



HORTIS Horticulture in Towns for Inclusion and Socialisation

HORTIS
HORTICULTURE IN TOWN FOR INCLUSION AND SOCIALISATION
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**METHODOLOGY REPORT ON COMMUNITY GARDENING
AND KEY COMPETENCES ACQUISITION**

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INTRODUCTION

HORTIS - Horticulture in Towns For Inclusion And Socialization¹ - is a project funded by the Lifelong Learning Programme, sub-programme GRUNDTIVG with the aim to fight social exclusion, poverty and unemployment, as well as to promote lifelong learning among adults, through community and urban gardening. The project main objectives are:

- to train a new generation of **trainers on community gardening** able to set up and run community gardens, attracting and engaging the local community. “Community gardeners” will be recruited among unemployed, under-employed or temporary employed adults, retired persons, male and female, volunteers, members of associations for the promotion of urban agriculture and / or social inclusion, social workers, cultural mediators, etc.
- **To engage unemployed adults**, in particular those with low-skills, who often are discouraged to find a job and experience precarious income and underfeeding, **in training courses on how to create and maintain a garden**. HORTIS wants offer them a concrete opportunity to acquire new skills and competences not only linked to gardening but also on a lifelong learning perspective, such as transversal key–competences like Learning to Learn, Spirit of Entrepreneurship, Social and Civic competences.
- To realize and distribute a Tool-kit composed by a promotional DVD and guidelines on how to create a little garden and a kit of seeds ready to be sown.

This report has been developed in the frame Work package 2 “Methodology and Educational Material Development” with the aim to support the development of a common teaching methodology to be used in the project courses for both trainers and adults.

The report starts with an outline on the European Framework on Key Competences and the basic concepts of adult education, in particular those linked to Lifelong Learning, Learners’ Centered Methodologies and Participatory Methods.

Then it tries to explore the relationship between gardening and the acquisition of key competences for lifelong learning and in particular the transversal ones: Learning to Learn, Sense of initiative and Entrepreneurship, Social and Civic competence.

In the final part the model of HORTIS training course is described, including methodological and organisational aspects.

In the annexes practical activities are suggested.

¹ www.hortis-europe.net

THE EUROPEAN FRAMEWORK ON KEY COMPETENCES

Short History

In March **2000**, the Lisbon European Council set a strategic goal for European Union to become “*the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion*”².

To meet the demands of the knowledge society and to improve the level and the quality of employment, Europe’s education and training systems should be innovated and new basic skills promoted among all European citizens.

In **2001** the report ‘**The concrete future objectives of education and training systems**’ was adopted by the Stockholm European Council, which identifies three strategic objectives (quality, access and openness of the education & training systems), broken down into 13 associated objectives, to be achieved by 2010.

To achieve these objectives a detailed work programme was adopted by the Barcelona European Council in **2002** and a list of basic skills for European citizens extended to include: literacy and numeracy (foundation skills), basic competences in mathematics, science and technology, ICT and use of technology, learning to learn, social skills, entrepreneurship and general culture.

In **2004** the working group on Key Competence was established with the objective to identify and define the new skills and how they could be better integrated into curricula, maintained and learned through life, with a particular focus on less advantaged groups, people with special needs, school dropouts and adult learners.

In **2006** the European Framework for Key Competences for lifelong learning, was published which identifies and defines the key abilities and knowledge that everyone needs in order to achieve employment, personal fulfilment, social inclusion and active citizenship and to adapt flexibly to a rapidly changing and highly interconnected world. The Recommendation of the European Parliament and of The Council of 18 December 2006 on Key Competences for Lifelong Learning defines the competences “**as a combination of knowledge, skills and attitudes appropriate to the context**”³.

Definition

Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment. These should have been developed by the end of compulsory schooling or training, and should act as a foundation for further learning as part of lifelong learning.

This definition stresses that key competences should be **transferable**, and therefore applicable in many situations and contexts. They are also **multifunctional**, e.g. they can be used to achieve several objectives, to solve different kinds of problems and to accomplish different kinds of tasks.

Key competences are a prerequisite for adequate personal performance in life, work and subsequent learning.

The framework includes competences in ‘traditional’ subjects, such as mother tongue literacy, numeracy, knowledge of foreign languages, science and IT skills. But it also covers other skills, such as learning to learn, social and civic competence, initiative-taking, entrepreneurship, cultural awareness and self-expression.

The 8 key competences are defined as follows:

1. **Communication in the mother tongue:** Communication is the ability to express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking,

² Lisbon European Council 23-24 March 2000 - Presidency Conclusions
http://www.europarl.europa.eu/summits/lis1_en.htm

³ http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm

- reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts — education and training, work, home and leisure.
2. **Communication in a foreign language:** Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal contexts — work, home, leisure, education and training — according to one’s wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. The degree of proficiency will vary between the four dimensions, between the different languages and according to the individual’s linguistic environment and heritage.
 3. **Mathematical literacy and basic competences in science and technology:** Mathematical literacy is the ability to use addition, subtraction, multiplication, division and ratios in mental and written computation to solve a range of problems in everyday situations. The emphasis is on process rather than output, on activity rather than knowledge. Scientific literacy refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world. Competence in technology is viewed as the understanding and application of that knowledge and methodology in order to modify the natural environment in response to perceived human wants or needs.
 4. **Digital competence:** Digital competence involves the confident and critical use of electronic media for work, leisure and communication. These competences are related to logical and critical thinking, to high-level information management skills, and to well developed communication skills. At the most basic level, ICT skills comprise the use of multi-media technology to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in networks via the Internet.
 5. **Learning-to-learn:** Learning-to-learn comprises the disposition and ability to organise and regulate one’s own learning, both individually and in groups. It includes the ability to manage one’s time effectively, to solve problems, to acquire, process, evaluate and assimilate new knowledge, and to apply new knowledge and skills in a variety of contexts — at home, at work, in education and in training. In more general terms, learning-to-learn contributes strongly to managing one’s own career path.
 6. **Interpersonal and civic competences:** Interpersonal competences comprise all forms of behaviour that must be mastered in order for an individual to be able to participate in an efficient and constructive way in social life, and to resolve conflict where necessary. Interpersonal skills are necessary for effective interaction on a one-to-one basis or in groups, and are employed in both the public and private domains.
 7. **Entrepreneurship:** Entrepreneurship has an active and a passive component: it comprises both the propensity to induce changes oneself and the ability to welcome, support and adapt to innovation brought about by external factors. Entrepreneurship involves taking responsibility for one’s actions, positive or negative, developing a strategic vision, setting objectives and meeting them, and being motivated to succeed.
 8. **Cultural expression:** ‘Cultural expression’ comprises an appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, corporal expression, literature and plastic arts.

Initial education and training systems across the EU should support the development of these competences in all young people, and adult education and training need to give real opportunities for all adults to continually build and maintain their skills.

Even if all the above listed competences could be acquired and fostered through activities linked to gardening, the HORTIS project focuses on the transversal key - competences that can be considered particularly relevant with regards to the educational function of urban and community gardens, and

namely: **Learning to Learn, Sense of initiative and Entrepreneurship, Social and Civic competence.**

ADULT EDUCATION

Lifelong Learning

According to the Lisbon Strategy, education and training are critical factors for raising economic growth, competitiveness and social inclusion of Europe⁴.

