



**8TH EUROPEAN FOREST
PEDAGOGICS CONGRESS**
23-25 OCTOBER 2013 • BILBAO

For Whom? What methods? How to approach?



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PEDAGOGÍA VERDE: UN ENFOQUE EDUCATIVO PARA EL SIGLO XXI

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A EUROPEAN STRATEGY FOR FOREST PEDAGOGY: CONCEPTS OF THE EUROPEAN NETWORK OF FOREST PEDAGOGY

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Keynote 1

Giner de los Ríos, el gran pedagogo español, fundador de la Institución Libre de Enseñanza y creador de una de los primeros colegios en el bosque europeos, aconsejaba: "la escuela debe dar a los niños y niñas aquello que la sociedad no les ofrece". Si algo le falta a la infancia de hoy es aire libre, contacto con la naturaleza; una carencia que, según el famoso periodista americano Richard Louv, podría estar en la base de muchas de las enfermedades y trastornos físicos y psíquicos que les aquejan: obesidad, asma, estrés, hiperactividad... También es la causa del analfabetismo ecológico y las actitudes biofóbicas que pueden apreciarse, especialmente, entre los escolares de los entornos urbanos. La niñez y el planeta se necesitan mutuamente: los estudios confirman que el desarrollo de una sensibilidad ecológica requiere una relación cotidiana y directa con las cosas vivas, algo que no puede adquirirse mediante una formación exclusivamente académica. Resulta urgente abrir los centros educativos y, en general, la vida de los niños y niñas, a la naturaleza. Dejar de pensar que el proceso de enseñanza-aprendizaje solo puede darse en espacios cerrados, con alumnos sentados y muy quietos, memorizando imágenes, palabras y esquemas. Es preciso incorporar al currículo otras capacidades y habilidades humanas, tener en cuenta varios futuros posibles y recuperar nuestros conocimientos y nuestro vínculo ancestral con la tierra. La pedagogía verde es una propuesta de respeto y cultivo sostenible de la biodiversidad natural y humana a partir de un análisis de las necesidades de la infancia y de las posibilidades que ofrecen los espacios salvajes.

Keynote 2

A lot of surveys and studies show, that deficits of understanding and knowledge about forests and forestry are spread out widely. So foresters and pedagogues in Europe are faced with the challenge of explaining sustainable forest management. To raise awareness - especially of children - we need new and innovative concepts, showing that forests and forestry are important for the future life of people and that forests and forestry are offering various services and merits for the things people need. Forestpedagogy is a means and an important task contributing to this! Because Forestpedagogy in Europe has a lot of good pedagogical concepts, experienced methods and a huge variety of actors, to bring especially the children into the forests, as well as the forests to the children. It has sufficient proofs, results of surveys and scientific research showing a lot of beneficial impacts on educational deficits, competences in a sense of education for sustainable development (ESD), and that it so has beneficial impacts for our society. Forestpedagogy also started to work together in networks with other forest-related-actors (forest owners, actors from the forest-timber-sector) but also with actors representing the sectors education, environment and resource-management. But beneath a lot of strengths there are still big challenges ahead and objectives to be reached. Therefore the European Forestpedagogy Network (Subgroup-Forestpedagogy of the Forest Communicators Network, FCN) is developing a europeanwide strategy for Forestpedagogy. The strategy's main objectives are, to ...develop the social and political awareness of Forestpedagogy particularly among the national and European Forestry policy and forest departments; to improve internal and external Communication on and about Forestpedagogy; to strengthen Networking and Cooperation between the different stakeholders; to establish Forestpedagogy as a recognised part of ESD; to improve the quality of all aspects of Forestpedagogy

The "Forest Strategy" of the European Union which was adopted from the European Commission on Sept. 20th 2013 is pointing out: "Communication is a particular challenge for the sector, as the public is generally not aware of how significant Sustainable Forest Management is, or of the various ways in which the forest sector contributes to the green economy". A lot of European Forest administrations and enterprises already recognized, that Forestpedagogy is dealing with the future of the sector. And: Especially the foresters are authentic to bring all the spheres of sustainability - economical, ecological, social and cultural aspects - together, by using forests and the management of all their functions as an excellent model for sustainability. The European Forestpedagogy-networking-process, which started in 2005, already achieved significant results, like the annual congress, the internet-platform, the implementation of Forestpedagogy objectives in the "European Forest Action Plan" or the consideration within the agenda of the Standing Forestry Committee (SFC) of the European Commission. With its proposal for a Joint European strategy for Forestpedagogy the FCN-Subgroup is offering an Action Plan, containing a bundle of possible future measures which should be implemented to develop Forestpedagogy further. The ongoing process of decision-making and of finding the main priorities in this bundle can get fruitful impetus and feedback from the discussions on the strategy at the 8th Forestpedagogy-Congress in Bilbao.

FORESTS AS DIGITAL ENVIRONMENTS FOR LEARNING

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Keynote 4

Esta ponencia pretende enriquecer el debate sobre la pedagogía forestal mediante la introducción de cinco argumentos:

1. El imposible mito de Tarzán. El medio natural, por sí mismo, no es educativo. Más aún en un entorno en el que los bosques son obras humanas y las ciudades pueden transmutarse en bosques. Nuevas oportunidades emergen de esta intersección.
2. El bosque como repositorio de datos. El conocimiento se genera a partir de información, la cual se origina en los datos. El bosque es un buen lugar para aprender a encontrar, tratar y compartir datos. Esos mismos datos pueden, a su vez, ayudar a mantener los bosques.
3. Tribus digitales. Uno de los descubrimientos más interesantes de la psicología social es la gran importancia del aprendizaje entre iguales. El bosque ofrece un espacio privilegiado para el desarrollo de grupos cohesionados, donde cada individuo puede desempeñar roles diferentes a los que suele asumir en el aula.
4. El bosque como activo (asset) para la salud. La salutogénesis nos habla del “río de la vida” no como una inevitable marcha hacia la enfermedad, sino como un camino de sabiduría en el que aprendemos a vivir con salud y bienestar. Uno de los activos de la salud es el bosque y nuestra relación con él.
5. Forest gamification. Como decíamos, el mito de la vuelta a una vida salvaje no funciona. Tenemos a nativos digitales que juegan y se relacionan mediante videojuegos. Esta en nuestras manos establecer una continuidad entre lo que ocurre en las pantallas y la magnífica riqueza de los espacios abiertos.

Keynote 5

There is a good evidence-base for education’s positive impact on public health. By enhancing children’s learning and learning skills their chances for a healthy life increase.

