

EU GO- EUROPEAN URBAN GARDENS OTESHA

IDENTIFICATION OF A GOOD EDUCATIONAL PRACTICE OR TOOL

Name of the community garden			Possible short title for the practice		
INS TERRAROJA			Edible garden		
Type of tool			Contact person	Name and role	Faustina Murillo (teacher)
Activity	<input checked="" type="checkbox"/>	Training		Phone	626956834
Methodology	<input checked="" type="checkbox"/>	Document		E-mail	fmurill5@gmail.com
Other (specify):				Other contacts	
It can be addressed to...			It deals with the following topics...		
All		School	<input checked="" type="checkbox"/>	Intercultural dialogue	<input checked="" type="checkbox"/>
Children	<input checked="" type="checkbox"/>	Institution		Gender Equality	<input checked="" type="checkbox"/>
Youngsters	<input checked="" type="checkbox"/>	Social service		Sustainable Consumption	
Adults	<input checked="" type="checkbox"/>	Job service		Sustainable Urbanisation	
Women		Migrants service		Health promotion	
Elderly		Neighbourhood		Horticultural therapy	<input checked="" type="checkbox"/>
Other (specify):			Other (specify):		
DESCRIPTION Please describe the practice you have developed.					
<p>The project is developed in a secondary school as a part of an optional subject called Ecoterra in 3rd ESO. We have a group of 7 students who previously weren't successful in their formal learning (because of misbehaviour, insufficient knowledge of the common language or because of demotivation).</p> <p>We have created a garden with both a utilitarian and esthetical function.</p>					
AIMS AND OUTCOMES Which are the main purposes tackled in a community garden with this tool? Which concrete results have been observed at short and long term?					
<p>AIMS: It is a vehicle to promote:</p> <ul style="list-style-type: none"> - Education in the social skills, collaborative work and development of a sense of responsibility as well as personal autonomy. - Fun while working and learning. - Help the environmental culture, sustainability and appreciation of biodiversity. - Contemplation of gardening and organic farming as a possible way to make a living. <p>OUTCOMES</p> <p>Students like this different way of working at school. They are more motivated than at first.</p> <ul style="list-style-type: none"> - They develop the capacity of observation and start to value teamwork, the distribution of tasks, and the importance of scheduling. - They learn about plants in a experimental way: parts, life cycle, nutrition, reproduction ... at the same time that the basic abilities. 					
WHAT MAKES IT A GOOD PRACTICE OR TOOL? Identify which elements make this action a good practice, for ex. Innovation, coherence, link with other projects or people, favours social mixing, simplify work, earn time or money, etc.					
<p>This is good practice for any group, for the following reasons:</p> <ul style="list-style-type: none"> - Promotes group cohesion and task sharing. 					



- Creates a vision of the potential usefulness of a garden as a source of food.
- Involves a preliminary design work that promotes other skills (teaching areas) in addition to those related to agriculture.
- Promotes respect for the land and the environment.

STEP BY STEP Please, describe how to put in practice, guiding with clear instruction and materials needed someone that would like to experiment your tool in a local community garden around Europe

- . Research on school's vegetable gardens in the country and take note of organization, materials, tools, scheduling, etc.
- . Ask permission from the head staff and decide the place to set the garden. Acquire the tools necessary for work.
- . Look for some help. One person from a community garden in the town 'Conrreu Sereny' collaborates voluntarily with us 1 hour a week. He shares his experience and provides us with seeds and nursery plants.
- . Take measures and design the shape we want to create. Weed the place and make the ridges according to the design and to permaculture or synergic growth principles. Select vegetables to be planted depending on the season. For example, in winter sow lettuces with different colors and types of leaf, beans and peas following a distribution which creates a nice visual effect.

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

Have some knowledge about plants, ecologic culture, environmental problems, sustainable planet ... In case you are interested in the project, you can access the information by surfing the net. Since we work with students who didn't achieve the basic competences, it's the teacher who provides the school materials and information to help them to get previous learning about plants, seeds, composting, tools, climate, and procedures.

EVALUATION How do you normally evaluate the outcomes of this tool?

The project is being carried out at the present moment, so we can't give an overview of the whole practice.

Still, we can say that the steps already taken in the first term of the course were satisfactory because the majority of students have passed this evaluable subject. So far, the experience seems to respond to the aims set. Their efforts have been recognized and this is very important for them.

DISCLAIMING AND DECLARATION OF HONOUR

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

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