Lifelong Learning is a priority for the European Union, and together with mobility, is one of the long-term strategic objectives of EU education and training policy, as it is considered “the key to employment, economic success and allowing people to participate fully in society”⁵.

The term Lifelong Learning refers to: “*all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective*”⁶.

Lifelong learning is usually a “learner-centred process, which can happen in a variety of ways and settings, including everyday lives, interaction with other people and cultural opportunities” (...) It happens through a choice, rather than compulsion”⁷.

Adult learning is a vital component of Lifelong Learning.

The term “adult learning” refers to “*all forms of learning undertaken by adults after having left initial education and training, however far this process may have gone (e.g., including tertiary education).*” and covers:

- formal, non-formal and informal learning for improving basics skills, obtaining new qualifications, up-skilling or re-skilling for employment
- participating in social, cultural, artistic and societal learning for personal development and fulfilment.

Lifelong learning thus encompasses the whole spectrum of formal, non-formal and informal learning, e.g.:

- **Formal learning** usually takes place in schools, universities or training institutions and leads to a diploma or certificate.
- **Non-formal learning** includes free adult education within study circles, projects or discussion groups advancing at their own pace, with no examination at the end.
- **Informal learning** can be found everywhere, e.g. in families, in the workplace, in NGOs, in theatre groups, or can also refer to individual activities at home, like reading a book.

Some of the most influential thinkers in the field of non-formal education include:

Paulo Freire (1921-1997)

Freire used “*problem-posing*” methods to raise awareness of social issues and to stimulate action by disadvantaged groups. Using a process of problem analysis, reflection, and action, his approach to education was based on the belief that **community members need to be encouraged to think critically about problems in their daily lives in order to make decisions and take action.**⁸

⁴http://eur-lex.europa.eu/LexUriServ/site/en/com/2006/com2006_0614en01.pdf

⁵ http://ec.europa.eu/education/lifelong-learning-policy/framework_en.htm.

⁶ http://ec.europa.eu/education/programmes/llp/guide/glossary_en.html

⁷ Lifelong Learning in Museums : A European Handbook - Kirsten Gibbs, Margherita Sani, Jane Thompson – Lifelong Museum learning -LLML <http://www.lemproject.eu>

⁸ Peace Corps, Non formal education manual, 2004 – Information Collection and Exchange ICE n. M0042

Howard Gardner (1943 -)

Gardner's work on *multiple intelligences* has had an enormous impact on the field of education. Gardner posits at least seven intelligences (musical, spatial, linguistic, logical/mathematical, bodily/kinesthetic, interpersonal, intrapersonal), and asserts that successful learning experiences should engage as many of these intelligences as possible.⁹

Malcolm Knowles (1913-1997)

Knowles popularized *adult learning theory* and offered ways to apply it in learning activities. Knowles believed that the needs of adults in education differed a great deal from the needs of children. He popularized the term *andragogy*, "the art and science of helping adults learn" to draw a sharp distinction between adult learning and *pedagogy*, the instruction of children. He suggested that because children had yet to assume responsible, independent roles in society, teachers and parents tend to make the decisions about what and how they should learn. But because adults have a wealth of life experience and have already assumed responsible roles, it is important to respect slightly different principles when engaging in adult education¹⁰. Malcolm Knowles' "Andragogy" (supposedly the adult equivalent of "pedagogy") is a leading "brand" in adult education theory¹¹. Knowles' formulation of the principles of andragogy may be taken as much as an integration or summation of other learning theorists as in its own right, and therefore represents the assumptions and values underlying much modern adult educational theory.¹²

Knowles' assumptions are the following:

- **The need to know** — adult learners need to know why they need to learn something before undertaking to learn it.
- **Learner self-concept** —adults need to be responsible for their own decisions and to be treated as capable of self-direction
- **Role of learners' experience** —adult learners have a variety of experiences of life which represent the richest resource for learning. These experiences are however imbued with bias and presupposition.
- **Readiness to learn** —adults are ready to learn those things they need to know in order to cope effectively with life situations.
- **Orientation to learning** —adults are motivated to learn to the extent that they perceive that it will help them perform tasks they confront in their life situations¹³.

David Kolb (1939-)

Kolb popularized an awareness of *learning styles*, and created a model that suggests four different categories of learning—concrete experimentation, reflective observation, abstract conceptualization, and active experimentation. Kolb created a methodology for incorporating these four categories into every learning experience—the "**experiential learning cycle.**" Experiential learning is sometimes understood to be the type of learning that occurs on a work placement when a student gets a chance to apply and practice what they have been learning in an educational setting. However, it is also the learning that takes place as a result of our daily experiences. How individuals interpret an experience will depend greatly on their own cultural values and beliefs. Our experiences are interpreted and filtered against a backdrop of our gender, ethnicity, politics, religion and social class. Students' experiences can be a valuable resource in the class. However, many students may not have reflected on their experiences, or considered alternative interpretations to events in their

⁹ *Ibidem*

¹⁰ *Ibidem*

¹¹ Atherton J S (2011) *Learning and Teaching; Knowles' andragogy: an angle on adult learning* [On-line: UK] retrieved 10 May 2013 from <http://www.learningandteaching.info/learning/knowlesa.htm>

¹² *Ibidem*

¹³ *Ibidem* - based on Knowles 1990:57

lives. Adult educators should acknowledge student experiences while also encouraging students to question their experiences from different perspectives. David Kolb's work in this area has been influential, particularly the learning cycle he developed with Roger Fry¹⁴.

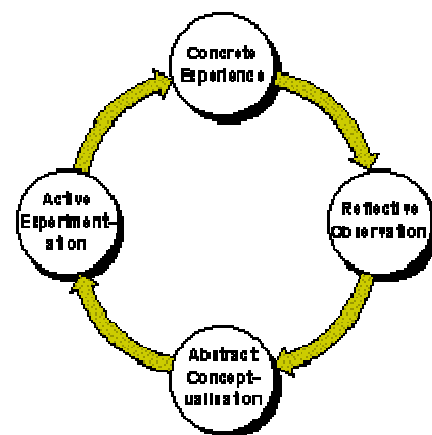
Learners' centered methodologies

If we accept that learning is best viewed as a continuum, it stands to reason that teaching must necessarily follow suit. That is, a range of teaching methods and flexibility is required by educators in order for learning to be effective. As we shall discuss in this section, in the past fifty years the pendulum of adult education has swung from a traditional **teacher-centered approach** through to a **learner-centered approach**, and is finally coming to rest at a mid-point that represents a much more balanced approach.¹⁵

HORTIS training course model is based on the learners' centered methodologies, thus focusing the activities on the learners. More specifically HORTIS methodology applies the following methods:

Active Learning (AL): a learning method which engages and challenges learners' thinking using real-life and imaginary situations. Active learning can cover a wide range of activities, and it is broadly defined as anything "all students in a class session are called upon to do other than simply watching, listening and taking notes"¹⁶.

Cooperative Learning (CL): this term refers "to students working in teams on an assignment or project under conditions in which certain criteria are satisfied", including: positive interdependence (team members are obliged to rely on one another to achieve the goal), individual accountability (all students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned); face to face promotive interaction (although some of the group work may be parcelled out and done individually, some must be done interactively), appropriate use of collaborative skills (trust-building, leadership, decision-making, communication, and conflict management...); group processing (team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future)¹⁷.