It is also known that children attending outdoor schools are not just achieving better school results, but also a better health development.

In addition an increasing amount of research demonstrates that forest environments are good for public health. For example, they provide settings for physical activity, stress relief, and sound air quality.

This calls for an increased recognition and awareness of the synergies between the disciplines of forest pedagogics and public health. By a better understanding of common factors and pathways we can open doors to better research as well as improved societal implications of the knowledge on outdoor environments, public health, and pedagogy.

This presentation will give an overview of the theories and pathways between health and forests. It will draw out a few lines for how the topics of health and pedagogy can potentially meet in a forest setting. Hopefully it will encourage an increased dialogue between workers from different fields, be it foresters, teachers, or health professionals. The results of such a dialogue could improve children’s opportunities for a good education together with a healthy life development.

FORESTS, FORESTRY, AND HUMAN HEALTH – A TOPIC FOR FOREST PEDAGOGY?

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EDUCACIÓN Y CONCIENCIACIÓN EN LA PREVENCIÓN DE INCENDIOS FORESTALES

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Temática prioritaria: Temáticas del sur de Europa

Grupo de aprendizaje: Personas que trabajan, viven y disfrutan en el medio agroforestal

Resumen

La estadística de incendios forestales indica que más de un 40% de los incendios producidos en la Comunitat Valenciana se deben a negligencias y causas accidentales. Uno de los pilares básicos de la prevención de incendios forestales es la concienciación, ya que acciones evitables y usos del fuego negligentes, incrementan el riesgo de generar incendios. Dentro del proyecto QUALIGOUV (*Mejora de la gobernanza y la calidad de la gestión forestal en los espacios naturales protegidos de la región mediterránea*, financiado por la Unión Europea dentro del Programa MEO 2007-2013 y gestionado en el ámbito de la Comunitat Valenciana, por la Conselleria de Governación y Justicia) se elaboró el *Manual de buenos prácticos en prevención de incendios forestales* cuyo objetivo es concienciar a la población sobre la importancia de actuar con precaución en el entorno agroforestal. Dicho manual se estructura en 4 bloques de contenido: 1) Introducción. Se resumen nociones básicas sobre el comportamiento del fuego, y cuáles son los objetivos de la prevención de incendios forestales. 2) Trabajar en el monte. Destinado a las personas que trabajan en el entorno agroforestal, ya sea de forma habitual (agricultores, pastores, apicultores . . .) o circunstancial (operarios de mantenimiento de infraestructuras: líneas eléctricas, carreteras ...). Describe qué trabajos pueden generar incendios e indica las mejores prácticas para prevenirlos. 3) Vivir en el monte. Destinado a los que residen en la interfaz urbano-forestal. Se indican recomendaciones y obligaciones para prevenir el inicio de un incendio y las medidas de prevención que deben tenerse en cuenta para que el fuego no se propague por las zonas habitadas. 4) Disfrutar en el monte. Dirigido a las personas que hacen un uso social del monte (ocio, esparcimiento, deporte ...) y cuya máxima afluencia suele ser en los meses de verano. Se informa sobre los usos y actividades que quedan restringidas en los días de máxima alerta. El manual se encuentra redactado de forma impersonal cuando se está realizando una explicación introductoria. La forma del verbo varía a segunda persona del singular, para implicar al lector de manera directa, cuando se indican deberes y consejos. A lo largo de todo el texto, de forma implícita, se pretende que el lector asuma una actitud responsable y adecuada en cada lugar y época del año, que se refuerza con el apartado *Si nos quieres ayudar* la hoja final en la que se solicita directamente la ayuda del lector para conseguir un objetivo común que es la disminución del número de incendios. El apartado *Si quieres saber más*, remite a la web de la Conselleria y permite acceder a una serie de normas técnicas de prevención de incendios forestales mucho más específicas. Las ilustraciones reflejan la realidad del territorio valenciano y representan fielmente instalaciones típicas del medio agroforestal, con el fin de que las situaciones expuestas resulten propias y reconocibles. El manual consta de 52 páginas, se redactó en valenciano y castellano, con traducciones (sin ilustraciones) al inglés y francés. Se editó en 2012.

APRENDER A APRENDER: DEL BOSQUE, EN EL BOSQUE Y PARA EL BOSQUE

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Temática prioritaria: Mejores prácticas e innovación en pedagogía forestal

Grupo de aprendizaje: 2º y 3º ciclo de Educación Primaria - 1º ciclo de E. Secundaria

Resumen

Los pilares de la actividad pedagógica del CEEP son la Educación Ambiental y la teoría Constructivista en torno al desarrollo del conocimiento, siendo la evaluación el motor del proceso de enseñanza-aprendizaje. Entendiendo el medio ambiente en su conjunto, desde una visión sistémica y desde una concepción holística. En estancias semanales, desarrollamos los Proyectos de Trabajo Agua, Ría, Planeta Verde, Tierra y Bosque con el fin de concienciarse respecto a la problemática generada por nuestro modo de vida, comprometerse por el respeto y la defensa del medio ambiente y educar personas que tengan capacidad para dar respuesta individual y colectiva a los problemas medio ambientales actuales o futuros. El objetivo del proyecto Bosque es que el alumnado sienta la necesidad de que exista una buena relación entre las personas y los bosques; tome conciencia de los problemas que acarrea la desaparición de los bosques; comprenda nuestro papel en esta problemática y realice acciones concretas en favor de los bosques. El proyecto se desarrolla en tres fases: 1ª Fase Diagnóstica: recogida e investigación de Ideas Previas en torno a elementos y relaciones en el ecosistema bosque y acción humana en ellos para adecuar la intervención educativa a su zona de desarrollo próximo y facilitar la construcción del aprendizaje. 2ª Fase Procesual: Desarrollo de las actividades, reflexión y construcción colectiva de la red de contenidos. Toda actividad se planifica, compartiendo objetivos entre alumnado y docente en torno a: ¿Qué vamos a hacer? ¿Cómo lo vamos a hacer? ¿Para qué lo vamos a hacer? Potenciando la atención a la diversidad, la representación de los objetivos de la actividad y la anticipación de la acción, asegurando la adquisición de compromisos. En las salidas a la Reserva de la Biosfera de Urdaibai observamos el paisaje, reflexionamos sobre su transformación, identificando la actividad humana como principal causa; investigamos el encinar, la aliseda; reflexionamos sobre la importancia y necesidad de los elementos que componen estos ecosistemas, los beneficios económicos y ecológicos que reporta; conocemos las causas de la deforestación, los monocultivos forestales... y la influencia que tienen nuestros hábitos de consumo; implementando debates, juegos de simulación... desde una perspectiva global y local. 3ª Fase Final: Comunicación: El alumnado expone al público, a través de distintos modos de expresión, lo aprendido, lo que le preocupa, lo que se puede hacer, lo que se compromete a hacer. Desde la EA, la sensibilización, toma de conciencia y adquisición de conocimientos abren oportunidades para adquirir compromisos para actuar individualmente y colectivamente. Ambas confluyen en esta actividad, a su vez pilares del CEEP.

