



GROWING COMMUNITIES
EMPOWERMENT THROUGH SOCIAL PERMACULTURE

edu+plus
Socio-Educational Association



ENGAGEMENT PROGRAM

GUIDE OF BEST PRACTICES

www.growingcommunities.es

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DOMINOU
ASSOCIATION


trial&error
KULTURLABOR



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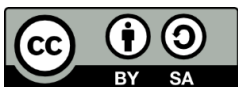
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1. Guide of best practices

The partners created a common template in order to collect the best practices from all the activities tested during the micro-trainings. The purpose is to visualise the activities with pictures and complement them with the objective evaluation and shared personal experiences from the facilitators as well as with quotes from participants, in order to make it easier for any facilitator to try out an activity just by reading the materials of our project and the Guide of Best practices.

1.1 Germany

Permaculture Zoning

This activity is a mix between a **role-playing game** and a **board game**, which will help participants to familiarise themselves with the internal dynamics of a permaculture garden. This activity consists in identifying the elements of a permaculture garden and understanding how they interconnect.

[Link](#) to the activity.

Best Practices Guide

Quantitative evaluation of the activity (visualised - from 1 to 10):

- Satisfaction of learners with the activity: 8
- Participative: 10
- Time consuming: 5
- Difficulty: 4
- Acquiring new knowledge: 8
- Acquiring new skills: 4
- Versatility: 5

Satisfaction of learners										
Participative										
Time consuming										
Difficulty										
Acquiring new knowledge										
Acquiring new skills										
Versatility										

Step-by-Step visual guide



1. Introduce the game and the concept of zoning in permaculture (see “Useful resources” for information)

2. You can choose between:

- leaving the cards covered on the table and asking participants to uncover one and place it in the “right” zone
- presenting the cards uncovered and asking participants to pick one and place it in the “right” zone

→ give participants the possibility to propose a new element if that’s not on the cards!

→ rounds: in order for everybody to be active and participate (even the shiest ones) go around in circles and let everybody speak when their turn comes



3. Discussion: Why did you put it there? How does this element relate to other elements? You can draw lines to highlight these interconnections.

4. Consent: the entire group should reach consent about where the element would be located. If someone does not agree, he/she should object and the group should find a better solution

Reflections and tips from the facilitators

The activity allows participants to work together to find solutions, therefore the activity can also be useful for team-building and a problem-solving exercise.

It’s helpful to lead the activity in a garden or in a space, where people can imagine and project themselves as a “designer”. After the activity, people can have a walk through the space together and imagine what could happen there, which functions the different elements can have. The exercise helps to have a real experience with the zoning idea. In our case, we find ourselves in a community garden that was designed using exactly the same process. Participants had the possibility to share ideas with the garden team, ask questions and make suggestions. Being a community-based design process, it makes people feel heard and valued, and empowered to contribute to shaping a collective space.

It is also very useful to have a map of the garden or the space you will conduct the micro-training.

1.2 Romania

Water management

We use a game with some scenarios about water management and the participants need to find water management solutions.

[Link](#) to the activity.

Quantitative evaluation of the activity (visualised - from 1 to 10):

- Satisfaction of learners with the activity: 9
- Participative: 9
- Time consuming: 10
- Difficult: 2
- Acquiring new knowledge: 8
- Acquiring new skills: 8
- Versatility: 8

Satisfaction of learners										
Participative										
Time consuming										
Difficulty										
Acquiring new knowledge										
Acquiring new skills										
Versatility										

Step-by-Step visual guide



1. Divide the participants in 4 teams. Give each team one scenario.



2. You can also give to each of the team 2 solutions to their needs.



3. Allow the participants to decide how to solve the situation regarding water management, give them time to discuss.



4. Give to the participants materials like: colours, papers, plasticine, scissors for creating the solution for their island.



