



gardeniser
pro



pistes s o l i d a i r e s



REPLAY

Resources for European Projects and Learning Activities for Youth

Herzlich willkommen!

Soziale Landwirtschaft in der Stadt?

Die Professionalisierung von Urban-Gardening durch den Beruf des Gardenisers



www.Soziale-Landwirtschaft.de

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



30.1.2020



pistes solidaires



RELAY

Resources for European Projects and Learning Activities for Youth

Berufsbild Gardeniser – eine Ausbildung zum Urban- Gardening-Organisator Verlauf und Erfahrungen im EU- Projekt Gardeniser Pro

Dr. Thomas van Elsen & Gregor Menzel

PETRARCA – Europäische Akademie für Landschaftskultur
Deutschland e.V./

Universität Kassel, FB Ökologische Agrarwissenschaften (FÖL)
Nordbahnhofstr. 1a, 37213 Witzenhausen, Tel. 05542 981655

Thomas.vanElsen@petrarca.info





gardeniser_{pro}

Was ist Gardeniser Pro?

Konzept

Umsetzung

Erfahrungen



pistes solidaires





Das Projekt

Entwicklung eines neuen Berufsbildes:
Professionelle Unterstützung und Beratung für Gartenprojekte

Gardener + Organiser = Gardeniser

Ziele des Projekts:

- Aufgabenprofil erstellen
- Ausbildungsprogramm entwickeln und testen
- Akkreditierung mit ECVET-System
- Austausch und Vernetzung europaweit

Erasmus + KA2 VET Programm – „Strategic Partnerships for vocational education and training,,

Laufzeit September 2017 bis Juni 2020

“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.

IT'S ALL THAT TOGETHER! She*He knows 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 treated 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”.

Vorgeschichte



Das Projekt

Training for Trainers

Ausbildung (Theorie und Praxis)

Lizenz

Website / Plattform

Die Ausbildung zum Gardeniser

Wie werde ich Gardeniser?

1 Woche Fortbildung

1 Woche Praktikum

Abschlusstest

Lizenz

Umsetzung

April 2018

Training for Trainers in Manchester

Frühjahr 2019

eine Woche Trainingskurs in jedem Land

Sommer 2019

eine Woche Praktikum

8 international / 12 lokal

Umsetzung

April 2018

Training for Trainers in Manchester

Frühjahr 2019

eine Woche **Trainingskurs** in jedem Land

Sommer 2019

eine Woche Praktikum

8 international / 12 lokal

Trainingskurs











Das Handbuch



MODULE 1

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



MODULE 2

WORKING EFFECTIVELY WITH STAFF
AND VOLUNTEERS



MODULE 3

FINANCIAL SUSTAINABILITY

ICEBREAKERS AND GROUP BUILDING ACTIVITIES

TOOLS TO USE THROUGHOUT THE COURSE

OPTIONAL

MODULE 1:

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

LEARNING HOURS	THEORETICAL	18,5	ECVET POINTS	1,07
	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.U1.1 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 group work and exercise	ESSENTIAL	2,0	0,13

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		
<ul style="list-style-type: none"> 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		
<p>- 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.</p> <p>-1-Brainstorm of ideas from participants and Group Work: (40mins)</p> <ul style="list-style-type: none"> What is a community garden? What do you want it to achieve? <p>-2- PowerPoint presentation of case studies "differentmodels" (15mins)</p> <p>-3- Final discussion on what a community garden is and the different forms this could take. 10-15mins.</p>		
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 – <ul style="list-style-type: none"> differentmodels.pdf pictures of gardens.pdf What is a community garden.ppt 		
LEARNING OUTCOMES		POINTS
Knowledge:		
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		

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.U1.1 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 group work and exercise	ESSENTIAL	2,0	0,13	
UNIT 2: Negotiation and Mediation					0,16
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 argument about the role and value of your project to partners	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					0,19
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				0,29
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	1,62
	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	0,03

UNIT 3: How to organise activities in the garden 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	ESSENTIAL	2,0	0,13

UNIT 4: Volunteer and staff styles 0,03

M2.U4.1 To understand the different ways that people behave in a community garden	Role Play	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				0,16
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.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 so you know what you are looking for in a volunteer	Group work and writing	ESSENTIAL	2,0	0,13

MODULE 3

Financial Sustainability

LEARNING HOURS	THEORETICAL	7,5	ECVET POINTS	1,07
	PRACTICAL	0		

LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
M3.U1.1 The learner knows about 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 0,26

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 knows to 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 talking 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				0,13
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

