

CRIME PREVENTION THROUGH  
URBAN DESIGN AND PLANNING



## SCIENTIFIC REPORT

### JOINT TRAINING SCHOOL COST Actions TU 1201 and TU 1203

# ‘Social Aspects of Urban Gardening’

7-10th July 2015

**Warsaw University of Life Sciences  
(WULS-SGGW)**

Faculty of Horticulture, Biotechnology & Landscape Architecture



**COST Action TU 1201 ‘Urban Allotment Gardens in European Cities’  
and  
COST Action TU 1203 ‘Crime Prevention Through Urban Design and Planning’**

Scientific Report from Joint Training School ‘Social Aspects of Urban Gardening’

Warsaw, 7-10th July 2015

**Partners of the Joint Training School:**

COST Action TU 1201 chaired by Runrid Fox-Kämper

COST Action TU 1203 chaired by Umberto Nicolini

Warsaw University of Life Sciences (WULS-SGGW) -  
Faculty of Horticulture, Biotechnology & Landscape Architecture  
Dept. of Ornamental Plants; Dept. of Landscape Art; Dept. of Landscape Architecture

Museum of Warsaw Praga

**Editor:**

Monika J. Latkowska

**Photography:**

Monika J. Latkowska and Katarzyna Jagiełło-Kubiec

Poster photos: Beata Gawryszewska, Maria Partalidou, Martin Sondermann

**JTS logo:** ©AkcjaSztuka

This publication is supported by COST.

November 2015

## JOINT TRAINING SCHOOL COST Actions TU 1201 and TU 1203

### ‘Social Aspects of Urban Gardening’

#### Organising Committee

COST TU 1201: *Runrid Fox-Kämper, Monika J. Latkowska, Beata J. Gawryszewska, Susan Noori*

COST TU 1203: *Clara Cardia †, Umberto Nicolini*

#### Local Organisers

*Monika J. Latkowska, Beata J. Gawryszewska, Renata Giedych, Gabriela Maksymiuk*

*Anna Wilczyńska, Anna Janus, Martyna Ciszewska*

#### Tutors of JTS:

- **Dr. Maria Partalidou**, Assistant Professor at the Aristotle University of Thessaloniki, Faculty of Agriculture, Dep. of Agricultural Economics, Laboratory of Agricultural Extension and Rural Sociology, Thessaloniki, Greece;
- **Dipl.-Geogr. Martin Sondermann**, Geographer, Leibniz University Hannover, Institute of Environmental Planning, Germany;
- **M.Sc. Maria Raquel Sousa**, Universidade Lusofona, Portugal;
- **Dr. Chiara Certoma**, Research Fellow in the Laboratories of Conflict, Development and Global Politics and Sustainability Management, St. Anna School of Advanced Studies, Pisa; Professor in Cultural Geography at the University of Pisa, Italy;
- **Dr. Susan Noori**, Independent Social Researcher, Birmingham, UK;
- **Umberto Nicolini** - Architect and Urban Designer, Chair of COST Action TU 1203; Milano, Italy;
- **Dr. Günter Stummvoll** – Sociologist, Austrian Centre for Urban Criminology, Vienna, Lecturer at the Dept. of Sociology at the University of Vienna, Austria

**JTS Participants:**

Rita MAYRHOFER	BOKU	AUSTRIA
Sotia ANDREOU	Fredrick University	CYPRUS
Ieva LANGE	Tallinn Univ.	ESTONIA
Anne OLZOG	Leibniz Univ. Hannover	GERMANY
Tilla ZIEMS	Univ. Potsdam	GERMANY
Lena GREINKE	Leibniz Univ. Hannover	GERMANY
Hsiao-Hui CHEN	Hafencity Univ. of Hamburg	GER/Taiwan
Vasiliki GIATSIDOU	Aristotle Univ. of Thessaloniki	GREECE
Martha SEITANIDOU	Democritus Univ. of Thrace	GREECE
Neil NENNER	Bezalel Academy of Art and Design	ISRAEL
Caterina MENEGONI	practitioner	ITALY
Hanna SZUMILAS	WULS	POLAND
Anna Maria JANUS	WULS	POLAND
Anna WILCZYNSKA	WULS	POLAND
Anna MASTALERZ	Lodz Univ. of Technology	POLAND
Pedro VASCONCELOS	practitioner	PORTUGAL
Branislav ANTONIĆ	Univ. of Belgrade	SERBIA
Maja DAHLGREN	Uppsala Univ, Swedish Agric. Univ.	SWEDEN
Rodrigo JIMENEZ REYES	practitioner	SWEDEN
Ross Fraser YOUNG	Univ. of Aberdeen	UK
Lucy Rose WRIGHT	Univ. of Hull	UK
Joseph CHAMBERS	University College London	UK
Veronica BARRY	Birmingham City University	UK
Marisol R. MAGALLAN	Univ. of Edinburgh	UK/Mexico
Naomi SHIMPO	Japan Soc. for the Promotion of Sci.	JAPAN
Abiodun Michael FALADE	Corvinus Univ., Budapest	HUN/Nigeria

## **Aim of JTS**

The main objective of the Joint Training School was to increase students' awareness about the role of urban gardens in social development: social inclusion and integration, community building, crime prevention and improvement of the well-being of the garden users and local community. The general context of the course was based on the European experiences on urban gardening.