Experiential Learning – also known as Learning by Doing or Hands-on learning- based on David Kolb's work, the experiential learning cycles includes 4 phases:

- **Concrete Experience**
- **Reflection** on that experience on a personal basis
- **Abstract Conceptualisation:** derivation of general rules describing the experience, or the application of known theories to it
- **Active Experimentation** construction of ways of modifying the next occurrence of the experience leading in turn to the next **Concrete Experience**.

¹⁴ Rhonda Wynne, University College Dublin, Ireland, Learner Centred Methodologies in ASSET project http://www.assetproject.info/learner_methodologies/during/experiential_learning.htm

¹⁵ L. Herod (2002) Adult Learning from Theory to Practice (Updated February 2012; l.herod@yahoo.ca)

¹⁶ R.M. Felder & R. Bren, (2009) - Active Learning: an Introduction - ASQ Higher Education Brief, 2(4)- [http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/ALpaper\(ASQ\).pdf](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/ALpaper(ASQ).pdf)

¹⁷ R.M. Felder & R. Bren, (2007) P.A. Mabrouk, ed., Active Learning: Models from the Analytical Sciences, ACS Symposium Series 970, Chapter 4, pp. 34–53. Washington, DC: American Chemical Society, 2007 <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Student-Centered.html>

All this may happen in a flash, or over days, weeks or months, depending on the topic, and there may be a "wheels within wheels" process at the same time¹⁸.

Popular Education (Transformational Approach; Activist Education)

Popular or transformational education is aimed at fostering the processes of change-making, and utilises education methods that effect justice-oriented social change¹⁹. It is inspired by Paulo Freire's work in Brazil and aims at changing power relations and thus implies a careful social analysis and critical self-knowledge. The popular education program has the following characteristics:

- The starting point is the concrete experience of the learner.
- Everyone teaches; everyone learns.
- Involves a high level of participation.
- leads to action for change.
- Is a collective effort - focusing on group rather than individual solutions to problems.
- Stresses the creation of new knowledge, rather than the passing on of existing knowledge.
- The process is ongoing - any time, place, or age.
- And it's fun!²⁰

It is guided by the 'spiral model' of learning that was developed and practiced by the Doris Marshall Institute in Toronto, which emphasises reflecting on experience and incorporating new information in action.



Participatory methods

The term participatory methods is used to cover a range of activities which enable people to play an active and influential part in the decisions which affect their lives. Participatory methods can be used in different settings, with people with different social and economical backgrounds and at all stages of project cycles and community mobilisation: they can help with analysis, collective decision making, planning, reflection and accountability. Participatory methods have been evolving since the 1980s as part of a family of approaches that challenged the very top down and linear approach to international development in the 1950s and 60s, which saw largely northern "experts" telling largely southern "poor people" how to go about "development".

Key principles of participatory methods are the following

¹⁸ Atherton J S (2013) Learning and Teaching; Experiential Learning [On-line: UK] retrieved 9 march 2013 from http://www.learningandteaching.info/learning/experience.htm#Experiential_Learning_Styles - Under Creative Commons License: Attribution Non-Commercial No Derivatives

¹⁹ http://www.thechangeagency.org/01_cms/details.asp?ID=37

²⁰ R. Arnold, B. Burke – A popular education Handbook - CUSO - development education Ontario institute for studies in education adult education department - http://www.popednews.org/downloads/A_Popular_Education_Handbook.pdf

The right to participate: All people have a right to play a part in shaping the decisions that affect their lives sounds obvious, but genuine participation is not easy to achieve. It means that views and opinions are not just listened to, but heard and acted upon.

Seeking local knowledge: People living in a community have their own expert knowledge of that community: this should be the starting point for organisations working and using participatory methods with them.

A reversal of learning: These methods are about learning from the community, gaining their wisdom and letting go of preconceptions. It is also about being prepared to unlearn what has already been learnt.

Seeking diversity: These methods also seek to be open to diverse opinion. People will disagree and debate and this is fine – it makes for a better, richer and more sustainable outcome.

Hearing unheard voices: Using participatory methods involves seeking out unheard voices and creating safe spaces for them to be heard, Facilitating participatory methods means actively trying to find out who wants to participate but is currently excluded, and then trying to include them. The approach also respects that some people may not want to take part!

A diverse mix of methods: Using a range of methods aims to make processes as inclusive as possible. Through methods such as mapping and diagramming, walking through an area, taking part in drama, or simply discussing life experiences, the aim is to draw everyone (that wants to) in to undertake analysis and learning on an equal basis. This needs to be regardless of their gender, age, race, culture, religion, literacy level, or economic or social status.

Handing over the stick (or pen, or chalk): This phrase came out of some of the early work with communities in the South, but is essentially about letting others “do it”. It involves those considered expert or powerful or of higher status sitting back, keeping quiet and letting others get on with it.

The critical role of behavior, attitudes and relationships: The most important aspect of using participatory methods is behavior and attitudes²¹.

Some participatory tools / activities are which could be used in the HORTIS context are the following :

Transect walk is a systematic walk along a defined path (transect) across the community/project area together with the local people to explore the water and sanitation conditions by observing, asking, listening, looking and producing a transect diagram. The transect walk is normally conducted during the initial phase of the fieldwork. It is best to walk a route, which will cover the greatest diversity in terms of water resources and sanitation infrastructure. The transect walk is conducted by the research team and community members. The information collected during the walk is used to draw a diagram or map based on which discussions are held amongst the participants²².

Mapping and modelling are common tools to analyse the situation using pictures, diagrams and symbols and take many forms including social, resource, mobility, environmental and vulnerability maps. Maps and models can be large or small, simple or intricate, two or three dimensional, and can be created using paper and pens, sand, earth, sticks, stones, leaves and a variety of other materials. They can be a very powerful form of expression, especially for non-literate people, and can reveal a great deal about peoples’ lives and how they see the world around them.

The World Café is a whole group interaction method focused on conversations. A Café Conversation is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes. The environment is set up like a café, with paper-covered tables for four supplied with refreshments. People sit four to a table and hold a series of conversational rounds lasting from 20 to 45 minutes about one or more questions which are personally meaningful to them. At the end of each round, one person remains at each table as the

²¹ All this chapter is from <http://www.participatorymethods.org>

²²Source: SSWM <http://www.sswm.info/category/planning-process-tools/exploring/exploring-tools/preliminary-assessment-current-status/tran> Stefanie Keller (seecon international gmbh)

host, while the other three travels to separate tables. Table hosts welcome newcomers to their tables and share the essence of that table's conversation so far. The newcomers relate any conversational threads they are carrying -- and then the conversation continues, deepening as the round progresses²³.

²³ Source: <http://www.kstoolkit.org/The+World+Cafe>

LEARNIN THROUGH GARDENING

Urban gardens play an important educational function. School gardens are spread in many countries and used to complement the school curriculum with outdoor education, to enhance children's health and well-being, to reconnect children with nature and to the source of their food, as well as to teach several subjects.

The philosophy behind garden-based education is actually an amalgamation of the philosophies behind **experiential education**, ecological literacy and environmental awareness, and agricultural literacy. In other words, it involves teaching children through personal discovery in natural settings, where they learn ecological principles that govern all life, as well as develop a sense of connection with the land. Garden-based learning offers an ideal context for **integrated learning**. An integrated curriculum is often associated with real-life problems in contrast with a traditional subject-based curriculum. This provides a vehicle for higher order thinking as students are challenged to move beyond memorization, to see patterns and relationships and pursue a topic in depth²⁴.

