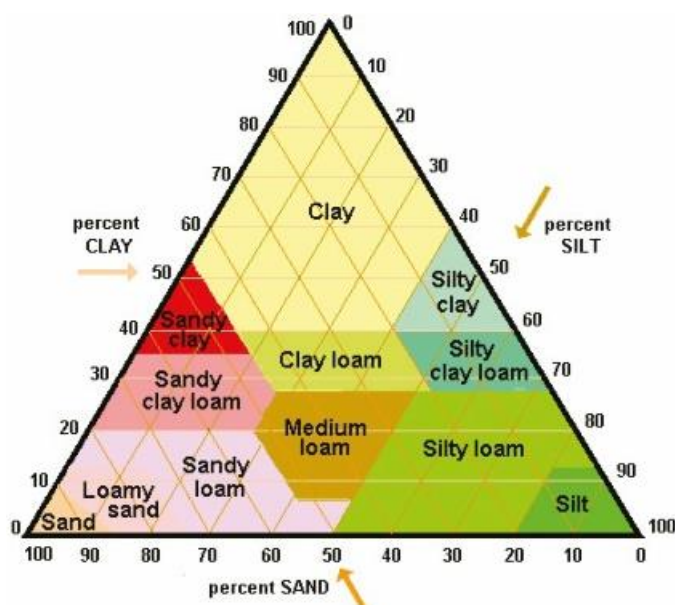
HANDOUT 18.2

OW TO DO BERLESE FNNEL?
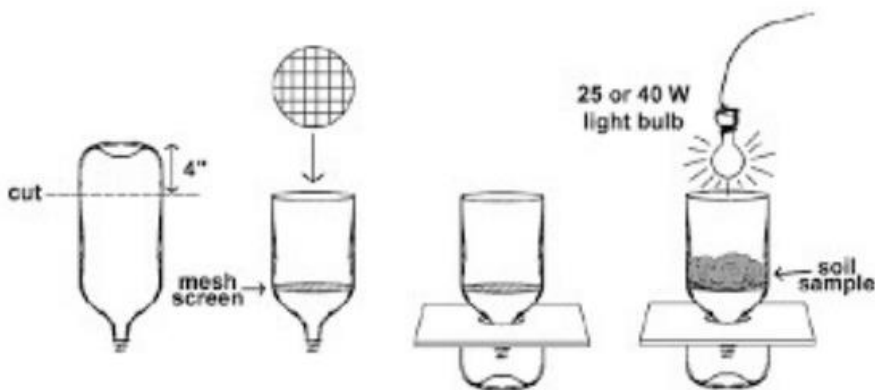
Source: *ecoplexity.org*

Source: *http://lewebpedagogique.com/arnaud/category/cours-de-sixieme/borigine-de-la-matiere-des-etres-vivants/b3lactivite-des-etres-vivants-du-sol/*[1]

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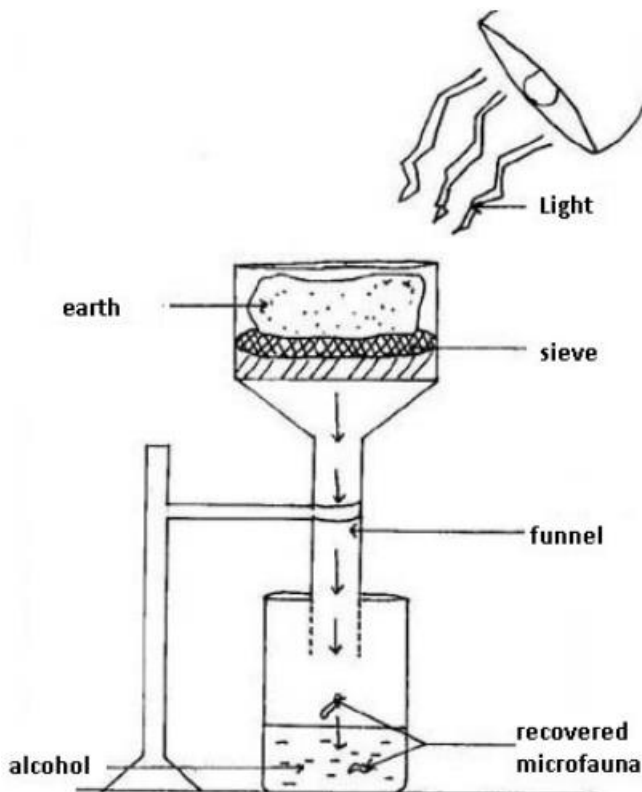
[1] The picture was taken from the blog by Liliane Arnaud Soubie http://lewebpedagogique.com/arnaud/ which contents is available under the terms of Creative Commons License Attribution-NonCommercial-Share-Alike 4.0 International (CC BY-NC-SA 4.0) *https://creativecommons.org/licenses/by-nc-sa/4.0/*.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

