

EU GO- EUROPEAN URBAN GARDENS OTESHA

IDENTIFICATION OF A GOOD EDUCATIONAL PRACTICE OR TOOL

Name of the community garden			Possible short title for the practice			
ASSOCIATION CONREU SERENY			COURSE OF ORGANIC AGRICULTURE FOR MIGRANTS			
Type of tool			Contact person	Name and role	Dolors Clotas Coordinadora curso	
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It can be addressed to...				It deals with the following topics...		
All		School	Intercultural dialogue	x	Intergenerational dialogue	x
Children		Institution	Gender Equality	x	Fight against poverty	x
Youngsters	x	Social service	Sustainable Consumption	x	Education to sustainable development	x
Adults	x	Job service	Sustainable Urbanisation		Socio-professional training	x
Women		Migrants service	Health promotion	x	Social cohesion	x
Elderly		Neighbourhood	Horticultural therapy	x	Leisure activity	
Other (specify) Inhabitants of Vallès Oriental			Other (specify) - scientific knowledge of local biodiversity – cultural heritage			
DESCRIPTION Please describe the practice you have developed.						
<p>Recovering of cultural patrimony and of seeds genetic resources.</p> <p>The gardeners of the region grow seeds and observe all the cycle, put the seeds in the bank and exchange them with other gardeners. Simultaneously, documentation about the characteristics of the seeds is elaborated.</p> <p>During the months of May and November 2011, we did an introductory training to E.A. (ecological agriculture) and Permaculture, aimed at immigrants in social exclusion. The main aims of the training were to provide the necessary skills to participants to manage their life projects into the countryside, with an ethical basis of love and care towards people and mother nature. The course had the support and collaboration of local and regional organizations such as Caritas Diocesan, Fundació Roca i Pí, Monestir de Sant Jeroni de la Murtra and the network of centers for immigrants (XEDI).</p>						
AIMS AND OUTCOMES Which are the main purposes tackled in a community garden with this tool? Which concrete results have been observed at short and long term?						
<p>AIMS</p> <ul style="list-style-type: none"> • Conserving old local vegetable varieties • Recovering the agricultural knowledge and the culture associated to the country and cookery • Promoting the use old varieties in organic gardens of the region <p>OUTCOMES</p> <ul style="list-style-type: none"> • Agricultors are able to decide about their own genetic resources • Agricultors are able to exchange information and seeds. • The values of agroecology and importance of local varieties are spread • Self-consumption gardens are self-managed. • A dialogue is established with the elderly. 						



The aim of the course consisted in the participation of 15 vulnerable immigrant people that could acquire the necessary training to produce organic and seasonal fruit and vegetables. Another aim was to provide a welcoming space and an accompaniment and training period training that could enable them to revalorize the potentiality of rural areas as a means of employment.

The desired results were:

- To achieve a level of employment in ecological agriculture of 65%.
- To release the Catalan agricultural environment and the peasant reality among the students (result indicator: 5 visits to AG consolidated projects).

The concrete results we got after the course were:

- N° of contracts of placements
- % of professional integration
- Evaluation of contains by teachers
- N° and type of projects of AG consolidated that have been visited

WHAT MAKES IT A GOOD PRACTICE OR TOOL? Identify which elements make this action a good practice, for ex. Innovation, coherence, link with other projects or people, favours social mixing, simplify work, earn time or money, etc.

This practice allows gardeners to network and share resources. It promotes intergenerational dialogue. It is an innovative methodology to conserve cultural patrimony.

The elements identified as good practices are: networking with other organisations before the beginning of the training; Innovation implementing a training for people in a high degree of social exclusion; it enables the students to acquire skills and knowledge in order to be employed or to self-employ; revalorizing the suburban and rural areas which are going into disuse as an alternative way of life.

STEP BY STEP Please, describe how to put in practice, guiding with clear instruction and materials needed someone that would like to experiment your tool in a local community garden around Europe

Several actions are lead simultaneously:

- Follow-up of the life cycle of the plants from seed to seed (this allows to deepen the knowledge of the nature and the observation practice)
- Registering the old variety of seeds and elaborating documentation
- Exchanging seeds through the bank (based on principle of reciprocity: if I take a seed from the bank I should leave another seed in the deposit of the bank.
- Occasional participation in dissemination events (such as Tomato Fair)

1 Organize a group or association and generate ideas and positive and creative visions.

2 Contact with other groups or individuals who are doing similar things.

3 Look for external funding

4 Contact teachers (if you do not have the experience necessary) and develop the training program.

5 Look for students whose profile is adapted to the proposed training.

6 Evaluate the training's content and experiences.

7 After the training: keeping the track on the participants and accompany them in the employment process.

8 Celebrating with the students and other participants the end of the project's process.

COMPETENCES Which are the previous knowledge and skills required to put in practice this tool?



- Knowledge of the nature
- Sense of observation
- Research and documentation skills
- Sense of compromise

You can organize a training like this without a lot of previous experience in the sector, but, in this case, it is necessary to hire teachers and that means almost 50% of the course expenses. In our case, many of us had some experience in agriculture and social pedagogy. This helped us to achieve good results during the project's process. We think it is very important the networking work with other organisations.

EVALUATION How do you normally evaluate the outcomes of this tool?

Positive: participants are more collaborative and there is a general feeling of personal satisfaction

During the development of the training, we conducted weekly meetings with students that helped to improve the communication between all actors involved in the training (students, teachers and supporters). At the end of the training, the teachers made some tests on the knowledge and skills acquired during the training. Students also had the opportunity to evaluate teachers and supporters.

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yes	no
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Putting an X in the previous boxes means that you are agreeing with the cited statements

