Fostering active citizenship and entrepreneurship among young migrant women through Community Gardens

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SUCCSEEDS Collection of Hands-on Exercises

Elaborated by

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Introduction

The **SUCCSEEDS Collection of Hands-on Exercises** has been developed as a comprehensive resource for **Community Educators and Youth Workers** working with **young migrant women** to support their **social inclusion** by fostering **entrepreneurship** and **active citizenship** through **Community Gardens** (CG), promoting their environmental awareness and personal, social and learning-to-learn skills (LifeComp).

This document integrates a set of **hands-on training exercises** and **assessment tools,** which can be applied in **classroom and/or garden settings**. They are structured and aligned with the five key units of the SUCCSEEDS Online Learning Programme, each addressing a fundamental aspect related to the fostering of entrepreneurship, active citizenship, environmental awareness and personal, social and learning-to-learn skills of young migrant women through community gardens. They provide educators with ready-to-use exercises, engaging methodologies, and assessment strategies to evaluate learning progress and adapt teaching approaches based on participants' needs.

Learning Units

Unit	Learning Unit title
1	Empowering young migrant women through green entrepreneurship
2	Digital and financial skills for migrant women's green businesses
3	Community gardens as spaces for social and economic inclusion
4	Leadership, networking, and social impact for migrant women
5	Scaling and sustaining green businesses for long-term impact

Hands-on Exercises: Structure and use:

Each unit in this guide is structured as follows:

1. **Title**: Name of the practical activity.
2. **Learning objectives**: Description of the objectives linked to the assigned unit and its learning outcomes. Each activity includes at least two learning objectives.
3. **Detailed description**: Step-by-step instructions on how to conduct the activity, including:
    - Duration, Setting and Language Level (according to CEFR level. Link: Common European Framework of Reference for Languages (CEFR))
    - Previous preparation needed (e.g. planning)
    - Description of the process (different steps or phases)
    - Methodological recommendations

4. **Useful resources**: Links to additional information, pedagogical guidelines, research, studies regulations, and tools that support the implementation of the activity.
5. **Required material**: A list of necessary resources, such as computers, internet access, graphics, apps, or other materials. Activity sheets, templates, and images are included where necessary.
6. **Assessment tools**: Strategies to measure the impact of the activity on participants' learning progress. These tools include:

- Qualitative assessment: Strategic questioning, participant observation, small discussions, written reports, demonstrations, and task-based assessments.
- Quantitative assessment: Multiple-choice questions, matching exercises, true/false statements, fill-in-the-blank activities, and checklists.

Target users

This collection is primarily aimed at **Community Educators** and **Youth Workers** who work with young migrant women. It serves as a practical toolkit **to support the social inclusion and active citizenship of young migrant women** by fostering **entrepreneurship** through **Community Gardens.**

How to use this guide

The **SUCCSEEDS Digital Platform** offers a **comprehensive ecosystem of educational resources**. Educators can use these tools **individually or in combination** to create **engaging and effective learning experiences** for young migrant women.

Educators can use the **Collection of Hands-on exercises** flexibly and in combination with their enhanced knowledge from taking the Succseeds **Online Learning Programme** to deliver impactful green entrepreneurship training to learners.

Unit 1

Empowering Young Migrant Women through Green Entrepreneurship



1:1: Thinking Green, Thinking Entrepreneurial

Learning Objectives

- Facilitate participatory and visual learning processes that help young migrant women identify and internalise key green entrepreneurship mindset strategies (e.g. collaboration, sustainability thinking, learning from failure).
- Guide reflective discussions that connect young migrant women's personal experiences, cultural knowledge, and strengths, to green entrepreneurial attitudes, reducing fear and increasing self-confidence.

Detailed Description

DURATION, SETTING, LANGUAGE LEVEL:

- B1 or higher
- Intermediate level (B1): 75 minutes
- Upper-intermediate (B2) & higher: 120 minutes
- Classroom Activity
- Can be split over 2 lessons

PREPARATION:

- **Gather basic information** about participants' language levels, cultural backgrounds, educational experiences, and prior exposure to entrepreneurship concepts
- **Prepare flipcharts, markers, sticky notes, and strategy cards** using clear icons and minimal text. Strategy cards should be translated or explained orally if needed. Ensure materials allow for drawing and symbols so participants can express ideas without relying heavily on writing.
- **Plan how to introduce green entrepreneurship as a mindset** and way of thinking, as profit-making. Prepare examples that connect sustainability with community care, creativity, environmental responsibility, and small informal activities (e.g. reusing materials, growing food, sharing skills).
- **Clarify that the purpose of the activity is self-discovery and confidence-building** rather than business planning. Prepare opening and closing messages that reassure participants that there are no "right" or "wrong" answers and that all experiences are valuable.
- **Organise the classroom so participants can work in small groups** and see each other easily. Ensure a relaxed and welcoming atmosphere where movement, discussion, and informal interaction are encouraged.

DESCRIPTION OF THE PROCESS:

The purpose of this activity is to help young migrant women understand what a green entrepreneurship mindset is, identify strategies and attitudes that support green entrepreneurship and recognise their own strengths and experiences as assets.

Step 1: What Does "Green Entrepreneur" Mean? (20 min)

1. Write "GREEN ENTREPRENEUR" in the centre of a flipchart.
2. Ask participants: "What words, images, or actions come to your mind?"

3. Participants add words, drawings, or images around it.

Key facilitation focus: emphasize values and attitudes, not only money and accept diverse cultural interpretations.

Encourage participants (if needed) to see green entrepreneurship as caring for nature, solving problems, helping community and being creative and independent.

Step 2: Mindset vs Skills (30 min)

How to do it

- Draw two columns: *Mindset (how we think)*
- *Skills (what we can learn)*

1.In small groups, participants sort examples:

- *Mindset: responsibility, curiosity, confidence, resilience*
- *Skills: budgeting, marketing, planting, crafting*

2.Open the following discussion with the participants: "Which mindset attitudes help us learn skills?"

Key facilitation focus: reduce fear of "not knowing enough" and reinforce that mindset comes before business success.

Step 3: Strategy Cards – How to Think Like a Green Entrepreneur (40 min)

How to do it

1.Introduce **strategy cards** with simple statements, for example:

- "Start small and test"
- "Use local resources"
- "Think about people and planet"
- "Learn from mistakes"
- "Work together"

0. Ask the groups to choose 3 strategies they find most important.
0. For each strategy, ask them to discuss:
    - What does this mean in real life?
    - How can a young woman use it?

With this activity participants are encouraged to generate practical recommendations for themselves and others.

Step 4: Personal Strategy Commitment (20 min)

Ask each participant to complete the following sentence:

"One green entrepreneurship strategy I want to try is…"
They can write, draw, or explain orally.

By implementing this activity, which is focused on mindset and strategy mapping, educators gain strategy-based mindset facilitation, visual and participatory reflection tools and confidence-building approaches.

METHODOLOGICAL RECOMMENDATIONS:

- **Use participatory and visual methods to reduce language barriers and support equal participation**. Encourage drawing, symbols, and oral sharing alongside writing.
- **Focus on mindset before skills**, consistently reinforcing that attitudes such as curiosity, responsibility, and resilience are foundations for learning any technical skill.
- **Validate lived experience as an asset,** highlighting that caring for family, managing resources, gardening, crafting, or solving daily problems already demonstrate green entrepreneurial thinking.
- **Avoid technical or financial pressure,** keeping the discussion centred on values, strategies, and small achievable actions rather than formal business structures.
- **Encourage peer learning and collective reflection,** allowing participants to inspire one another and recognize shared strengths.
- **End with personal commitment,** supporting participants to identify one realistic strategy they feel confident to try, reinforcing empowerment and ownership.

