gardeniser pro

IO2

Professional training course for Gardenisers

In partnership with:

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Foreword

This booklet is aimed primarily at public or private organisations and certified qualification bodies – and in particular at their trainers who are responsible for delivering training courses and awarding qualifications and are interested in including the Gardeniser Pro Training Programme in their curriculum.

The GARDENISER PRO European Training Programme comprises different elements:

- a **Training Course;**
- a**Work-based experience** (internship) abroad or in a local garden.

Two additional tools are in place to support the employability of the trained Gardenisers:

- a **Gardeniser Licence** – can be attained by taking part in the training course and the internship This ensure the recognition of this new professional role in the regional and national teaching and training systems;
- an **Online Platform** to match demand with supply, connecting gardens with the different roles in the garden (educational, therapeutic, etc.) with Gardenisers who have obtained the Gardeniser Licence by participating in the whole training programme.

In this booklet there is a detailed description of the Gardeniser Training Course and the work-based experience is provided. The results of the experimentation carried out in 2019 by the partner organisations which developed the Programme within the frame of the European project GARDENISER PRO – a project funded by the Erasmus+ KA2 VET programme - Strategic Partnerships for vocational education and training - Development of Innovation.

The last section contains the GARDENISER PRO TRAINING KIT. The Training Kit is based on the final result of the EXPERIMENTATION work undertaken within the Lifelong Learning Transfer of Innovation project GARDENISER (2013-2015).

GARDENISER was a collaboration of partners from France, United Kingdom, Germany, Italy and Austria, who developed the training kit with a focus on community gardens in urban areas. This has been further developed for GARDENISER PRO, with the addition of modules. The training kit is now organised in 3 modules and it contains the Learning Tools to be used for each module.

The Role of the Gardeniser

A Gardeniser (garden-organiser) is a key coordinating role working inside the community or urban garden. The role requires the Gardeniser to have both technical skills, like practical gardening skills, as well as the ability to enable volunteers and staff who work in the garden to be fully included in the work in the garden through good communication, mediation, organisation and management skills. A Gardeniser supports cohesion, participation and social inclusion in the community garden.

The Gardeniser promotes community/ urban gardens in their area by raising awareness of their garden in a community and the outcomes they can deliver for their area such as reducing social isolation, creating volunteering opportunities and enabling people to access fresh fruit and vegetables. They also support good communication between the public sector and the community who are active in the community garden.

The Gardeniser IS NOT a technician, NOT a landscape designer, NOT an expert, NOT a facilitator, NOT a trainer, NOT a counselor, NOT a friend.

They know nothing more than you, but can help you find a solution, even when you need to put together your needs and those of others, especially when they do not coincide.
The Gardeniser works the land like you, but the roots to be nourished are the internal cohesion and the well-being of the group in the urban garden; the plant to grow is the relationship with the territory and with the institutions for a constructive dialogue and the recognition of the urban shared garden as a common good.

Profile/selections of Gardeniser Trainees

The selection of the Gardeniser Trainees who participate in the course should be based on the following parameters:

- over 18 years old
- have direct involvement in an urban/ community garden
- available to carry out the role of gardeniser once the training is concluded
- have previous studies or experiences in the community sector, socio-educational or agricultural fields
- strong interest to improve their own competencies, knowledge and professional skills in the specific field of urban gardens and for taking part in the entire training programme (training + internship in a local garden or abroad)

Particular attention should be given, to the gender balance and to the participants heterogeneity, regarding both the age and the experience/background, so that each participant can enhance and stimulate the group.

Another important aspect to consider is the commitment to undertake both the training course and the internship, being both essential and complementary part of the training path.

Developing a Curriculum using ECVET

The European Credit System for Vocational Education and Training (ECVET) is a European instrument to support lifelong learning aimed at building an European framework for recognising vocational qualifications.

ECVET takes its cue from the Erasmus Programme. With Erasmus, vocational education learners should be able to spend training periods abroad and receive a recognition of such training in their home countries. Thus, the main goal of ECVET is to foster the mobility of vocational education learners across Europe. The scope of ECVET is, broader, as it encompasses other substantial issues:

a)The mobility of workers across Europe, and the need for a recognition of their qualifications.

b)The mobility of workers in the European and national labour market, in the context of the so-called labour market flexibility, with frequent transfers to different activities .

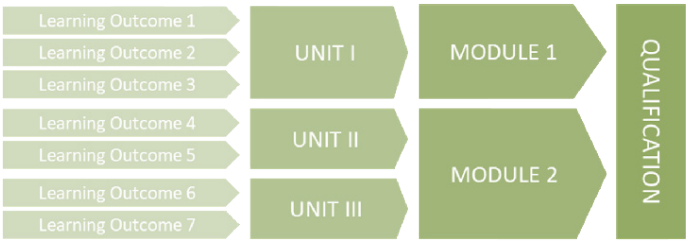
c)The workers need for lifelong learning.

In order to do this learning Outcomes are being introduced as unit of measure of EU educational systems. The introduction of Learning Outcomes shifts the focus from an input model to an output model of qualification. The Learning Outcome model is the entrance to the ECVET framework.

Learning Outcomes are statements of what a learner knows, understands and is able to do after completion of learning.

In other words, Learning Outcomes determine the advancements of learning gained by a learner after a period of study or training in terms of knowledge, skills and competences.

The learning outcomes describe a particular qualification and are defined, sets of coherent learning outcomes with a specific connection. These are then combined together to form a UNIT and sets of coherent units can be pooled together to describe a MODULE.



Describing a qualification in terms of learning outcomes ensures a better basis for its shared understanding and recognition across countries.

Steps to develop a qualification using ECVET

Modules and Units Titles

The first step for developing a QUALIFICATION is to identify the CORE COMPETENCES or tasks that the "professional learner" should be able to fulfil.

The core competences, which represent the MODULES of the training, are then described in terms of sub-competences (UNITS).

The first step in creating a Unit is to provide a title for it. Some of the criteria for identifying the Units can be:

- Importance (how vital to the sector or sub-sector),
- Employability (better chances of finding work in the sector)
- High demand (unavailable profiles that the market needs)
- Lack of training (profiles that might have shown a need for better training)

The above criteria are simple suggestions as to how to choose the occupational profiles that are needed. These occupational profiles will then become ECVET Unit Titles, which will clearly state the position or occupation a professional holds zshould offer a general idea of what the professional needs to know and do in a work environment, and it can be as specific as is deemed necessary.

Qualification Title

Qualifications are made up of one or more units. A unit may belong to only one specific qualification but it can also be a component of different qualifications (such as competences in using computers). It is therefore useful to name the qualification which relates to each unit. In cases where units are at the same time components of a qualification and of a training programme, additional information pertaining to the teaching content must be included in the units' description.

EQF Level

Following the title should be the EQF Level of the Qualification that is associated with the Unit.

The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe. The eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels.
Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.[1]

In the context of EQF

- Knowledge is described as theoretical and/or factual
- Skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- Competence is described in terms of responsibility and autonomy.

These are the 8 levels according to the European Qualifications Framework:

EQF Level	Knowledge	Skills	Competence
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

1_www.ec.europa.eu/ploteus/en

EQF Level	Knowledge	Skills	Competence
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Methodology for ECVET points allocation

ECVET points are the numerical representation of a qualification. The number of ECVET points allocated to a particular unit indicates the grade to which it contributes towards achieving that qualification.

The documents of the European Union concerning the details of the ECVET framework suggests that each qualification and each learning unit should be provided with a “score”, using ECVET points.

“ECVET points” are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. According to this definition, and through the analysis of methodological approaches followed by ECVET projects developed up to now, ECVET points are allocated to:

1. A qualification

According to European Union, ECVET points are allocated to a qualification based on the following conversion: 60 points are allocated to the learning outcomes expected to be achieved in a year of formal training (obviously this definition gives a parameter that should be used also to value non-formal training). This means that if 6 months training is done, a maximum of 30 ECVET points can be issued.

2. A Learning Unit

In order to determine the weightof a learning unit, its relevance for the qualification is taken into account. The relevance is then expressed in terms of percentage (Basic, Important, Essential) the full qualification being 100% and the percentage is rewritten according to the overall number of ECVET points for the qualification. For instance, a unit which is evaluated as important (30%) in a qualification of one-year training (60 ECVET points) will be provided with 18 ECVET points.

Set of course objectives (Learning Outcomes)

The next step is the choice and designation of Learning Outcomes to each Unit. Learning Outcomes are the end goal for any professional and they make up the required qualifications. They should show what the professional is expected to have learned by completing that Unit.

The Learning Outcome should be SMART (specific, measurable, achievable, realistic and time-bound) objectives and consult key competencies.

Knowledge,Skills, Compenteces

When the Learning Outcomes are complete for the Unit, in line with the EQF level (level descriptor), they should be followed by the knowledge, skills and competence pertaining to it, in order to be complete. At this stage, the ECVET Units and Learning Outcomes should be analysed into all their essential theoretical and practical aspects. These will create descriptions of the required knowledge, skills and competences.

Competence is a more complicated issue, since it needs to consider the subjective factor of personality, which means that a person uses the knowledge and skills he or she has.

Assessment procedures

In order to sufficiently describe a particular Unit of a qualification it is necessary to mention the assessment procedures and criteria (types and duration of the exams, threshold values, etc.), which are going to determine whether the candidate succeeded or failed in acquiring the anticipated Learning Outcomes, in terms of knowledge, skills and competences.

An examination mechanism has to be created and described. Through the examination mechanism the identified professional's competencies will be assessed and will be in line with the training material.

Validity in time

Depending on the educational content of the unit and the nature of the expected Learning Outcomes of a qualification, it is possible that a certification provided, after a candidate's successful performance, is valid in a specific period of time and has to be updated at regular intervals. In this case, this information must be included in the Unit's presentation.

Process for Evaluation/certification of the learning outcomes of curricula, according to the ISO 17024 norm

The assessment method of competencies must include two examination parts: a theoretical examination for the assessment of knowledge and a practical one for the assessment of the skills and abilities.

A Questions Bank can be developed for the theoretical examination with multiple choice questions, with one correct answer and graded difficulty, based on learning content, whereas at least 5 to 10 scenarios of practice work (simulation of working conditions, using materials, equipment, drawings, personal protection means etc.) with an expected outcome, which will be used as threshold for the success or not, can be used during the practical examination.

Creation of Specific Regulation (Qualification standard) (only by a certified qualification body)

The Specific Regulation (qualification standard) describes how the certification scheme complies with the requirements of ISO/IEC 17024 and includes the following information: the scope of certification, the professional profile, the prerequisites for participation in the examination process (e.g. necessary experience (if needed), age, professionals with special needs – if there is any disability which obstructs the professional participation etc.), the description of the examination process and the criteria of the initial certification, (e.g. a theoretical test of 50 multiple choice questions with graded difficulty and with pass mark 50% as well as a practical examination, with the use of the necessary material, equipment, drawing, personal protection means etc., and with an expected result), the certification period, (e.g. four or five years, depends from the ongoing changes in the field, the field in which the certified person is working, changes of professionals competencies needed, regulatory requirements etc.), the criteria for suspension and withdrawal of the certification, the criteria for the recertification, the code of ethics etc.

The certification is granted when all the requirements of the examination process have been fulfilled. Furthermore, the compliance with the standard ensures the fairness, validity and the reliability of each examination as well as the comparability of each single examination, both in content and difficulty, including the validity of fail/pass decisions.

The Gardeniser Training Programme

The GARDENISER Training Programme includes two main elements: a Training Course plus a work-based experience (internship) abroad or in a local garden. These two elements go hand in hand and are complementary. The successful achievement of the learning outcomes of the GARDENISER training course, will lead to the award of the corresponding ECVET points and the "GARDENISER" professional qualification, to the learner.

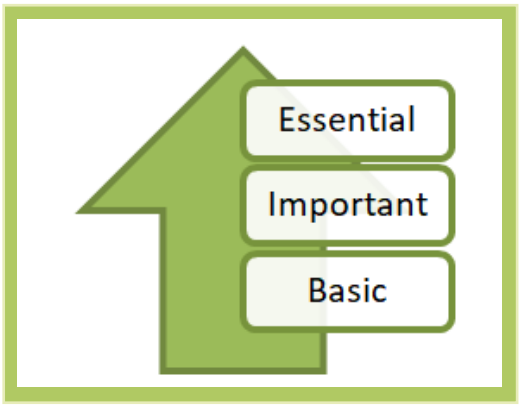
Training Course

The GARDENISER Training Course created within the Gardeniser Pro project consists of three Modules which represent the core competences of the Gardeniser and are compatible with the EQF Level 4 and 5.

The duration of the course is 48 hours. Each module is identified by a different colour and it includes different units. Each unit is described in terms of one or more Learning Outcomes. For each of them, the educational needs have been analysed and Learning Techniques have been developed to ensure the outcome is acquired through the training course. Each Learning Outcome is identified by a code "Mx.Uy.z", where "Mx" indicates the Module, "Uy" indicates the Unit and "z" identify the specific Learning Outcome within that particular module and unit. So, for example, M2.U3.2 refers to the second Module, third Unit, second Learning Outcome. The same code is used for identifying the Learning Techniques associated with the different Learning Outcomes.

The relevance of each learning outcome is expressed in a scale from Essential (more relevant for the curriculum) to Basic (less relevant).

The relevance is then converted in percentage, the full qualification being 100% and the total number of ECVET points associated with the curriculum (established starting from the assumption that 60 points are allocated to the learning outcomes expected to be achieved in a year of formal training) is then allocated to each learning outcome according to this scale. The total of ECVET points assigned to learning outcomes define the ECVETs point for the set of UNITs that make up the "GARDENISER" qualification.



Below is a chart that summarises Modules, Units, and Learning Outcomes which make up the Gardeniser Curriculm and Training Programme. For each Learning Outcome, the didactic methodology proposed, relevance of that learning outcome and ECVET points are indicated.

TITLE OF COURSE	GARDENISER
EQF LEVEL	4 AND 5
TARGET GROUP	MANAGERS, VOLUNTEERS,STAFF AT A COMMUNITY/ URBAN GARDEN
LEARNING HOURS	48
ECVET POINTS	7,50

MODULE 1:

Understanding and creating the Community Garden (history, types, design, variety)

LEARNING HOURS	THEORETICAL	18,5	ECVET POINTS	1,03
	PRACTICAL	4,5		

UNIT 1: UNDERSTAND THE CONCEPT AND MAIN CHARACTERISTICS OF SHARED COMMUNITY GARDEN, ITS HISTORY, TYPES, AND COMMON VALUES — **0,42**

LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M1.U1. THE TRAINEE IS ABLE TO SEE EXAMPLES OF COMMUNITY GARDENS AND DISCUSS A VARIETY OF GARDENS BY LOOKING AT THE PROS AND CONS OF THESE GARDENS.	POWERPOINT PRESENTATION WITH GROUP DISCUSSION	ESSENTIAL	2,0	0,13
M1.U1.2 HISTORY OF THE COMMUNITY GARDEN	PRESENTATION AND SMALL GROUP WORK	BASIC	0,5	0,03
M1.U1.3 COMMON VALUES OF A COMMUNITY GARDEN	SMALL GROUP WORK AND PRESENTATION	ESSENTIAL	2,0	0,13
M1.U1.4 CONSULTING THE COMMUNITY	PRESENTATION AND SMALL GROUP WORK	ESSENTIAL	2,0	0,13

UNIT 2: NEGOTIATION AND MEDIATION — **0,15**

LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M1.U2.1 LEARN WAYS TO ENGAGE WITH POTENTIAL PARTNERS WHO CAN SUPPORT YOUR PROJECT	GROUP WORK	IMPORTANT	1,0	0,06
M1.U2.2 LEARN WAYS TO MAKE A GOOD CASE FOR THE ROLE AND ITS VALUE.	GROUP WORK	IMPORTANT	1,0	0,06
M1.U2.3 BE FAMILIAR WITH THE METHOD OF A GUIDED MEDIATION	MEDIATION AND INDIVIDUAL AND GROUP WORK	BASIC	0,5	0,03

UNIT 3: FINDING THE RIGHT SITE FOR YOUR PROJECT — **0,18**

LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M1.U3.1 LEARN ABOUT WHAT FACTORS TO CONSIDER WHEN IDENTIFYING A SUITABLE SITE	PRESENTATION AND QUIZ	IMPORTANT	1,0	0,06
M1.U3.2 LEARN ABOUT AVAILABLE LAND LEASES POSSIBILITIES, TERMS AND AGREEMENTS	PRESENTATION AND QUIZ	IMPORTANT	1,0	0,06
M1.U3.3 LEARN ABOUT HOW TO APPROACH/NEGOTIATE WITH A LANDOWNER	PRESENTATION AND QUIZ	IMPORTANT	1,0	0,06

UNIT 4: DESIGNING YOUR PROJECT				0,28
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M1.U4.1 THE TRAINEE IS ABLE TO IDENTIFY KEY FEATURES TO INCORPORATE ON THE GARDEN SITE	PRESENTATION	ESSENTIAL	2,0	0,13
M4.U4.2 THE TRAINEE KNOWS HOW TO DO SOME PRACTICAL GARDEN DESIGN	PRACTICAL TASK	IMPORTANT	1,0	0,06
M1.U4.3 THE TRAINEE KNOWS HOW TO MEASURE ACCURATELY THE SITE AND DRAW A SCALE PLAN	PRACTICAL TASK	IMPORTANT	1,0	0,06
M1.U4.4 THE TRAINEE IS ABLE TO USE DIFFERENT MATERIALS TO CREATE A GARDEN DESIGN	SMALL GROUP WORK	BASIC	0,5	0,03