## **Study area**

**PRAGA** district is located on the eastern bank of the Vistula river in Warsaw. It is one of the best preserved historical areas, but also the most neglected one, full of contrasts. One can find there old tenement houses from the 19<sup>th</sup> century (often neglected or even abandoned), special style of courtyard gardens and unique shrines, old shops and markets, but also modern blocks of flats, fenced and guarded expensive living areas. Lately Praga started to be some kind of “fashionable” district with a lot of pubs and clubs, as well as art ateliers. There is also an idea for district revitalization, which means mainly renovation of commercial buildings, without taking under consideration its inhabitants.

Students received “Praga mini guidebook” before JTS to get acquainted with the study area.

## **Workshop venue**

Workshops were held in the historic part of the WULS campus, in the building of Department of Landscape Art. On the first day (7 July) workshops were held in Praga (starting in Museum of Warsaw Praga).

## **Workshops**

The course consisted of 4 workshops:

- **Workshop 1: Potential of urban gardening in community building**

Tutors: Maria Partalidou (GR) / Martin Sondermann (GE)

- **Workshop 2: Urban Gardening and Environmental Crime Prevention**

Tutors: Umberto Nicolini (I) / Günter Stummvoll (A)

- **Workshop 3: Urban garden design – a tool for social inclusion**

Tutors: Maria Raquel Sousa (PT) / Dörte Martens (GE) - absent

- **Workshop 4: Urban gardens in deprived and neglected neighborhoods**

Tutors: Chiara Certoma (I) / Susan Noori (UK)

## Preparations for the workshops

As a **preliminary task** introducing to the context of the workshops, all participants were asked to prepare presentations (posters) about urban gardening in their home countries.



**Posters about urban gardening in participants' home countries.**

## Joint Training School programme:

	July 7 PRAGA	July 8 WULS	July 9 WULS	July 10 WULS
9.15-13.00 Morning session (4 hours)	<b>Introduction</b> Museum of Warsaw Praga	Workshop 1  <b>Potential of urban gardens in community building</b>  <i>Poster session</i>	Workshop 3  <b>Urban garden design – a tool for social inclusion</b>	Final Session  <b>Summary and evaluation by all tutors and participants</b>  <i>Poster session</i>
13.15-14.30 Lunch break	Praga - in the city	WULS campus	WULS campus	WULS campus
14.30-18.30 Afternoon session (4 hours)	<b>Site visit</b>  Praga district Courtyard and allotment gardens  <b>Ice-breaking party</b>	Workshop 2  <b>Urban gardening and environmental crime prevention</b>  <b>Jazdów urban gardens, Old Town</b>	Workshop 4  <b>Urban gardens in deprived and neglected neighbourhoods</b>  <b>Movie show</b>	          <b>Farewell party in the club in Praga</b>

## **DAY 1: 7<sup>th</sup> July**

**Venue: Museum of Warsaw Praga**

### **WELCOME ADDRESSES:**

- **Mr. Pawel Lisiecki**, Mayor of Praga North
- **Prof. dr hab. Marek Szyndel**, Vice-Rector for International Cooperation, WULS
- **Mr. Adam Lisiecki**, Acting Director of Warsaw Praga Museum



### **INTRODUCTION**

- **Monika Latkowska** (WULS)

Joint Training School COST TU 1201 & TU 1203 “Social aspects of urban gardening”- general information & introduction

- **Renata Giedych** (WULS)

Main objectives of COST Action TU 1201 “Urban Allotment Gardens in European Cities - Future, Challenges and Lessons Learned”

- **Umberto Nicolini** (Chair of COST Action TU 1203)

Main objectives of COST Action TU 1203 “Crime Prevention through Urban Design and Planning”

During the Introductory Session participants were informed about the course structure and content, JTS venue and study area. Brief presentation of JTS tutors was also included. As an introduction to the course theme, background, structure and results from the studies of COST Actions TU 1201 and TU 1203 were presented.

Invited speakers representing local NGO’s presented their activities related to the city social revitalization and urban gardening initiatives in Warsaw during the Guest Lectures.



## GUEST LECTURES: Prospects and constraints of social gardening in Warsaw

- **Krzysztof Herman** (“Na Miejsu” Foundation)  
Social Revitalisation program led by “Na Miejsu” Foundation
- **Iga Kołodziej** (NGO „Sie-je w mieście”)  
Urban Gardening in Warsaw
- **Katarzyna Książczyk** (Initiative “Ogród na Paca”)  
Community garden “Ogród na Paca”
- **WARM-UP GAME: facilitators - Maria Partalidou & Martin Sondermann**



## FIELD SESSION

- **Katarzyna Chudyńska – Szuchnik** (WarsOff.blox.pl)  
Old Praga – History of the district- exhibitions in Praga Museum, visit to the historic district
- **Beata J. Gawryszewska, Anna Wilczyńska** (WULS)  
Praga courtyard gardens, mini-gardens, allotment gardens







**Field Session: Warsaw Praga Museum, Różycki Market, old tenement houses, courtyard gardens, garden at Konopacki Palace.**





**Praga Community Garden.**



**Konopacki Palace garden.**



## DAYS 2 & 3. TUTORS' REPORTS FROM THE WORKSHOPS

### Workshop 1: Potential of urban gardens in community building

*Maria Partalidou and Martin Sondermann*

In this Workshop we dealt with sociological and spatial dimensions of community building based on an understanding of urban gardens as social spaces. Thereby we focussed on community building through “trust”, and the social constructions of places. Our approach was to introduce to theoretical concepts from sociology and cultural geography and to perform a collaborative “reflexive questioning” of these topics.