ASSESSMENT ACTIVITY:

1. Give each participant a simple self-evaluation sheet (or visual poster).
2. Include statements with symbols (✔ / ━ / ✘ or smiley faces), for example:
   - "I can explain what a green entrepreneur is."
   - "I know at least two strategies to think like a green entrepreneur."
   - "I believe my experiences and culture are useful for green entrepreneurship."
   0. Ask participants to their answers privately and to comment on them.
   0. Optionally, you can invite volunteers to share one or more insights.

This method works since it is non-judgmental and confidence-building, accessible for low-literacy and multilingual groups and encourages self-awareness, not comparison.

Educators learn how mindset shifts can be self-assessed without pressure and how to use self-reflection as an empowerment tool.

Useful Resources:

OER Commons – Open Educational Resource Library
A free online library of educational resources you can filter by topic (e.g., sustainability, entrepreneurship, community education). https://oercommons.org/

"Green Youth Employability: Emerging Skills and Jobs for a Fair and …" – Toolkit
A free toolkit (PDF) offering practical methods to develop green soft skills and employability in youth, including sustainability principles and community-level application.
https://greenyouthemployability.eu/toolkit/

EU Green Education & Green Transition Learning Resources
The European Education Area hosts free policy overviews and learning objectives on sustainability and green transition education — useful for grounding your activities in broader frameworks.
https://education.ec.europa.eu/focus-topics/green-education/learning-for-the-green-transition

Required Material:

- Flipcharts or large paper
- Markers
- Sticky notes (3 colours)
- Picture cards (nature, people, money, tools, community, ideas)

1:2: From Problem to Opportunity

Learning Objectives

- Design and facilitate outdoor, place-based activities that support young migrant women in transforming environmental and social problems into green entrepreneurial opportunities.
- Coach participants in applying green entrepreneurship strategies (e.g. using local resources, starting small, long-term thinking) and facilitate reflection on the sustainability and feasibility of proposed solutions.
- Facilitate outdoor, experiential entrepreneurship education
- Support mindset development instead of pressure for success
- Observe and assess entrepreneurial thinking in action
- Encourage leadership and agency among young migrant women

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- Language level: B1 or higher level
- B1 language level: 2 hour
- Higher language levels: 3 hours
- This activity can be split over 2 lessons
- Community garden, public green space, neighbourhood, or outdoor urban area setting

PREPARATION:

- Before the activity, educators should **reflect on the participants' backgrounds**, including language proficiency, mobility, cultural norms, and previous exposure to entrepreneurship or environmental topics.

- **Visit the garden or neighbourhood** beforehand to identify safe, accessible routes and relevant observation points (e.g. waste areas, unused land, green spaces, community facilities).

- **Plan a short introduction that explains the purpose of the activity clearly**: observing with curiosity, not judgment; exploring possibilities rather than problems. Emphasise that participants are not expected to find perfect solutions or business ideas. This framing reduces anxiety and helps shift from problem-focused thinking to opportunity recognition.

- Educators should familiarise themselves with the **guiding questions and potential examples of problem-to-opportunity reframing**. These should be used as prompts only if groups feel stuck, not as ready-made solutions.

- **Organise simple materials** such as notebooks, pens, clipboards, phones for photos (if appropriate), and flipcharts for later stages. Plan group composition in advance, balancing language skills and confidence levels where possible.

- **Explain green entrepreneurship strategies in accessible, non-technical language**. Preparation involves translating abstract concepts (e.g. sustainability, opportunity) into everyday examples connected to participants' lives, such as food, care work, reuse, and community support.

- **Plan how to facilitate constructive peer feedback using simple, positive prompts.** Prepare closing reflection questions that help participants connect their ideas to confidence, teamwork, and real-life entrepreneurial pathways without pressure to act immediately.

DESCRIPTION OF THE PROCESS:

The purpose of this activity is to help participants practice opportunity recognition, apply green entrepreneurship strategies in real environments, shift from "problem-focused" to "solution-oriented" thinking and build confidence, teamwork, and decision-making skills

Step 1: Green Observation Walk (Seeing Differently) - 30 minutes

Participants walk in small groups through a garden or neighbourhood and observe:

- Waste or pollution
- Unused or neglected spaces
- Food loss or lack of green access
- Community needs (elderly, families, children)

Key Guiding Questions

- What problems affect people or nature here?
- Who is affected?
- Why does this matter?

Role of the Youth Worker

- Encourage curiosity, not criticism
- Emphasize observation, not solutions yet
- Validate participants lived experiences

Step 2: From Problem to Opportunity (Reframing) – 40 minutes

Each group chooses **one observed problem** and discusses:

- What causes this problem?
- Who could benefit from a solution?
- How could this problem become a green opportunity?

Examples

- Food waste → composting or preserved food products
- Empty land → community garden or herb production
- Plastic waste → upcycled items

Role of the Youth Worker

- Guide without giving answers
- Encourage realistic, small-scale ideas
- Reinforce that opportunities start small

Step 3: Applying Green Entrepreneurship Strategies - 45 minutes

Groups design a simple green solution using at least 3 mindset strategies, such as:

- Start small and test
- Use local and sustainable resources
- Think about people and planet
- Work collaboratively

Groups define:

- What is the solution?
- How is it environmentally friendly?
- Who benefits?
- What resources are needed?

Role of the Youth Worker

- Support decision-making
- Help connect ideas to sustainability principles
- Encourage leadership and shared roles

Step 4: Demonstration & Reflection (Learning by Sharing) - 30 minutes

Groups demonstrate their idea:

- Explain the problem
- Present the solution (drawing, role-play, or real location)
- Describe why it is green and useful

Peers give constructive feedback:

- What do you like?
- What could be improved?

Role of the Youth Worker

- Create a safe, supportive atmosphere
- Highlight strengths and learning points
- Link experiences to real entrepreneurial paths

METHODOLOGICAL RECOMMENDATIONS:

- Learning by doing
- Empowerment-based approach
- Culturally inclusive
- Low-threshold and flexible
- Focus on mindset, not only business outcomes

ASSESSMENT ACTIVITY:

1.Each group demonstrates their green idea:

- Explains the problem
- Shows the proposed solution (sketch, model, role-play, or real space)

- Highlights environmental and social benefits

2.Facilitators observe:

- Clarity of explanation
- Use of green strategies
- Group collaboration

3.Peers can give one positive feedback comment per group.

This assessment activity works since it is practical and action-oriented, it reduces reliance on writing or language and mirrors real-world entrepreneurial pitching.

Useful Resources:

WIZAPE – Free Course on Community Gardens & Sustainability

An open and free online resource with modules on sustainability, inclusive community gardening, soil science, composting, and inclusive design.
https://wizape.com/English/Community+Gardens+and+Sustainability

Green Map Global

Green Map is a free participatory tool for mapping community sustainability assets (gardens, green businesses, services) that young people can use to identify local opportunities.
https://greenmap.org/home

Required Material:

- Observation sheets or notebooks
- Pens / phones for photos
- Strategy cards from Exercise 1
- Flipchart or large paper
- Seating/space in the garden

Unit 2

Digital and Financial Skills for Migrant Women's Green Businesses



2:1: Digital Expense Tracking for a Community Garden

Learning Objectives

- The purpose of this activity is to equip youth workers with practical methods to support young migrant women in developing basic digital and financial skills through real-life expense tracking related to small green or garden-based projects.