MODULE 2:

Working effectively with staff and Volunteers

LEARNING HOURS	THEORETICAL	17,5	ECVET POINTS	1,59
	PRACTICAL	0		

UNIT 1: JOB DESCRIPTION FOR GARDENISER				0,03
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U1.1 WRITE A MOCK OFFICIAL JOB DESCRIPTION FOR GARDEN ORGANISER WHICH WILL LIST REQUIRED SKILLS AND EXPERIENCE NEEDED AS WELL AS A DESCRIPTION OF JOB ROLES AND RESPONSIBILITIES.	GROUP WORK, WRITING	BASIC	0,5	0,03

UNIT 2: RULES AND POLICIES IN THE GARDEN				0,03
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U2.1 THE IMPORTANCE OF RULES AND POLICIES IN THE COMMUNITY GARDEN	PRESENTATION, GROUP WORK	BASIC	0,5	0,06

UNIT 3: FINDING THE RIGHT SITE FOR YOUR PROJECT				0,19
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U3.1 VISIT DIFFERENT TYPES OF PROJECTS SO THAT TRAINEES GET A GOOD OVERVIEW OF A VARIETY OF ACTIVITIES AND TECHNIQUES THAT THEY COULD EMPLOY	PEER TO PEER LEARNING	IMPORTANT	1,0	0,06
M2.U3.2 UNDERSTAND VARIOUS EDUCATIONAL AND COMMUNITY DEVELOPMENT APPROACHES	PEER TO PEER LEARNING	IMPORTANT	1,0	0,13

UNIT 4: VOLUNTEER AND STAFF STYLES				0,03
M2.U4.1 TO UNDERSTAND THE DIFFERENT ROLES IN A COMMUNITY GARDEN	GROUP WORK	BASIC	0,5	0,03

UNIT 5: SEASONAL WHEEL, PLANNING WHAT TO PLANT AND WHEN				0,13
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U5.1 TO UNDERSTAND THE SEASONAL ASPECTS OF THE GARDEN AND WHAT JOBS NEED DOING AT CERTAIN TIMES OF THE YEAR. USEFUL FOR PLANNING PURPOSES	GROUP WORK AND ORAL PRESENTATIONS	ESSENTIAL	2,0	0,13

UNIT 6: WORKING WITH PEOPLE WITH PHYSICAL DISABILITIES				0,06
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U6.1 UNDERSTANDING THE NEEDS OF DISABLED PEOPLE AND MEETING THOSE NEEDS	ROLE PLAY AND GROUP WORK	IMPORTANT	1,0	0,06

UNIT 7: THE EMOTIONAL SIDE: LOOKING AFTER YOURSELF, STAFF, VOLUNTEERS AND VISITORS PEOPLE IN THE GARDEN				0,15
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U7.1 LEARN ABOUT THE BENEFITS OF BEING OUTDOORS AND ITS EFFECT ON HEALTH AND WELLBEING	CASE STUDIES AND GROUP DISCUSSION	BASIC	0,5	0,03
M2.U7.2 LEARN TECHNIQUES TO UNDERSTAND WHEN PEOPLE ARE STRESSED OR NEED MENTAL HEALTH SUPPORT	WORK SHEET AND GROUP DISCUSSION	IMPORTANT	1,0	0,06
M3.U7.3 UNDERSTAND HOW TO USE A WORK WELLNESS PLAN	WORK SHEET AND GROUP DISCUSSION	IMPORTANT	1,0	0,06
UNIT 8: UNDERSTANDING THE MAIN CONTRIBUTIONS/ CHALLENGES IN WORKING WITH VOLUNTEERS				**0,13**
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U8.1 UNDERSTAND THE CONTRIBUTIONS/CHALLENGES IN WORKING WITH VOLUNTEERS.THIS UNIT AIMS TO LIST THE KEY ISSUES TO BE AWARE OF IN DAILY WORK WITH VOLUNTEERS	GROUP WORK	ESSENTIAL	2,0	0,13
UNIT 9: UNDERSTANDING VOLUNTEERS NEEDS				**0,13**
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U9.1 UNDERSTANDING WHY PEOPLE VOLUNTEER AND MAKING SURE THE COMMUNITY GARDEN CAN OFFER VOLUNTEERS A VARIETY OF EXPERIENCES	GROUP WORK AND CREATING POLICIES	ESSENTIAL	2,0	0,13
UNIT 10: RECRUITING VOLUNTEERS				**0,52**
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U10.1 DEVELOP A ROLE DESCRIPTIONS TO BE CLEAR ABOUT WHAT IS NEEDED FROM VOLUNTEERS AND WHAT SKILLS ARE NEEDED A VOLUNTEER	GROUP WORK AND WRITING	ESSENTIAL	2,0	0,13
M2.U10.2 DEVELOP AN APPLICATION FOR A VOLUNTEER OR A SYSTEM FOR VOLUNTEERING	GROUP WORK AND WRITING	ESSENTIAL	2,0	0,13
M2.U10.3 UNDERSTAND BEST WAYS AND PLACES TO ADVERTISE FOR SOMEONE	GROUP WORK AND WRITING	ESSENTIAL	2,0	0,13
M2.U10.4 UNDERSTAND HOW TO SCREEN PEOPLE AND HOW TO SELECT PEOPLE FOR CERTAIN JOBS	GROUP WORK AND WRITING	ESSENTIAL	2,0	0,13
UNIT 11: THE INDUCTION PROCESS FOR VOLUNTEERS				**0,19**
LEARNING OUTCOMES	**DIDACTIC METHODOLOGY**	**RELEVANCE**	**RELEVANT WEIGHT**	**ECVET POINTS**
M2.U11.1 THE LEARNER KNOWS HOW TO GET VOLUNTEERS OFF TO A GOOD START INCLUDING CREATING POLICIES, AGREEMENTS, AND AN INDUCTION PROGRAMME	POWERPOINT PRESENTATION	ESSENTIAL	2,0	0,13
M2.U11.2 THE LEARNER UNDERSTANDS HOW TO WELCOME VOLUNTEERS AND RETAIN THEM	HANDOUT AND GROUP DISCUSSION	IMPORTANT	1,0	0,06

MODULE 3:

Financial Sustainability

LEARNING HOURS	THEORETICAL	7,5	ECVET POINTS	1,04
	PRACTICAL	0,5		

UNIT 1: Understanding the Costs of a Garden — 0,12

LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M3.U1.1 The learner understands the differences between capital and revenue items	Group work	IMPORTANT	1,0	0,06
M3.U1.2 The learner knows the real and often unseen costs of running a scheme	Group work	BASIC	0,5	0,03
M3.U1.3 The learner knows about the possible options for reducing costs	Group work	BASIC	0,5	0,03

UNIT 2: Creating an action plan for your community garden — 0,25

LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M3.U2.1 Identify the actions that lead to activities and resources at the community garden to be able to write a simple action plan	Presentation and small group work	ESSENTIAL	2,0	0,13
M3.U2.2 The learner knows budget planning within the life the garden project and its influence on long-term partnership building	Group work	IMPORTANT	1,0	0,06
M3.U2.3 The learner can identify the different available resources for the sustainability of the project and understand which ones might be more appropriate for their project	Group work	IMPORTANT	1,0	0,06

UNIT 3: Garden visit to see how income is brought in-visit — 0,26

LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M3.U3.1 The learner understands the various ways income can be brought into a project by taling to staff and volunteers at projects	Peer to peer learning	ESSENTIAL	2,0	0,13
M3.U3.2 The learner understands the importance of networking and sharing with other gardens to exchange ideas	Peer to peer learning	ESSENTIAL	2,0	0,13

UNIT 4: Evaluation as a process — 0,26

LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M3.U4.1 Learner will be able to identify evaluation tools and techniques for the garden project	Powerpoint and group work	ESSENTIAL	2,0	0,13
M3.U4.2 Learner will be able to monitor the outputs and outcomes of a community garden project	Powerpoint and group work	ESSENTIAL	2,0	0,13

UNIT 5: Quick evaluation — 0,03

LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M3.U5.1 Learner will understand a quick technique for getting constructive feedback	Group participation	BASIC	0,5	0,03

UNIT 6: HEALTH CHECK OF AN ORGANISATION				0,12
LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M3.U6.1 LEARNER UNDERSTANDS A TECHNIQUE TO SELF-EVALUATE THE HEALTH OF THEIR PROJECT	GROUP WORK	IMPORTANT	1,0	0,06
M3.U6.2 LEARNER IS ABLE TO SELF-EVALUATE THEIR PROJECT	GROUP AND INDIVIDUAL WORK	IMPORTANT	1,0	0,06

All the Learning Techniques developed for the training arecollected in a Tool-Kit that represents the second part of this booklet.

Each Learning Technique in the ToolKit is described in a chart which includes the following information:

- TITLE of the tool
- Learning Outcomes it refers to (Mx. Uy.z)
- TOPIC – main training field of the tool
- AIM – main purposes/objectives tackled in relation with the target of GARDEN ORGANIZERS
- OUTCOMES – concrete results that can be expected using this tool
- STEP BY STEP DESCRIPTION – instruction and materials needed to implement the tool
- ASSESSMENT PROCEDURES – methods/criteria to assess knowledge, skills and competences acquired
- SUPPORT CONTENT – materials available to implement the tool
- LEARNING OUTCOMES – knowledge, skills and competences
- POINTS

Some Learning Techniques are associated with only one Learning Outcome whereas others cover more than one at the same time.

For Module 1, two extra Learning Techniques are provided. They are called “Visiting Tools” and, despite not being formally included in the training scheme, they still are very important way to acquire the learning outcomes of the units they refer to.
It is therefore strongly suggested that trainers implement also those tools as part of the training.

An additional section of the Tool-kit is dedicated to ice-breakers and group-building activities, with some example of Learning Techniques that can be used throughout the course. Although those activities are not strictly part of the training, using them or other similar activities is strongly recommended.
Their use can contribute to:

- welcome and help people introduce themselves to the other participants
- warm up the conversation among participants
- create a positive, constructive atmosphere in the group
- make people more comfortable to interact with each other
- boost the energy to make the participation more effective
- build unity, teamwork, community, and improve group dynamics

Support content linked to the different activities and tools for assessment are available online on the Gardeniser Online Platform, following the references mentioned in the tool descriptions.

Internship

The purpose of the work based internship within the Gardeniser Training Programme is to provide an opportunity for a Gardeniser-trainee to observe and put into practice what he/she has learnt during the training and gain a higher level of knowledge, skills and competence in the same main areas addressed during the course. The internship gives interns a chance to actually try out what they have learned from the training course.

The most important element of the internship is the opportunity of PEER LEARNING: the Gardeniser-trainee can spend their internship working side-by-side with a Gardeniser-tutor, meaning a person who actually performs the role of Gardeniser in a garden and who has possibly worked in this role long enough to be able to help the Gardeniser-trainee in his/her learning process. All 40 hours do not necessarily need to be spent with the tutor, but for a good part of these 40 hours the tutor should be present or available to support the trainee.

During the internship, the trainees will have the opportunity to spend some time in a garden with a Gardeniser-tutor (peer educator), visiting the garden and observing how it has been designed, its features, its structure etc. They will have the opportunity to talk to/interview gardeners, volunteers, board members, to prepare/participate in activities of the garden (i.e. fundraising campaigns, meetings, events..) or to study/discuss with the Gardeniser-tutor documents related to the garden (internal rules established by the members/gardeners, volunteering agreements, budget, lease/agreement with local authorities, etc..).- time spent in the garden with a Gardeniser-tutor visiting the garden and observing how it has been designed, its features, its structure etc.

For the international internships, the issue of the language needs to be taken into account. If the tutor has to accompany the trainees during the internship, facilitating the learning, providing presentations, explanation, support etc., both trainees and tutor need to have a good level of English. This means that when looking for gardens that can host international trainees, this aspect should be considered and it might be important to find gardens in which the people "working" as Gardenisers are available to spend their time for one week being a tutor for the trainees and who speak and understand a high level of English.

INTERNSHIP				
LEARNING HOURS	THEORETICAL	0	ECVET POINTS	3,75
	PRACTICAL	40		

UNIT 1: UNDERSTANDING THE GARDEN				0,84
LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
THE TRAINEE VISITS 3 COMMUNITY GARDENS AND IS ABLE TO DISCUSS A VARIETY OF GARDENS AND COMPARE THE DIFFERENCES BETWEEN THE THREE	WORK BASED	ESSENTIAL	2,0	0,42
UNDERSTANDS THE IMPORTANCE OF CONSULTATIONS AND KNOW HOW TO RUN A LOCAL CONSULTATION	WORK BASED	ESSENTIAL	2,0	0,42

UNIT 2: WORKING EFFECTIVELY WITH VOLUNTEERS				1,26
LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
ABLE TO DEVISE AN ACTIVITY IN THE GARDEN, IDENTIFYING DIFFERENT EDUCATIONAL AND COMMUNITY DEVELOPMENT APPROACHES	WORK BASED	ESSENTIAL	2,0	0,42
CAN RECRUIT VOLUNTEERS AT A COMMUNITY GROWING SPACE AND DEVELOP ROLE DESCRIPTIONS, AN APPLICATION OR A SYSTEM FOR VOLUNTEERING	WORK BASED	ESSENTIAL	2,0	0,42
CAN RUN AN INDUCTION PROCESS FOR VOLUNTEERS	WORK BASED	ESSENTIAL	2,0	0,42

UNIT 3: FINANCIAL SUSTAINABILITY				1,70
LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
CAN DEVISE A BUDGET FOR THE GARDEN	WORK BASED	ESSENTIAL	2,0	0,42
ABLE TO IDENTIFYING THE ACTIONS THAT LEAD TO ACTIVITIES AND RESOURCES AT THE COMMUNITY GARDEN THUS LEARNING HOW TO CREATE AN ACTION PLAN	WORK BASED	ESSENTIAL	2,0	0,42
CAN WORK WITH A PROJECT THAT IS BRINGING IN INCOME IDENTIFYING CHALLENGES AND OPPORTUNITIES OF FUNDING THE GARDEN THROUGH VARIOUS ACTIVITIES	WORK BASED	ESSENTIAL	2,0	0,42
CAN IDENTIFYING EVALUATION TOOLS AND TECHNIQUES USED TO RUN AN EVALUATION SESSION AFTER AN EVENT, COURSE OR TRAINING SESSION	WORK BASED	ESSENTIAL	2,0	0,22
UNDERSTANDING TECHNIQUES TO SELF-EVALUATE THE HEALTH OF ONE'S PROJECT	WORK BASED	ESSENTIAL	2,0	0,22

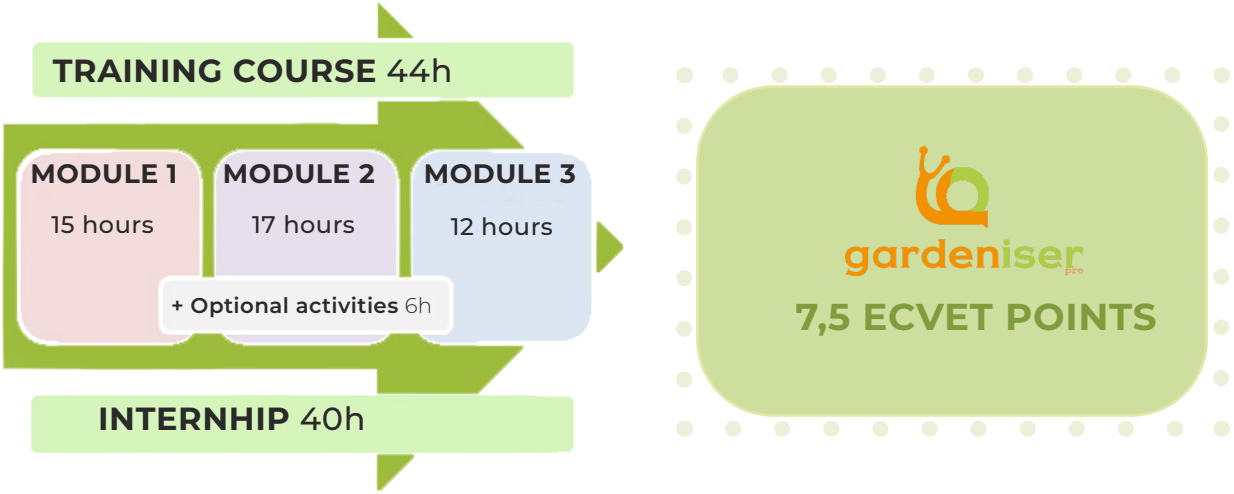
Training hours, ECVET points and structure of the training

The total number of training hours for the training course is 44-40 hours including practical visits to learn from other community/urban gardens, icebreakers and group-building activities.

- Module 1 includes training activities for 18 hours and 30 minutes plus 4 hours and 30 minutes of optional activities (visiting tools).
- Module 2 consists of 17 hours and 30 minutes of training activities.
- Module 3 is made up of 7 hours and 30 minutes of training activities.
- The Icebreakers and group-building activities proposed have a total duration of 1 hour and 30 minutes.

The training can be organised as a residential course, a semi-residential course or run over a number of weeks.

The total number of training hours for the internship is 40 hours. The international internships are organised as 7 consecutive days - travel days included with activities for 8 hours per day for 5 days. For the local internship, the same number of hours could also be distributed in non-consecutive days (i.e. 10 hours per week for 4 weeks, for example during the weekends)



ECVET points are awarded only for the mandatory learning activities and the internship (local or international 1-week work-based experience) and the total amount of ECVET points that can be obtained participating in the training course and the internship is 7,5.

