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Revisiting garden based learning in basic education: Philosophical roots, historical foundations, best practices and products, impacts, outcomes, and future directions

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Garden based learning programs (GBL) have gained popularity within current international educational debate, the document is a helpful summary of history, theories, literature, experiences and lessons learned about GBL, specifically for basic education.

The document first defines garden based learning and describes how GBL is integrated within educational programmes in both formal and non-formal settings. As there is not a unique definition, garden based learning can include environmental education, ecological literacy, agricultural literacy, and/or agricultural education. From the history and the theories of GBL, authors develop how garden based learning is inspired by the concepts of learning-by-doing, project based learning, real world learning and child-centred learning.

From a review of the evolution of the practice of GBL and a summary of relevant literature, authors describes the core uses of GBL in basic education (*academic skills, personal development, social development, moral development, vocational and life skills*) and beyond basic education (*community development, food security, sustainable development, vocational schools, and Grounds Greening Education*). From this review and an analysis of a number of experiences around the world, the authors suggest principles and best practices for a successful conception, planning, implementation and evaluation of GBL programs in developed and developing countries. To enable proper development of GBL in education institutions, organizational and operational considerations are described step by step.

Finally, impacts and outcomes of GBL programs are identified concerning academic achievement, environmental education, children's health and nutrition, families and communities. In conclusion, an attempt is made to identify how garden based learning will continue to evolve within basic education.

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