Gardening is "linked to enhanced physical, emotional, social, and spiritual wellbeing, and can be a coping strategy for living with stressful life experiences"²⁵.

*We grow much more than plants in our gardens by incorporating principals of children and youth development, adult education and community building appropriately into all aspects of a garden-based program including planning, designing, planting, maintaining, harvesting and recruiting further support*²⁶.

The **4 themes of positive youth development**, developed by Dr. Cathann Kreess from the Cornell Univeristy Cooperative Extension and Department of Horticulture, guide gardening activities to allow the simultaneous grow of crops and people, with special regards to personal and relational skills. They have been developed for children and youth development but can be applied to other target groups, including adults and seniors.

The 4 themes of positive youth development are:

Mastery: Learning by doing "I can." A lot of knowledge and skills can be learnt while gardening, and in a variety of ways: Hands-on activity, experiential learning, group investigation, and discovery are the very stuff of gardening

Belonging: Cultivate relationships "I belong". Gardening represents an opportunity to establish new relationships with the community and especially with people from different social contexts.

Generosity: Gestures of thoughtfulness & shared responsibility. "I can make a difference." Taking care of plants and flowers, take responsibility for others, sharing fruits, are ways to contribute to the community, makes people fill better and increase self-confidence and well-being".

Power: Authentic engagement & decision-making "I matter." Gardening can represent for children, youth, but also for people in a disadvantaged or weak situation due to employment, age and other factors a unique opportunity to experience self-governance and decision making power, with respect to garden planning, design, implementation and maintenance.²⁷

These 4 themes of course can be applied also to adult education and in particular to the acquisition of Key Competences, and more specifically the transversal key competences: **Learning to Learn, Interpersonal and civic competences, Entrepreneurship.**

The link between these 4 competences, the 4 themes of positive youth development developed by Dr. Cathann Kreess and gardening is shown in the tables below.

²⁴ Subramaniam, M.A (2002) Garden based learning in basic education: an historical overview, Monograph - Center for Youth development, University of California <http://4h.ucanr.edu/files/1229.pdf>

²⁵ Catanzaro (2004), Kidd (2004), Unruh (2004) and Kaplan (1995)

²⁶ Lori J. Brewer, Getting Started with Garden-Based Learning – An introduction guide for programme leaders / educators - Cornell Univeristy Cooperative Extension and Department of Horticulture <http://files.campus.edublogs.org/blogs.cornell.edu/dist/3/72/files/2011/03/a-Guide-to-Getting-Started-with-Garden-j15-24fs5dm.pdf>

²⁷ See annex 1- Planning tool for Positive Youth development through garden-based learning

5 LEARNING TO LEARN				
DEFINITION OF THE COMPETENCE	KNOWLEDGE	ATTITUDES	THEME = I CAN²⁸	GARDENING
<p>Learning-to-learn comprises the disposition and ability to organise and regulate one's own learning, both individually and in groups.</p> <p>It includes the ability to manage one's time effectively, to solve problems, to acquire, process, evaluate and assimilate new knowledge, and to apply new knowledge and skills in a variety of contexts — at home, at work, in education and in training.</p> <p>In more general terms, learning-to-learn contributes strongly to managing one's own career path.</p>	<ul style="list-style-type: none"> • Knowledge and understanding of one's preferred learning methods, the strengths and weaknesses of one's skills and qualifications. • Knowledge of available education and training opportunities and how different decisions during the course of education and training lead to different careers. 	<ul style="list-style-type: none"> • A self-concept that supports a willingness to change and further develop competences as well as self-motivation and confidence in one's capability to succeed. • Positive appreciation of learning as a life-enriching activity and a sense of initiative to learn. • Adaptability and flexibility. 	<ul style="list-style-type: none"> • Learning by doing • There are many ways in which a child or youth can gain skills by interacting with the plant world. Hands-on activity, experiential learning, group investigation, and discovery are the very stuff of gardening, e.g. 	<p>Community Gardening is a way to enhance:</p> <ul style="list-style-type: none"> • self-confidence (I'm proud of my harvest) • group-confidence (We can overcome difficulties easier together) • willingness to acquire new competences and to improve results (I want to learn new techniques, I want to do better next year) • adaptability (I know how to adapt the rules to the real context; ability to adapt expectations to results, etc.) • etc.

²⁸ ²⁸ Lori J. Brewer, Getting Started with Garden-Based Learning – An introduction guide for programme leaders / educators - Cornell University Cooperative Extension and Department of Horticulture <http://files.campus.edublogs.org/blogs.cornell.edu/dist/3/72/files/2011/03/a-Guide-to-Getting-Started-with-Garden-j15-24fs5dm.pdf>

6.1. Interpersonal, intercultural and social competences				
DEFINITION	KNOWLEDGE	ATTITUDES	GENEROSITY	GARDENING
Interpersonal competences cover all forms of behaviour that one must master as an individual in order to be able to participate in an efficient, constructive way and resolve conflict in social life, in interaction with other individuals (or groups) in personal, family and public contexts.	<ul style="list-style-type: none"> • Understanding of codes of conduct and manners generally accepted or promoted in different societies. • Awareness of concepts of individual, group, society and culture and the historical evolution of these concepts. • Knowledge of how to maintain good health, hygiene and nutrition for oneself and one's family. • Understanding of the intercultural dimension in European and other societies 	<ul style="list-style-type: none"> • Showing interest in and respect for others • Willingness to overcome stereotypes and prejudices. • Disposition to compromise. • Integrity. • Assertiveness. 	<ul style="list-style-type: none"> • I make the difference <p>Many people in the community can benefit from shared food and flowers. But generosity can include much more. A skilled garden-based learning educator reinforces gestures of thoughtfulness, and asks young people to take responsibility for others. Critical reflection, as a part of a service-learning experience, can be an important pursuit that leads to compassion, a broader scope, and life-long interest in the community²⁹</p>	<p>Community Gardening is a way</p> <ul style="list-style-type: none"> • to take care of other living being (your plants) • to develop positive relationship with other people, to overcome loneliness • to help other people (by sharing with them your products) • to work side by side with people from different backgrounds, social contexts and with people of different ages, and to overcome prejudice • etc.

²⁹ Ibidem

6-.2 CIVIC COMPETENCE				
DEFINITION	KNOWLEDGE	ATTITUDES	BELONGING	GARDENING
<p>The scope of civic competences is broader than that of interpersonal competences by virtue of their existence at societal level. They can be described as the set of competences that allow the individual to achieve participation in civic life.</p>	<ul style="list-style-type: none"> • Knowledge of civil rights and the constitution of the host country, the scope of its government. • Understanding the roles and responsibilities of institutions relevant to the policy-making process at local, regional, national, European and international level (including the political and economic role of the EU). • Knowledge of key figures in local and National governments; political parties and their policies. • Understanding of concepts such as democracy, citizenship and the international declarations expressing them). Knowledge of the main events, trends and agents of change in national, European and world history; the present situation of Europe and its neighbours. • Knowledge of emigration, immigration and minorities in Europe and in the world. 	<ul style="list-style-type: none"> • Appreciation and understanding of differences between value systems of different religious or ethnic groups. • Critical reception of information from mass media • sense of belonging to one's locality, country, the EU and Europe in general and (one's part of) the world. • Willingness to participate in democratic decision-making at all levels. • Disposition to volunteer and to participate in civic activities, support for social diversity and social cohesion. • Readiness to respect the values and privacy of others with a propensity to react against anti-social behaviour. • Acceptance of the concept of human rights and equality as a basis of solidarity and responsibility in the modern democratic societies of Europe; acceptance of equality between men and women. 	<ul style="list-style-type: none"> • I belong here Cultivate relationships. In this busy culture of scheduled children, youth and families, it's easy to forget that more than ever, hanging out with each other has tremendous value. Older adults often have tremendous knowledge about gardening; talking with them can be a way to promote relationships outside the usual scope of young people's affiliations.³⁰ 	<p>Community Gardening offers the opportunity to:</p> <ul style="list-style-type: none"> • To learn working side by side with people of different age or from different religious and ethnic groups (overcoming and understanding differences) • to take responsibility of something (the earth, the allotment, the balcony) • To feel as a part of a broader community • to experience the higher efficacy of group work over that of an individual • To actively participate in a democratic decision making process • to keep the elderly active (<i>connection to the Active Aging Programme of the EU</i>) • etc.