Evaluation

Why evaluate?

Evaluation is crucial for a number of different reasons including.

- To learn
- To motivate
- To participate
- To change and improve

Learn - The evaluation process gives the opportunity to understand, give value and draw conclusions from a learning experience. It gives access to new learning opportunities because while evaluating, not only the actors involved learn to express how much they improved their knowledge of a particular topic, but they also can reflect on the impact of the experience on their own lives, share their opinion with those of the other people involved, debate about different interpretations, or outcomes that might raise during the process. When evaluation and learning take place at the same time, the people involved create, discern, imagine, analyse, contrast, elaborate answers, formulate questions, come up with questions and search for other sources.

Motivate - The evaluation process should be aimed at encouraging evolution, improvement, change, and all factors that ultimately foster people's motivation. To obtain this result, particular attention needs to be put in developing a method that can be perceived from the participants as constructive, rather than "selecting" or "excluding", especially in formal education. The attitude of the people involved, as well as the atmosphere in which the evaluation takes place, also play an important role in achieving the objective of motivating people through the evaluation process.

Participate - Evaluations is an opportunity for the participants to feel involved, to give their personal contribution and feedback, or simply to be part of the process.

Change and improve -these two aspects are not just at an "operational level" (change of methods, tools etc.) but also on a personal level. Evaluation can lead to changes in people's attitudes, values, way of thinking, provided that people are open to change. This openness that can be facilitated by creating a non-judgemental and constructive atmosphere.

What is evaluation for

There are of course some “operational objectives” or uses of evaluations. These objectives can be different according to the kind of learning experience that is being evaluated. Evaluation has indeed a lot of potential uses.

For a training programme, some possible reasons for an evaluation might be:

- To determine whether the objectives of the training were achieved.
- To see how the knowledge and skills learned in the training are put into practice.
- To assess the results and impacts of the training program.To assess the effectiveness of the training program.
- To assess whether the training program was properly implemented.
- To identify the strengths and weaknesses of the training program.
- To assess whether the training program was suitable in terms of the training contents, timing, participants and other aspects.
- To find problems in the training program and solutions for improvement.

Tools for evaluating

Evaluation tools for the Gardeniser Pro Training Programme have been developed at different levels and with different purposes:

- **Specific Learning Activities within the Training Course**

Module 3 includes three units (unit 4, unit 5 and unit 6) that address evaluation from different points of view. Gardenises should be able to evaluate their own projects and tools and techniques are provided within the training course to ensure that they acquire the knowledge, skills and competences to do that.

- **Evaluation tools for the Trainers**

Gardeniser Trainers are asked to carry out their own evaluation of the training course at the end of its implementation. An evaluation questionnaire for trainers is provided on the Gardeniser Online Platform. The evaluation form has been designed for being used across different countries so it uses a numeric scale to make it easier to compare results from different languages and cultures. There is also space for adding anything else the trainers might feel is important to share or highlight about their experience as Gardeniser Trainers. The use of the same evaluation tool allows the comparison of results from different Gardeniser training courses and across different countries and can identify strengths and weaknesses of the training programme and possible way of improving it.

- **Evaluation tools for the Gardeniser Trainees**

Three further evaluation questionnaires have been developed specifically for the Gardeniser Trainees to evaluate training contents, impact, effectiveness, results of the training etc.

- The first one is an an **evaluation form** of the Gardeniser Training Course that Gardeniser Trainers should submit to the participants the first day of training before any other learning activity starts.
- An **evaluation form** of the Gardeniser Training Course that should be submitted to the Gardeniser Trainees the last day of training after the last learning activity is concluded.
- An **evaluation form** for the internship to be completed by the Gardeniser Trainees at the end of the internship.

For most of the evaluation a numeric scale has been used to make it easier to compare results from different languages and cultures.

Specific assessments tools have also been developed following the ECVET guidelines. The assessment method of GARDENISERS' competencies includes theoretical examinations for the assessment of knowledge and practical ones for the assessment of the skills and abilities. The kind of assessment tools to be used for assessing each Learning Outcome are specified within each Learning Technique and are available, together with the support documents on the Gardeniser Online Platform). They include trainer's direct observation, quizzes and scenarios of practice work (simulation of working conditions, using materials, equipment, drawings, personal protection means etc.) with an expected outcome, which will be used as threshold for the success or not in the achievement of the learning outcomes.

Results of the experimentation

To be written after the implementation of training courses and internship in each country.

PART 2

GARDENISER PRO TRAINING KIT

LEARNING TECHNIQUES

MODULE 1

UNDERSTANDING AND CREATING THE COMMUNITY GARDEN (HISTORY, TYPES, DESIGN, VARIETY)

Developing a community garden project starts with a shared understanding of what a community garden can look like.
The community garden has been a significant outdoor space throughout Europe and is connected with the local community taking its direction from the cultural, social and economic context it is situated in.

Module 1 builds on a shared knowledge and understanding of the community garden. The units within the module look at: The concept, the history of community gardens, the different models of community gardens, its values, how we get the community to work in and support the garden and the garden's mission and philosophy.

Some of the main outcomes envisaged through this training unit are:

- Assuring a qualitative understanding of the community garden idea
- Learning from previous community gardens and their experiences
- Evaluating and understanding our communities and how they operate.

Training Module 1 contains 3 units with 10 learning tools ranging from presentations, discussions, exercises, individual and group work and group building, garden visits, and study cases.

Module 1 has an overall duration of around 15 hours.

10 TOOLS

15H

1,03 ECVET POINTS

TITLE OF THE TOOL	M1.U1.1
WHAT IS A COMMUNITY GARDEN?	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
UNDERSTANDING THE CONCEPT OF SHARED/COMMUNITY GARDENS	APPROX. 1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- LOOK AT A VARIETY OF GARDENS AND DISCUSS THE PROS AND CONS OF THESE GARDENS
- LOOK AT WHAT TYPES ALREADY EXIST AND LOOK AT THE CHARACTERISTICS THAT UNITE THEM DESPITE THE FACT THAT THERE ARE MANY DIFFERENT TYPES.
- BRAINSTORMING SESSION ALLOWS DELEGATES TO DISCUSS THEIR THOUGHTS

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

A BETTER UNDERSTANDING OF WHAT TYPES OF GARDEN EXIST AND WHICH ONE MIGHT BE THE MOST SUITABLE FOR THE TRAINEES' PROJECTS.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

- COLLECTIVE DISCUSSION ABOUT WHAT THE TRAINEES THINK A COMMUNITY GARDEN IS TO EXPLORE THE DIFFERENT CONCEPTS AND IDEAS AND THINK TOGETHER THROUGH THE AVAILABLE OPTIONS AND THE SUITABILITY OF DIFFERENT TYPES OF GARDENS. WE WILL DO THIS USING BRAINSTORMING OF ALL TRAINEES AND A POWERPOINT PRESENTATION WITH DIFFERENT TYPES OF GARDEN ILLUSTRATE WITH EXAMPLES FROM REAL GARDENS. WE WILL THEN GO BACK TO OUR ORIGINAL LIST OF IDEAS AND RE-ASSESS WITH NEW INPUT FROM CASE STUDIES AND DISCUSSION.

-1-BRAINSTORM OF IDEAS FROM PARTICIPANTS AND GROUP WORK: (40MINS)

- WHAT IS A COMMUNITY GARDEN?
- WHAT DO YOU WANT IT TO ACHIEVE?

-2- POWERPOINT PRESENTATION OF CASE STUDIES "DIFFERENTMODELS" (15MINS)

-3- FINAL DISCUSSION ON WHAT A COMMUNITY GARDEN IS AND THE DIFFERENT FORMS THIS COULD TAKE. 10-15MINS.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

SLIDES AND HANDOUTS –

- DIFFERENTMODELS.PDF
- PICTURES OF GARDENS.PDF
- WHAT IS A COMMUNITY GARDEN.PPT

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,13
UNDERSTAND THE CONCEPT OF SHARED COMMUNITY GARDEN	
UNDERSTAND THE DIFFERENT KINDS OF OUTCOMES A COMMUNITY GARDEN CAN ACHIEVE	
BE AWARE OF THE DIFFERENT TYPES OF GARDENS	
SKILLS	
ILLUSTRATE THE MAIN CHARACTERISTICS OF A SHARED COMMUNITY GARDEN	
FEEL MORE CONFIDENT IN DEALING WITH FUNDERS AND AUTHORITIES REGARDING THE GARDEN PROJECT	

TITLE OF THE TOOL	M1.U1.2
HISTORY OF COMMUNITY GARDEN MOVEMENT	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
GROUP RESEARCH AND PRESENTATION OF THE HISTORY OF THE COMMUNITY GARDEN	UP TO 30 MINUTES

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- AIM TO HELP PARTICIPANTS TO GAIN AN UNDERSTANDING OF THE HISTORY OF COMMUNITY GARDENS IN THEIR OWN CONTEXT.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

PARTICIPANTS WILL CREATE A POSTER OR PRESENTATION ABOUT THE HISTORY OF COMMUNITY GARDENS, WHICH WILL ENABLE THEM TO GAIN AND SHARE KNOWLEDGE.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

THE PARTICIPANTS SHOULD BE SPLIT INTO 3 OR 4 GROUPS AND EACH GIVEN SOME INFORMATION ABOUT A PARTICULAR ASPECT OF COMMUNITY GARDEN HISTORY (FOR EXAMPLE AN ERA OR LOCATION).
THE GROUPS ARE EACH GIVEN 15 MINUTES TO READ THE INFORMATION, AND THEN 15 MINUTES TO CREATE A POSTER OR PRESENTATION TO PRESENT THE MAIN POINTS OF THE INFORMATION THEY WERE GIVEN, TO THE REST OF THE GROUP.
GROUPS ARE THEN GIVEN 5-10 MINUTES EACH TO PRESENT THE INFORMATION TO THE REST OF THE PARTICIPANTS. THIS SHOULD MEAN THAT ALL GROUPS WILL GET AN OVERVIEW OF GARDEN HISTORY AND HAVE SOME IN DEPTH KNOWLEDGE ABOUT THEIR OWN SECTION.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

- HISTORY OF COMMUNITY GARDENS IN THE UK.DOC

WILL NEED CONCISE INFORMATION ABOUT THE HISTORY OF COMMUNITY GARDENS IN THE CONTEXT OF EACH COUNTRY.

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
ACQUIRE KNOWLEDGE ON THE HISTORICAL DEVELOPMENT OF THE URBAN GARDENS AT NATIONAL/EUROPEAN LEVEL	0,03
SKILLS	
ILLUSTRATE THE EVOLUTION OF SHARED COMMUNITY GARDENS AT NATIONAL/EUROPEAN LEVEL	
COMPETENCES	
READ AND UNDERSTAND INFORMATION AND TO PRESENT IT TO OTHERS (COMMUNICATION SKILLS)	
WORK IN A GROUP (SOCIAL COMPETENCE)	

TITLE OF THE TOOL	M1.U1.3
PYRAMID OF VALUES OF A COMMUNITY GARDEN	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
COMMON VALUES BEHIND A COMMUNITY GARDEN	45'

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

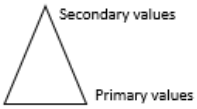
- THIS TOOL AIMS TO CREATE AWARENESS ABOUT COMMON VALUES BEHIND SHARED GARDENS BASED ON THEIR HISTORY AT EUROPEAN AND AT NATIONAL LEVEL

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

TO UNDERSTAND THE IMPORTANCE OF VALUES

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. PREPARE THE WORKSHEET "PYRAMID OF VALUES"



2. Distribute the trainees in 3 working groups (e.g., start counting 1,2 and 3 and ask to people with number 1, 2 and 3 stay together)
3. Ask to each group to think in possible values and list them based on their importance
4. Presentation of each pyramid by each group
5. List in the flipchart the common values identified by the three groups

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

HANDOUT

- PYRAMID OF VALUES.DOC

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,13
ACQUIRE KNOWLEDGE ON THE HISTORICAL DEVELOPMENT OF THE URBAN GARDENS AT NATIONAL/EUROPEAN LEVEL	
UNDERSTAND THE DIFFERENT REPRESENTATIONS THAT PEOPLE CAN HAVE OF A GARDEN	
UNDERSTAND THE DIVERSITY OF GARDENS POSSIBLE	
SKILLS	
RECOGNISE THE NEED TO CREATE A SHARED UNDERSTANDING OF THE CONCEPT OF COMMUNITY GARDEN	
COMPETENCES	
ACQUIRE SPECIFIC VOCABULARY IN THE FIELD OF URBAN COMMUNITY GARDENS (COMMUNICATION IN THE MOTHER TONGUE)	

TITLE OF THE TOOL	M1.U1.4
CONSULTING THE COMMUNITY	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
CONSULTING THE COMMUNITY, ENGAGING THE USERS EXPLORING WHAT PEOPLE ARE LOOKING FOR IN A COMMUNITY GARDEN; WHY THEY JOIN ONE AND WHAT THEY EXPECT TO GET FROM THEIR INVOLVEMENT.	AROUND 1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

IN THE UK, COMMUNITY GARDENS ARE NORMALLY SET UP TO PROVIDE FOR THE NEEDS OF THE LOCAL COMMUNITY, THE USERS OF THE GARDENS ARE THE LOCAL PEOPLE AND THEY GET INVOLVED FOR DIFFERENT REASONS AND WITH DIFFERENT AIMS, SO FOR A COMMUNITY GARDEN TO BE SUCCESSFUL IS VITAL TO UNDERSTAND WHAT ITS PURPOSE IS AND WHAT THE USERS WANT FROM IT. TO THAT END, WE ALWAYS RECOMMEND THE GARDEN ORGANISERS TO GO THROUGH A PROCESS OF COMMUNITY CONSULTATION IN ORDER TO FIND OUT WHAT THE LOCAL PEOPLE WANT AND HOW THEY MAY USE THE GARDEN.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

ORGANISERS WILL EXPLORE WAYS TO ENGAGE THE COMMUNITY.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

10MINS- PRESENTATION ON CONSULTING WITH THE COMMUNITY/USERS: WHY WE NEED TO DO IT AND HOW TO DO IT. LOOK AT DIFFERENT OPTIONS FOR GATHERING THOUGHTS FROM LOCAL PEOPLE AND POSSIBLE TOOLS FOR CONSULATION.

10 MINS PLANNING & HOLDING A PUBLIC MEETING- FACILITATOR AND PARTICIPANTS LOOK AT WHAT SHOULD THE PUBLIC MEETING DO AND WHAT NEEDS TO COVER.

10 MINS GROUP EXERCISE WHERE PARTICIPANTS ARE ASKED TO IN GROUPS OF 3 OR 4 THINK ON WHAT THEY COULD DO TO MAKE SURE THE PUBLIC MEETING WAS A DISASTER.

5-10 MINS- WE GATHER ALL THOUGHTS FROM THE GROUPS AND USE THESE TO INVERT THE IDEAS SO WE GET ALL THE INGREDIENTS FOR A REALLY GOOD PUBLIC MEETING.

20MINS-DISCUSSION ON ENGAGING THE COMMUNITY-SMALL GROUP WORK-

THE PARTICIPANTS ARE HANDED IN A DOCUMENT WITH VARIOUS CASE STUDIES OF POTENTIAL NEW COMMUNITY GARDENS IN VARIOUS AREAS WITH DIFFERENT CHARACTERISTICS (DIFFERENT POPULATION ETHNIC BACKGROUNDS; SCHOOL NEARBY; POOR NEIGHBOURHOOD, UNIVERSITY AREA, FOOD DESSERT ZONE, ETC) AND THEY ARE ASKED TO DECIDE HOW THIS GROUP CAN BEST ENGAGE WITH ITS COMMUNITY AND WHAT THE DIFFERENT USES OF THE GARDENS ARE LIKELY TO BE. THESE GET DISCUSSED IN GROUPS AND THEN FEEDBACK TO GROUP.

