

AgriGo4Cities

# Preparing for action planning

An account of the training session

**Training designed by:**

Kaja Cunk, Ema Weixler

**Guest lecturers:**

Csaba Bende, Konrad Bucher,  
Aidan Cerar, Kaja Cunk, Cordula  
Fötsch, Ella von der Haide,  
Marc Haug, Saša Poljak Istenič,  
Mateja Šmid Hribar, Gaja  
Trbižan

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Emma Garnier, Association for  
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Koper, 2017



Training venue

# Programs

**AgriGo4Cities**  
TRANSNATIONAL TRAINING SESSION

**DAY 1**

21st November 2017

- 09.30-09.40 **Welcome speeches**
- 09.40-10.00 **Project presentation**
- 10.00-10.20 **Training presentation**

**FOCUS: URBAN AGRICULTURE**

- 10.20-10.40 **Collective brainstorming**
- 10.40-11.20 **Good practice presentation**  
GUIDELINES FOR INVOLVING VULNERABLE GROUPS IN THE PARTICIPATORY URBAN AGRICULTURE AND PREPARING AN ACTION PLAN (David Bole, Saša Poljak Istenič, Mateja Šmid Hribar)
- 11.20-11.40 **Coffee Break**
- 11.40-13.00 **Action planning session: INTRODUCTION**
- 13.00-14.20 **Lunch**
- 14.20-15.00 **Lecture**  
HOW CAN CITIES PROMOTE AND SUPPORT URBAN GARDENING? (Cordula Fötsch)
- 15.00-15.40 **Good practice presentation**  
PROMOTION OF URBAN AGRICULTURE IN MUNICH (Ella von der Haide)
- 15.40-17.40 **Action planning session: DIAGNOSIS**
- 17.40-18.00 **Daily reflection**

Project co-funded by European Union funds (ERDF, IPA, ENI).

**AgriGo4Cities**  
TRANSNATIONAL TRAINING SESSION

**DAY 2**

22nd November 2017

- 09.00-09.20 **Training presentation**

**FOCUS: PARTICIPATORY PLANNING**

- 09.20-09.40 **Collective actions**
- 09.40-10.20 **Lecture**  
PEOPLE AS PARTNERS FROM THEORY TO PRACTICE (Aidan Cerar, Gaja Trbižan)
- 10.20-11.00 **Lecture**  
LEARNING TO PARTICIPATE (Kaja Cunk)
- 11.00-11.20 **Coffee Break**
- 11.20-13.00 **Action planning session: IDEAS AND PROPOSALS**
- 13.00-14.20 **Lunch**

**FOCUS: SOCIO-ECONOMIC INCLUSION OF VULNERABLE GROUPS**

- 14.20-14.40 **Visualisation of the users**
- 14.40-15.20 **Good practice presentation**  
INTEGRATION THROUGH COMMUNITY GARDENS IN A HIGH-RISE NEIGHBORHOOD (Csaba Bende)
- 15.20-16.00 **Lecture**  
PARTICIPATION IN URBAN-GARDENING-PROJECTS AS APPROACH IN THE EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) FRAMEWORK (Marc Haug, Konrad Bucher)
- 16.00-16.40 **Method demonstration**  
BEST PRACTICE EXAMPLE OF PARTICIPATORY WORK IN COMMUNITY GARDENS: COLLECTIVE MAPPING (Ella von der Haide)
- 16.40-18.00 **Action planning session: PROTOTYPING**
- 18.00-18.30 **Daily reflection**

Project co-funded by European Union funds (ERDF, IPA, ENI).