MEFITU. LOS BOSQUES MEDITERRÁNEOS, EL FUEGO Y TU

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Temática prioritaria: Temáticas del sur de Europa

Grupo de aprendizaje: Alumnos de quinto y sexto de primaria y sus maestros

Resumen

La finalidad de este taller MeFiTu es que los habitantes de la zona mediterránea puedan entender los siguientes conceptos básicos en relación con nuestros bosques: 1) Son elementos naturales modificados intensamente por los habitantes de la región mediterránea desde hace miles de años, es decir, son bosques antrópicos y no son bosques vírgenes o salvajes. 2) Cuando llegamos a las causas de un incendio forestal, el daño ya está hecho. El enfoque actual de la prevención de incendios forestales tiene en el punto de mira la causa de la ignición y hay reorientar los esfuerzos hacia la causa de la propagación. Esta idea tan simple está directamente correlacionada con la gestión forestal. 3) Plantear el fuego no como un elemento destructor y maligno sino como una perturbación natural y habitual en las regiones mediterráneas, entender que los incendios no los eliminaremos nunca, que, incluso, son necesarios para garantizar la perpetuación de algunas especies. La Metodología y las actividades del MeFiTu recogen alguna de las conclusiones expuestas en el Proyecto Europeo FireParadox que ha tratado la problemática de los incendios forestales, donde se recomienda trabajar para reorientar la percepción social del fuego en los países del arco mediterráneo. La importancia de reconstruir la relación entre la sociedad y la naturaleza es 10 que se quiere contribuir desde de este taller. Se parte del material elaborado por un equipo multidisciplinar con representantes de diferentes ámbitos relacionados con la propiedad forestal, la gestión forestal, los incendios forestales, y el mundo pedagógico. El MeFiTu se realiza con los escolares de quinto y sexto de primaria durante 3 jornadas en las que se desarrollan las siguientes actividades: 1) Una aplicación audiovisual: E110bo (como paradigma de animal feroz y en peligro de extinción) MEFITU es el eje de animación de un audiovisual que presenta el fuego en su vertiente de elemento clave en un ecosistema mediterráneo en contraposición al concepto de fuego descontrolado. 2) Un taller de interacción con una quema controlada: Se recrean dos escenarios forestales a partir de las maquetas de árboles de cartón hechas por los alumnos. Uno con una elevada densidad de árboles (bosque abandonado) y la otra con poca densidad de árboles (bosque gestionado). Se realiza la quema de las maquetas y a partir de la observación de los efectos se trabaja la idea de la necesidad de la gestión forestal. 3) Una salida a campo: Se visita un incendio histórico cercano y se observan las estrategias de adaptación al fuego de las especies mediterráneas. En esta jornada pueden participar agentes del territorio, como Bomberos, Cuadrillas de trabajadores forestales. Previamente al trabajo con los alumnos se realiza un seminario a los maestros donde se trabajan los contenidos a desarrollar, a fin de darles herramientas para aclarar sus propias dudas.

INTEGRACIÓN DE LA PEDAGOGÍA FORESTAL EN LA EDUCACIÓN PRIMARIA EN ESPAÑA.

Programa Brotes: Educando para la biodiversidad

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Temática prioritaria: Mejores prácticas e innovación en pedagogía forestal

Grupo de aprendizaje: Escolares y profesorado de educación primaria

Resumen

El estilo de vida actual está llevando a un progresivo distanciamiento de la población respecto del medio natural. Este alejamiento resulta especialmente preocupante en el caso de niños y adolescentes. Autores como GODBEY denuncian que la actual forma de vivir urbana genera en ellos lo que se ha dado en llamar un síndrome de "déficit de naturaleza". Según WELLS & LEKIES los niños tienden a sustituir espacios verdes por espacios de pantallas. KELLER clasifica las relaciones de los niños y la naturaleza en directas, indirectas y simbólicas, siendo estas últimas sorprendentemente prolíficas hoy en día, aunque no incluyen el contacto real con organismos vivos o su entorno sino más bien con su representación; películas, documentales, juegos de ordenador. La educación ambiental y la educación al aire libre tienen, como han reconocido numerosos autores, ventajas intrínsecas como herramienta pedagógica; el incremento de la capacidad de concentración y la eficacia o la motivación, endurecimiento y habilidades sociales. Otros autores señalan efectos positivos sobre la función cognitiva, las capacidades físicas y habilidades motrices y, finalmente, sobre los conocimientos en materia ambiental e incluso las actitudes positivas y valores ambientales. Estudios realizados por la Asociación de Forestales de España (PROFOR), han detectado que los contenidos de los libros de texto utilizados en los centros educativos españoles pueden aproximarse al papel de los bosques como reserva de biodiversidad, pero suelen olvidar el papel de los montes como defensa ante la erosión, fijación de carbono o como reguladores del ciclo hídrico entre otros aspectos. Siguen manteniéndose tópicos como "el problema de la desertificación producido por las talas" que confunden la situación de los bosques vírgenes amazónicos frente a la aparentemente desconocida realidad del incremento de la superficie forestal europea. Como consecuencia la mayor parte de los escolares no sólo no sabe diferenciar entre especies forestales o de fauna sino que tiene graves carencias de conocimiento en cuanto al papel de nuestros montes y su aportación para la calidad de vida de la población, o el aprovechamiento sostenible de los recursos naturales renovables. Con todos estos antecedentes, PROFOR pone en marcha el Programa Brotes: educando para la biodiversidad, basado en la filosofía europea de que los montes son aulas donde se imparte una educación para la acción que hace que los conceptos aprendidos en ellos no se olviden. Supone además la incorporación de los conceptos forestales y de las herramientas de la pedagogía forestal en la educación pública. El programa trabaja sobre tres pilares: profesores, alumnos y familias, con varios objetivos: fomentar la creatividad, conocer nuestro entorno cercano y la necesidad de gestionarlo de una forma sostenible. Se trata de un proyecto educativo piloto y pionero en España. En esta comunicación se exponen los resultados y conclusiones de su aplicación durante dos cursos en cinco colegios de educación primaria de distintas Comunidades de España. Y su implantación futura en otros niveles formativos.