10 MINS- FINAL THOUGHTS AND FURTHER RESOURCES

FACILITATOR WILL SUMMARISE THE LEARNINGS OF THE DAY AND WILL POINT PARTICIPANTS TO MORE IN DEPTH INFORMATION FOR VARIOUS TOOLS TO US EIN ENGAGING AND CONSULTING WITH THE COMMUNITY AND USERS OF THE GARDEN.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

SCENARIO OF PRACTICE WORK, TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL	
Slides and handouts – • Case study of a new group.doc • community engagement.doc • Engaging your local community powerpoint.ppt • Engagingcommunity.pdf • Facilitation_tools.pdf • Public meeting.pdf	
LEARNING OUTCOMES	**POINTS**
Knowledge	**0,13**
Understand the different kinds of outcomes a community garden can achieve	
Be acquainted with the different types of stakeholders that a community garden may have and how to engage with them effectively	
Understand the importance of ownership within a shared community garden	
Skills	
Organize a public meeting to consult with the local population about the creation and use of the garden (community consultation skills)	
Competences	
Communicate and collaborate with different types of stakeholders of the community garden (Social competence)	

TITLE OF THE TOOL	VISITING TOOL (M1 UNIT 1)
COMMUNITY GARDEN VISIT	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
VISIT	3H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- PROVIDES THE TRAINEE WITH A PHYSICAL EXAMPLE OF WHAT A COMMUNITY GARDEN IS. THE CASE STUDY CONSISTS OF VISITING A GARDEN AND TALKING TO STAFF AND VOLUNTEERS WORKING IN THE GARDEN IN ORDER TO UNDERSTAND HOW THE COMMUNITY GARDEN OPERATES.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- TO TAKE PART IN ACTIVITIES AND PROVIDE TRAINEES WITH SOME IDEAS FOR THEIR OWN COMMUNITY GARDENS TO USE LATER ON.
- TO UNDERSTAND AND QUESTION THE VOLUNTEERS FROM THE GARDEN TO GIVE THEM AN IDEA OF THE FUTURE OF THEIR PROJECT.
- TO GATHER RESEARCH ON WHAT A SUCCESSFUL COMMUNITY GARDEN LOOKS LIKE
- TO DEVELOP RELATIONSHIPS WITH EXPERIENCED PEOPLE IN OTHER COMMUNITY GARDENS.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

BRING THE PARTICIPANTS TO A COMMUNITY GARDEN.
LET THEM TAKE PART IN AN ORGANISED ACTIVITY AT THE GARDEN.
ORGANIZE A MEETING WITH THE GARDENISER OF THE COMMUNITY GARDEN.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

NO SUPPORT CONTENT AVAILABLE FOR THIS TOOL

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
UNDERSTAND THE PERSONAL RELATIONSHIP BETWEEN THE INDIVIDUAL AND THE GARDEN, BETWEEN THE GARDENERS AND THE LAND	
BE ACQUAINTED WITH THE NEEDS OF GARDENERS	
UNDERSTAND THAT DIFFERENT GROUPS AND DIFFERENT PEOPLE OF THE COMMUNITY HAVE DIFFERENT NEEDS AND INTERESTS REGARDING THE COMMUNITY GARDEN	
UNDERSTAND THE DYNAMICS OF THE RELATIONSHIP BETWEEN THE GARDENERS AND THE GARDENISER AND THE DIFFERENCE BETWEEN THE TWO ROLES	
UNDERSTAND THE DIFFERENT KINDS OF OUTCOMES A COMMUNITY GARDEN CAN ACHIEVE	
UNDERSTAND THE IMPORTANCE OF OWNERSHIP WITHIN A SHARED COMMUNITY GARDEN	
APPRECIATE THE NEED TO HAVE A FRAME OF GUIDELINES WITHIN A COMMUNITY GARDEN	
COMPETENCES	
USE A METHOD LIKE VISIT IN AN URBAN GARDEN TO STUDY THE COMMUNITY GARDEN DYNAMICS (LEARNING TO LEARN)	

TITLE OF THE TOOL	M1.U2.1
LEARN WAY TO ENGAGE WITH POTENTIAL PARTNERS WHO CAN SUPPORT YOUR PROJECT.	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
SIMULATION OF A COMMUNITY GARDEN MEETING	1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- TO BE ABLE TO CREATE THE CONDITIONS WHICH ENABLE PEOPLE TO PARTICIPATE
- TO UNDERSTAND THAT A GARDEN ORGANISER HAS A RESPONSIBILITY TO BRING THE GROUP TOGETHER TO MAKE DECISIONS.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

PARTICIPANTS WILL LEARN TECHNIQUES FOR:

- MANAGING A MEETING IN AN EFFECTIVE AND RESPECTFUL WAY
- MANAGING CONFLICT DURING A MEETING;
- ENCOURAGING DIALOGUE AND HELPING THE GROUP TO MAKE DECISIONS
- UNDERSTAND THE ROLE OF THE FACILITATOR AND THE TIME MANAGER
- UNDERSTAND GROUP DYNAMICS.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

METHOD USED IN THE WORKSHOP: GROUP WORK

IT WILL OUTLINE AN ISSUE ON WHICH IT IS NECESSARY TO TAKE A DECISION ABOUT THE GARDEN (THIS COULD BE ABOUT WHAT TO GROW, HOW TO GROW, HOW VEGETABLES ARE DISTRIBUTED ETC)

THE TRAINER WILL EXPLAIN HOW THE DISCUSSION WILL RUN AND THE RULES FOR MAKING GROUPS DECISIONS.

TWO OF THE PARTICIPANTS WILL BE CHOSEN AS FACILITATOR (EG. THE TRAINER) AND AS TIME MANAGER (EG. ONE OF THE PARTICIPANTS).

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

SCENARIO OF PRACTICE WORK, TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

- MANAGING A MEETING.DOC

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,06
UNDERSTAND GROUP DYNAMICS	
LEARN TECHNIQUES OF COMMUNICATION AND CONFLICT MANAGEMENT DURING A MEETING	
LEARN THE BASIS OF ECOLOGICAL COMMUNICATION FOR CONFLICT MANAGEMENT	
COMPETENCES	
CREATE THE CONDITIONS FOR THE PARTICIPATION OF THE PEOPLE (SOCIAL COMPETENCE)	
MANAGE GROUP DYNAMICS (SOCIAL COMPETENCE)	

TITLE OF THE TOOL	M1.U2.2-3
BE FAMILIAR WITH THE METHOD OF GUIDED MEDIATION	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
WHAT ARE THE DIFFERENT TYPES OF BEHAVIOR AND PERSONALITIES OF PEOPLE AND HOW CAN WE BETTER UNDERSTAND THEM WHEN DELIVERING TRAINING?	45’

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- THIS TOOL AIMS TO ANALYSE THE DIFFERENT WAYS THAT PEOPLE BEHAVE IN A SOCIAL SETTING.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- TO UNDERSTAND THE BASIS OF TEACHING SKILLS AND INTERACTION DYNAMICS WITH LEARNERS.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. ASK FOR A VOLUNTEER (AMONG THE TRAINEES) TO LEAVE THE ROOM;
2. DISTRIBUTE SOME “ROLES” (AS SUGGESTED BELLOW) TO THE OTHER TRAINEES IN THE ROOM; EACH ONE WILL PLAY/ACT ACCORDING TO THE DISTRIBUTED “ROLE/CHARACTER”;
3. ASK THE VOLUNTEER TO ACT AS “TRAINER/”GARDEN ORGANISER” FOR A MAXIMUM OF 20 MINUTES, SIMULATING A GARDEN LEARNING ACTIVITY, WITH THE FOLLOWING OBJECTIVES:

A. MAKE AN INDIVIDUAL/PERSONAL PRESENTATION TO THE GROUP;
B. COLLECT THE GROUP'S EXPECTATIONS TOWARDS A SPECIFIC GARDEN CONTENT;
C. PRESENT THE MAIN OBJECTIVES OF THIS GARDEN LEARNING SESSION

CONCLUSION OF THE ACTIVITY:

AT THE END OF THE ROLE PLAY, THE GROUP ANALYSES THE DIFFERENT BEHAVIOURS OBSERVED, FOLLOWED BY A SHORT DEBATE CONSIDERING THE FOLLOWING POINTS: 1,TYPES OF BEHAVIOURS THAT WERE OBSERVED; 2,THE MOST APPROPRIATE ATTITUDES TO COPE WITH THESE BEHAVIOURS; 3, APPROACH OF THE “TRAINER/”GARDEN ORGANISER”, TOWARDS THE GROUP;
TYPES OF ROLES/ BEHAVIOURS TO DISTRIBUTE TO THE TRAINEES:

- "THE ENCOURAGER": PROMOTES THE CONTRIBUTION OF OTHERS; ALWAYS GIVES POSITIVE FEEDBACK; IS EMPATHIC AND COMPREHENSIVE; ACCEPTS OTHER POINTS OF VIEW, IDEAS AND SUGGESTIONS.
- "THE HUMANIZING": IS A MEDIATOR IN DISCUSSIONS; HELPS ON CONFLICT-RESOLUTION; USES HUMOUR AS A STRATEGY
- "THE ONE WHO GIVES UP”: EASILY “GIVES-UP” ON HER/HIS OWN OPINION OR POSITION IN DEBATE SITUATIONS; USES SELF-CONTROL IN ORDER TO MAINTAIN HARMONY; AGREES ON “COMPROMISE SOLUTIONS” WITH THE REST OF THE GROUP
- "THE DISPATCHER": TRIES TO KEEP OPENED THE COMMUNICATION CHANNELS; ENCOURAGES OR FACILITATES THE PARTICIPATION OF OTHER
- "THE BLOCKER": TENDS TO BE NEGATIVE AND STUBBORNLY RESISTANT; DISAGREES AND OPPOSES WITHOUT ANY REASON; SEEKS TO MAINTAIN OR RETURN TO A QUESTION THAT THE GROUP HAS ALREADY PASSED OR REJECTED
- "THE AGGRESSOR": EXPRESSES DISAPPROVAL BY THE VALUES, ACTIONS AND/OR FEELINGS OF THE OTHER; ATTACKS AND IS AGGRESSIVE TOWARDS OTHERS; USES AGGRESSIVE COMMENTS OR JOKES; SHOWS ENVY BEHAVIOUR TOWARDS THE OTHERS
- "THE FUNNY/CLOWN": DISPLAYS A BEHAVIOUR AS IF WAS ON A “HOLIDAY” AND DEMONSTRATES LACK OF INVOLVEMENT WITH THE GROUP THROUGH CARELESSNESS, CYNICISM AND JOKES

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

SCENARIO OF PRACTICE WORK, TRAINER’S DIRECT OBSERVATION.

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

NO SUPPORT CONTENT AVAILABLE FOR THIS TOOL

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
UNDERSTAND GROUP DYNAMICS	0,06
LEARN TECHNIQUES OF COMMUNICATION AND CONFLICT MANAGEMENT DURING A MEETING	
LEARN THE BASIS OF ECOLOGICAL COMMUNICATION FOR CONFLICT MANAGEMENT	
COMPETENCES	
CREATE THE CONDITIONS FOR THE PARTICIPATION OF THE PEOPLE (SOCIAL COMPETENCE)	
MANAGE GROUP DYNAMICS (SOCIAL COMPETENCE)	

TITLE OF THE TOOL	VISITING TOOL (M1 UNIT 2)
DISCUSSION WITH A GARDENISER	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
GETTING TO KNOW ONE COMMUNITY GARDEN AND ITS GARDENISER	2H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- CONSOLIDATES THE RESULTS OF THE GROUP WORK BEFORE

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- OPEN QUESTIONS CAN BE ANSWERED
- LEARNING ABOUT WHY THE GARDEN LOOKS THE WAY IT DOES AND THE TYPES OF VOLUNTEERS WHO WORK IN THE GARDEN

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

AN EXPERT (GARDENISER) OF ONE COMMUNITY GARDEN PROJECT TALKS ABOUT HIS/HER GARDEN, MAYBE SHOWS PICTURES OR THE TRAINEES VISIT THE PROJECT WITH A FOCUS ON THE PROCESS OF HOW THE GARDEN WAS STARTED AND WHY. PARTICIPANTS CAN ASK QUESTIONS.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

- NO SUPPORT CONTENT AVAILABLE FOR THIS TOOL

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
BE ACQUAINTED WITH A GARDENISER IN ANOTHER GARDEN	
UNDERSTAND THE EDUCATIONAL ROLE OF A COMMUNITY GARDEN	
ATTAIN AN INSIGHT ON A DIFFERENT CASE STUDY STORIES	
BE ACQUAINTED WITH DIFFERENT GROUP DYNAMICS	
SKILLS	
UNDERSTAND THE SITUATION OF A GARDEN AND IDENTIFY THE ACTIONS THAT LEAD TO A CURRENT STATE OF THE GARDEN	

TITLE OF THE TOOL	M1.U3.1-3
LEARN ABOUT THE FACTORS TO CONSIDER WHEN IDENTIFYING A SUITABLE SITE	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
ACCESS TO LAND AND NEGOTIATING LEGAL AGREEMENTS	4H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- LEARNING FROM PROFESSIONALS FROM THE COMMUNITY LAND ADVISORY SERVICE WHICH HAVE EXTENSIVE EXPERIENCE ON LAND LEASES AND AGREEMENTS.
- GOOD FOR TRAINEES TO HEAR A REAL CASE STUDY FROM AN EXISTING COMMUNITY GARDEN.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- TEMPLATES OF HEAD OF TERMS, LEASES AND LICENSES.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

9.30 – LOOKING FOR A SITE
IDENTIFYING POTENTIAL SOURCES OF LAND
10.00 – MAKING SURE YOUR SITE IS SUITABLE: FACTORS TO CONSIDER
11.00 – TALK FROM COMMUNITY GARDEN (CASE STUDY)
11.20 – REFRESHMENT BREAK
11.30 – CLAS LEASES & LICENCES TRAINING: FIND THE RIGHT AGREEMENT
12.00 – CLAS LEASES & LICENCES TRAINING: HEAD OF TERMS
12.30 – Q&A
12-45 – EVALUATION OF DAY AND GROUP DISCUSSION.
13.00 – CLOSE

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

QUIZ, TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

SLIDES AND HANDOUTS –

- CASE STUDIES AGREEMENT TYPE FLOW CHART.PDF
- FINDINGASITE.PDF
- FLOW CHART FOR LEASE AGREEMENT TYPE,PDF
- HAEL COMMUNITY GARDEN HEADS OF TERMS SCENARIO.PDF
- HOW TO COMPLETE YOUR LEASE REQUIREMENTS TEMPLATE.PDF
- HOWTOAPPROACHLOCALAUTHORITY.PDF
- LEASEREQUIREMENTSTEMPLATE.PDF
- LEASES AND LICENCES POWERPOINT WITH PHOTOS.PPT
- MODELCONSTITUTION.PDF
- NEGOTIATEFORSITE.PDF
- WHATLANDOWNERSWANT.PDF
- QUIZ.DOC

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,06
LEARN ABOUT WHAT FACTORS TO CONSIDER WHEN IDENTIFYING A SUITABLE SITE	
LEARN ABOUT AVAILABLE LAND LEASES POSSIBILITIES, TERMS AND AGREEMENTS	
LEARN ABOUT HOW TO APPROACH/NEGOTIATE WITH A LANDOWNER	
SKILLS	
IDENTIFY SUITABLE SOURCES OF LAND	

TITLE OF THE TOOL	M1.U4.1-7
GARDEN DESIGN	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
DESIGNING THE COMMUNITY GARDEN	2 HOURS

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- UNDERSTANDING HOW A SHARED GARDEN LOOKS AND WORKS AND BE ACCESSIBLE

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- 3D GARDEN MAP CREATED BY TRAINEES.
- PRACTICAL SKILLS ON GARDEN DESIGN.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

PRACTICAL EXERCISE USING PICTURES OF DIFFERENT ELEMENTS WITCH COULD BE IN A SHARED GARDEN (POND, CHILDREN PLAYING EQUIPMENT, FIREPIT, ...) AND WHY THEY CHOOSE THIS ELEMENTS (THE BENEFITS AND THE PROBLEMS RELATED TO THIS)
- PRESENTATION ABOUT A SITE (PROBLEMS AND ADVANTAGES OF A LAND)
- PRACTICAL SITE WORK OUTSIDE : HOW TO MEASURE THE LAND AND THE ASPECT OF SHADES, SOIL
IN SMALL GROUP, THEY CREATE A GARDEN ON A BIG PAPER MAP IN 3 D (CRAFT MATERIALS....PHOTOS...) DURING 3HOURS
THEY PRESENT TO THE GROUP EACH GARDEN AND THE REASONS THEY CHOOSE THE DIFFERENT ELEMENTS

- DO YOU HAVE TARGET GROUPS YOU WANT TO WORK WITH?
-WHO WILL USE THE GARDEN AND WHAT WILL THEY NEED?
-WHAT ACTIVITES DO YOU WANT TO DO IN THE GARDEN?