# Activity #1

Training

introduction

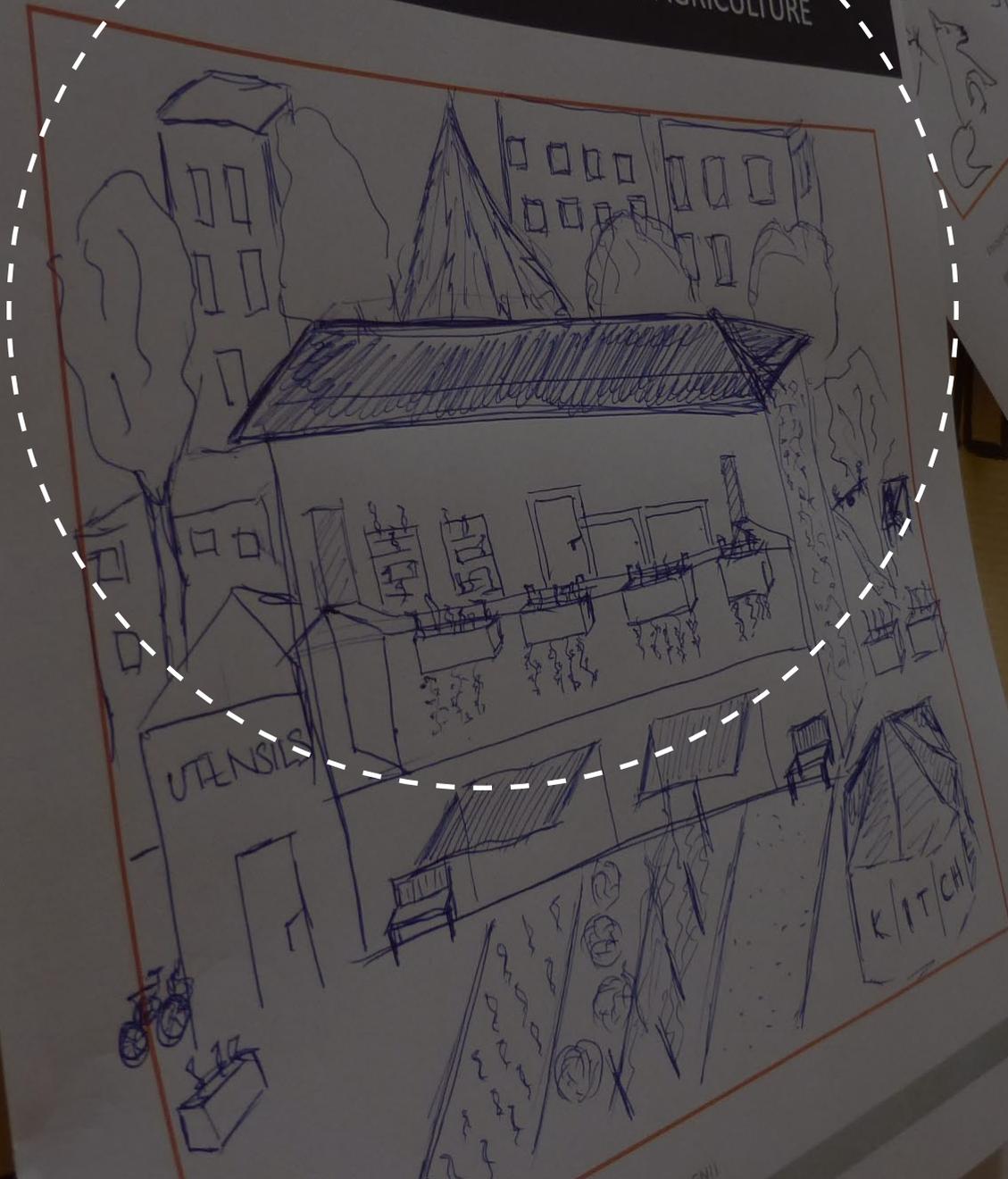
## Group activity

A step-by-step introduction to the training session in order that participants may gain a clear understanding of the individual parts of the training course and how they are related.

To begin, write the titles of the individual activities on small pieces of paper and post these on the whiteboard, wall, door or the floor. Activities that have similar approach can be written on the same colour paper or with the same colour marker.

...and one of its main characteristics is that it is categorized as 'urban' fabric; it is integrated into the social and cultural life, the economics, and the metabolism of the city.

## DRAW YOUR DEFINITION OF URBAN AGRICULTURE



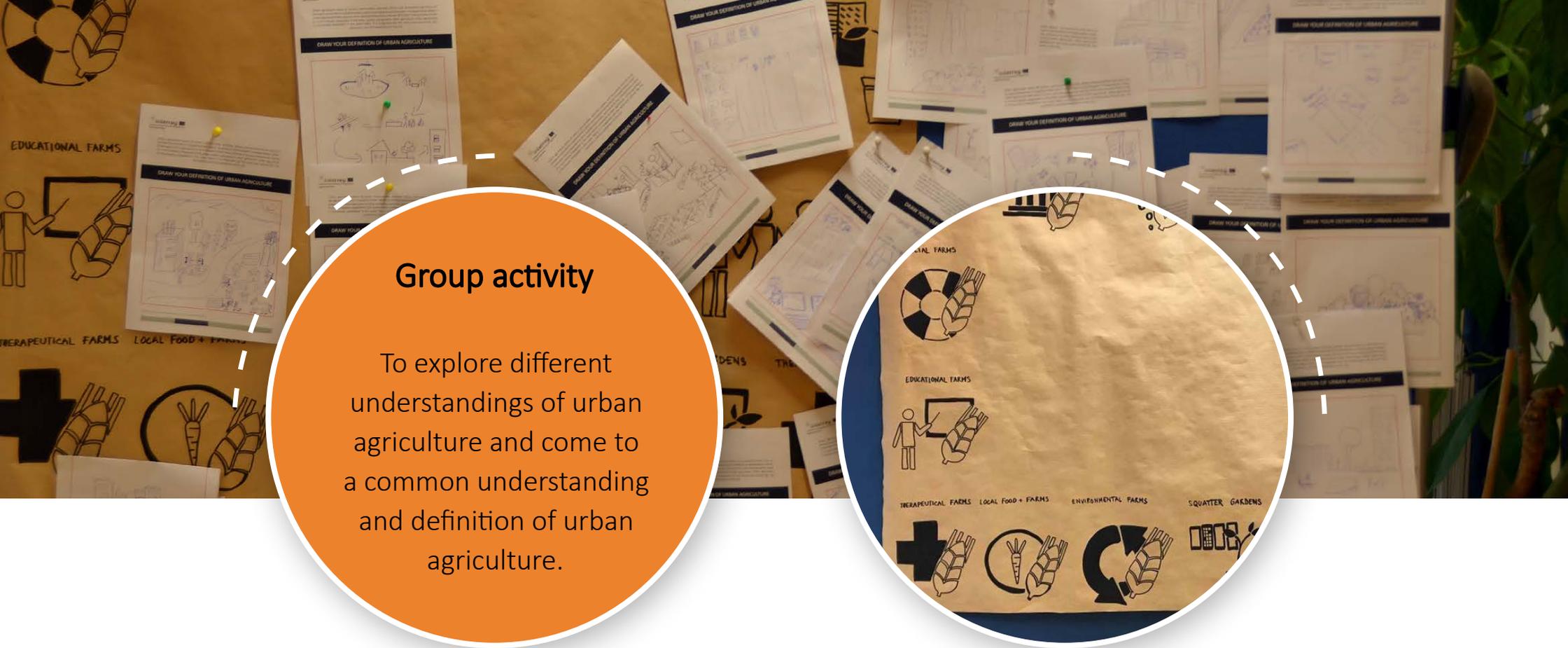
# Activity #2

Collective

brainstorming

NAL GARDENS

THERAPY



## Group activity

To explore different understandings of urban agriculture and come to a common understanding and definition of urban agriculture.

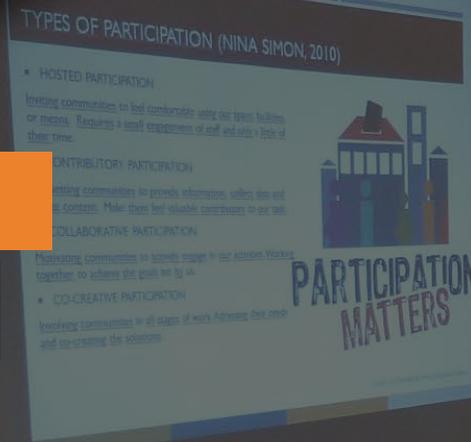
This collective brainstorming exercise starts with an individual task: ask participants to draw their understanding of urban agriculture. After some time has passed, present the participants with a board showing a common typology of urban agriculture (prepared in advance and based on that from [www.urban-agriculture-europe.org/files/160223\\_cost\\_uae\\_final\\_event.pdf](http://www.urban-agriculture-europe.org/files/160223_cost_uae_final_event.pdf)). After explaining the typology, invite participants to post their individual drawings close to the urban agriculture type they believe is most similar to their drawing. Start a discussion about different/similar understandings and various types of urban agriculture.