5. Visit the working groups to help them solve the problem

Reflections and tips from the facilitators

This activity is a team work activity based on gamification. It is very rich in the sense that it invites participation, collaboration and through this the participants will find and discover ways for water management in four different scenarios. The participants enjoyed the game a lot and they were enthusiastic to find and design the solution for their island, the groups work on their own, with little or no intervention from the educator. The scenarios cards are written in easy-to-understand language and the activity is so simple and fun. At the beginning the educator needs to visit the working groups and to solve any doubts and after we have chosen to leave the groups free to find a solution for their island. At the end every team will present the scenario for their islands and they will present what solution they find and design. In this way we also have the chance to see other situations regarding water problems and to see what kind of solutions our colleagues found. This activity can be organised with adults or youth.

Quotes from the participants to the micro-trainings:

I really enjoy it and I am happy because I do not face any of these problems in my area, I hope that in the future we will not have problems with the water.

It is not easy to live when you have problems with water in your area but for each problem you can find solution

I liked to work in my team, I really enjoy it

1.3 Spain

Traditional vs Permaculture approaches

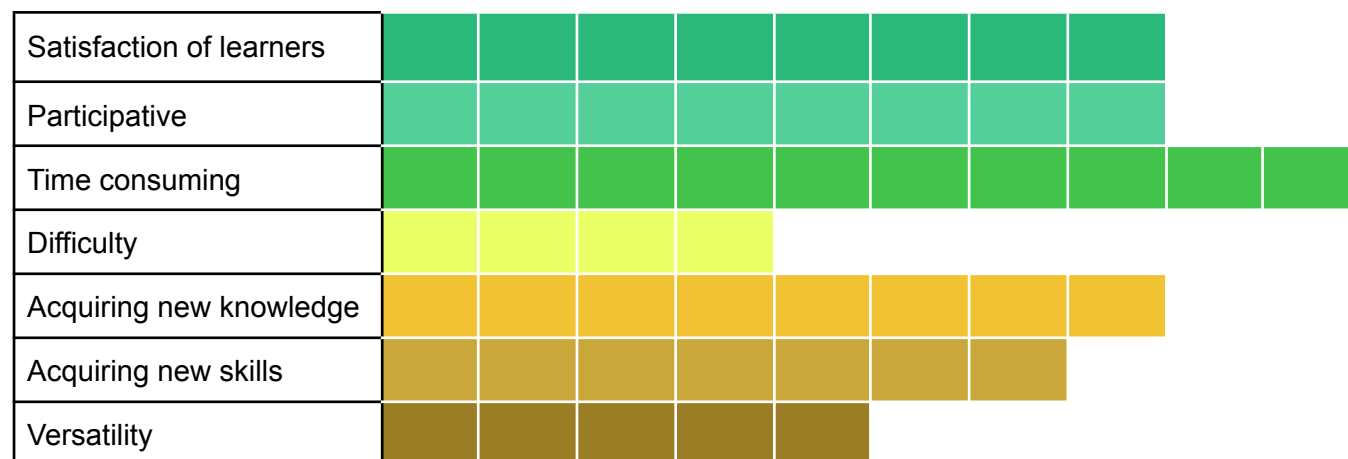
We introduce some concepts and techniques of agronomy through cards with definitions. The groups work independently to relate each type of practice with its consequences for the environment and the ecosystem of the garden. The activity is then repeated, analysing the alternatives offered by permaculture.

[Link](#) to the activity:

<https://docs.google.com/document/d/1R3aoTpfxrlsv3j2lmDiZU2qenoJY3mzsuSyy-QBWopw/edit#bookmark=id.fv8pka9qhzh>

Quantitative evaluation of the activity (visualised - from 1 to 10):

- Satisfaction of learners with the activity: 8,3
- Participative: 8
- Time consuming: 10
- Difficult: 4
- Acquiring new knowledge: 7,8
- Acquiring new skills: 7
- Versatility: 5



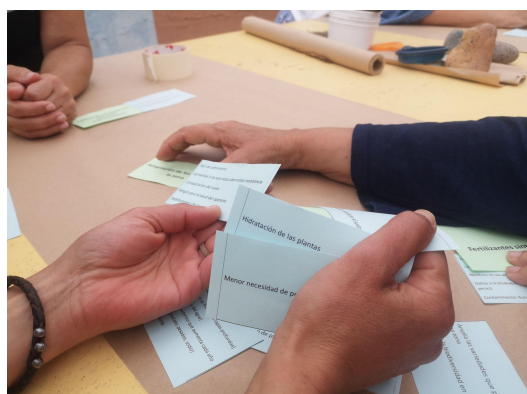
Step-by-Step visual guide



1. Give each group the cards corresponding to the conventional agronomic practices and those of the consequences (positive and negative).



