

HORTIS: HORTICULTURE IN TOWNS FOR INCLUSION AND SOCIALISATION



URBAN GARDEN: A PLACE FOR LEARNING





**This presentation has been realised within the European project Hortis -
Horticulture in towns for inclusion and socialisation
(526476-LLP-1-2012-1-IT-GRUNDTVIG-GMP)**

www.hortis-europe.net

Author: Francesca Magrefi - Amitié (Italy) www.amitie.it

**The material can be used according to the Creative Commons Licence Non
commercial share alike**



**The HORTIS project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be
held responsible for any use which may be made of the information contained therein.**





EDUCATIONAL FUNCTION OF URBAN HORTICULTURE

Garden is an ideal place for learning: in the garden people can acquire many skills, attitudes, competences at personal, social and working level.





LIFELONG LEARNING: refers to all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

ADULT LEARNING: all forms of learning undertaken by adults after having left initial education and training, however far this process may have gone (e.g., including tertiary education)



WHAT KIND OF EDUCATION? THE LEARNING SPECTRUM

FORMAL

usually takes place in schools, universities or training institutions and leads to a diploma or certificate

NON FORMAL

includes free adult education within study circles, projects or discussion groups advancing at their own place, with no examination at the end

INFORMAL

can be found everywhere...in families, in the workplace, in NGOs, in theatre groups, or can also refer to individual activities at home, as reading



*We grow much more
than plants in our
gardens*

**AND YOU?
WHAT DID YOU
LEARN BY
GARDENING?**



Work on pair...**reflect and share**...write on a sheet of paper **an ability, competence, skill** ... that you've acquired / improved by gardening

ALONE

- attention
- caring
- etc.

WITH OTHERS

- Respect for other ideas
-



INTRODUCING EUROPEAN KEY COMPETENCES



Defined as “a combination of knowledge, skills and attitudes appropriate to the context*”.

They represent a **multifunction package** that all individuals need for personal fulfilment and development, inclusion and employment

* Recommendation of the European Parliament and of The Council of 18 December 2006 on Key Competences for Lifelong Learning



8 KEY COMPETENCES FOR LIFELONG LEARNING

- 1. Communication in the mother tongue**
- 2. Communication in a foreign language**
- 3. Mathematical literacy & basic competences in science and technology**
- 4. Digital competence**
- 5. Learning to learn**
- 6. Interpersonal and civic competences**
- 7. Entrepreneurship**
- 8. Cultural expression**



All key competences could be acquired and fostered through activities linked to gardening....

... A multilingual garden to learn languages

...Using gardening activity to learn science

...Report on activities in the garden to practice and

...Learn mother tongue and communication skills

...

Can you find more examples?



The HORTIS project focuses on the transversal key competences that are particularly relevant with regards to the educational function of urban and community gardens, and namely:

- **Learning to Learn**
- **Sense of initiative and Entrepreneurship**
- **Social and Civic competence**



LEARNING TO LEARN is defined as the disposition and ability to:

- organise and regulate one's own learning
- identify learning opportunities
- overcome obstacles, solve problems
- manage one's time effectively
- acquire, process, evaluate & assimilate new knowledge
- apply new knowledge and skills in a variety of contexts

It requires motivation and self-confidence



Gardening fosters **LEARNING TO LEARN** as in the garden learning **starts from concrete problems** and happens in form of **solutions**. Gardening enhances:

- self-confidence: *I'm proud of my harvest*
- group-confidence: *we can overcome difficulties together*
- willingness to acquire new competences & to improve results: *I want to learn new techniques, I want to do better next year*
- adaptability: *I know how to adapt the rules to the real context; ability to adapt expectations to results, etc.*



SOCIAL COMPETENCES are defined as all forms of behavior that one must master in order to be able to participate in an efficient, constructive way and resolve conflict in social life, in personal, family and public contexts. They are linked to personal and social well-being and imply:

- interest in and respect for others
- Willingness to overcome stereotypes and prejudices.
- Disposition to compromise
- Integrity
- Assertiveness, etc.



Community gardening enhances **SOCIAL COMPETENCES** as it gives us the opportunity to

- to take care of other living being: *our plants*
- to develop positive relationship with other people, to overcome loneliness
- to help other people, e.g. by sharing with them our products
- to work side by side with people from different backgrounds, social contexts and with people of different ages, thus overcoming prejudice...