# Activity #3

## GUIDELINES FOR INVOLVING VULNERABLE GROUPS IN PARTICIPATORY URBAN AGRICULTURE AND PREPARING AN ACTION PLAN

Good practice presentation

Saša Poljak Istenič,  
Mateja Šmid Hribar



A calendar board with a grid of dates from 01.01.2020 to 31.01.2020. The board is covered with numerous colorful sticky notes, likely representing a project schedule or meeting agenda. The notes are organized in columns and rows, with some dates highlighted in green, yellow, or blue.



## Summary of the lecture

The presentation focused on providing step-by-step guidelines for involving vulnerable groups in participatory urban agriculture and preparing an action plan for maintaining urban agriculture. The methodology given was based on the Guidelines for the Management of Cultural Values in Rural Areas developed by the two lecturers as part of the SY\_CULTour project in which special attention was given to developing a participatory process that could be transferred to other areas. Choosing the 'participation way' essentially means pulling together different points of view. This approach has proved to be effective because it tends to create links between subjects that do not usually communicate, making it possible for them to familiarise themselves with different perspectives and so open a space for discovering new ways of seeing and solving problems. Through the participation process, different stakeholders are linked

and involved; they have the option of not just listening and because they are given the power to interact with the processes, and the possibility that they could change it is accepted. Each lecturer highlighted different steps in the process. The first two steps are shaping a clear idea and presenting an overview of the existing state. The third and fourth steps delineate a path for addressing and involving vulnerable groups and, furthermore, for starting a participatory process. The fifth and sixth steps include practical information on how to write a concrete and clear action plan. General guidelines for implementation and for evaluating the results were also presented. Each presentation was accompanied with examples from real-life experience and trainees were given simple exercises which empowered them to start working at their pilot sites.

Reading list: [www.sycultour.eu](http://www.sycultour.eu)



# Activity #4

**Action planning  
session**

**INTRODUCTION**

**National groups**  
(Slovenia, Czech Republic, Hungary, Romania, Bulgaria, Montenegro), Sounding board (IFUPLAN, ENVICORP, ZRC SAZU).

To prepare six national action plan frameworks.



National groups received a prepared action plan framework to complete. The sounding board was divided between national groups in order to provide guidance and feedback. At the end of the session, groups presented their frameworks.



Lecture

Cordula Fötsch

Activity  
#5

HOW CAN CITIES  
PROMOTE AND  
SUPPORT URBAN  
GARDENING?

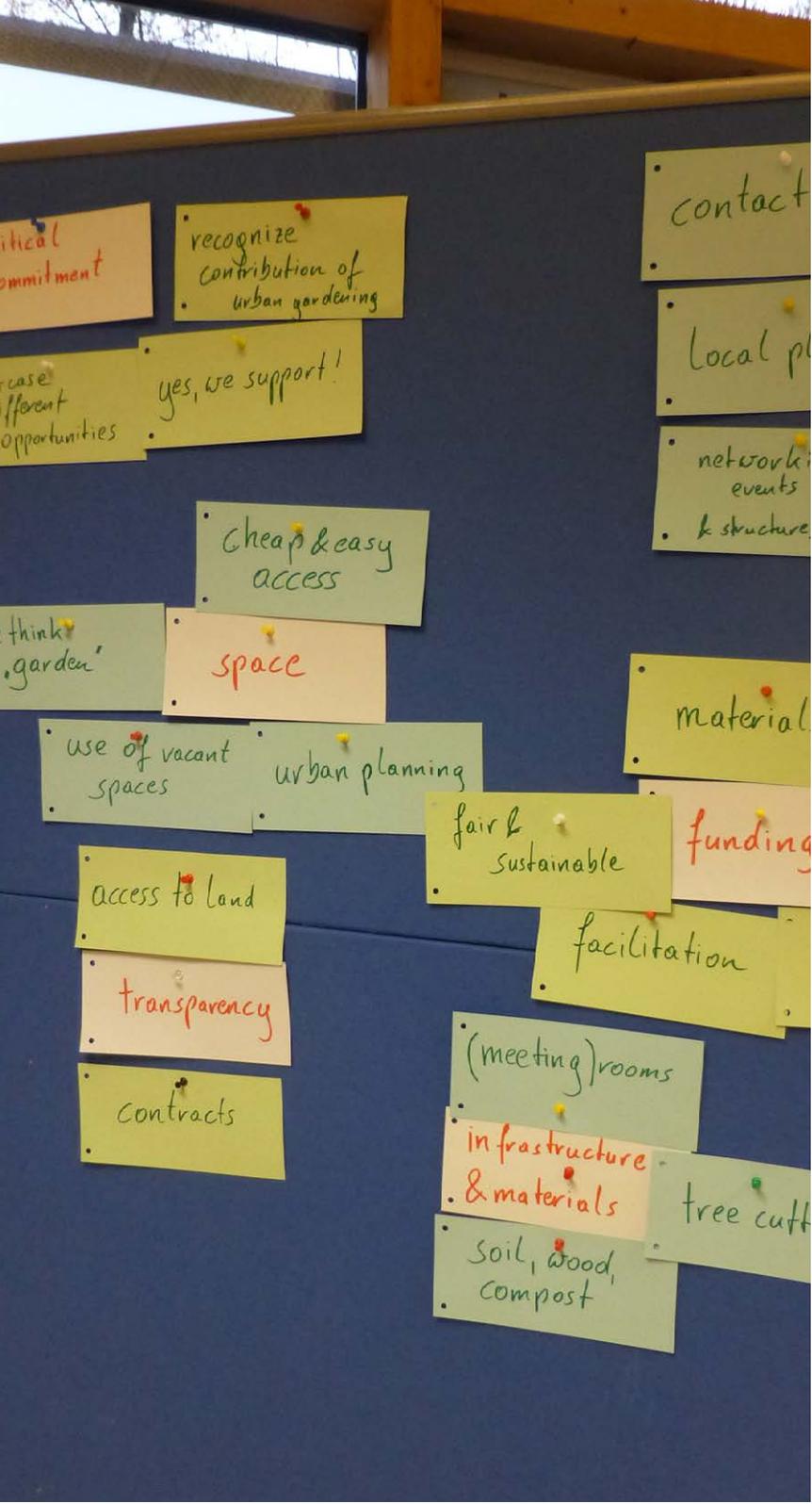


## Summary of the lecture

Gartenpolylog is an independent NGO that has been active in the field of community gardening for ten years. From its very beginning, it has aimed to work together with city governments to bring the idea of community gardens into towns and institute community garden projects. Over the years, we have established contacts and cooperated with people on different political and administrative levels. In this lecture, I want to present what helped community gardens grow as part of a vibrant city, and what else would have been helpful from our perspective. The lecture also includes the experiences of partners from the Austrian network.

