



This form has been designed to guide community gardens' coordinators or practitioners to describe activities developed to inform, to raise awareness, to involve, to train, to increase quality, to increase impact, to enlarge or differentiate the target group of their community garden. EU'Go project considers all these practices as educational tools to be shared at international level.

Name of the community garden		Contact person	
ORTI URBANI GARBATELLA		Name and surname	Telephone
Possible short title for the tool (to be filled in at the end of the editing process)		ANTONIO VIGLIETTO	E-mail
The Japanese garden			Facebook
			Skype
It can be addressed to...		It deals with the following themes... Please, put one or more X	
All	<input checked="" type="checkbox"/> School	<input checked="" type="checkbox"/> Intercultural dialogue	<input checked="" type="checkbox"/> Intergenerational dialogue
Children	<input type="checkbox"/> Institution	<input type="checkbox"/> Gender Equality	<input type="checkbox"/> Fight against poverty
Youngsters	<input type="checkbox"/> Social service	<input checked="" type="checkbox"/> Sustainable Consumption	<input type="checkbox"/> Environmental education
Adults	<input type="checkbox"/> Job service	<input checked="" type="checkbox"/> Sustainable Urbanisation	<input type="checkbox"/> Socio-professional training
Women	<input type="checkbox"/> Migrants service	<input type="checkbox"/> Health promotion	<input checked="" type="checkbox"/> Social cohesion
Elderly	<input type="checkbox"/> Health service	<input type="checkbox"/> Horticultural therapy	<input checked="" type="checkbox"/> Leisure activity
Other (specify) :		Other (specify) :	
BACKGROUND A good practice is a concrete action, successfully experienced at local level with a defined target group, leading to effective results. Please describe the practice you have developed.			
In the Japanese culture gardens are considered three-dimensional textbooks of Daoism and Zen Buddhism and the Japanese rock gardens were intended to be intellectual puzzles for the monks who lived next to them to study and solve. The Japanese garden is a miniature and idealized view of nature. Smaller gardens are often designed to incorporate the view of features outside the garden, such as hills, trees or temples, as part of the view. At the heart of the Japanese garden is the principle that a garden is a work of art. The idea to create a Japanese garden in a regained area, as Garbatella one, came from the need to have the opportunity, also in the city, to have a relaxed place and to do a relaxing activity.			
MISSION Which is the main mission of the practice you have developed? Please, put one or more X			
Inform	<input checked="" type="checkbox"/>	Raise awareness	<input checked="" type="checkbox"/>
Involve	<input checked="" type="checkbox"/>	Train	<input checked="" type="checkbox"/>
Increase quality	<input checked="" type="checkbox"/>	Increase impact	<input type="checkbox"/>
Enlarge/differentiate target group	<input type="checkbox"/>		
AIM Why do you consider it a good practice? Which is the main purpose tackled in a community garden?			
The involvement in the embellishment of a public area can represent a good example to make citizens aware of the importance of taking care and maintaining common spaces. The aims of this practice are:			
<ul style="list-style-type: none"> - To restore/save a degraded area and make it accessible to citizens - To present and to spread the ancient Japanese culture of gardening - To educate children and adults the love for nature and for "beauty" - To inform about the practice and the historical evolution of the Japanese gardens with a practical approach, to create Japanese gardens on a reduced-scale. - To create a relaxing place for citizens in an urban context 			
OUTCOMES Which are the concrete results that can be considered transferable out of the context where the tool has been developed and experimented?			
The Japanese garden took the attention of the neighborhood and the regained area is now a place where people have a break, stop and relax themselves.			
During the elementary school course, the teacher and the children participated with a lot of interest and they also involved the parents. This dynamic experience freed their fantasy.			
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			
<ol style="list-style-type: none"> 1. To identify an make accessible and visible a degraded area with water access. 2. To delimitate the land and to design the garden following a Japanese model. Take into account the orography of the soil, the climate (for the choice of vegetables), the supply of the materials (rocks and pebbles) and try to minimize the maintenance interventions. 			



3. To realize the garden and the fence with a light net. Arrange around the garden 2 or 3 observation points with benches and chairs.
4. To be in contact with local schools and organize activities with the children: to present the concept of a Japanese garden (with photography or other tools), typology and historical evolution; to visit the garden; to run practical exercitations with small-scaled Japanese garden in shoe boxes.

EVALUATION Which are the elements that you normally use to evaluate the outcomes of this tool?

☺	☹	☹
<p>Citizens were very interested during the realisation phase and also after, they used to go to the garden and have a rest.</p> <p>The attention level of the children and teacher during the theoretical presentation and the practical exercitation.</p> <p>The citizens take care of the garden during the activities</p> <p>There were no acts of vandalism</p>		<p>To find the needed materials (rocks and pebbles) and to bring them on site. The costs of these materials.</p> <p>The garden needs a lot of upkeep</p> <p>Acts of vandalism are possible</p>

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

Knowledge about the history and the evolution of Japanese gardens, the best way is to attend a course in Japan and to visit Japanese gardens

Knowledge on botanic, cultivation and pruning of trees and shrubs.

These competences can be gathered by more than one person.

The study of Japanese gardens is included in architecture or botanic faculty programs, called “Landscape Design” course.

DISCLAIMING AND DECLARATION OF HONOUR

	yes	no
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I authorize Pistes Solidaires and its partners participating to the EU'GO project to publish my contacts on the dedicated website, giving my availability for supporting with information people interested in experimenting an testing the tool that has been described in this document	x	

Putting an X in the previous boxes means that you are agreeing with the cited statements