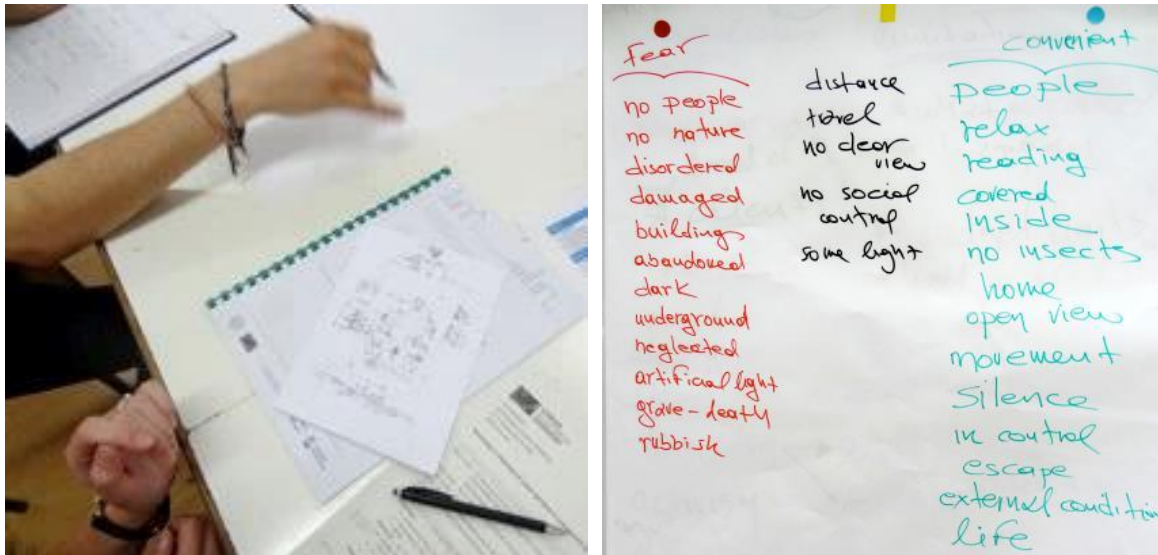
The workshop was divided into **2 parts**. The **first part** was a short introduction by both tutors to basic concepts: Understanding community building and the “cultural making” of places. Definitions were provided by the tutors (community, trust, social construction, culture, space and place-making). The **second part** was the actual **Workshop**, which was subdivided into two phases.

The **first phase** was to reconsider social constructions of behaviour and places. The goal of this phase was to test an image-based methodology (Schmid and Patzel, 2010) for the social (de-) construction of the meanings of places. Students were asked to identify the leading images of the places of fear and safe places within a set of different photos – which they were asked to bring with them. After considering all images they were asked to place a red dot/sticker for the image which reflected for them a place of fear, a blue dot for a safe place and a yellow dot for an in-between place. All images with the dots were placed on a continuum on the board and all students were asked to elaborate on their selection of the image they brought with them as well as the placement of the dots.



Some major points were raised:

- the fact that no one of the students brought an image of a house which is commonly understood as a safe place (this could be attributed to the bias of the task as everyone believed it had to be an open space- following the theme of the training school);
- the image with the most red dots (place of fear) was the one with no light whereas the most safe place was considered an open public space;
- places of fear refer to abandoned, damaged, dark places with no people and no signs of nature whereas;
- safe places refer to open view, places with activities, with people, lots of nature elements.



Finally the conclusion was that the media is a powerful tool that creates labels and criminal stereotypes, sensitizing the public to share these stereotypes, and we must bear in mind the different realities that people create for public spaces as «reality is a risky business»!

The **second Working phase** was to reflect on the role of urban gardens in community building and place-making. For the 2nd task students were divided by the tutors into 5 groups with different expertise and were asked to imagine a real or fictional urban context and think of elements which are important for the enhancing the role of urban gardens in community building and place-making. They worked within the team and visualised their thoughts by a sketch or an infographic. At the end of the Workshop each team made a short presentation of the poster created.

The poster presentations showed clearly different contexts and situations which have been analysed and used as starting points for the students' conceptions. Thereby different approaches