Some of the basic factors that encourage the existence of community gardens are openness towards citizens who want to establish community gardens and willingness to understand what community gardens can contribute to urban societies. A clear commitment to community gardens at a political level is helpful but not sufficient. Structures that allow normal people to easily find out how to found community gardens are needed too. Transparency about how to access land, how much to pay and what other requirements have to be met can be a great help for newly founded initiatives.





An important factor is space that can be turned into community gardens. A broad understanding of what can be a garden helps to identify spots in the city that may be used. An important first step in supporting gardening initiatives is to offer these spaces for free or for a small fee to their future users. In cities where new housing complexes are being built, it makes it much easier if spaces for community gardens are planned right from the beginning. Community gardens can be a cheap alternative to conventional city green spaces. Nevertheless, they need some infrastructure and money – especially in the beginning. Fair and transparent access to subsidies and material support helps community gardens grow. These are only a few experiences, but they give an impression of what city or district governments can do to support urban gardening. The more the administration and politicians communicate and collaborate with gardening initiatives, the more they will find out what is needed in their local community.

Reading list: [gartenpolylog.org/en/home](http://gartenpolylog.org/en/home)



**Ella von der Haide**

*Activity  
#6*

**TEN YEARS OF PROMOTION OF  
URBAN AGRICULTURE THROUGH  
A MULTIFACTOR APPROACH, WITH  
METHODS, IN MUNICH:  
DEVELOPMENT OF THE URBAN  
GARDENING NETWORK MUNICH:  
COOPERATION OF NGOS, CITIES AND  
PLANNING DEPARTMENTS, LOCAL  
FARMERS, GRASSROOTS ACTIVISTS  
AND SCIENTISTS**



## Summary

Munich offers many good examples of different forms of urban gardening. The scene is quite diverse: you find approaches that are top-down and others that are bottom-up including self-harvesting projects (through or in cooperation with local inner-city farmers), pedagogic environmental projects and intercultural gardening (<http://urbane-gaerten-muenchen.de>). In the last ten years, the number of urban gardens in Munich has been growing constantly, and there are diverse collaborations between the council, activists and gardeners. In 2008, five local NGOs joined forces to promote urban gardens. Their aim was to get to know the different actors and connect them to help them to grow, find funding and influence public policy. Research was conducted, a website created and the urban gardens have started to be integrated in public policies; many meetings have been held, a participatory creative mapping tool has been applied, and so a network has begun to form. This presentation shows what role NGOs can play in the field of urban agriculture, and explains the participatory methods used in further detail.

Reading list: [urbane-gaerten-muenchen.de](http://urbane-gaerten-muenchen.de)

A white circle containing the text 'Activity #7' in a stylized orange font. The background of the top half of the slide is a photograph of a group of people sitting around a table, working on papers and using sticky notes and markers. A dashed white line is drawn over the photograph, separating the top section from the text below.

# Activity #7

## Action plan

### DIAGNOSIS

#### National groups

(Slovenia, Czech Republic, Hungary, Romania, Bulgaria, Montenegro),  
Sounding board (IFUPLAN, ENVICORP, ZRC SAZU)

To focus on the diagnostic phase of the action plan.

It is during this diagnostic phase that a deep understanding of the action is developed: it is the phase which provides the platform on which further steps can be planned. It also highlights which innovative concepts and sustainable actions can be used and embedded. Each national group was given three questions by their sounding-board representative, with each being asked only after the previous one had been answered. The questions were:

What data do we have?

What good practice can we use and transfer?

What do we want to achieve?

Daily

reflection

### Activity in pairs

To reflect on the group work process in order to recognise and foster awareness of individual and group learning outcomes and new insights.

We reflected through discussion in the international group, using the following questions as a guide:

1. What has been, in your opinion, the most important achievement of the group today?
2. What did you, as individual, learn today? Did you get any new insights into urban agriculture or/and participatory approaches?
3. How can you use your new insights (if any) in your local environment once you return home?

A white circular graphic with orange text. The text reads "Activity #8" in a cursive font. The background of the slide features a hand holding a pen over a desk with papers and a blue pen, with a dashed white line curving across the scene.

Activity  
#8



Activity  
#9

Collective  
actions



## Group activity

To emphasise the importance of collaboration and the effects of collaboration on final outcomes.

The group did an Augusto Boal exercise that is based on moving the team to a defined aim through communication, participation and coordination. Each participant was asked to put his chair somewhere in the room.

An additional empty chair was placed in the middle of the room. A facilitator explained the rules: she walks around the chairs at a normal speed and the participants have to make sure she never sits on an empty chair. Once a participant gets up from his chair, he has to sit back down on a different one. After several attempts, the facilitator invites one participant to act as a coordinator. Participants may now switch chairs only if the coordinator instructs them to do so. After the exercise, the group reflected on the exercise and the relevance of planning, communicating and participating.

Lecture

Aidan Cerar,

Gaja Trbižan

PEOPLE AS  
PARTNERS FROM  
THEORY TO  
PRACTICE

Hack 3: Invest in people.