DESIGNING THE GARDEN – INFLUENCING FACTORS AND SITE SURVEY
- WHAT WILL YOUR GROUPS WANT TO GROW – HIGH YIELD V. HIGH VALUE, STAPLES, EXOTICS, FRUIT ETC.
- DIFFERENT GARDENING METHODS, ORGANIC, PERMACULTURE, FOREST GARDEN ETC
- WHAT IS THE SKILL LEVEL OF YOUR VOLUNTEERS AND HOW MUCH WORK WILL THEY WANT TO DO?
- ASPECT, SOIL, WATER, ROTATION

GROUP EXERCISE – DISCUSS IN GROUPS WHAT IMPACT THIS WILL HAVE ON DESIGN- MINDMAP
BREAK

PRACTICAL DESIGN
- LEARN HOW TO ACCURATELY MEASURE YOUR SITE AND DRAW A SCALE PLAN
- USE DIFFERENT MATERIALS TO CREATE A GARDEN DESIGN

GROUP EXERCISE – MEASURING, SCALE DRAWINGS AND USING DIFFERENT MATERIALS TO DESIGN A COMMUNITY GARDEN.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED	
Trainer's direct observation	
SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL	
Slides and handouts – 1- Community in your garden questionnaire.pdf 2- Designing your community garden.pdf 3- Different farming and gardening systems.pdf 5 – kidsonplot.pdf 10 – sitefeatureschecklist.pdf Case Studies.pdf Designing for Access.doc Handout page 1-2nd.doc Things to put in your Garden.doc WORKSHEET Microclimate.doc	
LEARNING OUTCOMES	**POINTS**
Knowledge	**0,28**
Understand the role of evaluation within the garden project (Self-evaluation as dimension for action orienteering, External assessment and recognition, Evaluation of impact)	
Be acquainted with different tools and techniques of evaluation	
Skills	
Identify evaluation tools and techniques for the garden project	
Competences	
Monitor the garden project evolution through the use of different evaluation tools and techniques (Sense of initiative and entrepreneurship)	

MODULE 2

WORKING EFFECTIVELY WITH STAFF AND VOLUNTEERS

Staff and Volunteers are essential in order to keep the community garden running smoothly. Recruiting and then retaining staff and volunteers is absolutely vital to keep the garden full of people working in the garden who help out week after week. In this section we will look at:

- Assessing and explaining why people volunteer
- What are the contributions and challenges of working with volunteers
- Recruiting and retaining volunteers
- Looking at a Draft a volunteer policy for your organisation
- Implementing good volunteer recruitment practices within your organisation
- Develop and implement an induction process for people volunteering with your organisation
- Access information on Health & Safety and other areas of legislation relevant to volunteer working and working safely
- Manage your volunteers in ways that enable them to use their knowledge, skills and experience to enhance the work of your organisation.
- Role and function of a Gardeniser
- Good training techniques and understanding group dynamics
- Getting the community involved and facilitating a community consultation meeting

Module 2 has 4 units and 12 learning tools covering 17 hours

11 TOOLS

17H

1,59 ECVET POINTS

TITLE OF THE TOOL	M2.U1.1
JOB DESCRIPTION FOR GARDENISER	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
DISCUSS TASKS AND ROLES OF A GARDENER ORGANIZER. THINK THROUGH THE DIFFERENT SKILLS AND COMPETENCES NEEDED.	APPRX. 2H 30'

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- IT IS GOOD FOR THE TRAINEES TO HAVE AN IN-DEPTH LOOK AT WHAT THE ROLE OF GARDEN ORGANIZER INVOLVES AND GAIN A DETAILED UNDERSTANDING OF THE DIVERSITY OF SKILLS NEEDED AND THE VARIETY OF FUNCTIONS THAT THEY WOULD NEED TO FULFIL. IT IS PARTICULARLY GOOD TO DISCUSS THIS WITH OTHERS AS WELL AS TO BE ABLE TO HEAR FROM THE STAFF FACILITATOR WHO IS FAMILIAR WITH HOW THIS WORKS IN EXISTING COMMUNITY GARDENS.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- A MOCK OFFICIAL JOB DESCRIPTION FOR GARDEN ORGANISER WHICH WILL LIST REQUIRED SKILLS AND EXPERIENCE NEEDED AS WELL AS A DESCRIPTION OF JOB ROLES AND RESPONSIBILITIES. BETTER UNDERSTAND THE ROLE AND VALUE OF THE GARDENISER AND THE PROJECT THEY WORK IN.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. LIST OF TASKS (20 MINUTES)

TRAINER ASKS ALL PARTICIPANTS TO THINK FOR 5 MINUTES ON WHAT SKILLS THEY THINK ARE NEEDED TO BE A GARDEN ORGANISER.
ON NEXT 5 MINUTES THEY ALL SAY THEIR ANSWERS, WHILE FACILITATOR WRITES DOWN ON FLIPCHART.
FACILITATOR THEN GOES THRU LIST, NOTES COMMONALITIES AND CREATES SOME "CATEGORIES" OF SKILLS, GROUPING ALL THOSE RELEVANT UNDER ONE LABEL, CONSULTING THE TRAINEES AS S/HE GOES ALONG.

2. GROUP EXERCISE CGS AIMS & PRINCIPLES (60MINS)

2.1) THE TRAINER WILL BREAK THE GROUP UP IN 3 SMALLER GROUPS AND GIVE EACH ONE A PAGE WITH THE REAL EXAMPLES OF THE OFFICIAL "AIMS & PRINCIPLES" DOCUMENT OF A COMMUNITY GARDEN AS WRITTEN BY THEMSELVES.
2.2)PARTICIPANTS IN GROUPS ARE TO READ THE 3 SET OF "AIMS & PRINCIPLES" AND USE THESE TO COME UP WITH A MORE DETAILED LIST OF SKILLS, COMPETENCES AND EXPERIENCE NEEDED FOR A COMMUNITY GARDEN ORGANISER,AS FOLLOWS:
LOOK AT ONE CASE STUDY AT A TIME AND;

- READ
- HIGHLIGHT RELEVANT WORDS THAT POINT AT POSSIBLE SKILLS/COMPETENCES
- WHAT OTHER SKILLS/COMPETENCES THAT ARE NOT EXPLICITLY MENTIONED, DO YOU THINK ARE NEEDED?

2.3) ALL THE GROUPS LOOK AT THE 3 CASES, GROUP A REPORTS FIRST ON CASE 1, AND THEN ANY ADDITIONS FROM GROUPS B AND C; THEN GROUP B ON CASE 2 AND GROUP C ON CASE 3 (PLUS ADDITIONS BY OTHERS)

3. SPECIALIST SKILLS

BACK TO BIG GROUP AND DISCUSSION OF ANY OTHER NO MENTIONED/DIFFERENT TYPE OF PROJECTS/ACTIVITIES (EG. THERAPEUTIC GARDEN-WOULD YOU EXPECT SPECIFIC KNOWLEDGE/SKILLS/COMPETENCES IN THIS AREA?) SUPPOSE DEPENDS ON PROJECT YOU ARE RECRUITING FOR.

(BREAK)

4. JOB DESCRIPTION FOR A GARDEN ORGANISER (60MIN)

4.1) FIRST, PARTICIPANTS WILL BE DIVIDED AGAIN IN SMALLER GROUPS AND GIVEN EXAMPLES OF JOB DESCRIPTIONS FOR REAL ADVERTISED JOBS AS GARDEN ORGANISER. THEY WILL BE ASKED TO READ THESE ADVERTS AND DISCUSS WITHIN THEIR GROUP WHAT THEY LIKE OR DON'T LIKE ABOUT THE ADVERT, HOW IS IT DESCRIBED; THE INFORMATION IT PROVIDES, HOW CLEAR IT IS; DO THEY FEEL IT IS A GOOD DESCRIPTION; WHAT IS NOT SO GOOD ABOUT IT? HOW COULD IT BE IMPROVED?, ETC
4.2) THE SMALLER GROUPS WILL FEEDBACK ON THEIR THOUGHTS TO THE MAIN GROUP, ALL TOGETHER DISCUSS ISSUES THAT ARISE
4.3) SMALLER GROUPS WILL THEN ATTEMPT TO CREATE THEIR OWN JOB DESCRIPTION
4.4) JOB DESCRIPTIONS CREATED BY GROUPS WILL BE READ TO ALL AND DISCUSS WITH TRAINER

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED	
Scenario of practice work, quiz, trainer's direct observation	
SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL	
Slides and handouts • Aims and principals of a community garden.doc • Community Garden Coordinator.doc • Community Garden Project Manager.doc • Role-Description-Community-Garden-Support-Worker-volunteer.pdf	
LEARNING OUTCOMES	**POINTS**
Knowledge	**0,03**
Understand the role and functions of the Gardeniser	
Understand the knowledge, skills and competences needed for the Gardeniser role	
Be acquainted with the different knowledge, skills and competences needed in the garden team	

TITLE OF THE TOOL	M2.U2.1
THE IMPORTANCE OF RULES AND POLICIES IN A COMMUNITY GARDEN	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
LEGAL FRAME : FOCUS ON SECURITY RULES INSIDE THE GARDEN	AROUND 45 MINUTES

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- KNOW THE SECURITY RULES THAT APPLY TO THE GARDEN
- KNOW GOOD PRACTICES TO ADOPT IN THE GARDEN ABOUT MANAGING SECURITY

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- UNDERSTAND THE IMPORTANCE OF RULES AND POLICIES IN THE COMMUNITY GARDEN
- EXAMPLES OF SAFETY RULES AND TOOLS FOR RISK ASSESSMENT

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

THE TRAINER PRESENTS SAFETY RULES IN THE GARDEN FOR THE FOLLOWING MOST COMMON TOPICS IN THE SHARED GARDENS: POND; DRINKING WATER; FOOD; COMPOST; ALLERGIES; HOST SCHOOL GROUPS; FIRST AID KIT; SHADOW; DRY TOILETS.
THE TRAINER CAN ENHANCE HIS PRESENTATION WITH A PROJECTION OF IMAGES ILLUSTRATING HIS POINT, GIVING CONCRETE EXAMPLES FROM THE GARDENS: EXAMPLES OF DESIGN, SAMPLE PANEL OF SAFETY INSTRUCTIONS, ETC. TRAINEES ARE ENCOURAGED TO ASK QUESTIONS AND SHARE THEIR OWN EXPERIENCES AND PRACTICES IF THEY HAVE.
DURING HIS PRESENTATION, THE TRAINER REFERS, WHEN THEY EXIST, TO THE LEGAL OR REGULATORY PROVISIONS TO WHICH STUDENTS CAN REFER AS NEEDED TO GO FURTHER.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

SLIDES AND HANDOUTS –

- 5 ARI GUIDE TO RISK ASSESSMENTS.PDF
- ARI_HS_HAZARDCHECKLIST_2010.PDF
- CONTAMINATEDLAND1.PDF
- GENERAL RISK ASSESSMENT FORM[1].DOC
- HAZARDS.DOC
- RISK ASSESSMENT CLAY OVEN (2).DOC
- RISKASSESSMENTFORM.PDF
- RISKASSESSMENTFORMVISITS.PDF
- SAFEGUARDING_CHECKLIST.PDF

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
UNDERSTAND SAFETY RULES THAT APPLY TO THE COMMUNITY GARDEN	0,06
KNOW THE EXISTING LEGAL OR REGULATORY PROVISIONS THAT APPLY TO THE COMMUNITY GARDEN	
BE AWARE OF THE POTENTIAL RISK SITUATIONS	
UNDERSTAND THE INTERNAL GUIDELINES DOCUMENTS OF THE COMMUNITY GARDEN	
SKILLS	
EXPLAIN INTERNAL GUIDELINES/LEGAL REGULATIONS TO STAKEHOLDERS	

TITLE OF THE TOOL	M2.U3.1-2
HOW TO ORGANISE ACTIVITIES IN THE GARDEN	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
COMMUNITY GARDEN VISIT	3H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- TO VISIT DIFFERENT TYPES OF PROJECTS SO THAT TRAINEES GET A GOOD OVERVIEW OF A VARIETY OF ACTIVITIES AND TECHNIQUES THAT THEY COULD EMPLOY. UNDERSTAND VARIOUS EDUCATIONAL AND COMMUNITY DEVELOPMENT APPROACHES

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- TO TAKE PART IN ACTIVITIES AND PROVIDE TRAINEES WITH SOME IDEAS FOR THEIR OWN COMMUNITY GARDENS TO USE LATER ON.
- TO UNDERSTAND AND QUESTION THE VOLUNTEERS FROM THE GARDEN TO GIVE THEM AN IDEA OF THE FUTURE OF THEIR PROJECT.
- TO GATHER RESEARCH ON WHAT A SUCCESSFUL COMMUNITY GARDEN LOOKS LIKE
- TO DEVELOP RELATIONSHIPS WITH EXPERIENCED PEOPLE IN OTHER COMMUNITY GARDENS.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

BRING THE PARTICIPANTS TO A COMMUNITY GARDEN.
LET THEM TAKE PART IN AN ORGANISED ACTIVITIES AT THE GARDEN.
ORGANIZE A MEETING WITH THE GARDENISER OF THE COMMUNITY GARDEN TO EXPLAIN THEIR APPROACH.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

NO SUPPORT CONTENT AVAILABLE FOR THIS TOOL

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
UNDERSTAND VARIOUS EDUCATIONAL AND COMMUNITY DEVELOPMENT APPROACHES	0,19
GET AN OVERVIEW OF A VARIETY OF ACTIVITIES AND TECHNIQUES THAT COULD BE EMPLOYED	

TITLE OF THE TOOL	M2.U4.1
TO UNDERSTAND THE DIFFERENT ROLES IN A COMMUNITY GARDEN	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
IDENTIFY THE DIFFERENT POSSIBLE ROLES LEADING TO GOOD RELATIONSHIPS BETWEEN ALL VOLUNTEERS INVOLVED IN THE RUNNING OF THE COMMUNITY GARDEN.	1 HOUR

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- FORMULATE GUIDELINES FOR THE IMPLEMENTATION AND MANAGEMENT OF THE GARDENS;
- CREATION OF AN INTERNAL DOCUMENT THAT DEFINES THE ROLES AND FUNCTIONS;
- IDENTIFICATION OF RESPONSIBILITIES.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- ACQUISITION OF THE TECHNIQUES AND METHODS NEEDED TO ADDRESS THE ISSUE OF THE INTERNAL ORGANIZATION OF COMMUNITY URBAN GARDENS;
- OVERCOMING PROBLEMS RELATED TO ORGANIZATIONAL ASPECTS.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. THE TRAINER, THROUGH THE PHOTOS OF GARDENS CONSIDERED BEST PRACTICES AND DOES A BRAINSTORMING SESSION TO IDENTIFY ROLES AND FUNCTIONS STARTING FROM THE PARTICIPANTS' EXPERIENCES IN THE FIELD;
2. PARTICIPANTS IDENTIFY GOOD PRACTICES (EXAMPLES OF GARDENS KNOWN BY THE PARTICIPANTS AND THE TRAINERS)
3. PARTICIPANTS DIVIDE IN SMALL GROUPS AND TRY TO ADAPT THESE GOOD PRACTICES TO UNDERSTAND HOW SUCH THESE ROLES CAN HAVE A POSITIVE IMPACT ON THE MANAGEMENT OF THE GARDENS

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

SLIDES AND HANDOUTS –

- JOB DESCRIPTIONS.DOC
- ROLE DESCRIPTIONS.PDF
- ROLES IN THE GARDEN.PPT
- VOLUNTEER POLICIES.PDF

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,5
UNDERSTAND VARIOUS ROLES OF VOLUNTEERS IN THE GARDEN	
UNDERSTAND THE INTERNAL GUIDELINES DOCUMENTS OF THE COMMUNITY GARDEN	
BE AWARE OF THE POTENTIAL RISK SITUATIONS	
BE ACQUAINTED WITH THE LEVELS OF RESPONSIBILITY OF THE DIFFERENT STAKEHOLDERS IN THE COMMUNITY GARDEN	
SKILLS	
EXPLAIN INTERNAL GUIDELINES TO STAKEHOLDERS	
COMPETENCES	
DEVELOP A PROCESS OF SHARING THE INTERNAL REGULATIONS TO FACILITATE THE PROJECT SUSTAINABILITY BY BALANCING THE NEEDS EXPRESSED BY THE VARIOUS PARTIES INVOLVED (SENSE OF INITIATIVE AND ENTREPRENEURSHIP)	

TITLE OF THE TOOL	M2.U5.1
SEASONAL WHEEL	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
WHEN SHOULD BE THE PRODUCTS PLANTED IN THE GARDEN?	45'

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- THIS TOOL AIMS TO REFLECT ABOUT THE SEASONAL ASPECTS OF THE PRODUCTS AND THEIR GROWTH IN THE GARDEN

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- TO UNDERSTAND THE SEASONAL ASPECTS OF THE PRODUCTS AND WHAT JOBS NEED DOING AT CERTAIN TIMES OF THE YEAR. USEFUL FOR PLANNING PURPOSES. HOW DO YOU DECIDE AS A GROUP WHAT YOU WILL GROW AND WHEN?

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. CREATE FOURS WORKING GROUPS AND ASK THEM TO CHOOSE ONE OF THE FOUR SEASONS: SPRING, SUMMER, AUTUMN AND WINTER
2. DISTRIBUTE TO EACH GROUP THE SAME SAMPLE OF ILLUSTRATIONS OF GARDEN PRODUCTS COVERING THE DIFFERENT SEASONS (E.G., VEGETABLES, FRUITS, FLOWERS, HERBS, GRAINS, ETC.)
3. DISTRIBUTE TO EACH GROUP THE "SEASONAL WHEEL" AND ASK THEM TO CHOOSE THE PRODUCTS THAT SHOULD BE PLANTED IN THEIR SEASON (20 MINUTES)
4. EACH GROUP GIVES ORAL PRESENTATIONS
5. MONITOR, IF THE SAME PRODUCTS WERE PICKED FOR DIFFERENT SEASONS AND GIVE FEEDBACK ON PRINCIPLES OF SEASONAL NATURE OF PRODUCTS
6. DISCUSS WHAT KINDS OF VOLUNTEER AND STAFF SUPPORT WILL BE NEEDED
7. CREATE AN ACTION PLAN TO DECIDE HOW AND WHEN CERTAIN JOBS WILL BE CARRIED OUT.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

HANDOUT

- YEARROUNDPLANNING2018.PDF

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,13
LEARN THE BASICS ABOUT ORGANIC/BIOLOGICAL/ECOLOGICAL/ECO-FRIENDLY/RESPONSIBLE GARDENING	
LEARN THE BASICS ABOUT SYNERGISTIC GARDEN	
UNDERSTAND THE IMPORTANCE OF BEING ABLE TO ACCESS AND TO SIGNPOST GARDENERS TO AVAILABLE GARDENING DEVELOPMENT OPPORTUNITIES	
LEARN TO CONSIDER THE SEASONAL NATURE OF PRODUCTS	

TITLE OF THE TOOL	M2.U6.1
WORKING WITH PEOPLE WITH PHYSICAL DISABILITIES	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
UNDERSTANDING THE NEEDS OF DISABLED PEOPLE AND MEETING THOSE NEEDS.	AROUND 1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- INSIDE THE MAIN DOMAINS OF COMPETENCES: ACTIVITY LEADING
- HAVING BASIC UNDERSTANDING OF WORKING WITH DISABLED PEOPLE

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- DOCUMENT PRODUCED ALL TOGETHER DURING THE DEBRIEFING

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

TAKE THE GROUP TO A GARDEN WITH DIFFERENT KINDS OF "IMAGINED" DISABILITIES: HALF THE PEOPLE ARE "DISABLED", AND HALF ARE TO BE "HELPER", THEY CAN CHANGE ROLES AT MID TIME

OBJECTIVE HELP TRAINEEES UNDERSTAND THE SITUATION (HOWEVER PARTIALLY) OF PHYSICAL DISABILITY AND TAKE NOTE OF THE POSITION THE ACCOMPANYING HELPER SHOULD HAVE.