CIVIC COMPETENCES are defined as set of competences that allow the individual to achieve participation in civic life and understanding of concepts such as democracy, citizenship. They refer to:

- Willingness to participate in democratic decision-making at all levels
- Sense of belonging to one's locality, country, the EU and Europe in general and (one's part of) the world
- Critical and creative thinking
- Disposition to volunteer and to participate in civic activities, support for social diversity and social cohesion...



Community gardening encourages **CIVIC COMPETENCES** as it gives us the chance to:

- overcome and understand differences: by working side by side with people of different age or from different religious and ethnic groups
- take responsibility of something: my balcony...our allotment ... *The planet Earth!*
- feel as a part of a broader community
- experience the higher efficacy of group work over that of an individual
- stay active, even if you are old, retired, unemployed...



SENSE OF INITIATIVES AND ENTREPRENEURSHIP is defined as the propensity to bring about innovation oneself, but also the ability to welcome and support innovation brought about by external factors.

It is based on

- disposition to show initiative
- positive attitude to change and innovation
- willingness to identify areas where one can demonstrate the full range of enterprise skills — for example at home, at work and in the community



Community gardening promotes **SENSE OF INITIATIVES AND ENTREPRENEURSHIP** as it gives us the opportunity to:

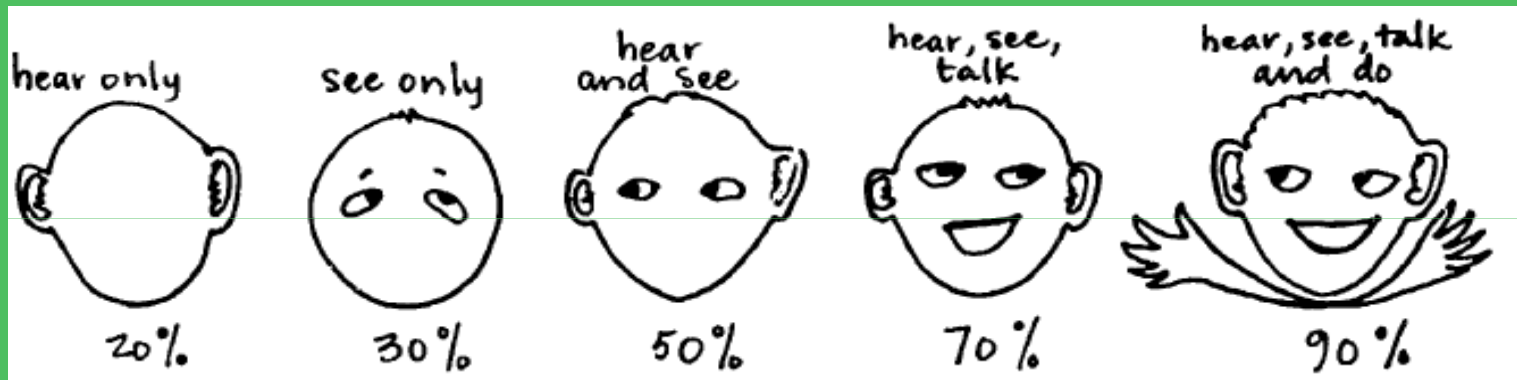
- Plan and implement an initiative / project from the beginning
- To take relevant decisions together with other people
- To overcome obstacles finding strategies and solutions
- Etc.



STIMULATING KEY COMPETENCES ACQUISITION IN ADULT GARDENERS



Learning is a participatory, active, experiential, democratic, collaborative **process**



...it should actively involve participants who don't only listen and see but **hear, see, talk and do!**



A learner-centered approach should take into consideration the following adult learning characteristics:

- **Adults have accumulated life experiences, prefer practical learning activities**
- **Adults have established opinions, values and beliefs**
- **Adults are intrinsically motivated.**
- **Adults learn in different ways**
- **Adults learn best in a democratic, participatory and collaborative environment**
- **Adults are goal oriented / relevancy oriented**
- **Adults are autonomous and self-directed**
- **Adults are practical and problem-solvers**
- **Adults are sometimes tired when they attend classes**



Adults may also have logistical concerns, including: Family and caring responsibilities including childcare and/or eldercare; Careers; Social commitments; Time; Money; Transportation, etc.