DESARROLLO DE LAS ZONAS COLINDANTES A LOS ESPACIOS NATURALES PROTEGIDOS: EL GARBER

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Temática prioritaria: Mejores prácticas e innovación en pedagogía forestal, aprendiendo historia en el paisaje forestal, los productos del bosque en la vida diaria

Grupo de aprendizaje: Escolares y adolescentes

Resumen

El proyecto presentado de pedagogía forestal en la zona rural de l'Espluga de Francolí "El Garber" ha sido desarrollado para promover la sensibilización ambiental desde el conocimiento del entorno natural. Dicho proyecto, iniciado en el año 2009 a partir de la necesidad de difundir respeto hacia un espacio protegido y su entorno natural inmediato, recibe cada día un número creciente de visitantes y ha permitido minimizar el impacto de las actividades que se realizan dentro de la zona protegida. El proyecto consta de los siguientes 3 ejes complementarios entre ellos: Reproducción de las comunidades vegetales del bosque mediterráneo. El espacio de educación ambiental El Garber, es un espacio al aire libre de 0,8 ha donde se han reproducido, alrededor de un itinerario autoguiado, las principales comunidades vegetales que se pueden encontrar en el espacio protegido del Paratge Natural d'Interés Nacional de Poblet y del bosque mediterráneo. Tanto la propia comunidad, como cada una de las especies vegetales que la forman, se acompañan de una señalización interpretativa, con sus principales características y sus usos tradicionales. En la parte superior del espacio, se ha habilitado una zona dedicada a los aprovechamientos tradicionales del bosque en la zona, como es el aprovechamiento de la madera, leña, carbón, setas, trufa, plantas aromáticas y medicinales, piñones y miel. La creación esta comunicación para este congreso. Este espacio destaca en cuanto a innovación al suponer la reproducción conjunta de las comunidades vegetales en un espacio destinado a la educación ambiental. Como complemento a la visita al espacio, se ha elaborado unos materiales formativos que pueden implementarse tanto en el mismo espacio como anterior y posteriormente a la visita en soporte on-line. Los materiales educativos del Garber van dirigidos a estudiantes de infantil y primaria, y se basan en la sensibilización- la experimentación - y el asentamiento de contenidos, con tareas programadas antes-durante y después de la visita. Dentro del espacio natural protegidos se han creado unas rutas temáticas que profundizan en el conocimiento de temas concretos. La primera ruta elaborada es una ruta micológica, en la que se encuentran diferentes especies de setas representadas sobre diversos árboles y que sólo son visibles en perspectiva desde un punto en el cual hay un panel informativo que aporta información de la especie. El proyecto busca el respeto hacia el entorno a partir de una formación de calidad, con el fin de compaginar adecuadamente los usos tradicionales y novedosos del monte y preservar su riqueza natural y cultural.

THE SALTAMONTES PROJECT, FIRST OUTDOOR PRESCHOOL IN SPAIN ... AND MUCH MORE

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Priority topic: Emerging target groups
Learning group: Preschool

Abstract

The Saltamontes pedagogic project was born in 2011 in Collado Mediano (pop. 6,000; central Spain), at the fringe of the future National Park Cumbres de Guadarrama. The project intends to give small children (ages 3-6) an active and respectful education in close contact with nature, in a calm, relaxed and familiar atmosphere: Children who attend Saltamontes spend 4 hours a day out in the forest, in virtually any kind of weather (a well conditioned shelter is provided if conditions become unbearable). Their daily routine primarily consists of free, spontaneous play, with a meeting upon arrival, another before leaving and a mid-morning lunch break. The children are accompanied by two adult education professionals who provide respect, confidence, safety and a loving atmosphere. A mixed-aged group, free play with the materials the forest provides and play under the naturally changing conditions are other key elements of this project. There are hardly any other materials or pre-fixed activities and the only restrictions to their movements and choice of play are determined by safety considerations and by the limits marked by the necessary respect for oneself, the others and the environment. Thus, the philosophy behind Saltamontes is to contribute to the short- and long-term emotional and physical wellbeing of the children rather than accomplishing preestablished curricular goals. The accompanying adults play an essential role in creating the right atmosphere, facilitating free play and learning about the children's development processes by close observation. Saltamontes does not have a specific pedagogic approach, although it has been inspired by thinkers such as Montessori or Pestalozzi, but, above all, it applies plain common sense. The main difficulty Saltamontes has to face is the traditional educational culture prevailing in Spain, in which keeping children outside is frowned upon. Conventional schools, although showing a broad ideological spectrum, typically ignore the outdoors as educational spaces and usually offer traditional master-class type sessions with a 1 :30 teacher-child ratio for this age class. Although outdoor (pre-)schools are readily found in northern Europe, Saltamontes is the first of its kind in Spain and therefore it has yet to overcome many reluctancies from all kinds of social agents. However, its sheer existence has already inspired education professionals and families alike and new similar projects will certainly be born in Spain sooner than later. Given this interest, the project also acts at the local level by offering additional activities with different target groups (babies, older children, families, professionals ...) and with different periodicity and content (extracurricular activities, vacation camps, training courses ...). Our basic goal, therefore, is to contribute to the health and development benefits of a paused but prolonged contact with nature for modern families and, very especially, for young children. In this contribution we would like to present the details of the project, the multiple benefits of free play in the forest for the physical and mental health and development of preschool children and their families, as well as the challenges this type of projects may face in Spain.