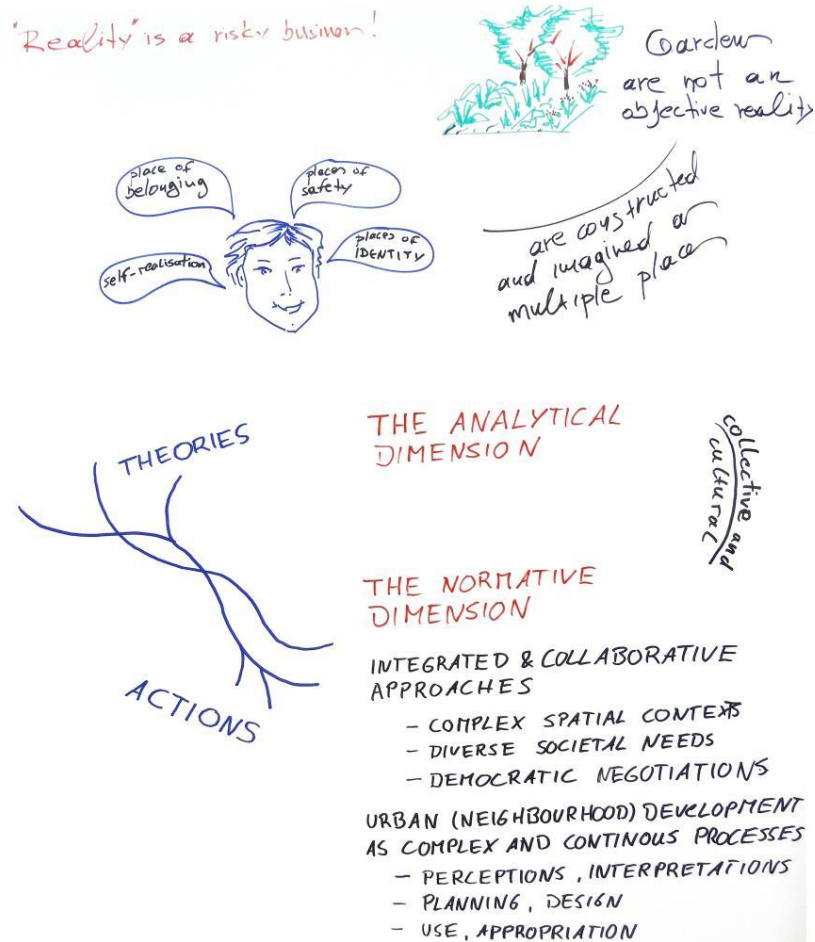
were discussed regarding the diverse urban contexts of the social and built environment, including people's needs, social and technical infrastructures, appropriate design and financial issues. Despite the diversity of approaches four common lines could be identified in the narratives beyond the visualization:

- (1) all concepts are based on the idea of integrative and collaborative approaches in planning and design,
- (2) the spatial conditions of the built environment have been used as starting point to develop case-specific solutions,
- (3) people in the neighborhood and their needs, interests and activities are considered as the most important factor,
- (4) the process-related dimension has been stressed, such as collaborative aim-definition, planning and implementation, processes of physical and mental appropriation, (re-)design and long-term use.

Finally, the sum up of the Workshop was given by the tutors: The motto of our workshop has been “reality is a risky business” as there is never a single truth or a “best way” to develop a neighborhood. Therefore we did not consider urban gardens as objective realities but as socially constructed and imagined multiple places of belonging and identity, self-realisation and safety.







## Conclusions:

During the workshop we have made a shift from the analytical dimension to the normative dimension of community building through urban gardening. We started with some explanations on theoretical approaches and the analysis of images, deconstructing and questioning them ("what are the subjective, social realities"?). Based on the diversity of theoretical knowledge we worked on the translation of this knowledge into various practices in the normative dimension ("what could / should be done?"). Regarding the latter we would like to point out that integrated and collaborative approaches are always corresponding to complex spatial contexts and diverse societal needs and should therefore be based on democratic negotiations about the (future) use of spaces. Urban (neighborhood) development is thereby considered as a continuous process which includes the perceptions and interpretations of present and future needs, their consideration in planning and design as well as an openness for various (collective) uses and appropriations of physical spaces as cultural places.

## **Workshop 2: Urban Gardening and Environmental Crime Prevention**

*Umberto Nicolini and Günter Stummvol*

### **1. The aim of the workshop was:**

- to sensitise scholars to the crime-space nexus,
- to introduce scholars to the theory, concept and practice of design-led crime prevention,
- to introduce scholars to the European Standard on Crime Prevention by Urban Planning and Design CEN/TR14383.

Workshop 2 focused on providing participants with the main tools to read physical and social environment from the viewpoint of crime prevention.

### **2. Objectives:**

This session on crime prevention was not a promotion lecture on security technology. In fact we were rather critical about an ever-increasing emphasis on formal surveillance- and control practices, including CCTV, alarm systems and security tools. The focus of this training was on *effective informal (social) control mechanisms* inherent in the design and planning of urban environments, on *methodologies of crime assessment* for architectural planning, and on the *administrative process of implementation*.

### **3. Topics:** The session was structured in three parts:

#### ***Introduction***

First we introduced the subject of safety as an important structural element of urban quality. We defined safety as a comprehensive concept, not limited to criminality, but also taking into account forms of anti-social behaviour and incivilities, poor maintenance of physical design and fear of crime. Taken together, crime and perceived risk of victimisation influence the citizens' use of neighbourhoods, public parks, transport facilities, car parks, shopping precincts and facilities of the night-time economy. This again has an impact on the vitality and on the image of areas in cities. We wanted to raise awareness about factors of physical design and their effect on safety.

Second, we introduced the concept of Crime Prevention by Urban Design and Planning as a particular policy that can be described by at least two fundamental developments in crime politics: First, a shift from repression to prevention, secondly, the consideration of the environment in addition to offenders and victims or targets in the definition of a situation where crime happens. This particular concept of prevention shall be understood as the “missing link”



between target hardening strategies of crime reduction and a general strive for community safety in terms of quality of life. The occurrence of crime is to a large extent determined by the opportunity structure, composed of social and physical conditions that may facilitate or obstruct crime.