Adults may have anxieties: Fear of failure, **ageing concerns**, fear of the new technological environment, concern about their ability to contribute and make intelligent/worthwhile inputs in classroom discussion*

*Rhonda Wynne - University College Dublin, Ireland - in ASSET project
http://www.assetproject.info/learner_methodologies/during/experiential_learning.htm.



What do bear in mind, when planning your educational activities in the garden:

- Identify motivation and previous experiences of participants
- Set clear and concrete objectives of the activity
- Set a suitable time schedule
- Acknowledge and valorise the differences
- Encourage creativity
- Facilitate dialogue

* Rhonda Wynne - University College Dublin, Ireland - in ASSET project

http://www.assetproject.info/learner_methodologies/during/experiential_learning.htm.

The '**spiral model**' of learning was developed and practiced by the Doris Marshal Institute in Toronto, which emphasises reflecting on experience and incorporating new information in action.

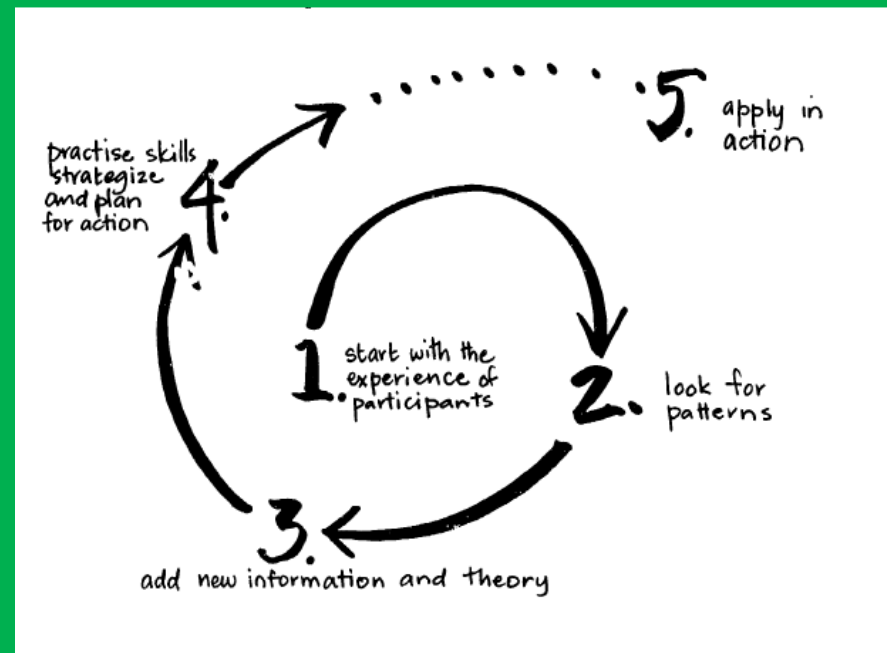
1 start with the experience of participants

2 look for patterns

3 add new info and theory

4 practice skills & plan for action

5 apply in action!





The **popular education** program has the following characteristics:

- Everyone teaches; everyone learns.
- Involves a high level of participation.
- Leads to action for change.
- Is a collective effort - focusing on group rather than individual solutions to problems.
- Stresses the creation of new knowledge, rather than the passing on of existing knowledge.
- The process is ongoing - any time, place, or age.
- And it's fun!

* R.Arnold, B. Burke *A popular education Handbook - CUSO - development education Ontario institute for studies in education adult education department*



As for example...

- 1) Start from the experience of participants: *what do you learn by gardening?* Tell your personal experience
- 2) Reflect all together on similarities and differences
- 3) Introduce the transversal key competences
- 4) Practical activity: in group, in pair, individually, e.g. Draw a collective poster, make a video, write a letter, plan an event or an activity...
- 5) ...apply in action!
- 6) Meet again and share your thoughts....



Water
Your Mind

GREAT!

References

- Getting Started with Garden Based Learning -Cornwell University Cooperative Extension and Dept. of Horticulture
- Recommendation of the European Parliament and of The Council of 18 December 2006 on Key Competences for Lifelong Learning
- Educating for a Change – Doris Marshal Institute for Education and Action (Toronto –Canada)
- R.Arnold, B. Burke A popular education Handbook - CUSO - development education Ontario institute for studies in education adult education department
- Rhonda Wynne - University College Dublin, Ireland - in ASSET project
http://www.assetproject.info/learner_methodologies/during/experiential_learning.htm.

More info on urban community gardening

www.hortis-europe.net