EXAMPLE OF SUPPORTS THAT CAN BE USED:

- WHEELCHAIR (CAN BE RENTED FROM CHEMIST FOR ONE DAY IN FRANCE, CAN BE LENT BY A NGO OF DISABLED)
- MASK TO BLIND THE PERSON: (SECURITY MASK COMPLETELY BLACKENED WITH TAPE)
- IMPAIRED VISION: GLASSES WITH BLACK TAPE IN THE MIDDLE TO FAKE PERIPHERAL VISION, OR WITH A HOLE AT THE CENTRE TO FAKE TUBULAR-VISION (CAN BE DONE WITH 3D GLASSES FROM MOVIES

EARPLUGS PLUS SECURITY HEADSET

THE VISIT IS TO TAKE PLACE DURING 40 MINUTES. WORK IN PAIRS OF "DISABLED/HELPER". BEFORE THE VISIT THEY MUST GIVE ATTENTION TO WHAT/HOW THEY FEEL AS A DISABLED PEOPLE OR AS A HELPER. THE VISIT CAN BE ADAPTED BUT THE POINT IS TO MAKE PEOPLE FEEL HOW DIFFICULT AND STRANGE IT CAN BE TO HAVE A "NORMAL" VISIT WHEN YOU ARE DISABLED. AT THE MIDDLE OF THE VISIT THE PEOPLE EXCHANGE ROLES. PERSONAL REFLECTION TIME AT THE END OF THE VISIT THEY TAKE 10 MINUTES TO WRITE PRIVATELY ALL THEY HAVE FEEL AN NOTED ABOUT THE WAY THE VISIT WENT. COLLECTIVE DEBRIEFING TO SHARE FEELINGS AND TALK ABOUT THE NECESSITY OF EMPATHY, THE PROBLEMS YOU MUST GIVE ATTENTION TO (SECURITY, ACCESS, HOW NOT TO "INVADE" PERSONAL AUTONOMY...) WHEN YOU ARE A "HELPER".

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

SCENARIO OF PRACTICE WORK, TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

HANDOUT

- GARDENS FOR PEOPLE WITH DISABILITIES.DOC

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,11
UNDERSTAND THE NEED TO CREATE IN THE GARDEN A WELCOMING ENVIRONMENT AND CATERING FOR PEOPLE WITH SPECIAL NEEDS	
UNDERSTAND IN SOME WAY WHAT THE CHALLENGES ARE FOR PEOPLE WITH DISABILITIES	
COMPETENCES	
CREATE THE CONDITIONS FOR THE PARTICIPATION OF THE PEOPLE (SOCIAL COMPETENCE)	

TITLE OF THE TOOL	M2.U7.1
HEALTH AND WELL BEING	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
LEARN ABOUT THE BENEFITS OF BEING OUTDOORS AND ITS EFFECT ON HEALTH AND WELLBEING.	1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- IT IS VERY USEFUL FOR PARTICIPANTS TO HEAR FIRSTHAND EXPERIENCE FROM USERS, VOLUNTEERS AND STAFF ABOUT HOW THE GARDEN IMPROVES THEIR HEALTH AND WELL BEING
- PARTICIPANTS CAN ASK QUESTIONS FROM PRESENTER ABOUT SPECIFIC ISSUES THEY ARE INTERESTED IN AND OBTAIN ANSWERS FROM A REAL CASE.
- VALUABLE INFORMATION AND RELEVANT CONTACTS CAN BE GAINED

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- A LOOK AT CASE STUDIES WHERE THERE ARE CLEAR BENEFITS SHOWN TO BEING OUTDOORS. PRESENTATION WHICH INCLUDES A VARIETY OF CASE STUDIES

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

PART1: CASE STUDIES OF DIFFERENT GARDENS ARE PRESENTED.

EACH CASE STUDY LOOKS AT:

- BENEFITS OF BEING OUTDOORS
- WELLBEING AND HOW THIS IS AFFECTED FOR DIFFERENT TYPES OF PEOPLE IN DIFFERENT SETTINGS

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

CASE STUDIES

HANDOUTS

- BENEFITS-COMMUNITY-GROWING-HEALTH-WELLBEING.PDF
- BENEFITS-COMMUNITY-GROWING-MENTAL-HEALTH.PDF_0.PDF
- BENEFITS-COMMUNITY-GROWING-OLDER-PEOPLE-DEMENTIA (1).PDF
- BENEFITS-COMMUNITY-GROWING-REFUGEES-AND-ASYLUM-SEEKERS.PDF

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,03
UNDERSTAND THE NEEDS OF DIFFERENT STAKEHOLDERS	
BE ACQUAINTED WITH DIFFERENT TYPES OF OUTCOMES FOR STAKEHOLDERS	
COMPETENCES	
IDENTIFY THE DIFFERENT STAKEHOLDERS (ACTORS AND PARTNERS) OF THE COMMUNITY GARDEN PROJECT/TERRITORY	
UNDERSTAND HOW THE TYPES OF A COMMUNITY GARDEN PROJECT STRATEGICALLY INTEGRATED IN THE URBAN COMMUNITY CONTEXT	

TITLE OF THE TOOL	M2.U7.3
THE EMOTIONAL SIDE: LOOKING AFTER YOURSELF, STAFF, VOLUNTEERS AND VISITORS IN THE GARDEN	

TOPIC – MAIN TRAINING FIELD OF THE TOOL	DURATION
People management: Supporting 'emotional literacy' so staff, volunteers and visitors stay engaged in your garden.	3h.

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

Gardens are seen as peaceful health-promoting places. For this reason they attract people who may not be as peaceful or healthy as they would like. In addition there are other potential stressors, such as the need to bring in funding. Community Garden Organisers may find themselves in a role where they feel pressure, stress, fatigue, and emotions they did not expect. The aim of this session is to introduce techniques to help garden organisers:

- **Identify emotions, behaviours and issues** in the garden visitors, staff and volunteers
- **Be inclusive**, creating an environment that helps everyone feel welcome, preventing stress,
- **Address stress and burnout** and access support. Be realistic about what the garden can and cannot deliver in terms of caring for people

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- Be able to communicate the benefits of a resilient workforce to staff and volunteers
- Be able to explain how support for all staff and volunteers is vital for service effectiveness
- Increased confidence in recognising pressure, stress and anxiety in the garden
- Create a work wellness plan

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. In groups of five write an emotion down on post-in notes. One per post-it. Place them on the wall all together in negative and positive sections. Discuss the range of emotions we have. Being able to recognize and name something can make it more manageable E.g. fear, anger, envy, frustration, sadness, joy, happiness, love, excitement. (10 mins)
2. In groups of three discuss our own passions and what brought us to the role. Discuss one negative thing that has happened or that we feel. One person presents to the group. (20 mins)
3. Continue discussion to include what brings visitors and volunteers to the garden. Discuss issues they might be facing, such as recovery from drugs & alcohol, or depression, peer pressure, or social anxiety. (10 mins)
4. Short presentation on research into the rates of mental and physical illness and the benefits of outdoors and wellbeing. Short discussion (20 mins)
5. Case studies of two gardens – one that can work with people who are formally experiencing the need for mental health support and one that can help support wellbeing but is not qualified to deliver formal mental health support. Managing expectations: We are not counsellors or clinicians. Acknowledge what we are able to do and what we do and don't have training and/or time for. Discussion. (20 mins)
6. Look at Burnout Quiz Tool. Complete if wanted to reflect on our own experience. Introduce 'Stress management competency indicator tool.' Introduce Work Wellness plans. (20 mins)
7. (if time) Active listening exercise. In pairs – Each person faces the opposite side of the room (10 mins). Only the listeners see the instructions: The talker talks for a minute and the listener listens attentively and with interest. Then in the second minute they act bored (yawning, glancing away, no eye contact etc).
8. Discussion of what makes us feel comfortable / uncomfortable in a space (e.g. good food, pictures of people from different cultures, not feeling singled out, not hitting out head on a low ceiling, not using the wrong terms for disabled people.) (10 mins)
9. In two or three groups, each design an inclusive garden through drawing or collage. Consider lines of sight, public and private areas, exit points (e.g. not too many), different working areas different working heights and seats, privacy with plants, plants from different parts of the world. Showcase to the group. (20 mins)
10. Write on a post-it one change that each person will make as a result of the session. (5 mins)

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED	
TRAINER'S DIRECT OBSERVATION	
SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL	
SLIDES AND HANDOUTS – • THE EMOTIONAL SIDE.DOC COLOURED PENS, PAPER, MAGAZINES TO CREATE COLLAGES.	
LEARNING OUTCOMES	**POINTS**
KNOWLEDGE	**0,12**
UNDERSTAND THE ROLE AND FUNCTIONS OF THE GARDEN ORGANISER	
UNDERSTAND THE KNOWLEDGE, SKILLS AND COMPETENCES NEEDED FOR THE GARDEN ORGANIZER ROLE	
BE ACQUAINTED WITH THE DIFFERENT KNOWLEDGE, SKILLS AND COMPETENCES NEEDED IN THE GARDEN TEAM	
UNDERSTAND THE DIFFERENT FIELDS OF ACTION OF THE GARDEN ORGANIZER (SUPPORT THE GARDENERS; CREATE THE CONDITIONS FOR PEOPLE PARTICIPATION; KNOW THE BASIS ABOUT NATURAL GARDENING; EDUCATION)	
COMPETENCES	
IDENTIFY THE DIFFERENT STAKEHOLDERS (ACTORS AND PARTNERS) OF THE COMMUNITY GARDEN PROJECT/TERRITORY	
UNDERSTAND HOW THE TYPES OF A COMMUNITY GARDEN PROJECT STRATEGICALLY INTEGRATED IN THE URBAN COMMUNITY CONTEXT	

TITLE OF THE TOOL	M2.U8.1
CONTRIBUTIONS/CHALLENGES IN WORKING WITH VOLUNTEERS	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
WHAT ARE THE MAIN CONTRIBUTIONS AND CHALLENGES IN WORKING WITH VOLUNTEERS IN A SHARED GARDEN?	1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- THIS TOOL AIMS TO LIST THE KEY ISSUES TO BE AWARE OF IN DAILY WORK WITH VOLUNTEERS

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- TO BETTER UNDERSTAND THE CONTRIBUTIONS/CHALLENGES IN WORKING WITH VOLUNTEERS

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. CREATE THREE WORKING GROUPS
2. DISTRIBUTE THE "ABC" TEMPLATE

A:_____
B:_____
C:_____
D:_____
E:_____
F:_____
G:_____
H:_____
I:_____
J:_____
K:_____
L:_____
M:_____
N:_____
O:_____
P:_____
Q:_____
R:_____
S:_____
T:_____
U:_____
V:_____
W:_____
X:_____
Y:_____
Z:_____

3. ASK TO EACH GROUP TO LIST THE MAIN CONTRIBUTIONS/CHALLENGES IN WORKING WITH VOLUNTEERS, USING WORDS STARTING BY THE DIFFERENT LETTERS OF THE ALPHABET (20 MINUTES)
4. ORAL PRESENTATION, LETTER BY LETTER, ASKING TO EACH GROUP PRESENT WHAT WAS IDENTIFIED
5. AT THE END, ASK TO THE GROUP TO LIST THE KEY ASPECTS AND LIST THEM IN THE FLIPCHART

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

- "ABC" TEMPLATE (SEE ABOVE)

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,13
UNDERSTAND THE NEED TO ENGAGE THE LOCAL COMMUNITY	
UNDERSTAND GROUP DYNAMICS	
LEARNING THE BASICS OF CONFLICT MANAGEMENT	
SKILLS	
DEVELOP A STRATEGY TO GET PEOPLE ENGAGED IN THE GARDEN PROJECT	
COMPETENCES	
CREATE THE CONDITIONS FOR THE PARTICIPATION OF THE PEOPLE (SOCIAL COMPETENCE)	
MANAGE GROUP DYNAMICS (SOCIAL COMPETENCE)	

TITLE OF THE TOOL	M2.U9.1
UNDERSTANDING VOLUNTEERS NEEDS	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
UNDERSTANDING WHY PEOPLE VOLUNTEER AND MAKING SURE THE COMMUNITY GARDEN CAN OFFER VOLUNTEERS A VARIETY OF EXPERIENCES.	1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- GIVES A BETTER UNDERSTANDING OF THE MANY NEEDS OF VOLUNTEERS AND TRYING TO MEET THOSE NEEDS.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- GOOD UNDERSTANDING OF THE NEEDS OF VOLUNTEERS
- CREATING A USEFUL VOLUNTEER POLICY

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

HAVE A GENERAL DISCUSSION ABOUT EXISTING VOLUNTEERS AND WHY PEOPLE VOLUNTEER. WHAT ARE THEY LOOKING FOR AT A COMMUNITY GARDEN?
LOOK AT A VARIETY OF VOLUNTEER POLICIES
CREATE A VOLUNTEER POLICY IN GROUPS TO UNDERSTAND :

- HOW DO VOLUNTEERS FIT INTO YOUR ORGANISATION?
- A TOOL TO SHOW YOU ARE 'READY' FOR VOLUNTEERS
- COMMITMENT AND CONSISTENCY
- A BASIS FOR ISSUING VOLUNTEER AGREEMENTS
- A BASIS FOR REVIEW AND IMPROVEMENT

DECIDE IF THE POLICIES:

- COVER WHAT IS NECESSARY?
- EQUAL OPPORTUNITIES?
- FIT' WITH OTHER POLICIES?
- WHAT DO YOU THINK ABOUT THE LANGUAGE, STYLE AND FORMAT?

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

A VARIETY OF VOLUNTEER POLICIES
HANDOUTS

- HANDOUT 1- VOLUNTEER POLICIES.DOC
- VOLUNTEER POLICIES.PDF

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
IDENTIFY THE QUALITIES AND FUNCTIONS OF THE GARDEN ORGANIZER AS DEVELOPMENT OFFICER (COMMUNICATION, RESEARCH AND SUSTAINABILITY OF PARTNERSHIPS, FUNDRAISING, PROJECT PLANNING, COACHING, COORDINATION, ETC.)	
LEARN ABOUT TOOLS USEFUL TO FACILITATE THE MANAGEMENT AND THE ONGOING DEVELOPMENT OF THE PROJECT	
UNDERSTAND THE IMPORTANCE OF THE GARDEN ORGANIZER TO BUILD MOTIVATION, ASSURE PARTICIPATION, GUIDE AND COORDINATE THE GARDEN TEAM	

Skills	0,13
Use tools to facilitate the management and the ongoing development of the project	
Competences	
Guide and monitor the ongoing process of community garden development (Sense of initiative and entrepreneurship)	
Aware of tools and opportunities for added-value to the development process (Learning to learn)	

TITLE OF THE TOOL	**M2.U10.1-4**
Recruiting Volunteers	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
Finding volunteers	1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- Volunteers are vital for the running of the project. This helps develop ways of recruiting volunteers.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- Develop a role description so you know what you are looking for (could be for a treasures, gardener, marketing specialist etc)
- Develop an application for a volunteer or a system for volunteering
- Understand best ways and places to advertise for someone
- Understand how to screen people and how to slect people for certain jobs

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

What do you want them to do (Role Description)? Group activity to write various role descriptions for the kinds of volunteers you need. Divide people into small groups and look at descriptions for a treasurer, gardener, communications and
Share the descriptions
Discuss where to advertise and look at various application forms you could use.(Powerpoint)
Discuss Screening and Selecting.
Discuss:
Is the volunteer suitable for the role and / or your client group?
Is the activity suitable for the volunteers and will it meet their expectations
Tools and methods (including rejection policy)
Take up references
Criminal Record Bureau (CRB) Disclosures

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

Trainer's direct observation

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

Slides and handouts –

- Managing Volunteers day 3
- Managing Volunteers powerpoint.ppt
- Managing Volunteers- where to advertise.doc
- Volunteer friendly words.doc
- volunteering_opportunity_reg_form.doc
- VolunteerTeam_application_form.doc

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,52
IDENTIFY THE QUALITIES AND FUNCTIONS OF THE VOLUNTEERS	
LEARN ABOUT TOOLS USEFUL TO FACILITATE THE MANAGEMENT FOR RECRUITING VOLUNTEERS	
UNDERSTAND THE IMPORTANCE OF THE GARDEN ORGANIZER TO BUILD MOTIVATION, ASSURE PARTICIPATION, GUIDE AND COORDINATE THE VOLUNTEERS	
SKILLS	
USE TOOLS TO FACILITATE THE MANAGEMENT AND THE ONGOING DEVELOPMENT OF THE PROJECT	
COMPETENCES	
GUIDE AND MONITOR THE ONGOING PROCESS OF COMMUNITY GARDEN DEVELOPMENT (SENSE OF INITIATIVE AND ENTREPRENEURSHIP)	
AWARE OF TOOLS AND OPPORTUNITIES FOR ADDED-VALUE TO THE DEVELOPMENT PROCESS (LEARNING TO LEARN)	

TITLE OF THE TOOL	M2.U11.1-2
THE INDUCTION PROCESS FOR VOLUNTEERS	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
HOW DO WE MAKE SURE WE GET OUR VOLUNTEERS OFF TO A GOOD START	1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- IF WE WANT TO MAKE SURE WE RETAIN VOLUNTEERS IT IS IMPORTANT TO MAKE SURE THEY UNDERSTAND HOW THE GARDEN WORKS AND ITS RULES AND REGULATIONS.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- DEVELOP A CLEAR POLICY AND STRUCTURE FOR WELCOMING VOLUNTEERS TO THE GARDEN.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

POWERPOINT ON:
-MAKING VOLUNTEERS FEEL WELCOME
-COVERING THE DETAILS AND LEGALITIES
-DO'S AND DON'TS!
-VOLUNTEER POLICY
-VOLUNTEER AGREEMENT
-PRACTICALITIES
-WELCOME SESSION
DEFINING YOUR RELATIONSHIP AND WAY OF WORKING

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

SLIDES

- 20 GREAT WAYS.PPT
- POWERPOINT.PPT

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,19
BE ACQUAINTED WITH WHAT IS EXPECTED FROM A VOLUNTEER	
UNDERSTANDING POLICIES AND PROCEDURES	
HOW TO WELCOME VOLUNTEERS AND RETAIN THEM	
SKILLS	
DEVELOPING A POLICY	
IDENTIFY THE DIFFERENT AVAILABLE RESOURCES AVAILABLE	
COMPETENCES	
MANAGE THE SUSTAINABILITY OF THE GARDEN PROJECT THROUGH ITS PEOPLE (SENSE OF INITIATIVE AND ENTREPRENEURS)	

MODULE 3

FINANCIAL SUSTAINABILITY

To ensure that the garden project is developed sustainably and to ensure that income comes in for years to come it is crucial to look at how the garden can become financially sustainable. Module 3 introduces elements regarding the longevity of the community garden in these main areas:

- Sustainable development
- Evaluation and Monitoring
- Understanding the costs of a community garden
- Creating an action plan
- Health check of an organisation

This module offers participants technical skills on budget management as well as an understanding on the sustainable development of the community garden within the local community.