***Student task: An inter-active game to illustrate opportunity structures of crime:***

In the second part of the session this idea of an “opportunity structure” was integrated in a practical exercise: The game “Balloonies” should have helped students to experience situations when crime was more likely. The placing of balloons symbolically represented an illegal act (e.g. vandalism). For this exercise it was required to “think criminal” and consider pros and cons of potential crime-spots. Later the opportunity structures were analysed in order to illustrate the mechanisms of social control in relation to spatial structures.

Goals of the game:

- To better understand the effect of socio-spatial structures of crime,
- The risk of being discovered will be experienced,
- Potential crime-spots will be judged according to physical and social qualities of space,
- Understanding the socio-spatial structures will help consider crime prevention in the planning process in terms of a comprehensive security management that looks beyond technical (mechanic and electronic) surveillance systems
- Practice to comprehend the relation between 2-dimensional plans (campus maps) and spatial reality in an exercise (hotspot analysis).

The exercise was discussed with reference on the theoretical and conceptual background of opportunity theory: crime pattern theory, defensible space (territoriality, natural surveillance, image and milieu), broken windows and community crime prevention; rational choice theory, routine activity theory, precipitators of crime.

***Putting into practice***

In a third part the question of practical implementation of Crime Prevention by Urban Design and Planning was discussed. First the European Standard CEN/TR14383-2 – published in 2007 by CEN (Comité Européen de Normalisation) – was introduced as an example for a policy guideline addressed to city administrations and the police. The recommendations in this *Standard* have been supplemented by a manual (“Handbook – Planning Urban Design and Management for Crime Prevention”). This handbook was presented to the students as a useful

support in the planning process, as it covers all important aspects of this particular approach in crime prevention: orientation, good overview, lighting, access control, vitality, mixed use, and maintenance.

4. **Results:** The game “Balloonies” worked well. Although the territory did not suit perfectly the idea of the game, lacking the *variety* of “crime opportunities” (indoors and outdoors, different building structures, infrastructure, crowding, visibility, lighting, glass and solid facades, etc.), the students were cooperative and developed an understanding of opportunity structures.

The discussion about implementation in practice was also fruitful.

Other material that was prepared for this session (the safety-indicator model LABQUS and case studies from the COST Action TU1203) could not be presented in detail due to lack of time.

5. **Evaluation:** We consider it a most successful session with highly motivated students who participated in the session with enthusiasm and high level of expertise. We were very happy to see that the students employed many elements of our session subsequently in other sessions of this training school. We would be happy to keep in contact and extend the cooperation between COST Action TU1203 and COST Action TU1201.



## **Workshop 3: Urban gardens – a tool for social inclusion**

*Maria Raquel Sousa*

Workshop was focused on urban gardens as an urban communitarian phenomena and a mean to achieve community building and inclusion based on the fusion between social and spatial elements and at the same time including a strategy along with other society elements such as culture art etc. The workshop was divided into **two parts**.

### **First Part - Introduction:**

The aim was to introduce theoretical concepts trough examples of urban gardens in Portugal and Germany that presented diverse pro-communitarian strategies. Concepts such as fusion design based on spatial and social dimensions were exposed trough a collaborative reflexive questioning of these subjects. In order to accomplish this goal the meaning of words like design, inclusion and participation were explored.

### **Second Part - Working phase:**

Through the study of given case scenarios, some shown in the first part some new, students were challenged to propose several solutions to several areas and situations for Praga district:

- 5 different scenarios to be discussed and developed into a concept:
  1. Squatting: searching competencies
  2. Difference: enabling intercultural exchange
  3. Schools: intergenerational exchange (problems in school, parents, education and family integration and community garden)
  4. Safety
  5. Profitability and yield (going back to food production)

Then students were asked to see the differences and the common concepts on all and try to start developing an integrated spatial/social concept for Praga. Students dealt with these scenarios as case studies to come with different solutions for Praga district. Suggested designs ranged from the design of new market areas to help inclusion along the train in new areas, or schools as key elements for inclusion, for preservation of the old courtyard areas and the inhabitant's skills, focusing also on the role of safety together with social inclusion of the entire Praga district.



## Workshop 4: Urban Gardens in Deprived and Neglected Neighbourhoods

*Chiara Certomà and Susan Noori*

The aim of this workshop was to provide an understanding of the use of urban gardens in deprived and neglected neighbourhoods by drawing on the Theory of Spatial Justice and Theory of Change. The workshop was divided into two parts:

### **Part I: ‘Urban Gardens in Deprived and Neglected Neighbourhoods: Spatial Justice Theory’**

was the programme delivered by Chiara Certomà. The teaching and learning method was a combination of tutor’s presentation, practical group work, and poster presentation by students.

**Aim:** The aim of this part was to establish the relationship between urban gardening initiatives and social, spatial and environmental justice. The theoretical background was presented in order to illustrate the connections between spatial marginalisation and social deprivation; and to suggest the ways in which urban gardening can work to mitigate the spatial injustice phenomenon. Some available tools to identify, measure, map and analyse socio-spatial inequalities in the city on the basis of distribution of facilities, services and access opportunities in the city; and to compare the resulting injustice map with the distributional map of urban gardening initiative were presented.