EGUZKIBEGI IKASTOLA'S NATURE PROJECT: NUTS ABOUT BIRDS AND SQUIRRELS

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Priority topic: Best practices and innovation in Forest pedagogy
Learning group: Secondary school children / Primary school children

Abstract

Eguzkibegi ikastola is a Basque medium school in Galdakao, a large town near Bilbao. The school has a crèche for very young children who can continue their education at the school until the age of 16. The school itself is in a privileged position standing as it does on a hill overlooking the town and surrounded by a wood. However, it's also true to say that the pupils don't always appreciate the hill! The fact that it is surrounded by trees is a bonus which is not often appreciated until you go to a school that is in the centre of a town. Many of the pupils' happiest moments are when the teacher, usually the P.E teacher informs them that they will be going to the Pepeto, a small oak-grove about a 5 minute walk from the school, a walk which often offers an opportunity to see both birds and squirrels. And it is the birds and the squirrels which are at the centre of the project I am going to present. Over the years pupil volunteers with the School Agenda 21 have fed the birds and squirrels with nuts and made bird boxes which were put up round the school. It's mostly been blue tits and great tits that that have used the boxes but we have even had a treecreeper avail of a box. As of next year the Technology teachers will incorporate the building of bird-boxes into the curriculum of first year secondary pupils so that every year for the next five years 12 bird-boxes will be built and put up in trees on forest land owned by both the Town-Hall, Foral Government as well as private land. The aim of the project will be to contribute to a more sustainable way of eliminating the problem of the processionary caterpillars which have become a plague for so many of the pine-tree plantations in the Basque Country, one of which is behind the school beyond the oak-grove. On a secondary level the project will allow pupils to see some of the problems that arise with pine-tree plantations that are so much a feature of the Basque hillsides nowadays. As part of the English programme the pupils will have an introductory course on bird identification and a worksheet which explains the importance of birds as bioindicators. The second part of the project will involve primary school children learning about the red squirrel and the problems that it faces. A small user-friendly booklet will be drawn up to give information about the red squirrel which is the most emblematic animal of the woods. This will be done in English class where we already are adapted to using English as a medium for learning about other things, rather than simply learning English as a subject.

FOREST PEDAGOGY AT THE FACULTY OF FORESTRY AND WOOD SCIENCE

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Priority topic: Urban resources in forest pedagogy. Pedagogy in urban environments

Learning group: children of Primary schools (from 6 to 15 years old)

Abstract

The Faculty of Forestry and Wood Sciences of Czech University of Live Sciences Prague is a new member of the working group for forestry pedagogy established by the Czech Ministry of Agriculture. The faculty works together with other companies and associations, who deal with forestry pedagogy. The Faculty of Forestry and Wood Sciences is a new implementer of forestry pedagogy and also creates new conditions for promoting the dissemination of information about forest education and forestry in and around Prague.

The faculty is participating in different environmental education actions as for example the "Forest Week in the Czech Republic". There the institution created a morning program for two primary schools in Prague and for one school in the surrounding region. In these programs the life of a tree and its role in nature and human life were explained to the children.

The Faculty of Forestry and Wood Sciences also implemented in cooperation with the institutions "Forests of Prague" and "Secondary forestry school in Hranice" a course of forestry pedagogy for professional foresters and forest workers. In this course this target group learned how to inform the public and the children properly about forestry and the work on site. This course was realized in the Secondary school of Hranice last year.

The faculty furthermore wants to cooperate with the other institutions to extend its field of activity in the future, for example focus on people with special needs or the realisation of the European forest week in Prague.

FOREST AT OUR DOORSTEP

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Priority topic: Best practices and innovations in Forest pedagogy

Learning group: school pupils, teachers, parents

Abstract

The City of Celje has systematically developed forests in its direct vicinity, which is especially important due to the ecological and social functions of the city. The forest area around Celje, covering 700 hectares of land, has been protected by municipal ordinance as a special natural area since 1997. The nearby forests lie on the southern edge above the city park. It is the area of the City Forest Celje which has become the largest public green area in Celje after the systematic development of infrastructure, the purchase of private forests and adapted economy. It is used by the residents as a natural setting for recreation and relaxation. The City Forest Celje is a large area of 100 hectares where twelve walking paths with a total length of 14 kilometers have been built and equipped for the last eight years. The number of visits to City Forest has been growing from year to year. According to measurements and surveys there were more than 30.000 in 2006 which means that the residents of Celje have very well accepted new opportunities for rest and relaxation in a natural setting. Today, we estimate that the number of visits has grown to 50.000 visitors a year. Slovenian Forest Service has been dealing with crucial tasks and education of children and youth on the forest ecosystem and the forestry as industry with the carefully planned pedagogic work. The activities based on the principles of the forest pedagogy are used to give knowledge of the forests and other natural ecosystems. Being close to schools, it is a particularly suitable place for a supplementary education. The Secondary Primary School Celje is one of the ten primary schools in Celje and it is located about fifteen minutes from the City Forest Celje. The school started to cooperate with expert for Forest Pedagogy at Slovenia Forest Service in Celje in 2010 and ever since the teachers have increasingly begun to include a visit of "outdoor classrooms" in their annual work plan in order to diversify and enrich the education of pupils. Teachers are able to achieve a more relaxed, motivating and healthy way of teaching individual subjects with the inter-subject connection of the school curriculum with nature (forest), such as: Art-forest, Science-forest, Mathematicsforest, and Language-forest, etc. Compared to the conventional method of teaching subjects behind the walls of classrooms, teaching pupils has gained the added value due to the professional synergy of a forest educator and a teacher. The results of this cooperation are visible on several levels at school. The motivation of teachers has increased in the 1st and 2nd triad where they teach pupils from 6 to 12 years of age. This is evident in the growing search of possibilities and planning the activities with forest educators. Generally, we should mention an applied project within the Comenius programme where the Second Primary School Celje has invited six other primary schools from the EU community to participate (Finland, Latvia, Portugal, Romania, Turkey and the United Kingdom). The name of the project is Ecosystems Around Europe. The urban forest represents an excellent opportunity for education and raising awareness of the residents about the meaning, operation and preservation of natural ecosystems. Using the tools offered by a large variety of the forest pedagogy activities, teachers have found a new dimension in teaching whereas pupils have received a more illustrative explanation, which is particularly welcome from the point of view of didactics. The activities based on the principles of the forest pedagogy also influence children's lives outside of school as well as within their families as they can explore the forests together with their parents.

A WOODLAND HABITAT IN THE MIDDLE OF THE CITY

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Priority topic: Urban resources in forest pedagogy. Pedagogy in urban environments
Learning group: School pupils & teenagers

Abstract

In a society flooded with technological gadgets, massive shopping centres offering full entertainment for the youngsters and a media enhancing other values but nature ones; nature is being relegated to a position of less importance. From Aranzadi Society of Science, we are trying to redress that balance by bringing nature down to the urban environment in the form of Wildlife Gardens. The main objectives are: 1) To demonstrate students that nature is fun. ~To make students link nature with life quality. ~ To teach students new ways of entertainment. 2) To show the intricate patterns of habitats and how they are related to fauna. ~ To introduce students to a new way of gardening. 3) To introduce students a new way of living. 4) To reproduce a woodland edge habitat. Students collaborate at all times and do themselves most of the work under expert supervision. The same students start and finish any given task, so they take pride of their effort and the finished work. As a result students become familiar with animals needs to survive and the importance of preserving in good ecological condition the local environment. They work as a team and learn to be patient watching plants growing at their own pace. In those schools with no green areas or no enough space to create a garden we have created the Itinirant and Removable Wildlife Garden. We also take school children to the local mountain to teach them techniques that will allow them to observe the flora and the fauna. They discover the different species of birds, butterflies, mammals, amphibians and reptiles there are in our local mountain. Another objective is to demonstrate that nature can be as fun as electronic games and even memorable. Children discover new opportunities of having fun in a creative and dynamic way. These activities are within the Aqendas 21 framework, so we want to enhance among the student community our responsibility and duty of preserving the local biodiversity contributing to a worldwide sustainable development.