Community Educators and Youth workers will learn how to:

- Support participants in recording garden-related expenses using simple digital formats (tables or spreadsheets).
- Explain the importance of digital record-keeping for transparency and decision-making.
- Build confidence in using digital tools to support financial awareness in early-stage green projects.

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- 90 minutes theory + 2 hours practical
- Classroom or digital learning space
- Language level required: Elementary, A2 and above

PREPARATION:

-**Ensure access to computers, tablets, or smartphones**
-**Prepare a simple blank digital expense template** (spreadsheet or table) & print copies
-**Define some figures for a variety of realistic garden-related scenarios** (e.g. maintaining a community garden plot, preparing produce for a local event)

DESCRIPTION OF THE PROCESS:

1. **Baseline assessment:** Instructor informally assesses participants' familiarity with basic digital tools (typing, opening files, saving documents) and everyday expenses.

2. **Guided introduction:** Instructor explains why entrepreneurs need to track expenses and how digital tools make financial management more transparent and manageable.

3. **Practical digital work:** Participants select a garden-related scenario from the choices suggested & enter the predefined expenses into the template with step-by-step guidance. The instructor provides individual support where needed.

4. **Review and reflection:** Participants calculate totals and discuss which expenses are essential and which could be reduced in future planning.

METHODOLOGICAL RECOMMENDATIONS:

- Use learning-by-doing and repetition to reduce fear of technology.
- Encourage peer support and collaborative problem-solving.
- Adapt pace and support based on participants' language and confidence levels.

ASSESSMENT ACTIVITY:

Task-based assessment through completion of the digital template.

Guided oral reflection using simple questions such as: What was easy or difficult? Why is it useful to record expenses digitally?

Useful Resources:

1.*W3Schools*. (n.d.). *"Google Sheets Tutorial". *https://www.w3schools.com/googlesheets/*

2.Technology for Teachers and Students. (2019). *Google Sheets tutorial for beginners* [Video]. YouTube. https://www.youtube.com/watch?v=UvCANQhqsSw

Required Material:

- Computer or tablet with internet access
- Prepared digital expense template in spreadsheet https://docs.google.com/spreadsheets/d/1DsSvrd_S1cswsKoSgGYXgrdtwHwv4m0l6iPzHML_aJk/edit?usp=sharing

2:2: Online Search and Price Comparison for Green Project Planning

Learning Objectives

- Support participants in searching online for garden-related products and services
- Develop skills in comparing prices using digital sources
- Encourage saving and organising useful online information

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- 1hour theory & 1 hour practice
- Classroom or digital learning space setting
- Language level required: A2 and above

PREPARATION:

- Prepare example search topics (e.g. seeds, soil, tools, local services)
- Ensure reliable internet access**.**

DESCRIPTION OF THE PROCESS:

Baseline assessment: Identify participants' previous experience with online searches and digital browsing.

Guided search practice: Participants perform searches using suggested keywords while the educator demonstrates how to identify relevant and reliable information.

Saving and organising information: Participants practice bookmarking links, taking screenshots, or copying information into notes.

Sharing and reflection: Participants briefly present one useful result and explain how it could support a green project.

METHODOLOGICAL RECOMMENDATIONS:

- Use visual examples and clear demonstrations.
- Encourage exploration without fear of making mistakes.
- Support low-literacy participants through oral explanations and peer assistance.

ASSESSMENT ACTIVITY:

-Observation checklist focusing on navigation, search, and saving skills.

-Short participant explanations of selected online information.

Useful Resources:

Agrawal, A. (2020). *How to Google like a pro: 10 tips for effective Googling*. freeCodeCamp. https://www.freecodecamp.org/news/how-to-google-like-a-pro-10-tips-for-effective-googling

Google. (n.d.). *Google Shopping*. https://shopping.google.com

Gençler, M. (2024). Price comparison engines: Commonly used services in Europe. Prisync. https://prisync.com/blog/europe-price-comparison-landscape/

Required Material:

- Computer or tablet with internet connection
- Word, Google Docs, or Notes app. A physical notebook can also be used.

2:3: Creating a Simple Digital Budget Overview for a Green Micro-Project

Learning Objectives

- Support creation of a basic digital budget
- Organise income and expenses related to a small green or garden-based entrepreneurial project using digital tools
- Build confidence in explaining a simple budget

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- 2 hours theory and practice
- Classroom or digital learning space.
- Language level required: A2 and above

PREPARATION:

-Prepare a simple digital budget template and define a realistic garden-related project scenario.

DESCRIPTION OF THE PROCESS:

Baseline assessment: Assess participants' understanding of income, expenses, and basic digital documents.

Budget creation: Participants fill in the digital template with predefined income and expense figures, supported step by step by the educator.

Review and adjustment: Participants check whether income covers expenses and discuss possible adjustments

Presentation and reflection: Participants explain their budget in simple language to the group.

METHODOLOGICAL RECOMMENDATIONS:

- Focus on clarity rather than accuracy or complexity.
- Encourage repetition and peer learning.
- Adapt explanations and support to language level and confidence.

ASSESSMENT ACTIVITY:

-Review of completed digital budgets.

-Oral explanations to assess understanding and confidence

Useful Resources:

1. Resource Centre (UK). (2018). *Budgets for community groups: A small groups' guide to preparing and using budgets.* https://www.resourcecentre.org.uk/information/budgets-for-community-groups/
2. Alberta Health Services. (2023). *Appendix 16: Sample Budget Worksheet.* In Community gardens: A handbook for gardens in Alberta. https://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-community-gardens-handbook.pdf
3. Johnson, Betsy. (2020). *Community Garden Management Toolkit*. Food in Neighborhoods-Springfield Food Policy Council. https://foodinneighborhoods.org/wp-content/uploads/2020/07/CGMgtmtToolkit.pdf

Required Material:

- Computer or tablet with internet connection
- Digital budget template: https://docs.google.com/spreadsheets/d/1J5AOIj0dVeB-lK-3pYS7oBAdEHmY4QLB3YQbncphYzg/edit?gid=1496811882#gid=1496811882

Unit 3

Community Gardens as Spaces for Social and Economic Inclusion



3:1: Our Garden, Our Community: Mapping Sustainable Contributions

Learning Objectives

- To support educators in helping young migrant women understand and identify how community gardens contribute to local environmental, social, and economic sustainability.
- To assist educators in helping young migrant women understand the importance of their actions.

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- Duration: up to 80 min (depending on language ability)
- Settings: classroom or garden
- Language ability: A2 and higher

PREPARATION:

- If in a garden setting, organise the space to enable participants to write/draw and be seated (you can provide blankets or chairs).

DESCRIPTION OF THE PROCESS:

Step 1: Starting from Experience (20 min)

Facilitator prompt: “What does a garden give us?”

Participants brainstorm using drawings, symbols, or pictures. Encourage sharing personal experiences from their home countries.

1. Place a large sheet of paper on the wall or floor.
2. Draw a simple garden symbol in the centre (beds, plants, people) - *if you are in a garden this part may be omitted and participants may observe their surroundings by walking around.*
3. Ask the group:

“When you think about a garden, what does it give to people or to the place?”

0. Invite participants to:
    - Draw
    - Write words
    - Use picture cards and place them around the garden drawing - *if you are in a garden, they can place them in the large sheet of paper you provided at the beginning.*

Examples that may come up: Food, Calm, Friendship, Shade, Skills, Fresh air, etc.

This activity builds on lived experience (not abstract theory), creates a safe entry point for participants with different language levels and values knowledge from participants' countries of origin.