Module 3 contains 6 units and 7 learning tools of an overall duration of 8 ½ hours.

7 TOOLS

12H

1,04 ECVET POINTS

TITLE OF THE TOOL	M3.U1.1-3
UNDERSTANDING THE COSTS OF A GARDEN	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
FINANCIAL SUSTAINABILITY	AROUND 1H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- GOOD TO LEARN BY USING SAMPLE BUDGETS AND HAVE THE OPTION TO PRACTICE WITH ONE

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- UNDERSTANDING THE DIFFERENCES BETWEEN CAPITAL AND REVENUE ITEMS
- UNDERSTANDING OF THE REAL AND OFTEN UNSEEN COSTS OF RUNNING A SCHEME
- LEARNING ABOUT POSSIBLE OPTIONS FOR REDUCING COSTS

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. THE TRAINER WILL INTRODUCE THE KEY FINANCIAL TERMS THAT WILL BE USED THROUGHOUT THE SESSION (10 MINS)
2. THEN, IN PAIRS, THE TRAINEES WILL TRY TO CREATE A BUDGET FOR THEIR PROJECT OVER 1-3 YEARS (15MINS)
3. PAIRS FEEDBACK TO MAIN GROUP (10 MINS)
4. TRAINER PRESENTS TRAINEES WITH A REAL BUDGET AND THEY LOOK THROUGH IT TOGETHER (20 MIN)
5. DISCUSSION ON POSSIBLE WAYS TO REDUCE COSTS (5-10MIN)

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

SCENARIO OF PRACTICE WORK, TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

SLIDES AND HANDOUTS –

- COSTING YOUR SCHEME.PPT
- POSSIBLE BUDGET FOR STARTING A COMMUNITY FOOD PROJECT.DOC

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,13
GAIN KNOWLEDGE OF BUDGET MANAGEMENT	
UNDERSTAND THE INTERDEPENDENCE BETWEEN THE COMMUNITY GARDEN DEVELOPMENT CHOICES AND THE BUDGET PLANNING	
SKILLS	
SELECT THE BUDGET TYPE MORE APPROPRIATE FOR THE GARDEN PROJECT	
COMPETENCES	
MANAGE THE SUSTAINABILITY OF THE GARDEN PROJECT (SENSE OF INITIATIVE AND ENTREPRENEURSHIP)	

TITLE OF THE TOOL	M3.U2.1-3
CREATING AN ACTION PLAN FOR A COMMUNITY GARDEN	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
CREATE AN ACTION PLAN FOR A COMMUNITY GARDEN	3H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- WILL EXPLORE THE DIFFERENT STAGES OF CREATING A VISION AND A BUSINESS PLAN FOR A COMMUNITY GARDEN, LOOK THROUGH THE PROCESSES AND TASKS INVOLVED AND HOW THESE CAN BE TACKLED. WE AIM TO CREATE A GENERAL ACTION PLAN WHICH WILL BE A STANDARD TO BE ADAPTED ACCORDING TO EACH PROJECTS' NEEDS AND CIRCUMSTANCES.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- STANDARD ACTION PLAN FOR SETTING UP A COMMUNITY GARDEN.
- UNDERSTANDING THE CIRCULAR NATURE OF A BUSINESS PLAN > MONITOR > EVALUATE > REVIEW BUSINESS PLAN ETC

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. DIVIDE INTO SMALL GROUPS OF 4-6
2. EACH GROUP HAS THE SAME BRIEF. YOU ARE NEIGHBOURS WHO LIVE IN A BLOCK OF FLATS WHICH OVERLOOKS A PIECE OF WASTE GROUND YOU'VE ALL HAD YOUR EYE ON. TOGETHER, COME UP WITH:

» 1 DREAM (OF HOW YOU SEE IT IN THE FUTURE)
» 3 THINGS (ACTIVITIES) YOU'D LIKE TO DO THERE
» WHAT RESOURCES WILL YOU NEED (E.G. SOIL, PEOPLE, PLANNING PERMISSION – BUT MAKE SURE SOMEONE SAYS MONEY AS NEED TO BE REALISTIC!! ALTHOUGH PEOPLE OFTEN THINK THEY CAN SET UP A CG FOR FREE AT THE VERY LEAST THEY'RE LIKELY TO NEED PUBLIC LIABILITY INSURANCE, AND A FEW QUID FOR BISCUITS/PRIZES- OR EVEN A TOILET, OR IRRIGATION- ALWAYS HELPS!)
» HOW WILL YOU KNOW WHAT HAS WORKED AND WHAT HASN'T WORKED?

THE PURPOSE OF THE ABOVE IS, IN EFFECT, TO GET THEM DESIGNING AN OUTLINE BUSINESS PLAN AND THINKING ABOUT MONITORING AND EVALUATION WITHOUT USING ANY OF THE WORDS!

3. GROUPS FEEDBACK TO FACILITATOR THEIR IDEAS. FACILITATOR THEN EXPLAINS WHAT THEY HAVE IN EFFECT DONE – I.E., STARTED THINKING ABOUT VISION, AIMS/OBJECTIVES, MONITORING/EVALUATION.
4. COULD FOLLOW UP WITH/LINK TO DRAWING UP A BACK OF THE ENVELOPE BUSINESS PLAN FOR A TINY PROJECT USING THESE SUBHEADINGS, AND/OR COMPARING 2 BUSINESS PLANS
5. AT SOME POINT NEED TO EMPHASISE THAT, IN EFFECT, EVERYTHING YOU DO AT YOUR PROJECT IS PART OF OR RELATES TO THE BUSINESS PLAN, EVEN IF THIS HAS NOT BEEN FORMALLY WRITTEN DOWN.
6. THE LEARNER GETS AN UNDERSTANDING OF BUDGET PLANNING WITHIN THE LIFE THE GARDEN PROJECT
7. THE LEARNER KNOWS HOW TO IDENTIFY THE DIFFERENT AVAILABLE RESOURCES FOR THE SUSTAINABILITY OF THE PROJECT AND UNDERSTAND WHICH ONES MIGHT BE MORE APPROPRIATE FOR THEIR PROJECT.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

SCENARIO OF PRACTICE WORK, TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

NO SUPPORT CONTENT AVAILABLE FOR THIS TOOL

LEARNING OUTCOMES	POINTS
Knowledge	0,26
Be acquainted with the life of a garden project (conception, realization, development)	
Be acquainted with the elements that influence the life cycle of a garden project (business plan – resources – monitoring & evaluation)	
Skills	
Understand the situation of a garden and identify the actions that lead to a current state of the garden	
Competences	
Work in a group (Social competence)	

TITLE OF THE TOOL	M3.U2.3
FINANCING AND SUSTAINING YOUR PROJECT	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
LOOKING AT WAYS OF FINANCING THE PROJECT	1.5H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- IT'S GOOD TO GET PARTICIPANTS THINKING ABOUT THE DIFFERENT OPTIONS AVAILABLE TO FINANCE THE PROJECT, THIS COULD BE THROUGH APPLYING FOR FUNDING BUT ALSO LOOKING AT THE DIFFERENT OPTIONS. REAL CASE INFORMATION WILL BE USED.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- UNDERSTANDING THE BASICS OF INCOME GENERATION.
- LEARNING ABOUT FINANCIAL AS WELL AS PROJECT SUSTAINABILITY (OTHER AVENUES OF SUPPORT, GROUP DYNAMICS ETC)

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

TRAINER WILL TALK THROUGH THE DIFFERENT OPTION FOR INCOME GENERATION FOR PROJECTS AND WILL GET THE PARTICIPANTS IN GROUPS TO THINK THROUGH THE PROS AND CONS OF THE DIFFERENT OPTIONS AVAILABLE TO GENERATE INCOME.

A GROUP EXERCISE LOOKING AT THE DIFFERENT WAYS IN WHICH ONE COULD GENERATE INCOME WILL BE DONE BY SPLITTING THE OVERALL CATEGORIES MENTIONED BEFORE (SELLING PRODUCTS/PRODUCE; DELIVERING TRAINING; HIRING FACILITIES; CORPORATE SOCIAL RESPONSIBILITY; RAFFLES; ETC..) INTO FLIPCHART PAPERS AND ASKING PARTICIPANTS TO COME UP WITH A COUPLE OF EXAMPLES OF EACH.

TRAINER WILL THEN LOOK AT OTHER WAYS OF MEETING THE NEEDS OF THE PROJECT THAT MAY NOT NECESSARILY INVOLVE MONEY SUCH AS SKILL SWAPS; SHARING EQUIPMENT; ETC.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

SLIDES

- FUNDING AND SUSTAINING YOUR PROJECT-SHORT COURSEGO.PPT

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,06
BE ACQUAINTED WITH THE CRITERIA OF QUALITY AND DURABILITY OF A COMMUNITY GARDEN	
GAIN KNOWLEDGE OF BUDGET MANAGEMENT	
UNDERSTAND THE INTERDEPENDENCE BETWEEN THE COMMUNITY GARDEN DEVELOPMENT CHOICES AND THE BUDGET PLANNING	
UNDERSTAND THE FUNCTION OF BUDGET PLANNING WITHIN THE LIFE OF THE GARDEN PROJECT AND ITS INFLUENCE ON LONG-TERM PARTNERSHIP BUILDING	
SKILLS	
SELECT THE BUDGET TYPE MORE APPROPRIATE FOR THE GARDEN PROJECT	
Identify the different available resources for the sustainability duration of the project	
COMPETENCES	
MANAGE THE SUSTAINABILITY OF THE GARDEN PROJECT (SENSE OF INITIATIVE AND ENTREPRENEURSHIP)	

TITLE OF THE TOOL	M3.U3.1-2
GARDEN VISIT SEEING STAFF EARNING INCOME THROUGH THE GARDEN	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
EARNING INCOME THROUGH THE GARDEN	3H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- SHOWS AN EXAMPLE OF A GARDEN WHICH IS GENERATING AN INCOME

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- IT GIVES TRAINEES A CHANCE TO SEE THE VARIOUS WAYS WHICH INCOME CAN BE BROUGHT IN BY A COMMUNITY GARDEN.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

IN THE GARDEN ONE OF THE STAFF, A GARDEN GUIDE, GIVES EVERYONE A GARDEN TOUR. OUR FOCUS OF QUESTIONS IN THIS GARDEN IS NOT SO MUCH THE DIFFERENT ELEMENTS OF THE GARDEN ITSELF BUT MORE ABOUT THE VARIOUS WAYS THEY BRING INCOME INTO THE PROJECT AND HOW THEY USE THIS INCOME.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

NO SUPPORT CONTENT AVAILABLE FOR THIS TOOL

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,26
UNDERSTAND THE VARIOUS WAYS INCOME CAN BE BROUGHT INTO A PROJECT	
UNDERSTAND THE FUNCTION OF BUDGET PLANNING WITHIN THE LIFE THE GARDEN PROJECT AND ITS INFLUENCE ON LONG-TERM PARTNERSHIP BUILDING	
COMPETENCES	
MANAGE THE SUSTAINABILITY OF THE GARDEN PROJECT (SENSE OF INITIATIVE AND ENTREPRENEURSHIP)	

TITLE OF THE TOOL	M3.U4.1-2
EVALUATION AS A PROCESS	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
EVALUATION	1.5H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- TO SHARE WITH THE PARTICIPANTS THE ROLE AND ADVANTAGES OF THE EVALUATION PROCESS FOR THE SUSTAINABILITY OF THE COMMUNITY URBAN GARDEN.
- TO SHARE WITH THE PARTICIPANTS SOME USEFUL TOOLS FOR AN EVALUATION PROCESS.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- THE PARTICIPANTS UNDERSTAND THE ROLE OF THE GARDENISER IN THE PROCESS OF EVALUATION OF THE COMMUNITY URBAN GARDEN PROJECT.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

THE TRAINER DEFINES WHAT IS THE EVALUATION AS A PROCESS WITHIN A COMMUNITY URBAN GARDEN PROJECT AND GIVES EXAMPLES FOR ITS USEFULNESS IN THE MANAGEMENT OF THE DIFFERENT DIMENSIONS THE COMMUNITY GARDEN MAY DEAL WITH:

- LEARNING
- MOTIVATION
- PARTICIPATION
- CHANGES
- PLANNING
- COMMUNICATION OF RESULTS
- SUSTAINABILITY
- COOPERATION WITH PARTNERS

THE EVALUATION AS A PROCESS HAS 3 CATEGORIES:

- SELF EVALUATION
- EXTERNAL ASSESSMENT AND RECOGNITION
- EVALUATION OF IMPACT

THE TRAINER THEN GIVES EXAMPLES OF EVALUATION TOOLS STARTING FROM THE TOOLS USED DURING THE PROCESS OF EVALUATION OF THE TRAINING COURSE GARDENISER.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

TRAINER'S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

HANDOUTS

- EVALUATION REPORT_THE STORY SO FAR_APPENDIX B
- GROWING TOGETHER REPORT V4 HIRES DP

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,26
UNDERSTAND THE ROLE OF EVALUATION WITHIN THE GARDEN PROJECT (SELF-EVALUATION AS DIMENSION FOR ACTION ORIENTEERING, EXTERNAL ASSESSMENT AND RECOGNITION, EVALUATION OF IMPACT)	
BE ACQUAINTED WITH DIFFERENT TOOLS AND TECHNIQUES OF EVALUATION	
SKILLS	
IDENTIFY EVALUATION TOOLS AND TECHNIQUES FOR THE GARDEN PROJECT	
COMPETENCES	
MONITOR THE GARDEN PROJECT EVOLUTION THROUGH THE USE OF DIFFERENT EVALUATION TOOLS AND TECHNIQUES (SENSE OF INITIATIVE AND ENTREPRENEURSHIP)	

TITLE OF THE TOOL	M3.U5.1
QUICK EVALUATION	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
EVALUATION	30’

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- THE MAIN PURPOSE IS TO RECEIVE CONSTRUCTIVE FEEDBACK FROM PARTICIPANTS AS TO WHAT WAS MOST USEFUL AND WHAT ASPECTS OF THE COURSE CAN BE IMPROVED.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- CONSTRUCTIVE FEEDBACK; SUGGESTIONS FOR CHANGE/IMPROVEMENT.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

THE TRAINERS WILL CREATE 3 FLIPCHARTS FOR PARTICIPANTS TO PLACE STICKY NOTES ON AS FOLLOWS;

- ONE FLIPCHART PAPER PER TOPIC. TOPICS ARE:
- WHAT TOPICS/SESSION DID YOU FIND MOST AND LESS USEFUL? (MOST USEFUL/LESS USEFUL)
- WHAT SESSIONS/TOPICS/ACTIVITIES WOULD YOU ADD/REMOVE? (ADD/REMOVE)
- WHAT WAS THE BEST THING ABOUT THE COURSE/WHAT COULD BE IMPROVED? (BEST/TO BE IMPROVED)

- EACH FLIPCHART PAPER IS DIVIDED IN 2 COLUMNS WITH A SMILEY AND CORRESPONDING HEADING ON TOP OF EACH SITE (GREEN FOR POSITIVE COMMENTS; ORANGE FOR SUGGESTION FOR IMPROVEMENT) SO:
- GREEN: MOST USEFUL; ORANGE: LESS USEFUL (SEE EXAMPLE DOCUMENT)
- GREEN: THINGS TO ADD; ORANGE: THINGS TO REMOVE
- GREEN: BEST THINGS; ORANGE: TO BE IMPROVED

- PREPARED FLIPCHART PAPERS ARE PLACED ON WALL AROUND THE ROOM.