Activity  
#10



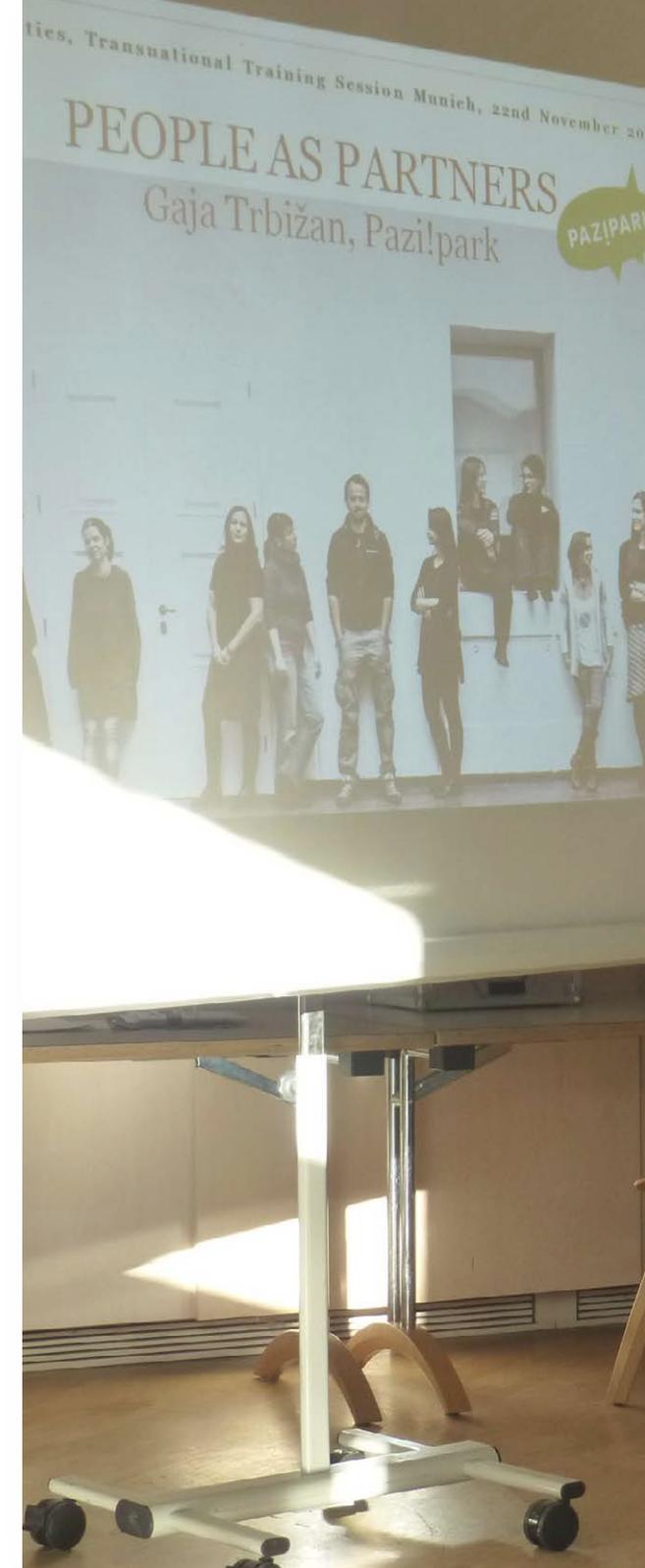


Planning is good. But going to where people are and supporting them in their actions sometimes gets you further. But this in turn demands that planners, administrators and professionals change their game drastically. Instead of progressing in a linear manner, projects dealing with people develop organically. They are usually full of surprises. Some are good, while others result in setbacks. And, most importantly, no one knows how the project will end. That is the trick that makes participation meaningful. Almost every city has a project that could be described as participative: one that has been developed in partnership with the people. Some cities have plenty of them, some just a few. A systemic approach aimed at stimulating bottom-up projects would be a gamechanger because, in every city, there are people who would like to contribute to the liveability of their city by initiating placemaking activities, but they usually get lost in the system of planning procedures and institutional frameworks. This is particularly relevant in south-east Europe where participation in placemaking activities is a bit more unusual than, for example, in America. NGOs often provide the bridge between individuals or communities on the one hand and city institutions on the other. They are more creative, more responsive, faster and less affected by general administration.

They understand both worlds: communities and the planning system. Often, the success of participative projects is grounded on the funds available for the NGO that provided the necessary spark for the existing interests of a community. But why would cities provide funds for NGOs and communities to practice placemaking? Because it is a small price to pay. The funds or resources of the city work jointly with the resources of the community and that means the resources of the city are doubled – at least. The resources communities bring in are voluntary labour, organisational capacity and a social network of local communities. And all that combined often results in revitalisation of overlooked places in the city and the provision of space for the activities of different communities or social groups, aims that could not be achieved in any other way – through the real estate market, for example. That is why it pays to take the people on as partners.

This joint lecture began by introducing the theoretical starting points and went on to highlight practical examples.

Reading list: [www.pazipark.si/portfolio/mala-terasa-na-subicevi](http://www.pazipark.si/portfolio/mala-terasa-na-subicevi)  
[www.pazipark.si/portfolio/igrisce-sencko-isce](http://www.pazipark.si/portfolio/igrisce-sencko-isce)

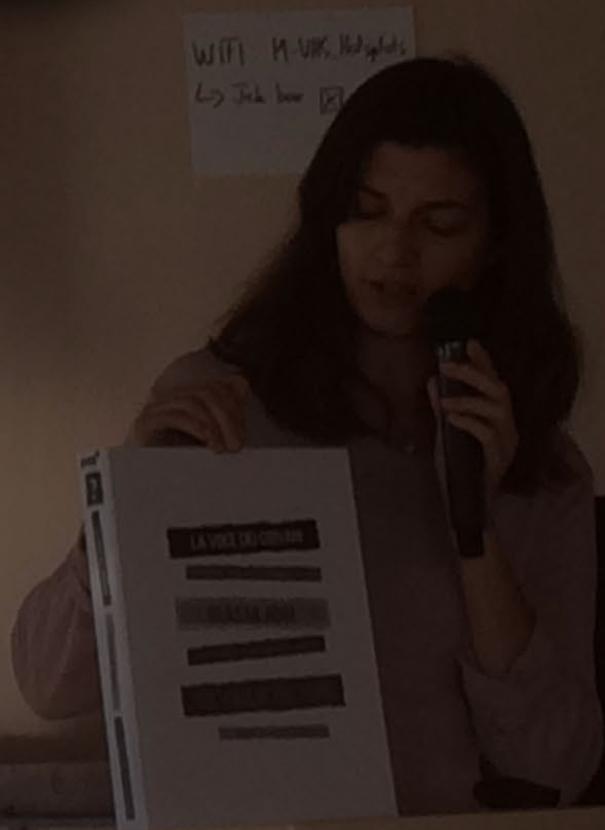
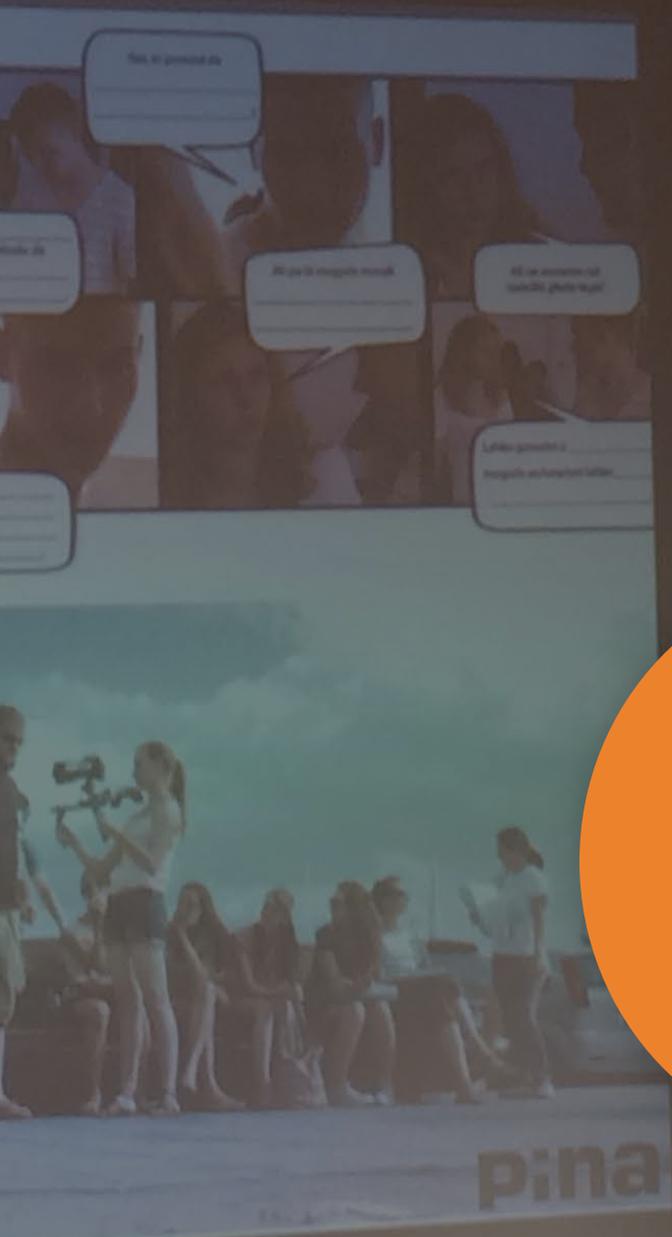