Facilitation tips:

- Avoid correcting answers.
- Encourage storytelling: *"Who experienced this?"*
- If participants are shy, model by sharing your own example.

Step 2: Sustainability Circles (40 min)

Facilitator prompt: "How does the garden help our community?"

Draw three big circles on the wall or floor:

- Environment
- People
- Local Economy

Explain in simple language:

- *Environment* = nature, soil, water, animals
- *People* = health, relationships, inclusion
- *Local economy* = local jobs, saving money, small income

Give participants sticky notes (or drawings from Step 1)

In small groups, ask them to place each idea (drawings or notes) in one or more circles.

- Compost → Environment
- Sharing food → People
- Selling herbs locally → Economy

Discuss overlaps:

- "Which actions help more than one area?"

Groups mark places on a simple map.

This activity introduces sustainability as a connected system, not only environmental, helps participants see multiple impacts of one action and encourages collective analysis and discussion.

Facilitation tips:

- Use simple examples and repeat explanations.
- Accept multiple placements (there is no "wrong" answer).
- Highlight connections: *"One small action can help many areas."*

Step 3: From Ideas to Action (20 min)

Facilitator prompt: "What can we do together?"

Ask each group to choose **one simple action** that the garden can take to support sustainability.

Provide guiding questions:

- What is the action?
- Who benefits?
- What do we need?

Examples of actions:

- Collecting food waste for compost
- Growing plants for pollinators
- Sharing surplus food with neighbours
- Saving water with simple techniques

Groups present their ideas briefly to the others.

This activity transforms reflection into practical empowerment, reinforces collective responsibility and builds confidence in taking small, achievable actions.

Facilitation tips:

- Keep actions realistic and low-cost.
- Celebrate all ideas equally.
- Avoid pressure to "solve everything."

METHODOLOGICAL RECOMMENDATIONS:

- Begin by inviting participants to **reflect on their personal relationships** with food, land, and community both in their countries of origin and in their current context. Use **storytelling, visual prompts,** or **simple mapping exercises** to help participants **connect sustainability concepts to familiar practices.** This anchors reflection in knowledge they already possess and validates their experiences as meaningful contributions.
- Guide participants to **transform ideas into manageable, practical steps that can realistically be implemented within the community garden**. Encourage actions such as composting food scraps, saving seeds, organizing shared watering schedules, or planting culturally significant crops. Emphasize that sustainability is built through accumulation of small efforts rather than large-scale solutions.
- **Frame the garden as a shared space where responsibility is distributed rather than individualised.** Use group discussions to explore how tasks can be rotated or shared according to availability and skills. This approach reduces pressure on individuals and fosters a sense of belonging and mutual care, particularly important for participants navigating new social environments.
- **Create intentional moments to acknowledge every idea, regardless of scale or feasibility.** Use verbal affirmations, visual documentation (e.g., idea boards), or group applause to celebrate contributions equally. This reinforces participants' confidence and encourages continued engagement, especially for those who may be hesitant to speak due to language or cultural barriers.
- **Consistently remind participants that effective sustainability practices do not require financial investment or expert knowledge**. Encourage the use of recycled materials, shared tools, and local knowledge. By keeping actions low-cost and accessible, educators help prevent feelings of inadequacy and ensure inclusivity.

- **Explicitly communicate that the goal is not to "fix" environmental challenges but to explore what is possible within their immediate context**. Normalise uncertainty and partial solutions and allow space for experimentation and learning. This reduces anxiety and supports a process-oriented mindset rather than outcome-driven stress.
- **Be attentive to power dynamics, language proficiency, and cultural differences.** Use participatory methods that do not rely heavily on written language, such as drawings, role play, or hands-on demonstrations. Encourage peer support and collective reflection to strengthen trust and solidarity within the group.
- In the case of a lower level of language ability reduce the overall time of the activity to 45 minutes.

ASSESSMENT ACTIVITY:

To assess whether participants:

- Understand the three dimensions of sustainability (environmental, social, economic)
- Can identify concrete sustainability contributions of community gardens
- Demonstrate engagement, confidence, and collective participation
- Connect garden actions to local community impact

This assessment focuses on learning processes, not "right or wrong" answers.
The educator can use the grid below to implement the assessment:

Indicator	Emerging	Developing	Strong
Understands sustainability dimensions	☐	☐	☐
Connects garden to local community	☐	☐	☐
Participates actively	☐	☐	☐
Works collaboratively	☐	☐	☐

Useful Resources:

Cukierman, G.O., Coenraads, D., Iwarsson, E. et al.(2025). Nurturing resilient cities: a systematic literature review of community gardens' contribution to sustainability 1992–2021. *npj Urban Sustain 5, 88*
This review explores how community gardens contribute to urban sustainability across environmental, social, and economic dimensions. Nature

Ashlie B. Delshad (2022), Community gardens: An investment in social cohesion, public health, economic sustainability, and the urban environment, *Urban Forestry & Urban Greening,Volume 70, 2022.*
A review of multiple benefits of community gardens, including social cohesion and economic sustainability. Science Direct

Pippa Edwards (2024). Re-Envisioning Community Gardens: Exploring the value of community gardens in supporting young people's development through informal education. *CONCEPT, The Journal of Contemporary Community Education Practice Theory.*

Discusses how community gardens serve as informal learning spaces that support youth development, creativity, and experiential learning. concept.lib.ed.ac.uk

Kimberley Reis and Jo-Anne Ferreira (2015). Community and School Gardens as Spaces for Learning Social Resilience. *Canadian Journal of Environmental Education, 20, 2015*.
Shows how gardens nurture life skills, resilience, and community participation through hands-on and interlinked learning processes. files.eric.ed.gov

Participatory Methods. Community Garden.
A practical description of how community garden projects can be run using participatory planning, collective implementation, and shared learning—useful for educators designing activities.
Participatory Methods

Arjen E.J. Wals (2007) Social learning towards a sustainable world. *Brill collection.*
Explores how community green spaces support social learning, collective action, and adaptive sustainability, with relevance for reflective educational design. Brill

Required Material:

- Large paper or flipcharts
- Coloured markers
- Picture cards (plants, water, people, food, waste, animals, transport)
- Sticky notes (3 colours)
- Tape or pins
- Blankets/ seating (if in garden setting)

3:2: Sustainability in Practice: Testing Real Garden Solutions

Learning Objectives

- To apply participatory and experiential methods to guide young migrant women in practicing sustainable decision-making within community garden activities
- To facilitate reflection and discussion that helps young migrant women understand the social, environmental, and economic consequences of their garden-based decisions
- To gain methodological tools for facilitating experiential sustainability education.

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- Duration 2.5–3 hours (can be split into two sessions)
- Setting: classroom or garden
- Language: B1 or higher

PREPARATION:

-If in a garden setting, organise the space to enable participants to write/draw and sit.

DESCRIPTION OF THE PROCESS:

Step 1: Present Real-Life Garden Scenarios (30 min)

Objective: Engage participants with relatable, contextual challenges.

Procedure:

1. Present scenarios relevant to the participants' local community garden. Examples:
   - "There is limited water available during summer."
   - "Too much food waste is generated after harvest."
   - "The garden wants to welcome more members from the neighbourhood."
   - "Some plants are not attracting pollinators."
2. Divide participants into small groups (3–5 per group).
3. Ask each group to choose or be assigned one scenario.

Facilitation tips:

- Encourage participants to share personal experience.
- If a garden setting, encourage participants to draw inspiration from their surroundings by observing and walking around.
- Validate small-scale solutions; emphasise process over perfection.

