

bringing the *global dimension* into the *outdoor classroom*

What is the Global Dimension?

Education plays a vital role in helping children and young people recognise their contribution and responsibilities as citizens of this global community and equipping them with the skills to make informed decisions and take responsible actions.

Including the global dimension in teaching means that links can be made between local and global issues. It also means that young people are given opportunities to:

- *critically examine their own values and attitudes*
- *appreciate the similarities between peoples everywhere, and value diversity*
- *understand the global context of their local lives*
- *develop skills that will enable them to combat injustice, prejudice and discrimination.*

Such knowledge, skills and understanding enable young people to make informed decisions about playing an active role in the global community.

DfES Developing the global dimension in the school curriculum, 2005



What is a global garden?

A global garden is designed to minimise its environmental impact in a world facing climate change and increased demand for limited resources such as water and oil. A global garden:

- uses harvested rainwater and growing methods which reduce water consumption
- diverts stormwater into the landscape, replenishing groundwater and reducing the risk of flooding
- reduces waste sent to landfill by composting organic waste and re-using unwanted building materials for its hard landscaping
- limits its carbon footprint by using locally sourced re-used and renewable materials where possible
- reduces food miles by growing fruit and vegetables for local consumption
- use organic methods which do not use oil-based fertilisers and stores carbon dioxide in the soil
- includes fruit and nut trees which absorb carbon, produce food and provide shade.

A school global garden:

- helps a school to become more sustainable
- uses the knowledge of plants and growing skills of its local communities
- uses the garden to enable children to understand food: how it is grown and arrives on our plates, how we can grow secure and sustainable food, how the world can feed itself
- develops an understanding of the role of plants in human history
- enables children and young people to explore how food is grown and consumed in other countries
- helps to develop the knowledge, understanding, skills and values that they need if they are to make a positive contribution, both locally and globally.

What does the Network offer schools?

There are many organisations supporting the growing of fruit and vegetable in schools, including Garden Organic and the RHS Campaign for School Gardening which are both partners in the Network. They not only provide information and training in basic horticultural skills which can be passed on to children, but also links which demonstrate how the garden can be used in curriculum planning. However, there is one area which is largely neglected – the global dimension.

The Network will provide resources and services to fill this gap. Drawing on the long and varied experience of its partners, it is:

- developing a website to raise awareness and disseminate recommended teaching resources
- publishing new teaching materials to fill gaps, including: design and technology projects, model garden plans, case studies of sustainable growing from around the world and selected plant lists with labels and background information
- creating an online learning community to share experience
- devising continuous professional development (CPD) courses for teachers
- introducing the global garden model into Initial Teacher Education
- creating hub gardens to demonstrate good practice
- publishing a good practice guide for international school garden linking.

Join the Network

If you would like to become part of the learning community, attend a CPD course or be considered as a hub garden, contact Dave Richards, the project coordinator e: dave@risc.org.uk t: 0118 958 6692

www.globalgardens.org.uk



Solanum tuberosum

The potato was domesticated by ancestors of the Incas more than 7,000 years ago. The Incas had the most developed system of agriculture in the world at the time of the Spanish Conquest. They grew over 3000 varieties of potato, matching the variety of climate and growing conditions of their mountainous Andean home.

The first known record of the potato in Europe is from Spain in 1573, and by the 1590s it had travelled across Europe to England. At first it was treated with suspicion, but by 1815 it had become the staple crop across northern Europe – energy-rich, nutritious, easy to grow on small plots, cheap and simple to cook.

Increased potato consumption during the 19th century is credited with reducing diseases such as scurvy and contributing to the population explosion in Europe, the United States and the British Empire. However, the tubers that were cultivated belonged to a few varieties which made them vulnerable to disease. Potato blight arrived in 1845 – in Ireland over 1.5 million died and another million emigrated, many to America.

New disease-resistant varieties were developed and European colonialism and emigration led to the potato becoming a global food. It is now the world's number one non-grain food commodity, with production reading 325 million tons in 2007. China is the largest producer, followed by Russia and the USA.

The potato is on the frontline in the fight against world hunger and poverty.

Jacques Diouf, UN Food & Agriculture Organisation

reading international solidarity centre

RISC is Reading's Development Education Centre. Working with schools and community organisations, RISC raises the profile of global issues and promotes action for sustainable development, equality and social justice throughout the world. The Schools Global Gardens Network is a partnership between RISC and:

Garden Organic: the UK's leading organic growing charity.

The Federation of City Farms & Community Gardens: supports community-managed farms and gardens.

Food For Thought: links school gardens in Berkshire and Devon with similar projects in Uganda.

Practical Action: works with poor people to develop simple technology to challenge poverty.

RHS Campaign for School Gardening: encourages and supports schools to develop and use a school garden.

Roehampton University School of Education: is embedding the global dimension into its ITE courses.

One day we will run out of oil, it is not today or tomorrow, but one day we will run out of oil and we have to leave oil before oil leaves us, and we have to prepare ourselves for that day... The earlier we start, the better, because all of our economic and social system is based on oil, so to change from that will take a lot of time and a lot of money and we should take this issue very seriously.

Fatih Birol, Chief Economist, International Energy Agency, 2009

Climate change threatens the basic elements of life for people around the world – access to water, food production, health, and use of land and the environment.

Stern Review: The Economics of Climate Change, 2006



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Reading International Solidarity Centre (RISC)

35-39 London Street • Reading RG1 4PS

t: 0118 958 6692 e: dave@risc.org.uk

www.risc.org.uk/garden



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