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)	

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HANDOUT 18.4

INDICTOR 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/Sanicle_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.

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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
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URBAN GARDENING

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 m³/ 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
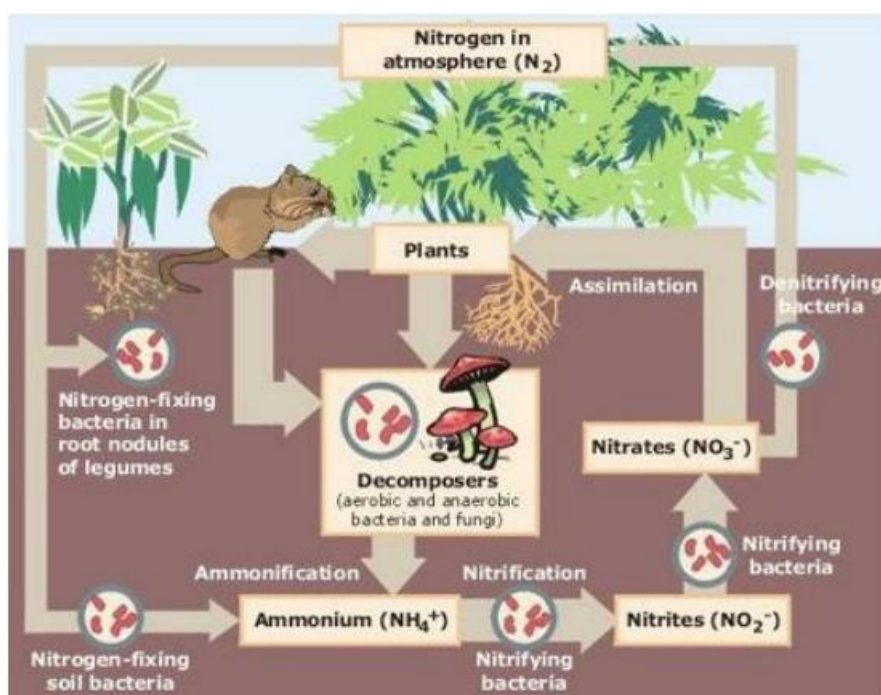
Picture by Johann Dréo, modifications by Raeky. Source : *https://en.wikipedia.org/wiki/Nitrogen_cycle*.
This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.
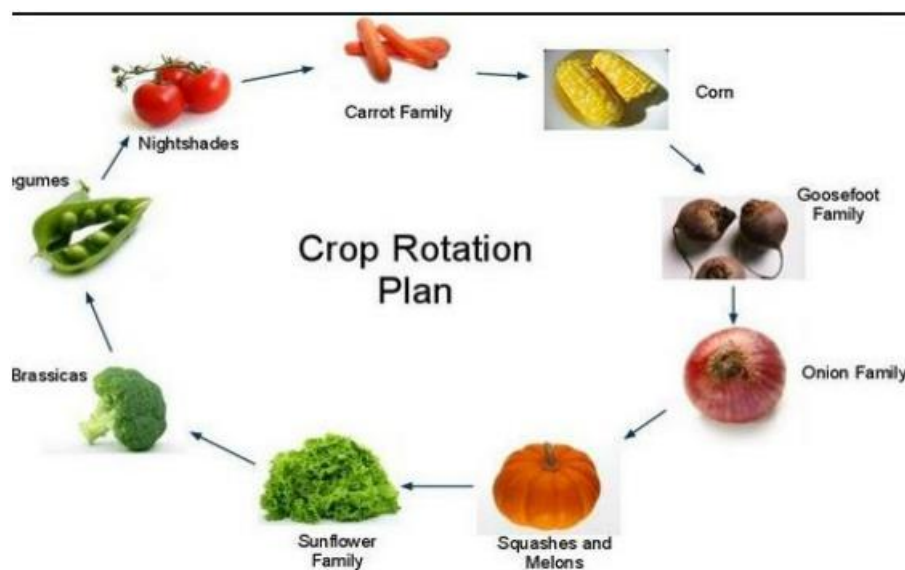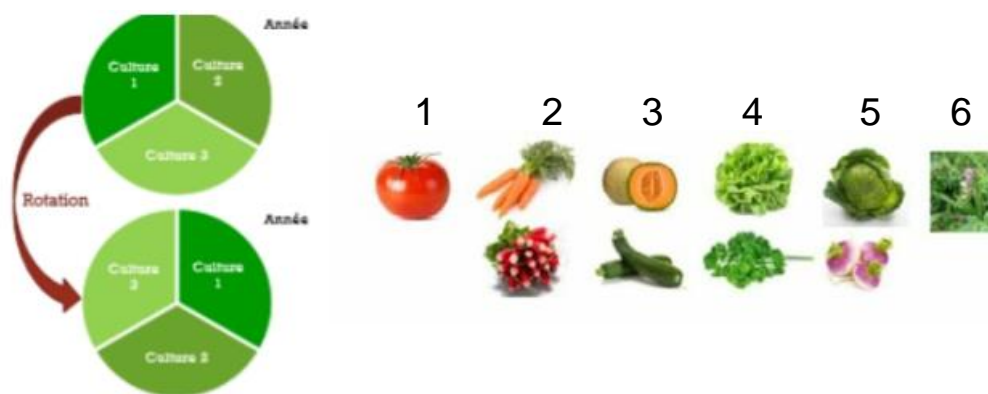
BASIC KNOWLEDGE AND SKILLS IN ORGANIC PRODUCTIVE GARDENING :
KNOWING AND CARRYING FOR YOUR SOIL