Step 2: Solution Lab: Designing Sustainable Actions (45–60 min)

Objective: Participants plan actionable solutions while managing resources.

Procedure:

1. Groups identify the problem in their scenario.
2. Groups brainstorm possible solutions, considering:
    - Environmental sustainability (water, soil, biodiversity)
    - Social sustainability (community involvement, inclusion)
    - Economic sustainability (cost, potential income, resource efficiency)
3. Use tokens or beans to simulate resource constraints (e.g., money, tools, time).
4. Groups create a simple plan for implementing their solution:
    - Roles within the group (planner, communicator, gardener, observer)
    - Steps and sequence of actions

Facilitation tips:

- Encourage creative, low-cost, and feasible solutions.
- Allow participants to adjust plans if resources run out.

Step 3: Role-Play – Engaging the Community (40 min)

Objective: Practice communication, negotiation, and collective action skills.

Procedure:

1. Assign roles to participants:
    - Garden members
    - Neighbours
    - Local authorities or community leaders

0. Each group presents their solution to the “community” in role-play.
0. Encourage the “community” to ask questions or raise concerns.
0. Groups negotiate, adjust, or defend their solution based on feedback.

Facilitation tips:

- Emphasise respectful dialogue and inclusive participation.
- Encourage shy participants to contribute through drawing, gestures, or small verbal inputs.

Step 4: Sustainability Check and Reflection (20–30 min)

Objective: Reflect on learning outcomes and reinforce understanding of consequences.

Procedure:

1. Each group evaluates their solution using a simple checklist:
    - Is it environmentally friendly?
    - Does it benefit the community socially?

- Is it feasible economically and sustainable long-term?

2. Groups revise their plan if necessary.
3. Facilitators lead a group discussion:
   - What worked well?
   - What challenges were encountered?
   - How did decisions impact the garden, people, and resources?

Facilitation tips:

- Focus on learning from mistakes and collective problem-solving.
- Highlight connections between actions and consequences.

METHODOLOGICAL RECOMMENDATIONS:

- **Educators should position themselves as facilitators rather than experts**, encouraging participants to draw on their own experiences, cultural knowledge, and observations of local gardens. Many young migrant women bring valuable agricultural and community practices from their countries of origin; acknowledging this expertise strengthens engagement and self-confidence.

- **Use scenarios that closely reflect the participants' actual environment to ensure relevance and motivation.** Educators should adapt examples to local climate, available resources, and community dynamics. Encourage participants to relate scenarios to situations they have personally encountered, reinforcing the idea that sustainability begins with everyday realities.

- **Small-group work helps create safe spaces for participation, particularly for those with limited language proficiency or low confidence**. Educators should monitor group dynamics to ensure balanced participation and encourage rotating roles so that each participant experiences planning, communication, and observation responsibilities.

- **Throughout the activity, educators should reinforce that sustainable solutions do not require large budgets or complex technologies**. The use of tokens or beans to simulate limited resources helps participants understand constraints while promoting creativity and problem-solving within realistic limits.

- **Educators should frame sustainability as an ongoing process rather than a fixed outcome.** Allowing groups to revise plans when resources run out or after feedback encourages adaptability and resilience. Mistakes should be presented as learning opportunities rather than failures.

- **During role-play and group discussions, educators should actively support diverse communication styles**. Encourage participants to use drawings, gestures, short phrases, or peer support to express ideas. This reduces pressure on verbal fluency and ensures all voices are valued.

- **Set clear ground rules for respectful dialogue, especially during role-play and negotiation phases.** Educators should model active listening, validate all contributions equally, and intervene gently if power imbalances or exclusion emerge within groups.

- **Guide participants to consider environmental, social, and economic aspects simultaneously without overwhelming them**. The sustainability checklist in the reflection phase should be used as a guiding tool rather than an evaluation mechanism, helping participants see the interconnected consequences of their decisions.

- **In the final reflection, educators should help participants articulate what they learned, how their confidence evolved, and how small actions can contribute to long-term change.** Highlight collective achievements and shared responsibility to strengthen group cohesion and motivation for future engagement.

- **The duration of the activity may vary per language ability:** 1.5 hours is suggested for lower levels, and up to 2.5 hours for higher.

ASSESSMENT ACTIVITY:

To assess whether participants:

- Apply sustainability principles (environmental, social, economic) during garden tasks.
- Demonstrate collaboration, problem-solving, and decision-making.
- Reflect awareness of the consequences of their actions on the garden and community.

This assessment focuses on learning processes, not "right or wrong" answers.
The educator can use the grid below to implement the assessment:

Criteria	Emerging	Developing	Proficient	Notes
Applies sustainability principles	☐	☐	☐	
Collaborates effectively	☐	☐	☐	
Problem-solving / adaptability	☐	☐	☐	
Reflects on consequences	☐	☐	☐	

Useful Resources:

Huq, F. F., & Deacon, L. (2025). A systematic review of community gardens and their role in urban food security and resilience. *Discover Sustainability, 6(1)*. A systematic review of community gardens and their role in urban food security and resilience | Discover Sustainability | Springer Nature Link

Shows how community gardens contribute to food access, urban resilience, social cohesion, and sustainability, and examines participation barriers, which connects directly to learning about decision consequences.

Tharrey, M., Perignon, M., Scheromm, P., et al. (2019). Does participating in community gardens promote sustainable lifestyles in urban settings? Design and protocol of the JArDinS study. *BMC Public Health, 19(589)*. Does participating in community gardens promote sustainable lifestyles in urban settings? Design and protocol of the JArDinS study | BMC Public Health | Springer Nature Link

Required Material:

- Cards with real-life garden scenarios/challenges
- Role cards for community simulation (neighbours, local authorities, gardeners)
- Tokens, beans, or simple markers to represent limited resources (water, money, time)
- Large paper, markers, or chalk for mapping and planning

Unit 4

Leadership, Networking and Social Impact for migrant women



4:1: Design a Community Garden Fundraiser

Learning Objectives

- Through participation in this exercise, learners will develop their leadership skills, particularly their collaboration and decision-making skills in the context of green entrepreneurship through community gardens.
- Furthermore, learners will enhance their creativity and communication skills.

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- 1 hour 30 minutes
- Classroom or garden setting
- Language level required: B1, Intermediate and higher.
- Can be adapted for lower language levels by simplifying the language used

PREPARATION:

- Prepare visuals of a community garden & example fundraisers
- If conducting the activity in the garden, set up chairs in a comfortable area for learners.
- Role cards (see Required Material)
- Fundraiser Planning Worksheet (See Required Material)
- Questions for reflection (on a PowerPoint or worksheet, depending on setting)

DESCRIPTION OF THE PROCESS:

The purpose of this exercise is to foster the leadership skills of learners by developing their collaboration, communication and decision-making skills through a creative participatory role-play that simulates planning a real fundraiser for the community garden.

1. **Set the scene** by showing a picture of the community garden or green space affiliated with your organisation/ education provider, or, if you are conducting the lesson in your organisation's garden, then the lesson can begin outside in the garden (and continue there, if you have adequate space and seating). If you do not have access to a green space, you can instead show a picture of some local/ nearby community gardens and introduce and describe them to your learners.

2. **Discuss the benefits community garden membership brings** - connectedness, social inclusion- new friends, physical and mental health benefits, skills acquisition, etc.

2. **Explain that the garden needs to raise €300 for some new tools, seeds and equipment. Learners will form a committee and be assigned roles** (which practise important leadership skills). Learners work in groups as the Garden Fundraising Committee to design a fundraising event. Each group will present their idea to their peers afterwards and vote for their favourite idea.