# Activity #11

Lecture

Kaja Cunk

LEARNING TO  
PARTICIPATE





Cicero said, 'To reduce man to the duties of his own city, and to disengage him from duties to the members of other cities, is to break the universal society of the human race.' While democratic systems are based on the active engagement of citizens, the issues Europe is currently facing are related to mistrust, unresponsiveness and a general reluctance to participate actively in public life. There are more and more initiatives that put active citizens at the forefront, but no systematic approaches towards learning how to engage, collaborate and institute a dialogue. The lecture was focused on non-formal educational and participatory practices used by the Association for Culture and Education, PiNA. The first was the Youth Vote project, in which civic education messages were developed in the form of a short, twenty-minute film. The second was the ENA.KOST project, in which theatre was used as a method to empower vulnerable groups and provide legislative suggestions for the region. The third was the example of participatory activities of citizens of coastal cities in Slovenia around women filing of safety on the streets and the state of cycling paths.

Reading list: [pjp-eu.coe.int/en/web/youth-partnership/t-kit-7-under-construction...citizenship-youth-and-europe](http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-7-under-construction...citizenship-youth-and-europe)  
[www.pina.si/en/all-project-list/youth-vote/](http://www.pina.si/en/all-project-list/youth-vote/)  
[www.pina.si/en/all-project-list/ena-kost/](http://www.pina.si/en/all-project-list/ena-kost/)  
[www.pina.si/en/all-project-list/add/](http://www.pina.si/en/all-project-list/add/)



# Activity #12

## Action plan

## IDEAS AND PROPOSALS

### National groups

(Slovenia, Czech Republic, Hungary, Romania, Bulgaria, Montenegro), Sounding board (IFUPLAN, ENVICORP, ZRC SAZU)

To focus on the ideation phase.

Ideation enables you to turn opportunities into innovative concepts. During this phase, lots of new ideas have to be produced and only a few of the most promising are selected to move forward with. The main aim of the ideation stage is to use creativity, innovation and a participatory approach to develop better solutions. By expanding the solution space, you will be able to look beyond the usual methods of solving problems and find better solutions. Sounding-board representatives gave national groups two questions, again only asking the second after the first had been answered. The questions were: The solution begins with the individual or, to phrase it differently, the “I” in Ideation. If each individual participant takes more responsibility by being a better participant in a problem solving-process, the results are likely to be better. How will you provide space for the “I”? Who will refine and target the ideas towards the central issue? How?

# Activity #13

## Groups of five people

To come to a clear understanding of who will be the users of our product/service and to develop empathy towards them in order to foster understanding of the needs and problems they have that we want to address through including them in our service/garden.

Visualising  
the users



Step one. Participants were invited to think about their typical user and to draw him or her on the paper. First, they thought about their user. Who he/she is. Their age. Where they work and what they do in their free time. What is important to them. Participants were invited to write or draw their thoughts and put them on the wall. Second, they were invited to think about where their user encounters the 'problem' they want to solve with the garden. Where does it happen? Who participates? What is the context? Is there already a service that solves this problem?





Activity  
#14

INTEGRATION THROUGH  
COMMUNITY GARDENS  
IN A HIGH-RISE  
NEIGHBOURHOOD

Good practice  
presentation

Csaba Bende



## Summary

The introduction of the presentation will briefly explain how there has been a renaissance in urban gardening in Hungary. Many gardens have appeared recently, with different structural and organisational backgrounds: public-work gardens, community-supported agriculture, shared gardens in office yards. However, the new garden era can be described as a boom in community gardens as they are the key drivers of the movement. However, the presentation will also explain why community gardens differ significantly from the types of garden mentioned above. I believe that community gardens promote complex values of which only fragments may be found in other urban gardening projects. Thus, community gardens can be understood as key elements of the new garden movement and they are the key drivers of urban change.

The presentation will start with a historical overview of the Hungarian garden movement, explaining the role of gardens in cities, and will present the early forms of it. It will continue by considering the idea of gardening in different eras including the late nineteenth century, the interwar years and the socialist period. Each of these eras had a significant impact on the development of the current social, economic and political context in which gardens have appeared: for example, the implementation of Howards Garden City utopia, the political agenda of the conservative elite's Garden in Hungary in the interwar period and the complete refute of this idea in the early years of socialism, the implementation of Corbusier's modernist planning and the incorporation of gardening into the idea of socialist (soviet) man. The historical overview will end with a detailed discussion of the transition to a market economy and the various processes that have shaped Hungarian cities over the last twenty-five years, and continue to do so.