**Activity:** The presentation was followed by a practical activity requiring students to elaborate and discuss a common strategy for identifying spatial injustice indicators on the basis of the considerations of major social-spatial inequalities in the Prague district - Warsaw; and to identify where and how potential urban gardening initiatives can positively impact on them.

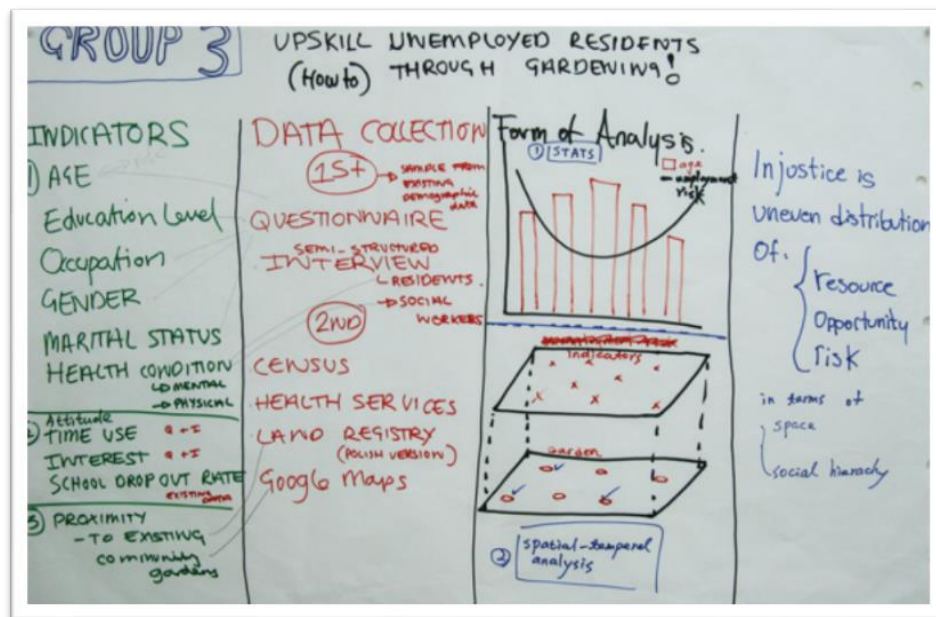
**Outcome:** Five posters were developed by groups with the following issues:

	Issue proposed for investigation	Principal methodology and tools
<b>Group 1</b>	Possibility for creative gardens creation	Observational mapping
<b>Group 2</b>	Access to green spaces	Geodata and statistical data
<b>Group 3</b>	Upskill unemployed residents through gardening	Survey, interviews and statistical data
<b>Group 4</b>	Quality of green space	Observational mapping and official data
<b>Group 5</b>	Relationship between green space, infrastructures and food provision.	Mixed methodology based on Action Research and including visual mapping and interviews.



Posters presentation highlighted some common findings:

- Urban gardening initiatives can be more effective when based on preliminary context analysis and (when possible) participant observation;
- Retrieving and analysing data on values, perceptions or complex phenomena such as the idea of social justice require a careful consideration of variables and indicators;
- When considering the issue of social and spatial justice, urban gardening turns easily into a socio-political process which is endowed with powerful symbolic dimension in people's life.



**Part II: ‘Urban Gardens in Deprived and Neglected Neighbourhoods: A Theory of (Social) Change Approach’** was the programme delivered by Susan Noori. The teaching and learning method included tutor’s presentation, practical group work, and poster presentation by students.

**Aim:** The aim of this part was to understand the impact of urban allotment and community garden initiatives in addressing social issues in deprived and neglected neighbourhoods by utilising a Theory of Change approach (ToC). ToC is both an evaluation and a strategic planning approach to community and civic initiatives which aim to bring a social change. It is a diagram that explains how an initiative has an impact on its beneficiaries by backward mapping the change journey and sequences of the outcomes that can be achieved in the long term. Why Theories of Change are useful, how they are created, and the main components were explained by using examples of urban gardening projects. The ToC and the presentation highlighted the importance of understanding *what* changes urban garden is helping to bring about, *how* those changes happen, and *why* they happen.

**Activity:** The presentation was followed by a practical activity in order to achieve a better understanding of how ToC is designed. In groups, after presenting a problem statement and topics for ToC (Fig 1), students discussed about the problem statement and developed an urban garden ToC in the Praga District of Warsaw. To support the activity, other resources were supplied including glossary of terms, ‘How to’ guideline, colour coded note pads, and poster papers.

**Outcome:** Five pieces of work were developed by groups with the following themes:

	<b>Problem</b>	<b>Long-term Goal</b>
<b>Group 1</b>	Neighbourhood crime in green spaces in Praga is so noticeable that people feel unsafe, uncomfortable, and excluded in the district	Decreased fear of crime.
<b>Group 2</b>	Community cohesion and neighbourhood crime.	Better city inter-connectivity and greater diversity of garden users.
<b>Group 3</b>	People of Warsaw have misconceptions about neighbourhood crime in Praga.	To attract more footfalls through Praga
<b>Group 4</b>	Young people don’t use the community garden.	Connect young people with nature and biodiversity; Encourage young people to go out and move.
<b>Group 5</b>	Lack of access and participation of girls in outdoor activities.	Equal access and possibilities for boys and girls to outdoor spaces.