³⁰ Ibidem

7 Entrepreneurship				
DEFINITION	KNOWLEDGE	ATTITUDES	THEME POWER	GARDENING
<p>Entrepreneurship has an active and a passive component: the propensity to bring about innovation oneself, but also the ability to welcome and support innovation brought about by external factors. Entrepreneurship includes welcoming change, taking responsibility for one's actions (positive or negative), setting objectives and meeting them and having the motivation to succeed.</p>	<p>Knowledge of available opportunities in order to identify those suited to one's own personal, professional and/or business activities.</p>	<ul style="list-style-type: none"> • Disposition to show initiative. • Positive attitude to change and innovation. • Willingness to identify areas where one can demonstrate the full range of enterprise skills — for example at home, at work and in the community= 	<p>“I matter.” There are myriad decisions to make around gardening, Gardening can represent for children, youth, but also for people in a disadvantaged or weak situation due to employment, age and other factors a unique opportunity to experience self-governance and decision making power, with respect to garden planning, design, implementation and maintenance. It might mean revising common notions of committees, meeting structures, timing, and the whole approach to how the project is organized but their ideas are often more creative and less burdened with “shoulds” and “the way things are.” There are many obstacles in gardening, from deer and other pests, to weather and site concerns; we shouldn't deprive children and youth of the thrill of overcoming these barriers.³¹</p>	<p>Community Gardening gives the opportunity to</p> <ul style="list-style-type: none"> • Plan and implement an initiative from the beginning • To take relevant decisions together with other people • To overcome obstacles finding strategies and solutions • Etc.

³¹ Ibidem

THE HORTIS TRAINING COURSE MODEL

Course methodology

The HORTIS training course model is learners' centred and applies the modern principles of andragogy (Knowles). This means that it takes into consideration the characteristics of adult learners in general, and specifically those of the individual participants in the courses. Special attention is given to valorize the variety of experiences, both in terms of working life and educational backgrounds, that each adult brings, as it impacts on the effectiveness of the learning experience.

HORTIS training course model takes into consideration the following **characteristics that are common to adult learners** ³²:

Adults have accumulated life experiences. Adults come to courses with experiences and knowledge in diverse areas. They prefer **practical learning activities** that enable them to draw on their prior skills and knowledge.

Adults have established opinions, values and beliefs which have been built up over time and arrived at following experience of families, relationships, work, community, politics, etc. These views cannot be dismissed and must be respected.

Adults are intrinsically motivated. Learners increase their effort when motivated by a need, an interest, or a desire to learn. They learn better when material is related to their needs and interests.

Individual differences. Adults learn at various rates and in different ways according to their intellectual ability, educational level, personality and cognitive learning styles. Teaching strategies must anticipate and accommodate differing comprehension rates of learners.

Adults learn best in a democratic, participatory and collaborative environment. Adults need to be actively involved in determining how and what they will learn, and they need active, not passive, learning experiences.

Adult students are mature people and prefer to be treated as such. Being 'lectured at' sometime causes resentment and frustration.

Adults are goal oriented / relevancy oriented. Adults need to know why they are learning something. Adults have needs that are concrete and immediate. They can be impatient with long discussions on theory and like to see theory applied to practical problems. They are task or problem-centred rather than subject-centred.

Adults are autonomous and self-directed. They are self-reliant learners and prefer to work at their own pace. Individuals learn best when they are ready to learn and when they have identified their own learning needs.

Adults are practical and problem-solvers. Adults are more impatient in the pursuit of learning objectives. They are less tolerant of work that does not have immediate and direct application to their objectives. Problem based learning exercises are welcomed as they build on prior experience and provide opportunity for practical application of materials/theories covered.

Adults are sometimes tired when they attend classes. Many students are juggling classes with work, family, etc. They, therefore, appreciate varied teaching methods that add interest and a sense of liveliness to the class.

Adults may have logistical concerns, including: Family and caring responsibilities including childcare and/or eldercare; Careers; Social commitments; Time; Money; Transportation, etc.

³² Rhonda Wynne, Learner Centred Methodologies –University College Dublin, Ireland - in ASSET project . http://www.assetproject.info/learner_methodologies/during/experiential_learning.htm. This whole chapter is based on the ASSET toolkit. ASSET - Adding Support Skills for European Teachers -is a transnational co-operation project funded through the European Union's Socrates Grundtvig programme in 2005-2006. The ASSET project has been promoted by a group of partners from Austria, Czech Republic, Estonia, Greece, Ireland and United Kingdom, Bulgarian and Swedish with the aim to enhance the effectiveness of European Adult Education teachers by providing self-help tool-kit developing skills in: Learner Centred Methodologies; Valuing Diversity. The ASSET tool-kit, and more specifically the part related to Learn Centred methodologies, has been used and adapted with specific regards to the HORTIS project needs in terms adult learning and teaching methodologies. www.assetproject.info

Other relevant aspects of adults learners, that strongly affects the effectiveness of a training course are **motivations** and **anxieties**.

Motivation: Adults have a range of different motivations for participating in a training course; these can be linked to professional advancement purposes, to personal development, to a specific skill / knowledge need, or simply to interest and hobby. To detect, know and meet these motivation is a critical factor for the success of a learning experience.

Anxieties: adults might have a lot anxieties especially about learning and returning to an educational environment, which if not managed correctly, can impair the learning process. These anxieties may be the legacy of their prior experience of education, or as a result of an extended absence from an educational environment. Examples of anxieties that might arise include: Fear of failure, **ageing concerns**, fear of the new technological environment, concern about their ability to contribute and make intelligent/worthwhile inputs in classroom discussion.

The HORTIS model of training course has been developed by taking into consideration the adults learners characteristics, motivation and anxieties and according to the aim of promoting inclusion and socialisation of disadvantaged groups of population.

Therefore, the HORTIS course model main elements include:

- a **course schedule** which is accessible to different typologies of learners and doesn't hinder anyone to participate
- **set of tools and criteria for the selection of participants** which allow to identify participants motivation and background, with the aim to select those who are in line with the HORTIS aim and to compose an heterogeneous and motivated group of participants
- **in class activities that encourage active participation** of all group members, through active learning, cooperative learning and learning by doing methods, as well as through the organisation of practical workshops, study visits, trip fields, etc.
- **community garden project labs** which involve group work of participants engaged in designing, planning and implementing community gardens and makes use of **participatory methods**.
- Organisation of **optional social events** that encourage the group cohesion and socialisations among persons from different ages, backgrounds, etc.