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 • Identifyingphysical,biologicalandecologicalcharacteristics 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 comportment 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 I. dig a hole in the ground 8cm deep; II. collect some soil and place it in the jar to fill it halfway III. fill the jar with water, leaving a few inches of air IV. close the jar and shake it for 3 minutes to separate the particles; V. let stand 1 to 3 days; measure the 3 layers (sand, silt and clays) VI. measure the total height of the layers = height sand + heightlimon + 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

URBAN GARDENING

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 subtances and their bahavior
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.

URBAN GARDENING

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

Painer: Ernest Quost

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GARDENING

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.
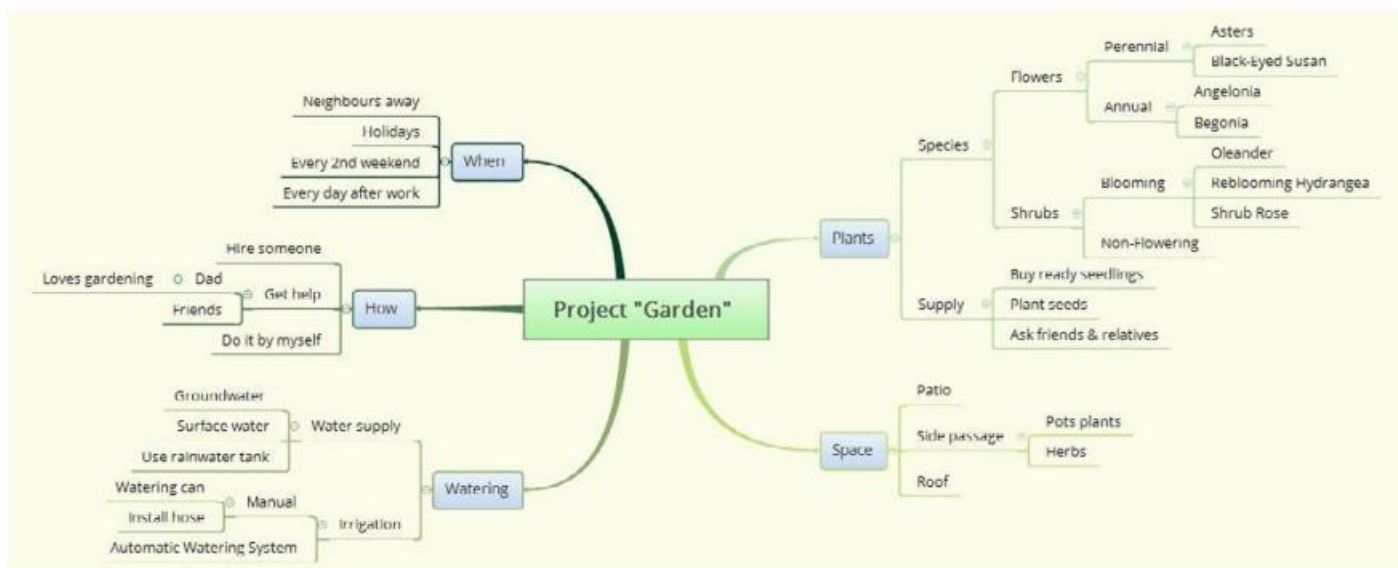
Designed by: Nevena Mitsina

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.
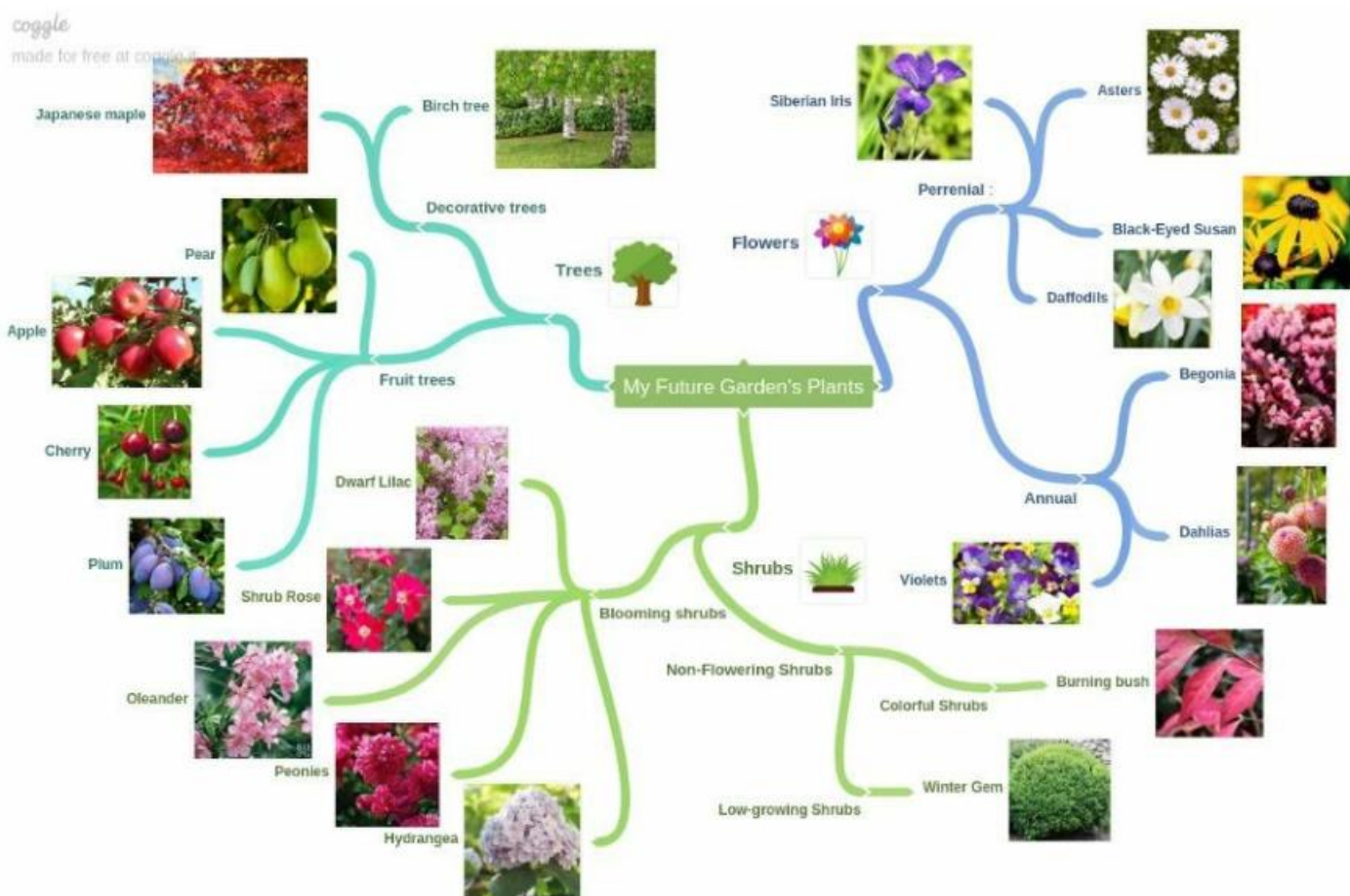
Designed by: Nevena Mitsina