A presentation of the posters developed by groups of students concluded the workshop. Some of the findings of and feedback from the presentations in terms of what is learned, benefits of ToC, and challenges of the process are as follow:

Causal links	Activities	Theory of Change Assumptions	Short-term goals	Long-term goals
Connections between the outcomes and why one outcome is needed to achieve another.	Should only include the actions that impact on the beneficiaries directly.	Must be reality based, measurable and testable.	Use different approaches, methods, and activities to achieve same ST goals.	The final outcome an initiative expects to achieve.

### **Benefits:**

- A solution-oriented exercise;
- A participatory process and having people's input into the decision-making;
- Setting clear goals make them more achievable;
- There is better chance of success because it gives direction to the project.

### **Challenges:**

- The backward process could be challenging especially at the beginning but becomes easier and understandable as the process evolves;
- Sometimes develops confusion between different components, e.g. assumptions and activities;
- The background discipline is important as some people find the process rigid and confining their creativity.



### Problem Statement

Spatial (in)justice and urban inequality are some of the challenges of the cities today. People living in deprived urban areas underuse local green spaces because these spaces are often poor quality and feel unsafe. It is assumed that the poor quality of the local environment of Praga District has a considerable impact on people's health and wellbeing, social mobility, social inclusion and active citizenship.

### Theory of Change

Community cohesion (diversity)  
 Citizen participation  
 Social inclusion (children and young people)  
 Mitigation of poverty  
 Neighbourhood crime

Susan Noori





## JTS SOCIAL LIFE

**7<sup>th</sup> July: ICE BREAKING PARTY** - Barbecue party at the WULS. It was an opportunity for the participants and tutors to meet one another, integrate and relax after busy day.

Place: Perennial Garden of the Dept. of Ornamental Plants.

**8<sup>th</sup> July** - on Wednesday evening students and tutors had the opportunity to visit **urban gardens in Jazdów and the Old Town** of Warsaw (guided by the Polish students).

**9<sup>th</sup> July** - on Thursday evening students were offered **movie show** on the campus; with the English subtitles (“Movie ‘Reservation’ is a bitter-sweet story about the inhabitants of Praga - the district of Warsaw with an unforgettable atmosphere”).