3. **Brainstorm some potential ideas for a fundraising event** and note them on the whiteboard. Use the visuals provided in Section 5 to prompt learners. For example, cake sale, arts and crafts workshop, etc.

4. Provide learners with a set of **role cards** in their groups. If possible, put learners into groups of 5, and give each learner a different role card. If this isn't possible, ask some learners to take 2 cards, as necessary. First, learners place the cards face down and take turns to pick up a card. The card they choose is the role they will take on during the role-play. If they take 2 cards, they should play both roles.

5. Encourage learners to begin by introducing themselves to the committee and outlining their role. Then they should work together to complete the fundraiser planning worksheet. Provide a time limit within which to do this task, for example: 25 minutes.

6. **Presentations:** each group presents their ideas and details.

7. Learners provide **feedback** on each group presentation and at the end decide on their favourite idea.

8. To finish, learners return to their groups and **reflect on the leadership skills used** during this activity using set questions (see section 5/ Required Materials)

9. Come back together as a whole group and ask groups to share their thoughts on the above questions.

10. Ask learners to reflect in the learning diaries for homework about the role(s) they played in the activity, and the lessons they learned through participating. What leadership qualities have they developed or enhanced because of this activity?

METHODOLOGICAL RECOMMENDATIONS:

This exercise is grounded in participatory, experiential and inclusive pedagogy. Find below the key methodological considerations to ensure the exercise develops leadership skills in a safe and empowering environment:

- **Active learners:** Migrant women are positioned in this exercise as active, not passive, participants – decision-makers, creators and leaders.
- **Hands-on creation:** The exercise involves co-designing an event which feels real, culturally relevant and achievable.
- **Learning through doing**: The exercise teaches through doing – planning, designing, discussing, delegating, presenting, etc.
- **Inclusive facilitation & Cultural sensitivity**: The exercise should be conducted in a safe, inclusive and culturally sensitive educational setting where everyone is encouraged to speak up and get involved.
- **Low-barrier participation:** Language should be graded to suit the language level of learners, instructions should be short and clear, tools (role cards, planning worksheet) should be well-structured.
- **Group Dynamics:** Organise small groups to minimise pressure and maximise participation. Monitor groups as they work on the task to ensure everyone gets the opportunity to speak.

- **Emphasise collective leadership** rather than competitive individual leadership. Rotate the roles so learners can practise different roles and skills.
- **Safe and supportive environment:** Clarify that there are no wrong answers – all ideas are welcome. Promote active listening, mutual respect and encouragement within groups.
- **Reflection:** Allow time for reflection on feelings as well as outcomes.
- **Relevance to real-life**: Demonstrate how these skills developed through this activity relate to real contexts.
- **Flexibility:** Take language proficiency, literacy levels, confidence, age and background into account. Provide more facilitator support where needed.
- **Empowerment focus:** Highlight learners strengths and achievements at every step. Encourage recognition of transferable skills they have already got.

ASSESSMENT ACTIVITY:

Ask learners to self-evaluate their performance during the task. How well did they demonstrate their creativity, collaborative skills, communication skills and decision-making? Did they demonstrate leadership at any time?

Self-evaluation – Rate the statements from 0 (disagree) to 5 (agree).

I am satisfied with my performance during the task today.

I developed my leadership skills during this task.

I used and developed my creativity during this task.

I collaborated well with my group.

I am satisfied with my decision-making during the task.

I communicated my ideas well.

What do you need to work more on/ develop further?. Make notes below:

_____
_____
_____

Useful Resources:

Useful reading:

European Commission, 2019. Participative Education: What could that mean? – Some learning from the Educitizens project. Participative Education: What could that mean? -Some learnings from…

European Commission, 2020. European School Education Platform. Enhancing creativity through a Project-Based Learning approach. Enhancing creativity through a Project-Based Learning approach | European School Education Platform

Tes Magazine, 2025. What is project-based learning? What is project-based learning? | Tes Magazine

Caingcoy, M.E. 2023. Culturally Responsive Pedagogy: A Systematic Overview. asterCapital

Further reading:

Miller, W, 2023. Wiley Online Library. Migrant and Refugee Women: A case for Community Leadership. Retrieved from: https://onlinelibrary.wiley.com/doi/10.1002/jls.21858

Ramburn, T.T., Wu, Y.M., & Kronick, R. (2023). Community gardens as psychosocial interventions for refugees and migrants: A narrative review. International Journal of Migration, Health and Social Care, 19(2), Retreived from: 122-141.https://med-fom-psychiatry-sandbox2019.sites.olt.ubc.ca/files/2023/05/Ramburn-Triya-Community-gardens-as-psychosocial-interventions-for-refugees-and-migrants.pdf

Required Material:

- Whiteboard & pens/ or portable blackboard/ flipchart for use in the garden.
- Garden seating for learners, if applying exercises in a garden setting.
- Clipboard - 1 per group (for garden setting, if no tables to work on)

Visuals:

Community Garden: 

Source: Community Garden Photos, Download The BEST Free Community Garden Stock Photos & HD Images

To inspire fundraising ideas:



Source: Cake Buffet Cakes - Free photo on Pixabay

Cake sale

 Source: Handcrafting a Floral Dress Rag Doll · Free Stock Photo

Arts and Crafts workshop.

Role Cards:

Card 1: Coordinator: your role is to keep the group focused, to steer the discussion and decision-making and ensure inclusive participation.
Card 2: Communications Lead: your role is to design the marketing (posters, flyers, etc) and consider how best to generate publicity for the event.
Card 3: Logistic Planner: your role is to identify what space, materials, resources and permissions are required.
Card 4: Community Liaison: your role is to consider how to involve community members, volunteers or partners. Who are the key stakeholders? How will you contact them?
Card 5: Finance Checker: your role is to estimate costs and set fundraising targets.

Fundraiser Planning Worksheet:

Event name:

Purpose (what are we raising money for?):

Target amount:

What activities will happen?

Where?

Who will we invite?

What materials and resources do we need?

What partners can support us?

How will we involve the community?

How will we promote the event?

Who will do what? (roles & tasks)

Questions for Reflection (on a handout)

1/ How did we make decisions within our group?

2/ Did everyone get a chance to speak? Why? Why not?

3/How did we handle any disagreements or differences of opinion?

4/ What leadership behaviours helped our group to work well?

5/ How collaborative was the group?

6/ How creative were you?

7/ Consider important leadership qualities such as delegation, active listening, problem-solving, intuition, initiative and flexibility - did anyone in the group demonstrate these qualities?

4:2: Mini Garden Project – Leadership Challenge

Learning Objectives

- Learners will plan and lead a mini green entrepreneurship project. They will develop their leadership skills in the context of green entrepreneurship by taking turns within their small groups to take on the role as project leader. Additionally, they will develop their communication, teamwork, green awareness and entrepreneurial skills.
- This exercise introduces green entrepreneurship by guiding learners from classroom-based planning of a micro green idea to real garden implementation, reinforcing leadership, responsibility and sustainable decision-making.

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- Classroom (planning stage) and garden setting (implementation stage).
- 60 (classroom planning) + Approx. 75 minutes (garden setting)
- Language level: B1 and higher
- Can be adapted for lower levels by simplifying the language used

PREPARATION:

- **Classroom setting**: planning stage: paper, pens, gardening books, access to the internet for researching ideas (gardening blogs, ideas etc). List of ideas for a mini project.
- **Garden setting**: implementation stage: the tools and resources listed by learners in the planning stage.
- Although it is likely that this exercise is not followed through to the selling stage, it is an effective way of introducing the concept to learners and showing them how, with some planning and leadership, a real idea can come to fruition, with time and dedication.