FOREST-BASED PRODUCTS IN OUR CLASSROOM. WHERE ARE THEY COMING FROM?

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Priority topic: Best practices and innovations in Forest pedagogy
Learning group: School pupils & teenagers

Abstract

This workshop was developed to gain insight on the importance of forest-based products in the child's daily life (forest based products surround us!!!), to highlight the renewable source of forest production, the need of responsible consumption of these products and the impact that this consumption and management may have on forest ecosystems. The workshop was almost 2 hours long and it was carried out with 8-9 year old children. We used the spot of NTT Docomo Touch Wood SH-08 to explain the multifunctional role of forest. The three minutes long commercial, shows a giant xylophone somewhere in a deep Japanese forest. The set up is invigorated by a ball which is given a roll down the gradual rake of the xylophone creating Bach's "Jesu, Joy of Man's Desiring" melody. The children realized that forests are at the same time, trees, water, animals, recreation or even music and mobile phones. Afterwards, we identified all products coming from the forest in the classroom and we took them out of the class. They literally emptied the classroom as almost everything was coming from the forest; even Ane's T-shirt!. We presented two posters, one explaining the nature, habitat requirements, uses and site index curves of Eucalyptus globulus and another for Pinus radiata. These are the two main commercial species in the Basque Country. The children were divided into two groups with one leader each. We defined the characteristics that would determine site quality for eucalypts. Leaders had to calculate the height of 8 year old trees (the age of the pupils) at a good and a bad site. Afterwards, they had to make a 7 meter long tree and 20 meter long tree, for the poor site and for the good one respectively, placing children from each group on the floor as a processionary moth. Then we calculated the amount of toilet paper rolls that could be produced with those trees based on wood density and pulp yield and we discussed about the impact of this consumption in forest landscape. Finally, we watched the commemoration video of the first International Day of Forests, celebrated by the United Nations on 21st of March. Plant a tree, plant our future highlighting that forests produce renewable material only if they are sustainably managed.

18 YEARS COMBINING UNIVERSITY KNOWLEDGE WITH PRIMARY SCHOOLS: THE EVOLUTION OF A FOREST ENVIRONMENTAL EDUCATION PROGRAM

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Priority topic: Best practices and innovations in Forest pedagogy

Learning group: Teachers and educators

Abstract

This presentation will discuss the evolution of the methodologies used throughout 18 years of an environmental education program held at the Institute of Agronomy from the Technical University of Lisbon. Four different projects focusing on the forest thematic took place with different methodological approaches. In all projects the monitors were university students mainly from the Institute of Agronomy, where they received specific pedagogical and scientific training to work on environmental education with pupils from primary schools. The first project took place in 1996 (public target: 5 to 10 years old) consisted of an exhibition and a interpretation path, with little interaction between the educator and children; the second, in 1998 (public target: 5 to 15 years old), was more interactive with some field work and experiments more focused in the scientific contents. Each visit lasted 2 hours and consisted in an isolated moment in the school life. The third project started in 2005 (public target: 10 to 15 years old), was financially supported by a national programme "Ciência Viva", was prepared with collaboration of a small group of teachers, highly motivated, of two schools of Lisbon. The activities had a 5 hours program split in two interactive visits, in which not only the scientific contents and experiments were developed but also problem solving was discussed. The last project took place in 2010 (public target: 5 – 80 years old) developed under PAWS-MED Project (Pedagogic Work in the Forest – Mediterranean Countries), with financial support of "Leonardo DaVinci" European Programme. Under this project, the working group developed a range of experiences very interactive for different target groups, where each activity was outlined based on pedagogical principles, aiming the passage of knowledge in an entertained way. In summary, the different projects have resulted in a very enriching evolution contributing not only in the delineation of the following, but also in a more efficient realization of educational and awareness campaigns concerning forest issues. According with our experience and knowledge, the third and the fourth projects allowed the best approaches, but each one aiming their own objectives and target groups.

Sala /Room III

Temática prioritaria: Los productos del bosque en la vida diaria

Grupo de aprendizaje: Estudiantes de cocina y chefs

Resumen

El bosque se puede disfrutar con todos los sentidos: la vista, el olfato, el tacto, el oído, y también el gusto. Los bosques nos ofrecen multitud de productos alimentarios como piñones, castañas, setas, hongos, trufas, frutas del bosque, miel, hierbas aromáticas o cerdo ibérico de bellota criado en dehesa... PEFC España propone un acercamiento al bosque a través de los productos alimentarios que el entorno forestal nos ofrece y lo haremos a través de un show cooking, impartido por la chef Charo Val, en el que se realizarán diferentes platos basados en los productos forestales y explicaremos las cualidades únicas que tienen estos productos alimentarios de origen forestal. Los productos silvestres de origen forestal son de excelente calidad y cuentan con inmejorables características organolépticas, sabores y aromas que son una verdadera experiencia para los sentidos y nos transportan a los paisajes forestales del sur de Europa. Si añadimos que su disponibilidad en el mercado es limitada y en la mayor parte de los casos vinculada a la temporada, contamos con una gama de productos únicos y exclusivos. Asimismo, se dará a conocer los beneficios que aporta la Gestión forestal Sostenible a través de la certificación PEFC, sello que avala el origen sostenible de los productos que provienen del bosque y el mantenimiento y conservación del mismo para que pueda ser disfrutado por las futuras generaciones. Presentaremos además un estudio y una guía, que PEFC España ha publicado recientemente, sobre el nivel de aceptación de los productos alimentarios certificados de origen forestal realizado entre los más importantes restauradores españoles. Según el estudio los grandes chefs españoles apuestan por los productos certificados PEFC, ya que el 81,6% de los encuestados piensa que sus clientes valorarían la presencia de productos silvestres certificados en sus platos, y el 85,5% estarían dispuestos a incluirlos en carta. Un 54,4% de los encuestados cree que trabajar con materias primas procedentes de bosques sostenibles les daría más prestigio, y constituiría un interesante elemento diferenciador.