PARTICIPANTS ARE HANDED A SMALL BUNCH OF STICKY NOTE-10 EACH
PARTICIPANTS ARE TOLD TO USE THEIR 10 STICKY NOTES TO WRITE ON THEM POSITIVE COMMENTS OF WHAT THEY FOUND MOST USEFUL AND WHAT WORKED BEST AND ALSO CONSTRUCTIVE COMMENTS ON HOW THINGS COULD BE IMPROVED, OR WHAT OTHER THINGS COULD BE ADDED. ASK PARTICIPANTS TO ONLY WRITE ONE IDEA/THOUGHT PER STICKY NOTE.

WHEN FINISHED, PARTICIPANTS ARE ASKED TO GET UP AND PLACE STICKY NOTES ON CORRESPONDING FLIPCHART PAPER/POSTERS ON APPROPRIATE SIDE/COLUMN.
TRAINER TAKES A PICTURE OF COMPLETED FLIPCHART PAPERS WITH STICKY NOTES FOR THE RECORD/TO USE FOR EVALUATION.

ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED

SCENARIO OF PRACTICE WORK, TRAINER’S DIRECT OBSERVATION

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

- SAMPLE OF FLIPCHART PAPER

LEARNING OUTCOMES	POINTS
KNOWLEDGE	0,03
LEARNER WILL UNDERSTAND A QUICK TECHNIQUE FOR GETTING CONSTRUCTIVE FEEDBACK	
SKILLS	
UNDERSTAND A NEW TECHNIQUE	

TITLE OF THE TOOL	M3.U6.1-2
HEALTH CHECK OF YOUR ORGANISATION	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
ASSESS CURRENT STATE, IDENTIFIES STRENGTHS GAPS, AREA OF NEED. PLAN AHEAD TO MEET CHANGE	1.5H

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

MANY OF US ARE FAMILIAR WITH THE IDEA OF HAVING REGULAR HEALTH CHECKS TO MONITOR OUR FITNESS. ILLNESSES CAUGHT EARLY HAVE A BETTER CHANCE OF BEING PUT RIGHT QUICKLY. WE ARE PERHAPS LESS FAMILIAR WITH APPLYING THIS TO THE WELL BEING OF COMMUNITY GROUPS TO WHICH WE BELONG.

GETTING INTO THE HABIT OF REGULARLY REVIEWING THE HEALTH OF YOUR ORGANISATION WILL HELP YOU TO SPOT PROBLEM AREAS EARLY, MAKE CHANGES AND IMPROVE PROGRESS.

WHY DO THIS?

- MANAGE ITS RESOURCES (PEOPLE, PROPERTY AND MONEY) EFFECTIVELY
- VALUE ITS VOLUNTEERS, STAFF AND TRUSTEES
- OFFER QUALITY SERVICES AND ACTIVITIES TO ITS MEMBERS AND USERS
- WORK WELL WITH OTHER ORGANISATIONS.
- ATTRACTIVE TO FUNDERS/STAKEHOLDERS

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- IS YOUR COMMUNITY/URBAN GARDEN HEALTH- ARE THERE ISSUES THAT NEED LOOKING AT TO MAKE IT MORE SUSTAINABLE?

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

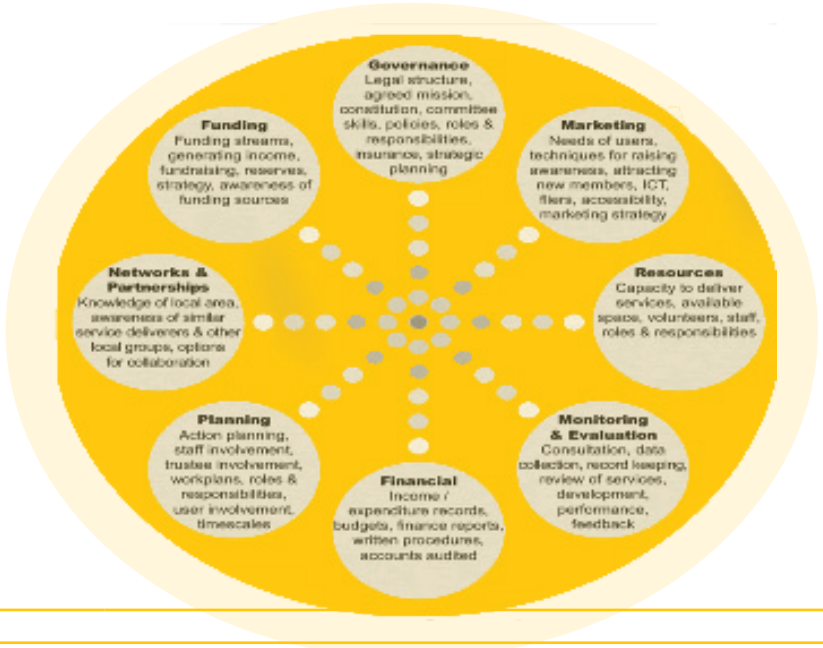
EXERCISE

IN PAIRS SOMETHING UNDER EACH CATEGORY 5 MINS

EXERCISE

SMALL GROUP LOOK AT HEALTH CHECK DIAGRAM – 10 MINS BASED ON OWN GROUP/GARDEN/ROLE

CONFIDENT IN DOING HEALTH CHECK WITH OWN GROUP AND ID GAPS? FEEDBACK WHAT GAPS/IMPROVEMENTS



ASSESSMENT PROCEDURES – METHODS/CRITERIA TO ASSESS KNOWLEDGE, SKILLS AND COMPETENCES ACQUIRED	
Trainer's direct observation	
SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL	
Slides • Health check.ppt	
LEARNING OUTCOMES	**0,12**
Knowledge	
Understand the role of evaluation within the garden project (Self-evaluation as dimension for action orienteering, External assessment and recognition, Evaluation of impact)	
Be acquainted with different tools and techniques of evaluation	
Skills	
Identify evaluation tools and techniques for the garden project	
Competences	
Monitor the garden project evolution through the use of different evaluation tools and techniques (Sense of initiative and entrepreneurship)	

ICEBREAKERS AND GROUP BUILDING ACTIVITIES

TOOLS TO USE THROUGHOUT THE COURSE

-OPTIONAL-

TITLE OF THE TOOL	OPTIONAL TOOL
LOTTERY TICKET	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
ICE BREAKER	ABOUT 10'

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

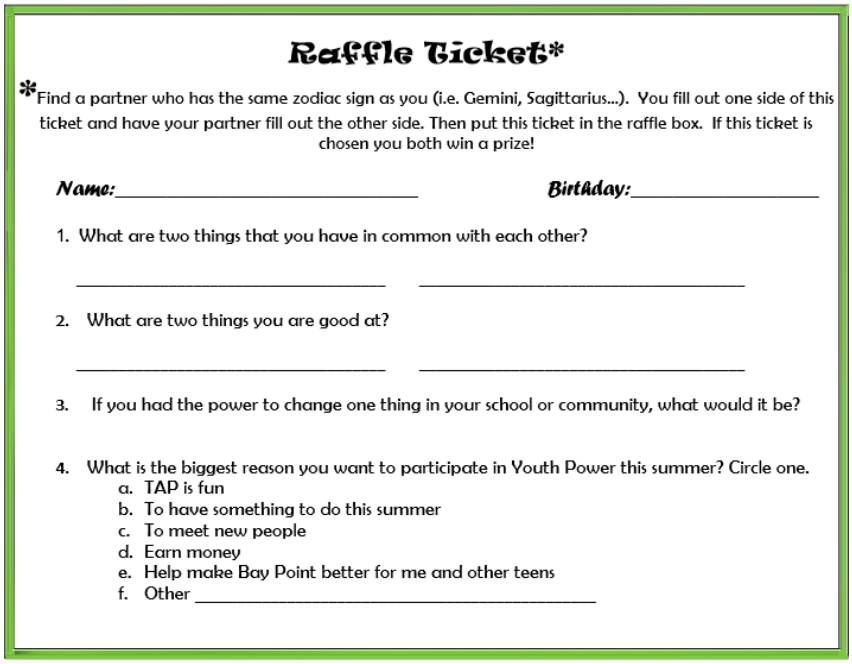
- THIS TOOL HELPS PEOPLE GET TO KNOW EACH OTHER BETTER.
- CAN BE USED AS A STARTER.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- PARTICIPANTS GET TO KNOW EACH OTHER BETTER.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

- PREPARATION: CREATE AND MAKE COPIES OF LOTTERY TICKETS (REFER TO EXAMPLE BELOW); FIND A BOX TO COLLECT TICKETS IN THE END AND GIVE OUT JACKPOT (SMALL PRIZE, SWEETS) TO THE WINNING TEAM
- DISTRIBUTE LOTTERY TICKETS. INSTRUCT PARTICIPANTS TO FIND THEIR PARTNER BASED ON THEIR ANSWER TO FIRST QUESTION ON THEIR LOTTERY TICKET, FOR EXAMPLE, "WHICH SIGN OF THE ZODIAC WERE YOU BORN IN?".
- PARTICIPANTS COMPLETE THE REST OF THE LOTTERY TICKET WITH THEIR PARTNER AND PUT IT IN THE DRAWING BOX.
- AFTER EVERYONE HAS COMPLETED THEIR TICKET DRAW A WINNING PAIR AND GIVE OUT SMALL PRIZE.
- THEN EACH PERSON INTRODUCES HIS OR HER PARTNER SAYING THE PERSON'S NAME AND SOMETHING HE/SHE IS GOOD AT.
- THEN THE PARTNER INTRODUCES THE OTHER PERSON AND SHARES WHAT THEY ARE GOOD AT.



Raffle Ticket*

*Find a partner who has the same zodiac sign as you (i.e. Gemini, Sagittarius...). You fill out one side of this ticket and have your partner fill out the other side. Then put this ticket in the raffle box. If this ticket is chosen you both win a prize!

*Name:*_____ *Birthday:*_____

1. What are two things that you have in common with each other?

   _____ _____

2. What are two things you are good at?

   _____ _____

3. If you had the power to change one thing in your school or community, what would it be?

4. What is the biggest reason you want to participate in Youth Power this summer? Circle one.
   a. TAP is fun
   b. To have something to do this summer
   c. To meet new people
   d. Earn money
   e. Help make Bay Point better for me and other teens
   f. Other _____

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

AN EXAMPLE OF A LOTTERY (= RAFFLE) TICKET (SEE ABOVE)

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
BE ACQUAINTED WITH ICEBREAKERS AND GROUP BUILDING ACTIVITIES	
SKILLS	
WORK AND COMMUNICATE IN A GROUP	

TITLE OF THE TOOL	OPTIONAL TOOL
HULA HOOP FORTUNE	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
CREATIVITY	5-10’

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- TOOL BREAKS UP TENSION AND BLOCKED THINKING.
- CAN BE USED AFTER A DIFFICULT OR INTENSE SESSION TO RELEASE TENSION.

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

- MATERIALS NEEDED: PAPER AND PENS
- PRETEND YOU HAVE JUST INHERITED A WAREHOUSE FULL OF HULA HOOPS. IN 30 SECONDS, WRITE WHAT YOU WOULD DO WITH THEM.
- SHARE IDEAS WHEN DONE.
- NOW TURN TO THE REAL PROBLEM YOU ARE TRYING TO SOLVE.

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

NO SUPPORT CONTENT AVAILABLE FOR THIS TOOL

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
BE ACQUAINTED WITH ICEBREAKERS AND GROUP BUILDING ACTIVITIES	
SKILLS	
GIVE ONESELF CHALLENGES / TAKE CHALLENGES	
WORK AND COMMUNICATE IN A GROUP	
FIND ALTERNATIVE SOLUTIONS	

TITLE OF THE TOOL	OPTIONAL TOOL
GUIDED INTRODUCTION ROUND	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
SELF-ASSESSMENT AND REALIZATION OF OWN POSITION	45'

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- CONNECTING PARTICIPANTS AMONG EACH OTHER AND TO THE TOPIC OF THE TRAINING

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- PARTICIPANTS OBTAIN A CLEAR VIEW OF THEIR OWN STARTING POINT IN THE TRAINING AND GET FOCUSED ON THE TOPIC OF THE TRAINING. THEY REALIZE WHAT THEIR EXPECTATIONS TOWARDS THE TRAINING ARE AND CAN COMPARE THEIR COMPETENCES BEFORE AND AFTER THE TRAINING.
- PARTICIPANTS LEARN ABOUT EACH OTHER.
- TRAINERS GET A CLEAR OVERVIEW OF WHAT PARTICIPANTS EXPECT AND CAN EITHER HIGHLIGHT CERTAIN ASPECTS DURING THE TRAINING OR GIVE A CLEAR ORIENTATION WHAT WILL NOT HAPPEN IN THE TRAINING.

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

THE INTRODUCTION ROUND WILL NOT ONLY GIVE SOME PERSONAL FACTS ON EACH PARTICIPANT, BUT WILL ALSO REVEAL THEIR EXPECTATIONS, THEIR IMAGINATION AND THEIR WISHES CONCERNING THE TRAINING.
THE TRAINER PREPARES 4 COLOURED SHEETS AND LAYS THEM OUT ON THE FLOOR IN THE MIDDLE OF A CIRCLE OF CHAIRS THAT WILL ACCOMMODATE ALL THE PARTICIPANTS AND TRAINERS. ON THE SHEETS SHE HAS WRITTEN THE FOUR QUESTIONS THAT WILL GUIDE PARTICIPANTS THROUGH THE INTRODUCTION ROUND:

1. WHO ARE YOU?
2. WHERE DO YOU COME FROM?
3. WHAT DO YOU BRING WITH YOU?
4. WHAT ARE YOUR WISHES FOR THE SEMINAR? (WHAT WOULD YOU LIKE TO TAKE HOME?)

THE QUESTIONS SHOULD BE EXPRESSED QUITE GENERAL, SO THAT PARTICIPANTS CAN CHOOSE THEMSELVES HOW DEEP THEY WANT TO GO. IT CAN BE EXPECTED THAT EACH PARTICIPANT WILL NEED UP TO 5 MINUTES TO INTRODUCE HERSELF. THE STATEMENTS OF THE PARTICIPANTS SHOULD NOT BE COMMENTED BY THE TRAINER, BUT SHE CAN REMEMBER TO STICK WITH THE FOUR QUESTIONS IF THE PARTICIPANTS GO OFF-TOPIC. BE AWARE THAT PARTICIPANTS MIGHT SHOW A LOT OF THEIR PERSONAL BIOGRAPHY AND PROBLEMS.

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

NO SUPPORT CONTENT AVAILABLE FOR THIS TOOL

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
GET FIRST IMPRESSION OF THE PROFESSIONAL FIELD FOR GARDENISERS WHILE YOU LISTEN TO WHAT AND WHERE THE OTHER PARTICIPANTS WORK	
UNDERSTAND THE DIFFERENT KINDS OF OUTCOMES A COMMUNITY GARDEN CAN ACHIEVE	
BE AWARE OF THE DIFFERENT TYPES OF GARDENS	
COMPETENCES	
PRESENT YOURSELF IN FRONT OF UNKNOWN PUBLIC STICKING TO FOUR GIVEN QUESTIONS (COMMUNICATION IN THE MOTHER TONGUE)	
Evaluate your starting point and assess where you want to go (Learning to learn)	
Acquire specific vocabulary in the field of urban community gardens (Communication in the mother tongue)	

TITLE OF THE TOOL	OPTIONAL TOOL
THREE QUESTIONS FOR YOUR NEIGHBOUR	
TOPIC – MAIN TRAINING FIELD OF THE TOOL	**DURATION**
GETTING TO KNOW EACH OTHER	30'

AIM – MAIN PURPOSES/OBJECTIVES TACKLED IN RELATION WITH THE TARGET OF GARDEN ORGANIZERS

- THE AIM OF THE ACTIVITY IS TO GET PERSONAL INFORMATION ABOUT EACH OTHER

OUTCOMES – CONCRETE RESULTS THAT CAN BE EXPECTED USING THIS TOOL

- PARTICIPANTS GET TO KNOW EACH OTHER

STEP BY STEP DESCRIPTION – INSTRUCTION AND MATERIALS NEEDED TO IMPLEMENT THE TOOL

1. EACH PARTICIPANT GETS THREE CARDS
2. ASK THEM TO WRITE DOWN THREE QUESTIONS, WHICH THEY LIKE TO ASK THEIR NEIGHBOUR
3. THE NEIGHBOURS GET TOGETHER IN GROUPS OF TWO AND ASK EACH OTHER THEIR PREPARED QUESTIONS (20 MIN.)
4. THE GROUPS PRESENT EACH OTHER IN FRONT OF THE GROUP

SUPPORT CONTENT – MATERIALS AVAILABLE TO IMPLEMENT THE TOOL

NO SUPPORT CONTENT AVAILABLE FOR THIS TOOL

LEARNING OUTCOMES	POINTS
KNOWLEDGE	
BE ACQUAINTED WITH ICEBREAKERS AND GROUP BUILDING ACTIVITIES	
UNDERSTAND PEOPLE BETTER	
SKILLS	
PAY ATTENTION TO DETAILS	
COMPETENCES	
Cooperation with other people in a group (Communication; Social competence)	

gardeniser pro

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