DESCRIPTION OF THE PROCESS:

Session 1 (classroom setting):

1.Explain to learners that green entrepreneurship starts with an idea, then planning, then action. Today they will plan a small green activity as if it were a micro-enterprise, and then you will carry out the first step in the garden.

2. Put learners into small groups and ask them to choose a micro green enterprise idea (See Required Material for 3 ideas).

3.Assign roles within the group. Suggested roles: Group leader + group members (2 per group)). The trainer rotates the leadership role within the groups so every learner plays this role during the exercise.

4.Provide learners with a handout (See Required Material) which has prompts to guide learners with entrepreneurial planning. Provide some time for learners to discuss and plan their project. At the end, learners should hand a list of required resources and tools to the trainer, who will organise these for session 2.

Session 2 (garden setting):

1. Trainers should emphasise the importance of inclusive leadership, clear communication and active listening during the task. Learners carry out their project in the garden. The trainer rotates the leadership role within the groups so every learner plays this role during the exercise. Encourage learners to take photographs of their project during the implementation stage for a mini presentation to their peers.

2. Active reflection: After the learners have completed their mini projects, bring them back together to reflect on the leadership role and their experiences. Ask them to consider what kind of leader they were? And their peers? What leadership decisions were made? How were challenges addressed? How did the group share responsibilities? What did you learn from one another?What would you do differently next time? What would be our next step if we were continuing this project?

3. The next activity follows on from this one, providing an opportunity to talk about their mini projects in a networking role-play.

METHODOLOGICAL RECOMMENDATIONS:

This activity integrates:

- **Experiential, active learning**: builds confidence through doing, mirroring the entrepreneurial process, connecting classroom thinking/ planning to real action.
- **Action-reflection cycle**: plan → implementation + reflection
- **Project-based learning:** realistic, goal-setting mini-project requiring planning, decision-making, role allocation, and implementation.
- **Mirrors real green entrepreneurial practice,** where ideas are developed collaboratively and tested through action in real environments.
- **Situated learning in authentic contexts:** The garden functions as an authentic learning environment where entrepreneurial decisions have immediate, visible consequences. This strengthens the relevance of learning and helps participants connect sustainability, entrepreneurship and community engagement.
- **Participatory and Inclusive Facilitation:** The activity uses co-creation, group decision-making and shared responsibility to ensure all participants can contribute, regardless of language level or previous experience. Trainers adopt the role of facilitator rather than instructor, supporting learners without taking ownership of decisions.
- **Differentiation and multimodal learning:** inclusivity regardless of language ability, learning style or confidence level.

- **Leadership as a shared practice:** Leadership is framed as collective and rotating, reflecting community based green entrepreneurship models rather than hierarchical business structures. Participants practise taking responsibility, coordinating tasks and supporting others.
- **Reflection:** Structured reflection after the task helps learners identify entrepreneurial skills (planning, problem-solving, collaboration, sustainability awareness) that emerged during the activity. This supports self-awareness and confidence in their entrepreneurial potential.

ASSESSMENT ACTIVITY:

Ask learners to self-evaluate their performance during the tasks. How well did they demonstrate their leadership, entrepreneurial, collaborative, communication skills and decision-making?

Self-evaluation – Rate the statements from 0 (disagree) to 5 (agree)

I am satisfied with my performance during the tasks today.

I developed my leadership skills during the tasks.

I collaborated well with my group.

I am satisfied with my problem-solving during the tasks.

I am satisfied with my decision-making during the tasks.

I communicated my ideas well.

I provided support to my peers when required.

What do you need to work more on/ develop further?. Make notes below:

Useful Resources:

European Commission, 2020. European School Education Platform. Enhancing creativity through a Project-Based Learning approach. Enhancing creativity through a Project-Based Learning approach | European School Education Platform

Tes Magazine, 2025. What is project-based learning? What is project-based learning? | Tes Magazine

Required Material:

Step1. Some key ideas could be introduced visually:

product / service
users / community
sustainability
roles

Step 1: Worksheet:

Mini-green entrepreneurship project ideas

Idea 1: Edible Garden Product (e.g. herbs, salad leaves, edible flowers)

Idea 2: Seed & Plant Starter Project (e.g. seedlings, seed saving)

Idea 3: Garden-Based Service (e.g. guided walk, planting help, garden care support)

Entrepreneurial Planning Stage

Planning Questions:

1. What are we offering? (plant, starter, help)
2. Who is it for? (community members, neighbours, families, visitors)
3. What garden resources do we need? (space, tools, plants, water)
4. What is the first action we can do today? (planting, preparing beds, starting seedlings)
4. Who does what today? (simple role allocation)

Session 2, Active reflection:

1. What kind of leader were you? And your peers?
2. What leadership decisions were made?
3. How were challenges addressed?
4. How did the group share responsibilities?
5. What did you learn from one another?
6. What would you do differently next time?
7. What would be our next step if we were continuing this project?

4:3: Networking and Connection Building Workshop

Learning Objectives

- Learners will develop their networking confidence, communication skills and community connections through the context of green entrepreneurship and community gardens.
- They will practise building connections, notice shared interests and strengthen their communication confidence.

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- 60-75 minutes
- Garden or Classroom setting
- Language level: B1 and higher
- Can be adapted for lower levels by simplifying the language used

PREPARATION:

- Make copies of the activity worksheet - see Required material for text: Questions, Language prompts, and a Table to complete.
- Arrange the seating: 2 rows facing each other
- If in a classroom setting, provide some visuals of garden settings and stick on the walls, add a few plants and typical objects from the garden.
- Pens and Clipboards for Activity Sheets.
- Reflection worksheet

DESCRIPTION OF THE PROCESS:

1/ Elicit/ explain 'networking': *Connecting with people to develop social and professional contacts and exchanging ideas about a common interest or idea.* Inform learners they will be developing their networking skills in today's activity.

2/ Explain to learners that they will practise networking with one another. They are going to sit opposite each other and introduce themselves and their experiences with gardening, growing food/ plants and entrepreneurship, if any. Then they should talk about their mini green project from the previous exercise. They should listen to each idea - what it was, what the group did, the expected outcome and, and at the end, vote for the best idea and discuss why. Be aware that learners worked in small groups on the project ideas in exercise 2, so be sure to avoid pairing them with people from the same group.

4/ After the exercise, move the chairs into a circle shape and provide prompts for lower-language learners: *I talked to… / I connected with…./ I particularly liked (project idea) ….* This reinforces relationship building and boosts confidence.

5/ Reflection: Provide reflection cards (See Materials).

6/ If in the garden, finish with a walk around it, to foster a more informal social setting for conversation between the learners.

METHODOLOGICAL RECOMMENDATIONS:

- Experiential learning
- Inclusive facilitation
- Structured networking
- Peer learning

ASSESSMENT ACTIVITY:

Learners' communication skills can be informally assessed during the speaking activity. Tutors can note strengths and provide individual feedback to each learner, also offering gentle and useful suggestions for improvement.

Useful Resources:

European Commission & OECD, N.D. Guidance Note: Expanding Networks for Migrant Entrepreneurs. Guidance Note: Expanding Networks for Migrant Entrepreneurs | The Better Entrepreneurship Policy Tool

Required Material:

- Chairs/ seating if in a garden setting
- Clipboards for worksheets if working in the garden setting
- Reflection worksheet:

I felt ….. when networking.

I particularly liked talking with …. because….

I felt most confident when…..

I felt least confident when….