The second section of the presentation will be an introduction to community gardens. The lecturer will detail the effects of gardens on cities, to enable a deeper understanding of the real potential of gardens. Some critical views on community gardens will also be demonstrated, focusing on the role of community gardens in neoliberal urban politics. The section will continue by introducing Hungarian community gardens. The lecturer will present the results of their research which explains the specific characteristics of Hungarian community gardens and compares them to North-American community gardens with a focus on organisational background, goals and participant motivations and perceptions of gardening. The lecturer will also answer some of the critiques of gardens.

The third section will present the good practice of the Megálló community garden in Szeged, Hungary. The location of the garden will be described so listeners can understand the context in which the garden appeared. The organisation, the structural background and the main goals of the garden will be explained. Further emphasis will be put on its role in and potential for involving disadvantaged groups – mostly retired senior citizens – in gardening allowing them to improve their social capital, to bridge generational gaps between gardeners, and to create new social connections. The current limitations of the garden's aims will be explained and some possible developments will also be presented. The presentation will finish by highlighting key points and findings, and raising some questions for discussion.

Reading list: Aptekar, Sofya (2015): *Visions of Public Space: Reproducing and resisting social hierarchies in a community garden*. In *Sociological Forum* 30 (1) pp. 209–227. Barron, Jennifer (2016): *Community Gardening: Cultivating subjectivities, space, and justice*. In *Local Environment* 21 pp. 1142–1158. Bende Csaba- Nagy Gyula (2016): *Effects of Community Gardens on Local Society – The case of two community gardens in Szeged*. In *Belvedere Meridionale* 28 (2) pp. 89–105. Classens, Micheal (2015): *The Nature of Urban Gardens: Toward a political ecology of urban agriculture*. In *Agriculture and Human Values* 32 pp. 229–239. Eizenberg, Efrat – Fenster, Tovi (2015): *Reframing Urban Controlled Spaces: Community gardens in Jerusalem and Tel Aviv–Jaffa*. In *ACME: An International Journal for Critical Geographies* 14 (4), pp. 1132–1160. Lawson, Laura (2005): *City Bountiful: A century of community gardening in America*. University of California Press x p. Rosot, Marit (2012): *Community Volunteering as Neoliberal Strategy? Green space production in Berlin*. In *Antipode* 44 (1) pp. 239–257. Tornaghi, Chiara (2014): *Critical Geography of Urban Agriculture*. In *Progress in Human Geography* 38 (4), pp. 551–567

# Activity #15

**PARTICIPATION IN URBAN  
GARDENING PROJECTS  
AS AN APPROACH TO THE  
EDUCATION FOR SUSTAINABLE  
DEVELOPMENT (ESD)  
FRAMEWORK**

**Lecture**

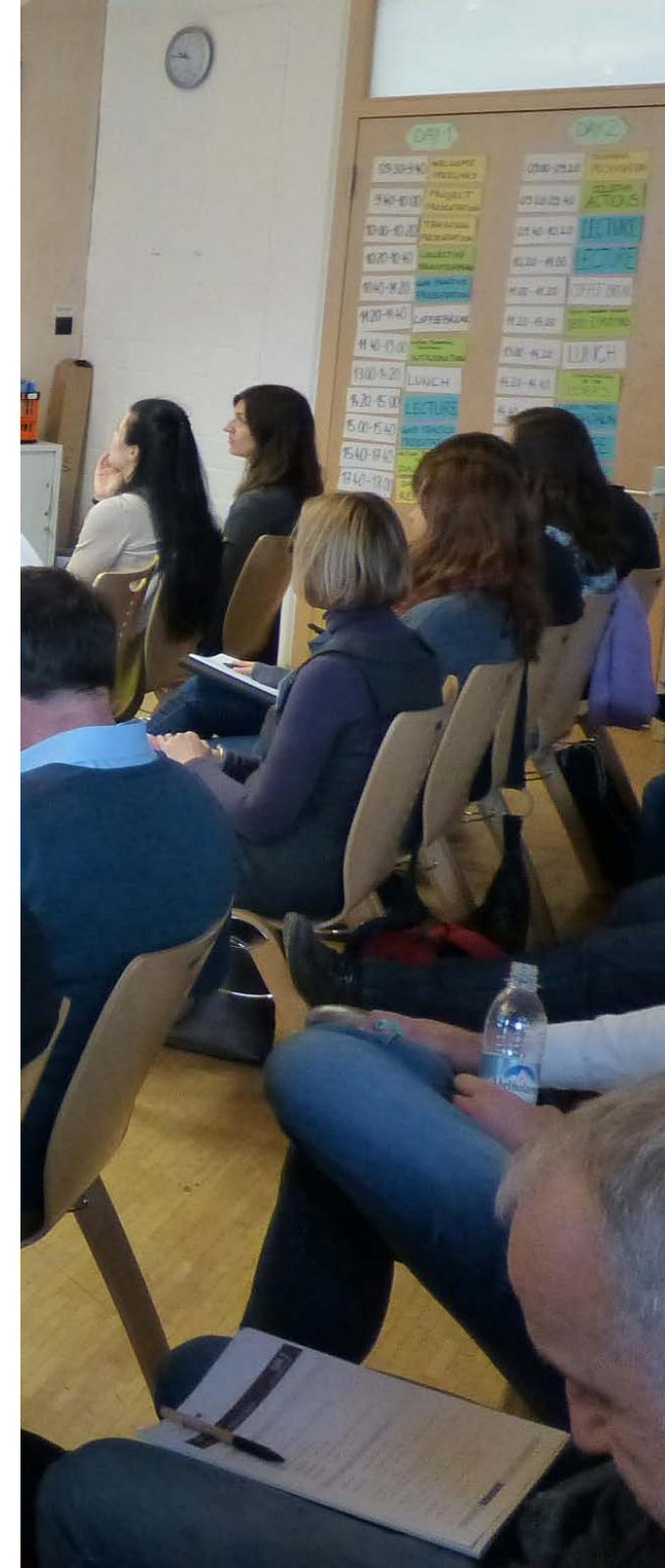
**Marc Haug,  
Konrad Bucher**

## Summary

Sustainable development of the Munich urban area is the mission statement of the Ökologisches Bildungszentrum Munich (Munich ÖBZ Ecological Education Centre). Participation is one of the core aspects of sustainability. This session will use the example of the Experimentiergarten am ÖBZ (ÖBZ experimental garden) and other garden projects to illustrate how we at the ÖBZ interpret our educational mission in the ESD framework. We provide, primarily, a meeting place for informal learning. However, in addition, there are permanent exchanges on multiple issues through long-term and continuous participation in brainstorming new ideas, project development, garden planning and garden work. By learning cooperatively and from each other, ecological, social and economic aspects intertwine and these need to be negotiated in the light of their practical implementation. Exchange of experiences and learning are directly related to everyday thinking and action.