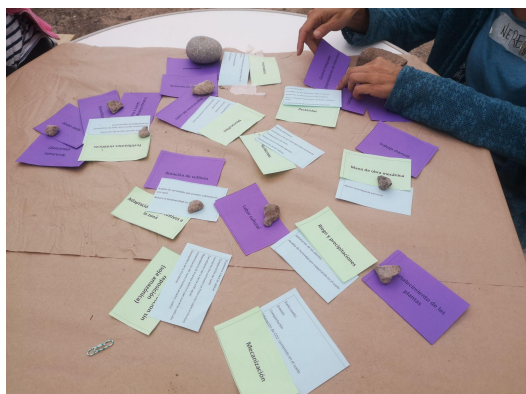
2. Read the definitions of each of the practices aloud.



3. Match each practice with its consequences (deck printed in a different color)



4. Allow participants to share their knowledge and comment on the content of the cards.



5. Give the groups the permaculture cards (purple in the example). Ask them to match the alternative permaculture practices with the conventional practice they replace. Notice that the same practice can be replaced by several alternatives.

Reflections and tips from the facilitators:

This activity contains many theoretical concepts that are necessary to acquire an overview of conventional agronomy and the need for permaculture to respond to the problems and consequences for the environment and also for the garden itself. This amount of information can be heavy and difficult to assimilate. The activity tries to present it in a participatory and enjoyable way, which allows the exchange of knowledge between the members of the group and gives an overview of the situation.

If there is someone who is more knowledgeable than the rest, it is recommended to ask them not to give the answers, but just to explain the definitions and consequences, but to allow the rest of the group to match one with the other.

Quotes from the participants to the micro-trainings:

An introduction to the topic before practice

An enjoyable activity in the company of like-minded new people

Nourishing and practical

Una toma de contacto con el tema antes de la práctica

Una actividad amena en compañía de nuevas personas con ideas similares

Nutritiva y práctica

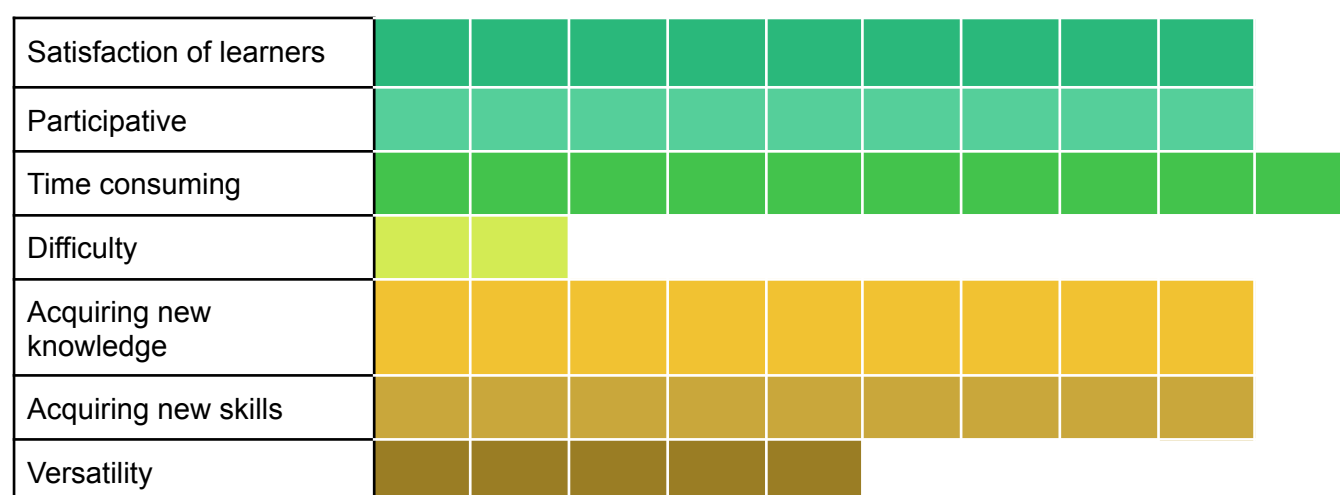
Uses and functions of plants

We use a pack of cards with plant species to find out in groups the different functions a plant can have in a permaculture garden as part of the ecosystem.