SABORES DE BOSQUES SOTENIBLES

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THE TRAINING OF FOREST PEDAGOGUES BY PROFOR: SPREADING PAWS-MED METHODOLOGY IN SPAIN.

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Priority topic: Best practices and innovations in Forest pedagogy

Learning group: Adults and young people; foresters, students of degrees or vocational studies.

Abstract

It is well demonstrated that most foresters have a limited education in the pedagogical area or none at all. Therefore foresters lack of pedagogical foundations and concepts, and also of knowledge about communication techniques to make people aware of forests benefits and sustainable forest management. The PAWS MED Project (Leonardo 11 U.E. Program), Pedagogic Work in the Forest - A Seminar Concept for Foresters was carried out trying to the Mediterranean countries the didactical materials and training methodology to "teach foresters how to teach" that had been formerly developed in Central Europe countries. The PAWS-MED project ended in September 2011, but the material and the idea still lives on and is implemented in the participating countries. Since 2011, The Spanish Foresters Association (PROFOR) as a member of PAWS MED project, has been strongly involved on spreading this methodology in Spain, carrying out several courses with the aim to increase the competence of foresters in the area of holistic pedagogy, psychology and communication skills, enabling foresters to improve the quality of their ability to teach, and training them in how to plan and prepare pedagogically appropriate and efficient tours or seminars for particular target groups. These courses are known in Spain as #MAPF courses, being the initials of Monitor de Actividades Pedagógicas Forestales (Forest pedagogical activities trainer. Twenty six #MAPF courses have taken place since 2011, more than 470 people having been trained. The structure and methodology of these seminars are introduced in this paper and the target trained groups are characterized. At the end of each seminar participants were requested to fill in a satisfaction survey whose results are studied and discussed. All the scoring questions were evaluated as good or very good, being the courses highly recommended by most participants. The best size of the group is discussed as it seems to significantly influence on participant's perception about the trainers skills, the length of the course or the quantity and range of practice received. Groups ranging from 15 to 20 people seem to be preferred by the participants, which rather evaluated positively bigger than smaller groups. Coming out from the development of a new PROFOR program called BROTES, which tries to introduce Forest Pedagogic in formal primary schools study programs, new target groups have arisen as many teachers are interested on being trained in this new way to engage their students to forest and nature. Therefore #MAPF courses are being adapted to this new target groups, emphasizing the benefits of forest management rather than only pedagogical subjects.

Temática prioritaria: Best practices and innovations in Forest pedagogy

Grupo de aprendizaje: Educadores que asumen tareas de organización de actividades de ocio y tiempo libre en la naturaleza

Resumen

En esta comunicación se hace una presentación del máster oficial en Dirección de Actividades Educativas en la Naturaleza que se imparte en la Facultad de Formación del Profesorado de la Universidad de Santiago (Campus de Lugo) desde el curso 2011-2012. En 2007 se estableció un grupo de trabajo en la Facultad que analizó el desarrollo y presencia de estos estudios en otros países y concluyó que era una demanda creciente en la sociedad actual, que necesita de personas expertas y con formación intelectual vigorosa para atender a las acciones educativas, que cada vez con mayor expansión, se realizan en entornos naturales, y que son promovidas tanto desde el ámbito de la educación formal como no formal. En consonancia con estas reflexiones se fue perfilando un programa docente que atendiese a todos los ámbitos que la naturaleza ofrece como potencia educadora, no solo desde la educación ambiental o el aire libre, sino desde una perspectiva multipolar que incluía la historia, el arte, la literatura, arquitectura rural, diseño de itinerarios, deportes de montaña, la gestión y la capacidad de liderazgo. El programa de estudios se diseñó considerando que el proyecto debía proporcionar una cultura total en relación con la naturaleza, y se buscaron los referentes europeos en títulos que tuviesen características similares (Moray House, Escocia y Linköping (Suecia). Es un máster que está dirigido a todos aquellos educadores que asumen tareas de dirección pedagógica en la organización de actividades de ocio y tiempo libre en la naturaleza. La meta del curso es dotar de una formación específica a los profesores que trabajan estos aspectos en el sistema educativo, a los educadores, dirigentes y gestores de las asociaciones juveniles o deportivas, aulas de la naturaleza y otras instituciones de educación no formal que organizan actividades regladas en entornos naturales. Los esfuerzos se concentran en definir cuáles son las principales funciones y responsabilidades de los educadores, cómo funciona el liderazgo educativo en la experiencia con la naturaleza, cómo estos educadores se relacionan con la cultura de la organización, su iniciativa y capacidad de trabajar en equipo, sus cualidades como gerentes y el cuidado en el diseño y seguridad de actividades. El objetivo de este título es incidir en aquellos campos en que la naturaleza ofrece una mayor riqueza educadora, conforme a criterios que despiertan altos valores en las personas. Conforme la experiencia que ha tenido el máster en estos dos años de desarrollo, se hace un análisis de la pertinencia de los contenidos de formación y se muestran algunos ejemplos de cómo se usan los espacios naturales en su formación, como ha funcionado el liderazgo educativo, la adquisición de una conciencia como agentes de cambio, el desarrollo de habilidades para trabajar en equipo, o en qué sentido una vigorosa formación intelectual permite una mejor práctica educadora.

LOS PRIMEROS PASOS DEL MASTER EN DIRECCIÓN DE ACTIVIDADES EDUCATIVAS EN LA NATURALEZA DE LA UNIVERSIDAD DE SANTIAGO DE COMPOSTELA.