Umsetzung

April 2018

Training for Trainers in Manchester

Frühjahr 2019

eine Woche Trainingskurs in jedem Land

Sommer 2019

eine Woche Praktikum

8 international / 12 lokal

Umsetzung

April 2018

Training for Trainers in Manchester

Frühjahr 2019

eine Woche Trainingskurs in jedem Land

Sommer 2019

eine Woche **Praktikum**

8 international / 12 lokal



INTERSHIP

LEARNING HOURS	THEORETICAL	0	ECVET POINTS	3,75
	PRACTICAL	40		

UNIT 1: Understanding the Garden 1,25

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	0,42
Understands the importance of consultations and know how to run a local consultation	Work based	ESSENTIAL	2	0,42
	Work based	ESSENTIAL	2	0,42

UNIT 2: Working effectively with volunteers 1,25

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	0,42
Able to develop role descriptions and a system for volunteering	Work based	ESSENTIAL	2	0,42
Understanding the importance of the induction for volunteers	Work based	ESSENTIAL	2	0,42

UNIT 3: Financial sustainability				1,25
LEARNING OUTCOMES	DIDACTIC METHODOLOGY	RELEVANCE	RELEVANT WEIGHT	ECVET POINTS
Learning how to devise a budget for the garden	Work based	ESSENTIAL	2	0,42
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	0,42
Working with a project that is bringing in income identifying challenges and opportunities of funding the garden through various activities	Work based	ESSENTIAL	2	0,42
Identifying evaluation tools and techniques used to run an evaluation session after an event, course or training session	Work based	ESSENTIAL	2	0,22
Learning techniques to self-evaluate the health of one's project	Work based	ESSENTIAL	2	0,22















ECVET

European **C**redit **S**ystem for **V**ocational **E**ducation and **T**raining

(vocational = beruflich)

- berufliche Qualifikation
- Instrument zur europaweiten Anerkennung von Qualifikationen
- “lebenslanges lernen”
- Förderung von Austausch und Mobilität in Europa

Die Lizenz

- Erhalt nach Absolvierung des Programms und Abschlusstests
- standardisiertes und “interaktives” Dokument
- Nachweis für erworbene Kompetenzen

TRAINING COURSE TEST

M1.U1.1- What is a Community Garden unit

What is a description of a privately owned garden rather than a community managed space ?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A garden owned by the Local Authority and used by a group of children |
| <input type="checkbox"/> | A garden owned by an individual and used only by that person or their family |
| <input type="checkbox"/> | An orchard or green space used by people in the community |
| <input type="checkbox"/> | A rooftop garden owned by an office which is open to the local community to grow in |

Online platform



“aim to facilitate the matching of working demand and working supply”

Online platform



The screenshot shows the Gardeniser website interface. At the top, there are two navigation bars: one with 'HOME', 'SERVICES', 'PORTFOLIO', 'ABOUT US', 'BLOGS', and 'CONTACT'; the other with 'LICENCE', 'TRAINING', 'PROFILE', 'ECVET', 'PROJECT', 'RESOURCES', and 'CONTACT'. The 'SERVICES' menu item is highlighted in teal.

Below the navigation is a teal box on the left containing the text '1 PAGE' and 'Usability · Technology · Creativity'. To its right, a large white heading reads 'HELLO AND WELCOME, WE ARE GRAPHIC DESIGNERS', followed by a sub-headline: 'Design is our passion, our raison d'être. With you as our co-creator, we will aim for only the very best results. An end product worthy of your name.' Three white arrows point from the right towards this text.

The main content area is a grid of colorful tiles:

- A green tile with a globe and leaves.
- A teal tile with a house icon and the text 'HOME'.
- A red tile with a lightbulb icon and the text 'SERVICES'.
- A yellow tile with a crown icon and the text 'TOOLS FOR URBAN GARDENERS'.
- A purple tile with a photo icon and the text 'PORTFOLIO'.
- A teal tile with a speech bubble icon and the text 'ABOUT US'.
- A blue tile with a document icon and the text 'BLOGS'.
- A pink tile with an envelope icon and the text 'CONTACT'.
- A central video player showing a hand holding a globe with the 'gardeniser' logo and a play button.
- A green tile with a map icon and several location markers.

On the right side, there are two labels with lines pointing to the yellow and teal tiles: 'GARDENISER LIC...' and 'GARDENISER TRAINING'. Below these, another label 'ECVET CREDITS' has a line pointing to the 'ABOUT US' tile. At the bottom right, a large white arrow points from the right towards the map tile.



gardeniser
pro



pistes s^olidaires



REPLAY

Resources for European Projects and Learning Activities for Youth

Podiumsdiskussion mit Impulsbeiträgen von ExpertInnen Urbaner Landwirtschaft: Soziale, ökologische und pädagogische Perspektiven von Urban Gardening in Deutschland

Dr. Christa Müller, anstiftung (München)

Dr. Falko Feldmann, Julius Kühn-Institut (Braunschweig)

Ines Reinisch, Dokumentarfilmerin (Witzenhausen)

Denise Kemper, Regionalverband Ruhr (Essen)

Sebastian Pomm, AnnaLinde (Leipzig)



www.Soziale-
Landwirtschaft.de

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



30.1.2020