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, <u>as it currently is</u>. 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.

<u>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.</u>

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.

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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.
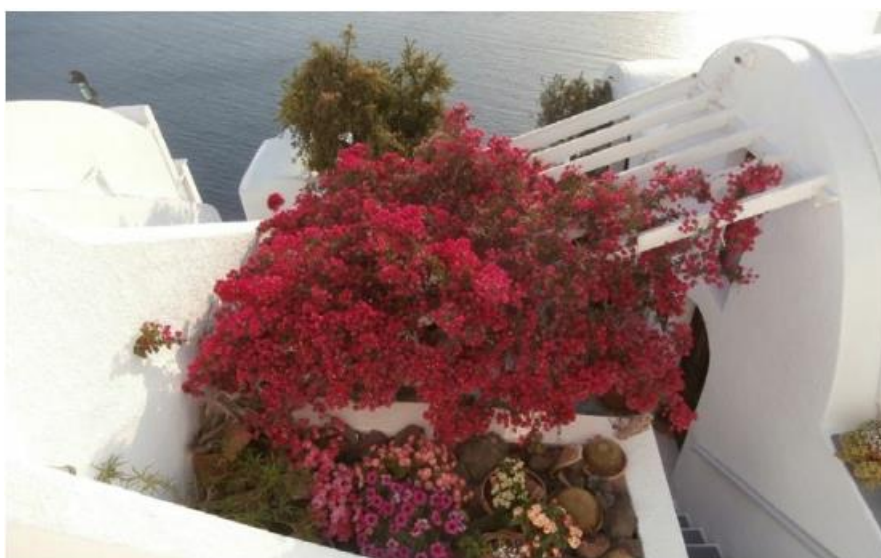
A photo by Nikola Benin

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

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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

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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

SESSION 19

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

TIMING

1h 45 minutes – 2h 30 minutes.

EQUIPMENT AND MATERIALS

Computer. Multimedia projector. Sheets of paper. Pens. Table or stand for paper presentation. Handout 19.1. Handout 19.2. Handout 19.3.

SESSION 19

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 alterative 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

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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

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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.

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HANDOUT 20.2

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.

EFFECTIVE NEGOTIATIONS AND COMMUNICATION

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.

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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.