**10<sup>th</sup> July** - in the evening - **farewell party** in the club ‘Sen Pszczoły’ in Praga.



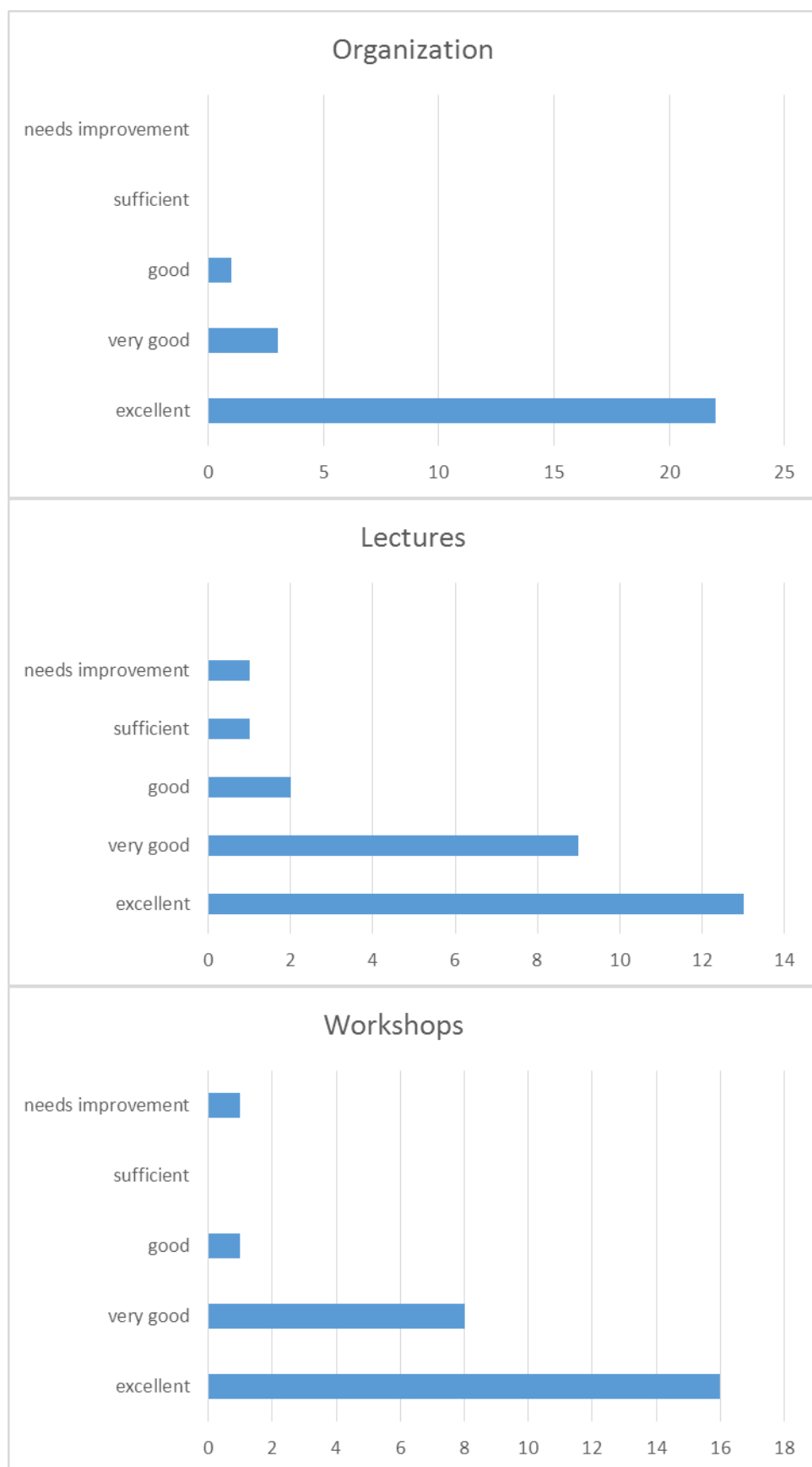
**In the community garden in Jazdów.**

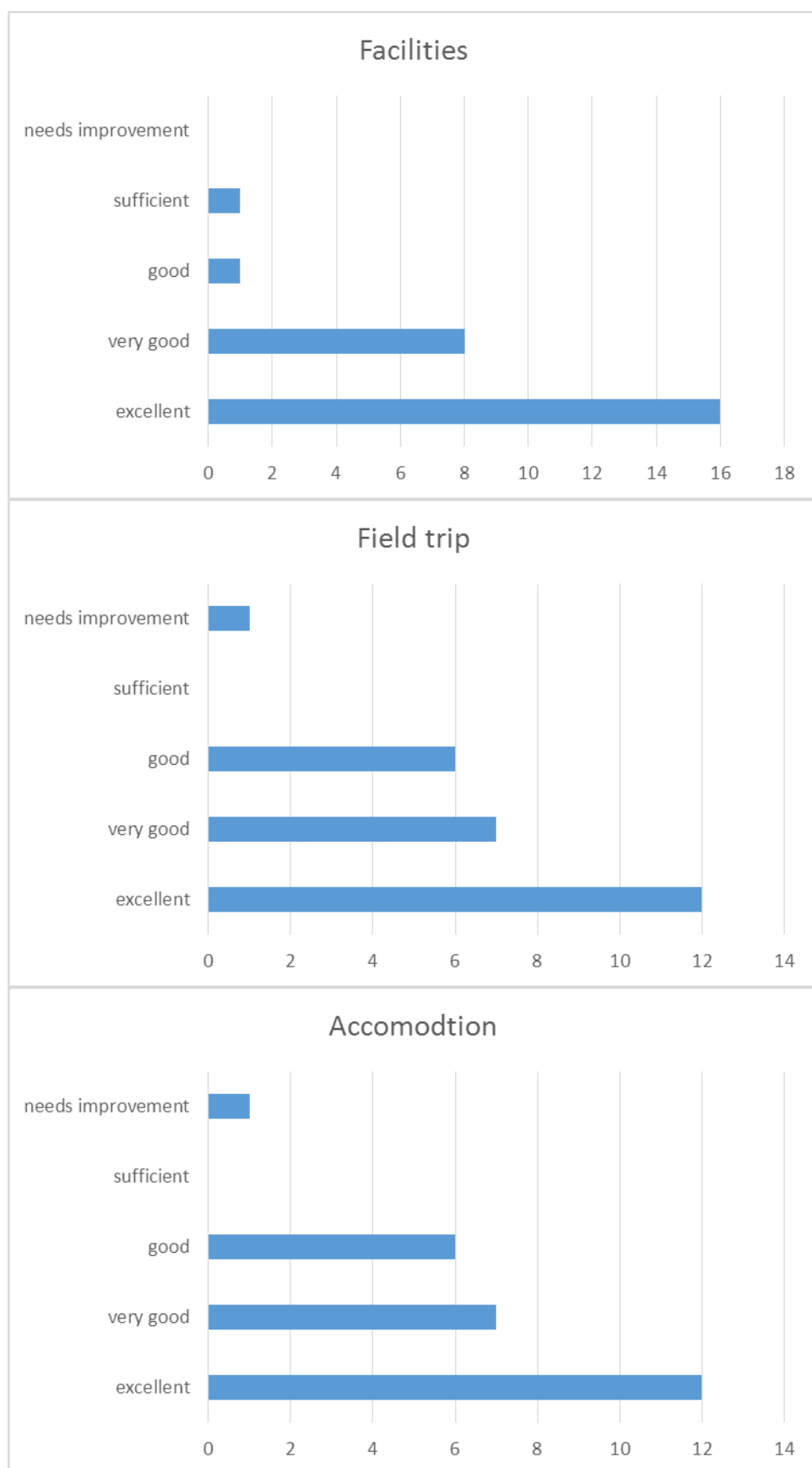


**Visiting Warsaw’s restaurants...**



**Evaluation of JTS by the participants (questionnaire & graphs - Renata Giedych)**









**Participants, tutors and organisers of JTS.**