Selection of participants

HORTIS training course addresses adults that are motivated by a need of a personal development, both in terms of acquisition of new skills which will benefit the local community and of new knowledge linked to a subject they are interested in (gardening). Priority is given to unemployed or jobless people, which are not only interested in finding a job but "in doing something useful for the community". HORTIS wants to encourage the dialogue and collaboration among persons from different backgrounds and ages, and for this reasons pays particular attention to have an heterogeneous composition of the participants group.

For this reason the following tools have been developed for the participants registration (optional):

- Registration form, where candidates are required to indicate basic personal information (name, age, address, etc.) but also level of instruction and profession (if any)
- Motivation letter explaining in max 1000 characters what are the reasons why they want to participate in the course
- CV (optional)

The Registration Form also could bring in attachment some basic rules for the course participation (linked to the national context and regulation). In case the number of applications will exceed the maximum number of participants (about 25-30 persons) a selection will be needed. For allowing to select participants that are more in line with the HORTIS project aims the following criteria have been identified and scored from 1 to 5, been 5 the maximum score:

- Motivation letter in line with the course objectives
- Unemployed, jobless, temporary employed person
- Immigrant background
- Community gardening vision and planning (from the letter, from the CV)
- Interest and experiences in social inclusion
- Interest and experiences in education
- Abroad experiences
- Experience in planning and project management at various level
- Previous experiences in agriculture

On the basis of the score obtained a ranking of participants will be made and used for selection.

Course Schedule

The HORTIS course schedule will vary from country to country on the basis of the needs and characteristics of the local target groups and taking into account the local organizational constraints. Different course schedules will be planned in the different countries and towns where the

Course Programme

The HORTIS training course for trainers programme should cover a variety of subjects linked to the multifunctional aspects of urban and community gardening:

- Ecological Management of Community Gardens
- Urban Horticulture and Food Security
- Community Gardens: Social – Educational Aspects
- Communication and promotion
- Urban Green Infrastructures (Roof Gardens, Vertical Walls, Soilless Horticulture, Etc.)
- Urban Biodiversity
- Indoor Gardening

The course programme includes also activities such as

- Practical workshops on different techniques and aspects: hydroponic systems, compost, beekeeping, etc
- Community garden projects labs: group work on different community garden projects to be realized by participants (in groups or individually).

Course Modules

HORTIS modules can have a different duration on the basis of the subject, the number of teachers involved, the course formula applied, e.g. if intensive (such as in Bologna), if weekly, or workshop-based.

Each HORTIS module contains:

- a warm up: e.g. presentation of the teacher and the subject of the module. It could be organized in form of ice-breakers, e.g. asking participants what they know or think about the module subject, or in form of game to activate participants ‘interest towards the subject’³³
- a short lecture or presentation on the subject
- an activity: this could be an hands-on lab, a practical workshop, a group work, etc. This should be designed to give participants the opportunity to practice what they just learned and

³³ See example of Ice Breakers at <http://humanresources.about.com/od/glossary/g/what-is-an-ice-breaker.htm>

to keep them engaged and moving, such as small groups work to complete a task or to discuss an issue.

- **Debriefing:** presentation and discussion of the results of the activity, followed by a break³⁴.

Normally a module is 50 minutes long, but in case of an intensive course formula, as in Bologna, or when needed by the subject, it could be about 100 minutes long, with a 30-40 minutes lecture followed by an 1 hour practical activity / hands-on lab or group work. If group work is taking place, each group will be asked to present the results of the work / discussion to the whole course group. In case of collective hands-on activity, a general discussion about what was learned during the activity can be encourage, through questions and common reflection.

The opening lesson

Particular attention should be paid to the opening lesson of the course, as it allows to establish a positive and trustful atmosphere with the course group. More importantly the first lesson gives the opportunity to know the course participants, their motivation and expectation, and to negotiate with them the **so called Learning Contract**. In fact it is important at the beginning of the course to discuss everyone's expectations and, through discussion with the group, to negotiate what can realistically be achieved in the time available. If some topic is not realistic or follows outside the course aims, this should be discussed at this point as to avoid problems in the future.

The opening of HORTIS course will look something like this³⁵:

1. Greetings
2. Introduction of the HORTIS team involved in the course organization and running.
3. Introduction of the HORTIS project, its aims and objectives (with particular regards to explain the European context, the reasons why the project has been funded by the European Union).
4. Introduction of participants. Participants will be asked to introduce themselves, giving their name and sharing what they expect to learn from the class. There are many possible ice breakers that can help in this phase³⁶.
5. Presentation of the HORTIS course, and in particular the objective and the programme.
6. Organisational details and housekeeping items: where the restrooms are, when the scheduled breaks are, etc.

Educational Materials

Hortis educational materials are in different formats and on different subjects and themes, according to the main contents of the course programme. They include:

eBooks (pdf) on different aspects of urban and community gardens. This material is planned to be easy to read, rich in technical and practical information. They will be made available on the dedicated section of the Hortis web site and distributed during the courses in form of lecture notes and / or extract, or circulated by email among participants.

- Book1: Sustainable community gardening in cities
- Book2: Sustainable Urban Garden Management
- Book3: Urban Garden Cultivation Systems
- Book4: Simplified soilless systems
- Book5: Zero km Agriculture

³⁴ Adapted from "Easy, Effective Course Design for Teaching Adults By Deb Peterson, <http://adulted.about.com/od/teachers/a/coursedesign.htm>

³⁵ Ibidem

³⁶ See Annex 2 Suggested Ice breakers and opening activities for the HORTIS course

Plastic Cards. This material is intended to be used on the field, for interactive learning. They will include visual, easy and practical “how to” instructions on gardening activities³⁷.

Video Tutorials: these videos will be shot by Mammut Film and made available on line on the HORTIS web site dedicated section and will include short, clear and practical instructions on several different activities. They complement the plastic cards

Community Video. These videos will be shot by users, course participants, project partners, etc. and will be made available on line on the HORTIS web site dedicated section. They will be mainly about the social aspect of gardening (e.g. the story of our garden).

Group work & Community Garden Projects Labs

The group work is a key element of the HORTIS course, and it is especially used in the practical labs about community garden projects, which in fact foresees group work on different community garden projects to be realized by participants.

Working in groups provides an opportunity for learners to work closely with their classmates. The main benefits of group work are that it allows an active involvement of participants, facilitates the exchange of ideas and opinions, promotes team working skills, requires learners to deal with conflict, ensures co-operation on the delegation of tasks, etc. Some elements to be taken into consideration when creating the groups are the following:

- The desired outcomes
- How many groups to form
- The optimum group size for the exercise
- The best way of breaking the larger group into smaller groups
- How long the group are to work together - for the duration of the class or on an exercise for the duration of the term?
- What is the time length for the activity?³⁸

In order to manage group exercises effectively, it is important that:

- The task should be explained clearly, particularly when there may be students involved who are more accustomed to chalk and talk methodologies and unaccustomed to student participation
- Students are given some advice/information on how to work and behave in groups
- Groups are not too big so that everyone has a fair chance to participate
- Everyone understands the importance of good group dynamics and appreciates the need to listen to each other and co-operate
- Everyone understands what is expected and knows the timeframe for the assignment/discussion
- Students have the necessary information/resources to discuss the topic, or work on a problem
- Everyone participates equally so that the workload is shared equally

³⁷ See Annex 7.