I will try to work on my…..

Unit 5

Scaling and Sustaining Green Businesses for Long-term Impact



5:1: The Market Gardening Lab

Learning Objectives

- Equip Community Educators and Youth Workers with the essential knowledge, tools, and strategies needed to support young migrant women in effectively launching and sustaining Market Gardening as a Green Income generating activity.

Community Educators and Youth workers will learn how to:

- Support young migrant women to acquire market gardening skills via agricultural practices, identifying crops and tools.
- Promote environmentally sustainable and climate-resilient practices by encouraging low-impact techniques such as water efficiency, composting, seed saving, agroecology and permaculture.

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- 1 hour theory + 2 hours practice
- Garden setting if available. Theory can be dealt with in a classroom beforehand
- Language level required: A2 and above

PREPARATION:

-Prepare pedagogical tools and visuals
-Have access to a community garden for practical demonstration

DESCRIPTION OF THE PROCESS:

-Baseline assessment: Identify participants' needs and existing knowledge to adapt the activity, check available space, soil quality, season and climate constraints.

-Planning: Select suitable crops, eco-friendly practices, tools, and a simple production calendar tailored to small community garden plots.

-Cultivation: Train participants in basic market gardening techniques such as soil preparation, sowing, transplanting, watering, and pest management.

-Sustainability: Apply climate-resilient and low-impact methods including composting, water-efficient irrigation, seed saving, agroecology and permaculture principles.

-Harvesting: Teach when and how to harvest produce to ensure quality, food safety, and optimal yields.

-Marketing: Explore local sales channels (community markets, direct sales, groups) and basic pricing and presentation strategies to sell surplus produce.

METHODOLOGICAL RECOMMENDATIONS:

- Use participatory, hands-on learning approaches that value participants' existing knowledge and cultural agricultural practices. Encourage peer learning, experimentation, and reflection to build confidence, autonomy, and long-term engagement.

ASSESSMENT ACTIVITY:

Tool 1 – Pre- and Post-Activity Questionnaire: Ask participants about their knowledge of gardening practices, crops, tools, and sustainable practices before and after the activity to measure learning progress and outcomes. Distribute a short, simple survey with multiple-choice and open-ended questions and compare results.

Example of questions:

a-Put in the right order the following gardening operations: Watering-harvesting-sowing-weeding-selling- soil preparation-nursery management-transplanting-seed selection

b-Match the tool names and images: hoe-chavel-rake-garden fork-Hand trowel-Watering can-Pruning shears (secateurs)-Wheelbarrow

c-Match the crops' images and names

Tool 2 – Task-based assessment/Practical Observation Checklist: After a demonstration, observe participants during hands-on tasks like soil preparation, sowing, watering, and composting using a checklist of key skills and sustainable practices. Mark proficiency levels (e.g., needs support, developing, proficient) to assess skill acquisition and provide tailored feedback.

Useful Resources:

Peterson, C. (2019, August 15). *How I designed the layout of my small scale market garden* [Video]. YouTube. https://www.youtube.com/watch?v=7smYrsZ8Mts

JM Fortier. (2025, March 3). *30 must-have tools for small regenerative farms & market gardens* [Video]. YouTube. https://www.youtube.com/watch?v=vMQiVsZL83M

Garden Ask Farmer Keith. (2024). *The ultimate market garden plan in less than 14 min* [Video]. YouTube. https://www.youtube.com/watch?v=wk5uoi5wdow

Growers Daily. (2025, April 25). *Market gardening fundamental skills + direct seeding after a cover crop* [Video]. YouTube. https://www.youtube.com/watch?v=UQLabDK_GVA

14 Profitable Crops for Market Gardening on Small Land. (2024, April 12). *YouTube video* [Video]. YouTube. https://www.youtube.com/watch?v=md9RH7CHJu0

Epic Gardening. (2025, August 14). *10 essential gardening tools every gardener should have* [Video]. YouTube. https://www.youtube.com/watch?v=qJatdjUvwKk

Potagers en permaculture : 4 exemples sur le même jardin. (2018, June 1). *YouTube video* [Video]. YouTube. https://www.youtube.com/watch?v=ct8ShRPK0cQ

Required Material:

- **Physical tools & materials:** hand trowels, hoes, watering cans, gloves, seed trays, compost bins, seeds/seedlings, soil, small containers or raised beds.
- **Printed materials:** handouts, guides on crops (with photos) and sustainable practices, observation checklists, activity worksheets.
- **Digital resources:** computer or tablet, internet access for research or tutorials, graphics or visual aids on planting techniques, agroecology and permaculture methods.
- **Recording & presentation tools:** flipcharts, markers, camera or smartphone for documenting progress, and a projector.
- **Other:** protective clothing, labels for plants, and a simple measuring tape or ruler for plot planning.

5:2: Applied Green Canvas Model in Community Garden/ Simulation

Learning Objectives

- Support young migrant women in developing a scalable and sustainable market gardening/ green business model.
- Support learners in choosing sales channels adapted to small plots in peri-urban community garden contexts.
- Identify funding sources, partnerships, and networks that can help businesses grow.
- -Build monitoring and evaluation systems to track progress and long-term outcomes.

Detailed Description

DURATION, SETTING & LANGUAGE LEVEL:

- 2 hours theory and 1 hour practice
- Classroom setting
- Language level required: A2 and above

PREPARATION:

- Prepare Green Canvas templates to be filled in by the participants: Green Business Model Canvas Template

DESCRIPTION OF THE PROCESS:

-Baseline assessment: find out the initial knowledge, skills and goals of the participants for better group dynamics and tailored content.

-Identification: Define the target market and cash-crop selection.

-Market analysis: Identify potential customers, pricing strategies, distribution channels, and marketing methods.

-Tailored production simulation: Plan planting schedules, crop rotation, soil preparation, and specific cultivation techniques.

-Sustainability: Incorporate composting, water-efficient irrigation, pest management, agroecology and permaculture practices.

-Evaluation: Review the canvas to assess feasibility, gaps, and improvements.

-Sustainability: Find alternative funding sources, partnerships, and networks that can help businesses grow.

METHODOLOGICAL RECOMMENDATIONS:

- Use a participatory workshop format with visual aids and a large canvas or poster to allow group input and discussion. Encourage brainstorming, mapping, and peer feedback to foster ownership and practical planning skills.

ASSESSMENT ACTIVITY:

-**Canvas Completion Evaluation:** Check completeness and realism of each section of the canvas.

-**Group Presentation Feedback:** Have participants present their canvas and receive structured peer and facilitator feedback.

Useful Resources:

Aini, N. (2025). *Green business model canvas: A framework for sustainable business practice*. *IOP Conference Series: Earth and Environmental Science, 1441*(1), 012029. https://doi.org/10.1088/1755-1315/1441/1/012029

Roebuck, J. (2024). *Small farm, big profits: the market garden formula that works* [Video]. YouTube. https://www.youtube.com/watch?v=yh3b7N54QP4

hub.brussels. (2023, September 13). *The Business Model Canvas, a tool to visualise your project*. hub.brussels. https://info.hub.brussels/en/guide/starting-business/business-model-canvas-tool-visualise-your-project

Borderstep Institute. (2017). *Sustainable Business Canvas* (SBC_EN.pdf). StartGreen. https://start-green.net/documents/8790/SBC_EN.pdf

Required Material:

- Large posters or digital canvas template, markers, sticky notes, handouts with examples of crops and sustainable practices.
- Laptop/tablet and projector for reference materials or online examples.
- Observation checklist for facilitators to note participation, understanding, and creativity.















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