Reading list: [www.oebz.de/default.asp?Menu=152](http://www.oebz.de/default.asp?Menu=152)

[en.unesco.org/themes/education-sustainable-development/what-is-esd](http://en.unesco.org/themes/education-sustainable-development/what-is-esd)



A man with glasses and a beard is smiling and pointing at a map on a whiteboard. The map shows various colored areas and icons. A dashed white line connects the text boxes to the map area.

**Method**

**demonstration**

**Ella von der Haide**

**BEST PRACTICE EXAMPLE  
OF PARTICIPATORY  
WORK IN COMMUNITY  
GARDENS: COLLECTIVE  
MAPPING**

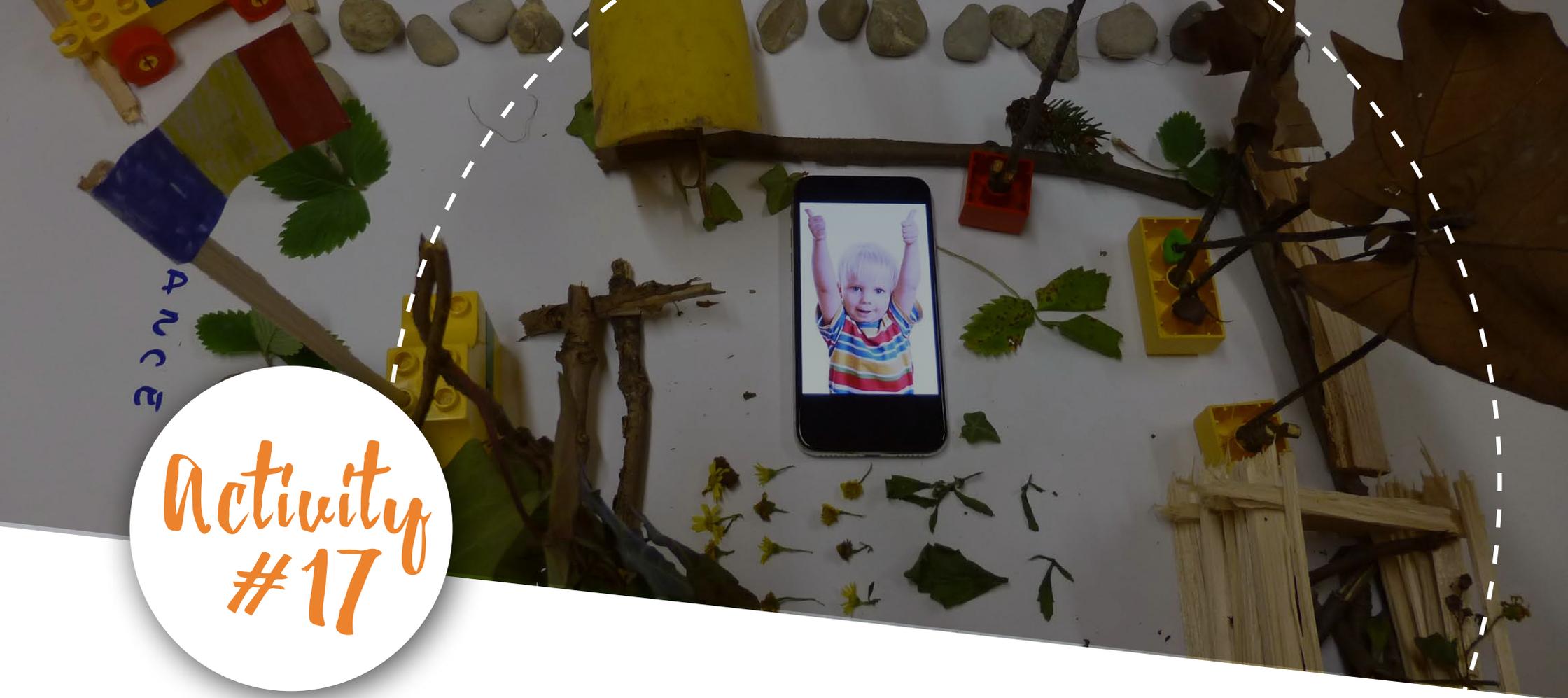
*Activity  
#16*

Collective mapping brings together and makes visible knowledge of existing resources, networks and actors. People participating do not need to be able to read and write (allowing younger people or migrants to be included) and the physical creative process can help to find new solutions.

At the same time, participants learn to use maps, tools which are vital in city planning and politics. In the workshop, we show examples of creative mapping in community gardens in Germany. This input could be also presented in the form of an ongoing workshop for the participants of the conference: a mapping of all their projects.

Reading list: [de.scribd.com/  
document/203508695/Collective-  
Mapping-booklet](https://de.scribd.com/document/203508695/Collective-Mapping-booklet)

[orangotango.info/projekte/kollektives-  
kartieren](https://orangotango.info/projekte/kollektives-kartieren)



Activity  
#17

Action plan

PROTOTYPING

**National groups**

(Slovenia, Czech Republic, Hungary, Romania, Bulgaria, Montenegro), Sounding board (IFUPLAN, ENVICORP, ZRC SAZU)

To focus on the prototyping phase.



The concept of the prototyping phase comes from new concepts of flexible product development, which posit that one should start testing ideas early. The prototype is refined and developed through trial and error, and practical interaction with users, until the best fit is found. Sounding-board representatives gave national groups a starter question: Are you building with the user in mind? They were given twenty minutes to develop a character that represents their typical user, and present the use of the prototype from the user's perspective. In the second phase of the activity, they were given different materials (leaves, branches, stones, Lego bricks, straws ...) and asked to create a prototype based on their action plans. Finally, all prototypes were presented to the other participants from the user's perspective.

Daily

reflection

## Individual activity

To reflect on the group work process in order to recognise and foster the awareness of individual and group learning outcomes and new insights.

We reflected individually by answering the following questions:

1. What has been, in your opinion, the most important value added by working in a group work, the thing you could not achieve while working individually?
2. What was the most valuable thing you learnt today, if anything?
3. How can you use your new learning/ insights (if any) in your local environment once you return home?

Activity  
#18