³⁸ Rhonda Wynne, Learner Centred Methodologies –University College Dublin, Ireland - in ASSET project http://www.assetproject.info/learner_methodologies/during/experiential_learning.htm

- The tutor acts as a resource/support person for the group(s) and is available to discuss ideas, encourage students and assist with planning³⁹.

Before setting the groups, a knowledge of participants' main interests and motivation is needed. Groups can be created in different ways⁴⁰ and at different stages of the course; they should not be fixed but a certain shifting of participants from a group to another should be allowed.

1st session

With specific regards to the HORTIS course the group work on community garden projects will be organized starting from discussion and reflection on the different functions urban & community gardens play. The aspects that will emerge to be more interesting for the participants, will represent the basis of the group work. According to the project aims, the selection criteria, the content of the course some areas of interest, such as therapeutic, educational, social, enhancing biodiversity; food production, will be likely pointed out by participants in this phase.

Participants will be asked to chose a group on the basis of their interest and to start a preliminary discussion with the aim of imagining and planning a community garden focused on this specific aspect / function. As a guide for the discussion, they will be given a template for drafting a community garden “concept” including:

- Description of the project, how the garden will be managed, the objectives, what will be seen, which systems will be used, etc (max 200 characters)
- Possible funding bodies and opportunities
- Budget (total) in terms of staff and costs
- Place (where, what type of garden)
- Target audience to be involved (persons, institutions, associations, if possible, quantified)⁴¹

The template will guide the discussion of the first group meeting. Each group will be asked to present the main ideas resulting from the discussion in the plenary session and to discuss with other participants weak and strong points of their ideas.

The assignment for the next session will be to fill in the “concept template” in all its parts, taking into consideration the results of the discussion held in the plenary session. The project concept resulting from this work, will be enriched of new elements during the following sections, by adding further details as to obtain a concrete outline of the community garden projects that will be planned during the course and, hopefully, realized immediately after its end.

Between sessions

The groups will continue working, between the different course sessions in order to plan the implementation steps of their projects. The common discussion and work will normally brings changes in the first project concepts and it is likely that some group will break into different groups or change / modify the focus of its project in between one session and another. Some groups will be faster and more concrete than others. Others will need more support from the HORTIS teachers and tutors. It is recommended to follow the group work as close as possible as to provide all the needed support.

Next sessions

Community Garden Projects Labs sessions will be held periodically during the course, and at each session the groups will be asked to present the state of advancement of their projects and to discuss them with the teachers and the other course participants.

³⁹ *Ibidem*

⁴⁰ See annex 3

⁴¹ See template in annex 4

In particular the working groups will be asked to prepare a **workplan**⁴² as to carefully planning all the stages of practical implementation of their projects, and to discuss within the whole group their choice and visions.

At this stage basic aspects of community gardens setting up will be introduced, such as need of internal regulation, organisational aspects and considerations, daily work, committees, memberships, etc.⁴³.

It is recommended to allow enough time for the discussion of each project in the class, as from it important suggestions and feedbacks will emerge that should allow a better definition of the projects.

As soon as the projects will become clear and defined, participants will be encouraged **to link all course contents and lessons to their respective projects**. It is recommended that all teachers involved in the course leading specific modules help the groups to create the links among the specific subject taught and the project work.

Final session

At the end of this part of the course, all groups will be asked to plan an opening event for their gardens. A sort of “ceremony” that represents the aim of the garden and will launch it. The event will be presented to the whole class the last day of the course and the estimate period of feasibility announced, so that the whole HORTIS course group could participate. The events planned will represent important milestones encouraging the group to continue to work after the end of the course.

Follow up of projects

If there participants will be interested in concretely implementing the projects, after the end of the course the HORTIS team will keep supporting the working groups and projects. In particular they will be encouraged to use participatory methodologies and bottom up approaches to involve local populations and target groups in the implementation of the urban gardens, e.g. using World Café, Open Space Technologies, Transect walks etc.. On this regards it will be useful to organise events to present the projects born from the course to the local associations, authorities, enterprises, etc. as to encourage discussion, participation and if possible also support to the realisation of the projects.

Course Evaluation

At the end of the HORTIS courses a short evaluation by participants will be carried out to identify the students level of satisfaction and the strong and weak elements of the course. The different aspects of the course will be rated by participants, including: organization, contents, methodology, teachers, materials, etc. Students will be asked if the course met their expectations, if worth their time, what they are going to apply the knowledge acquired during the course and how, etc.⁴⁴

⁴² Annex6

⁴³ See <http://communitygarden.org/learn/starting-a-community-garden.php>

⁴⁴ This tools will be developed in the framework of WP5 Quality and Evaluation, and namely in the Quality and Evaluation plan.

ANNEXES

1 -

Planning for Positive Youth Development through Garden-Based Learning: Generosity, Belonging, Power, and Mastery

Use this tool to dig deeper into your program activities and support the growth of collaborative, committed, reflective, and caring young people. Consider an activity: planting pumpkins, planning a new garden, or hosting a harvest festival. How might you build in opportunities for generosity, belonging, power, and mastery?

GENEROSITY ::: *"I can make a difference."*

Strategies:

- Show how garden skills can be used in positive ways.
- Respect and encourage friendships.
- Encourage compassion for others, and concern for the earth.
- Reinforce gestures of caring, and ask young people to take responsibility for helping others.
- Share the harvest—consider all the ways to extend what you are learning and growing to improve the lives of others.
- Establish a mentoring component to link older students with younger students.



POWER ::: *"I matter."*

Strategies:

- Ask yourself: "Is there something I am doing that a young person could be learning by doing?"
- Include children in discussions and encourage their input.
- Ask children to do something instead of telling them to do it.
- Give children responsibility with a minimum of reminders.
- Commend children who recognize the limits of their independence and seek counsel.
- Allow children the thrill of overcoming an obstacle.
- Maintain a close link between independence and responsibility. Share decision-making with young people by involving them in running the garden program.



BELONGING ::: *"I belong here."*

Strategies:

- Encourage students work together to complete tasks.
- Spend time gardening with students, and take your time!
- Think of ways to involve families and community.
- Work in small groups to encourage close relationships.
- Promote collaborative and cooperative learning.
- Show respect for the value of diverse cultures.
- Provide multiple opportunities for youth to develop relationships with adults.
- Be sure to have time for fun!



MASTERY ::: *"I can."*

Strategies:

- Include hands-on activities, projects or exhibits.
- Think of ways to show how gardening relates to workplace-related challenges and activities that apply to daily life.
- Include different ways to investigate and discover.
- Think of multiple outcomes.
- Focus on the long-term goals of learning.
- Provide prompt feedback.
- Model and teach that failure and frustration are learning experiences.



2 -Suggested Ice Breakers and opening activities for the HORTIS course

Crossed presentations

- Ask to the class group to break into couples, on the basis of the place they are seated.
- In case people know each other since before (as often happen that people come to a course with a friend, or seat near to someone they already know), ask them to change place.
- Give 10 minutes to each couple to present each others (5 minutes per person).
- Ask participants to talk about themselves, and especially why they decided to attend the HORTIS course, and about “the garden of their dreams”...
- After a short break, ask to each couple to stand and to make a “crossed presentation”, e.g. each member of the couple present the other member, as she / he was her / him
- During the crossed presentations to the whole group, take note of the main interest, motivation, interests and of any “community garden project” that might be mentioned.
- If any issues arises, that shows some expectations which is not in line with the HORTIS course aims take the opportunity to discuss and clarify this matter with the whole class.