[Link](#) to the activity.

Quantitative evaluation of the activity (visualized - from 1 to 10):

- Satisfaction of learners with the activity: 8,8
- Participative: 9
- Time consuming: 10
- Difficult: 2
- Acquiring new knowledge: 8,8
- Acquiring new skills: 8,6
- Versatility: 8



Step-by-Step visual guide

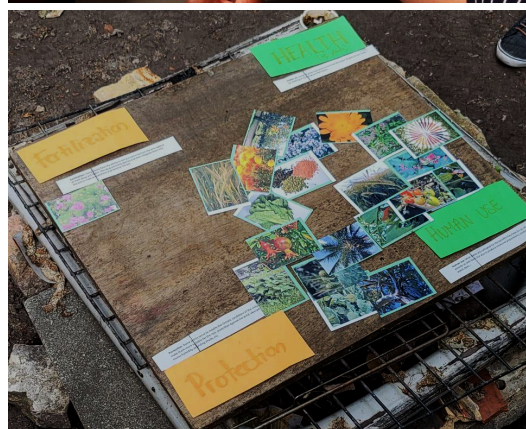


1. Read the text of the cards in groups



2. Decide whether the function of the plant is:

- Health (of the garden)
- Protection
- Human use
- Fertilization



3. Allow the participants to decide how to solve the situation in which one species can have more than one function at the same time.



4. Visit the working tables to help the groups solve the problem

Reflections and tips from the facilitators

This activity is very rich in the sense that it invites participation and collaboration while at the same time conveying useful and inspiring knowledge. The cards are written in easy-to-understand language and the activity is so simple that the groups work on their own, with little or no intervention from the educator. Even so, it is recommended to occasionally visit the working tables, especially at the beginning, in order to resolve doubts.

In the design of the activity, we have chosen to leave the groups free to solve the problem of the same plant being able to fulfill several functions at the same time. This has been done because it seems to us that this situation, in which nature escapes human classifications, is more realistic. But this decision also places a little more demand on the educator to make it easier for the groups to find a solution that makes it possible to show several functions at the same time.

At the end of the workshop, some participants may ask to have the information for future reference. It may therefore be useful to have an accessible document or print out the texts of the cards.

Quotes from the participants to the micro-trainings:

We interact with nature because we are part of it.

Fun, entertaining and I liked it because we shared knowledge with each other.

Practical, didactic, pleasant and interesting.

2. Annexes

2.1 Pre-training feedback collection

Please indicate below your level of satisfaction by marking “I disagree” (1) to “I agree” (10)

1. What is your knowledge about community gardens?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is your knowledge about permaculture?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What is your knowledge about climate change and environmental topics?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What are your skills for ecological gardening?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What is your interest in taking part in a community garden?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Let us know about your expectations and needs.

6. What are your expectations for these micro-trainings?

7. Do you have any special needs we should take into account? Any other comments?

2.2 Post-training feedback collection

MICROTRAINING EVALUATION QUESTIONNAIRE

Please respond to the statements below. Your immediate feedback means a lot for the development and improvement of our work.

Please indicate below your level of satisfaction by marking “I disagree” (1) to “I agree” (10)

1. Did this activity meet your expectations?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Did you acquire new knowledge?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Did you acquire new skills?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Did you find it relevant to eco-gardening or community gardening?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Did you find it relevant to learn about environmental issues?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Did you feel comfortable?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Do you want to participate again?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. The level was:

Too high over my level of knowledge	Suitable for my level of knowledge	Too below under my level of knowledge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What aspects of the activities do you think that could be improved?

10. What would you like to implement in your garden / your life?

11. How would you describe the activity in a sentence?

(We'd like to collect some quotes for our Best practice guide)

12. Any comments or suggestions?