Identify your Favourites⁴⁶

This team building ice breaker takes 10 – 15 minutes, depending on the number of groups.

- Divide the meeting participants into groups of four or five people
- Tell the newly formed groups that their assignment is to identify and share their favorite vegetable (plant / flower / etc.) .
- The second part of the assignment is to share "why" the selected item is their personal favorite.
- Debrief the activity in the large group by asking each individual to share their favorite, but not the "why" with the larger group. This moves quickly.
- As a final step, ask participants to share with the larger group what they learned about their coworkers during the small group discussion. Ask what insights they obtained about their small group members.

Using the motivation letters for presentation

The motivation letters attached to the registration form can be used in the opening lessons to let participants knowing each others:

Variant / step 1

- Give to the participants a copy of letter of motivation they sent with the application (each person her/ his own letter)
- When it's time for students to introduce themselves, ask each of them to
 1. to give his / her name
 2. chose one sentence from the letter and
 3. to read it to the group.

Variant / Step 2

- Divide the large group into small groups of 5-6 persons.
- Give each of persons in the small group a copy of the letter of motivation they sent
- Ask them to compose a collective letter of motivation by mixing sentences from the single letter without adding any new word.

Game aiding learning names of fellow group members

This game helps learning the names of the classmates.

The group (preferably not more than 10 people) stands in a big circle.

⁴⁶ http://humanresources.about.com/od/icebreakers/a/icebreaker_fave.htm

If the group is bigger than 10 people, two circles can be formed simultaneously.
One person starts the circle by saying his/her name, the name of a plant/vegetable/fruit/animal and the name of a city/country, all with the same initials (if possible).
The next person has to repeat it, and also have to add his/her own "name combination".
Everyone have to repeat every combination in the same order as the group members said them.
For example: the first person in the row is called Anna, she says Anna-apple-Andorra. The next is Mark: Anna-apple-Andorra, Mark-mushroom-Monaco. The third person is Polly, she says: Anna-apple-Andorra, Mark-mushroom-Monaco, Polly- poppy-Paris. And so on...

3 -Suggested activities to form the work groups

Before forming the groups, it's preferable to know the course participants, and namely if they have any special interest, dream or project linked to community gardening.

This knowledge could be reached through the Ice breaker 1 (see above) or through interactive discussion with the whole group, e.g., after the lessons on the multifunctional functions of urban gardens.

Anyway you'll probably have taken notes from which some areas of interest / theme will emerge that are common to more than one participant.

- Write down on big boards the main theme, e.g. TERAPEUTIC GARDEN, SOCIAL FUNCTION, SCHOOL GARDEN; ECOLOGICAL CORRIDORS; BIODIVERSITY, ecc.
- Spread them in the classroom or in the yard (if possible)
- ask participants to walk around and to stop near the board with the subject they want to work on.

Some person might be uncertain and feel confused as more he/she is interested in more than 1 theme and is not able to make a choice. In such a case tell the group that they are not asked to do a "definitive" choice, but the groups are reversible and the theme / group chosen can be changed afterward.

These newly formed groups will start discussing about a community garden project focused on the chosen aspect / function, using the concept template as to guide the discussion.

Discussion might go on for 30 minutes or more.

At the end each group should share the main idea with in the plenary session.

It is recommended to carefully observe the group discussion in order to identify participants who are too passive or on the contrary tend to lead the group and possible conflicts.

These groups should not be considered fixed. But certain flexibility and shifting from a group to another is allowed, as well as change of the project and in the team.

4 - Concept template for a community garden project

Title:
Description: Objectives, cultural systems; management systems, etc. (max 1000 characters)
Funding: possible funding / supporting institutions, bodies, associations etc.
Costs. Staff costs; material costs; other costs
Location: Where; type of garden
Participants: What are the participants / beneficiaries you want to involve? (Target audience)
Involvement: What bodies, associations, foundations, etc you want to involve? With which role?

5 - Introducing Key competences

This activities should be done after having introduced elements of adult learning and the European framework of Key Competences and definition.

- Divide the group into small groups of about 6 persons
- Give to each group a big sheet and 1 marker pen per person
- Ask the group to discuss and answer to this **question “how can community gardening help to acquire the key competences”?** / or in alternative if the community garden projects are already defined **“how can these competences be acquired in our community garden?- Through which activities”?**
- Ask the group to try to provide concrete examples of activities and to write the answers on the sheet and to identify a volunteer to take note (20 minutes)
- Ask each group to present the results of the discussion in the plenary session

Another option:

- Ask to the class group to break into couples, on the basis of the place they are seated.
- Ask participants to reflect on this sentence *We grow much more than plants in our gardens* and to answer to this question: *what did you learn by gardening?*
- Give 15 minutes to each couple to write the answer down on a paper based on their personal experience
- When writing an ability / competence they have acquired, they should specify if it is something that can be developed by individual garden activities or by community gardening.
- In the mean time divide the whiteboard into two columns: INDIVIDUALLY- COMMUNITY
- Ask to each couple to stand and to write on the whitboard 2 things (1 per column) that are in their list and to explain.
- After a short break, and when all the couples have written at least one couple of things learnt, you can introduce the key competences for Lifelong Learning and for each of them establish relationship and links with the abilities and competences included in the list.

6 - Plastic Cards For the Pilot Course: Proposal of Structure

The proposal is inspired by the **Manual for Educators on Using Poster Artwork to Promote Discussion on Racism**.

<http://poster.amnesty.si/images/Priponke/manual%20for%20educators%20about%20racism.pdf>.

This includes a selection of poster artwork produced on the topic of racism by international professional poster artists and art and design students from Slovenia and European partner countries (Poland, France and the Netherlands). Each poster is accompanied by a suggestion of how it can be used to discuss one of the many themes related to racism. The manual has been designed as a resource for teachers or educators interested in **using visual images to promote interactive discussion and critical thinking amongst young people about racism and discrimination**. The resource can be used within diverse educational settings and is most appropriate for use with young people above the age of twelve

Proposal of structure for the HORTIS plastic card

FRONT

- IMAGE - DRAW SHOWING SIMPLE INSTRUCTIONS ON GARDENING TECHNIQUES "HOW TO"

BACK

- TITLE
- ACTIVITIES: Instructions on "how to" step by step
- DID YOU KNOW? : wider info, links to other cards, suggestions for further activities
- Key Learning points: additional inputs for learning in the

7 WORKPLAN

Fill in the the table below with the activities and deadlines that might be needed to implement your project. The activities included in the table are for example.

WHAT	WHO	WHEN
MANAGEMENT		
Request of permissions and authorisation, if any (e.g. to use the land, etc.)		
Presentation of the project to public authorities and / or institutions and /or possible sponsors		
Definition of a type of organisation (if any) you want to create in order to manage the garden		
Preliminary meetings with local associations and institutions (to involve them in the project, to promote the project etc.)		
Any other legal or management aspect to be taken into consideration before starting the implementation (insurance, contracts, etc.)		
IMPLEMENTATION		
Garden map 1 (location, space)		
Garden map 2 (cultivation system, calendar, etc.)		
Soil preparation, materials, etc.		
ORGANISATION		
Meeting with the management committee / group		
Definition of the garden rules – regulation (if any)		
COMMUNICATION		
Promotion of the project at local level in view of the starting of the activities		
Involvement of users and participants		
Lunching event		
Calendar of events		