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CONFLICT OF INTERESTS A DIFFERENCE IN INTERESTS AS AN APPROACH TO WORK WITH SUSTAINABLE DEVELOPMENT

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Priority topic: Best practices and innovations in Forest pedagogy
Learning group: Pupils, age 12 – 16 +

Abstract

Why focus on the conflicts in forest management? Well, the target is not to dwell on the problems. But by dealing with the differences in forest management, we simultaneously achieve that the pupils. a) learn that forest management has different aspects. b) achieve a more realistic view on forest management. c) understand what sustainable development actually implies. d) get insight into how conflicts may be solved. e) become involved in how our democracy functions. f) should be encouraged to make up their own mind about forest management. g) may enjoy an interdisciplinary approach to nature management. With a focus on the different aspects of forests and forestry, the different values and interests will automatically be presented. The forest provides valuable ecosystem services, and offers a wide range of habitats for species. Furthermore, the forest is highly valued for its recreational possibilities, and our cultural heritage is often connected to the forest. And certainly, the forest is an economic resource, giving both income and needed products. Choosing wood based products will reduce the emission of CO₂, and the forest is a renewable resource. However, exploiting this resource may cause a conflict with ecological and sociocultural interests. When managing a nature resource, there will be a difference in interests. It is important to identify the different opinions and to listen to the various arguments. The goal must be to achieve a management which takes into account the different aspects. This is how democracy works. And in a democracy it is necessary that we, the inhabitants, have both knowledge and commitment. When the pupils are allowed to immerse themselves in the management of this nature resource, they may achieve both. Sustainable development may be divided into three constituent parts: economic, cultural and environmental sustainability. As we can see, dealing with the different values of forests and forestry, means dealing with sustainable development. An example of best practice. *Involvement!* A vivid example of a conflict will inspire the pupils, thus making them enthusiastic and wanting to learn more. *Different groups* Divide the pupils into separate groups, where each group will address different points of view. *Investigate!* Let the pupils themselves find the facts and information they need. They may for instance perform field studies, study which laws that apply, or interview a local politician. *Presentation* The different groups present their results for the rest of the class. It is important that the whole class gains insight into the different points of view. But the pupils may also seek a larger audience, by for example writing an essay for the newspaper. *Role play* As a conclusion, the pupils should be allowed to argue for their own points of view, or for the role they have been assigned. This is a good way to practice democratic methods. They will not necessarily reach agreement. But that might be a learning point in itself; there may not be a final answer, just a *difference in opinions*.

UNDERSTANDING ROLE OF SOILS IN MEDITERRANEAN FORESTS

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Priority topic: Best practices and Emerging target groups
Learning group: Working with southern European issues (forest fires, cork oak, Planted forests..)

Abstract

This contribution describes the activities carried out in an Erasmus Intensive Programme involving five Universities from Greece, Portugal, France, Hungary and Spain for two years. In each year a group of 25 master students and 6 teachers participate for 15 days in different interactive teaching activities, in which the main problems related to forest soil conservation are discussed. The course includes presentations of the respective countries given not only by teachers but also for students. The field trips address the main aspect to preserve the soil and waters in different cases, such as urban forests, perturbed seminatural forests or intensively managed plantations. During the course the students learn how to manage these forests to enhance their environmental benefits, such as C sequestration, water regulation or soil protection. Attention is also paid to abandoned lands, which one of the main problems in Mediterranean region. Nowadays they are covered by dense shrub communities, with important limitations for tree growth. Because the mismanagement of these areas they are subjected to repetitive fires which favours further soil degradation. This IP is designed as a 'hands on' programme, comprising theoretical background together with a strong component of application exercises (computer, field and laboratory work) and field trips. All subjects follow the sequence theory, application exercises and discussions. Independent work is stimulated, either in classroom or tutored, during and after course. Remote assistance is provided by teaching staff, through e-learning tools, especially but not exclusively for final report writing. Actually, and in line with the Erasmus operational objectives, ICT are intrinsic to the programme, as an on-line part of the course available in English, in partial fulfilment of the general expected result of progressing towards a specifically oriented training transnational platform. Lectures and all working material, and evaluation will be in English.

THE EDUCATION AND TRAINING COURSES OF FOREST PEDAGOGY FOR FORESTERS AND REGULAR EDUCATION WORKSHOPS FOR THEM

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Priority topic: Emerging target groups
Learning group: foresters and forest pedagogues

Abstract

Forest pedagogy is an on-going and developing process. My presentation (contribution) will consist of 2 parts. The first provides an overview of the courses for future forest pedagogues have taken at national level during last years. The courses and workshops have been improved during the last few years. The second includes a brief assessment of the workshops for forest pedagogues. I would like to inform the participant about the Czech experiences how to educate foresters and forest pedagogues. There are two examples of carrying out training and education courses. The first of them is basic course which is focused on pedagogy work, psychology and didactics topics. The participants learn how to work with children in age of 8-12. Every participant completes this course with practical activity which is evaluated by expert. The second one is a follow-up course for forest pedagogues who are interested in work with target groups like – people with special needs, seniors. Guiding of courses is provided by Secondary forestry school and The Czech Association of FP. I will mention some concrete examples of how we do it: based on Austrian and PAWS model part of the Czech strategy of FP the main organizer: The Czech Association of FP (non-governmental organisation) participants: forestry educated people (mostly); Length: 5 days 2 types of courses: basic and extended; about 40 new trained forest pedagogues per year; framework of courses: basic and extended; preparing for work with various target groups certification. Besides the courses “Working group for forest pedagogy in CZ” prepares two workshops per year. They have some impact on work of forest pedagogues. We would like to encourage learning and getting new experiences. The workshops are emphasized on different topics to improve knowledge of forest pedagogues and improve a permanent network and cooperation. We have always produced information material in workshops. I will mention some concrete examples of how we do it: Workshops for forest pedagogues; Working group for FP – cooperation – ideas for workshops; To improve skills of forest pedagogues; To present new methods, approaches, actions, activities, equipment, trends; To exchange experiences, good practices; to improve networking; 2 workshops per year; Structured dialog between participants and keynote speakers; To encourage forest pedagogues in their work. We try to develop specific programmes for variety of target groups in CZ. Forest pedagogues learn to cooperate with teacher to prepare activities in the forests. There exists special website for forest pedagogy in the Czech Republic. We would like to develop an online platform to enable get more education tips/materials and how to promote their work.

Sala /Room IV

Priority topic: Best - practices and innovation in Forest pedagogy
Learning group: Adults

Abstract

For the last few year polish forest educators were considering reaching a new target group - adults. Thanks to new media tools they managed to reached their goal. On the spring 2012 they started on-line project showing white tailed eagle nest on-line. Nest was inhabited by two adult birds and two eaglets. Facebook fanpage was started <https://www.facebook.com/BielikiOnline>. Effects of the project surpassed all expectations. That is why on the winter 2012/2013 Bison online project begun. It occurred to be even bigger success.

I SPY WITH MY EYE - ONLINE PROJECTS AS A GREAT TOOL FOR AN ADULT EDUCATION

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NO AGE AND NO LIMITS FOR FOREST PEDAGOGIC EXPERIENCES WITH SENIOR CITIZENS AND CONVICTS.

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Priority topic: Emerging target groups

Learning group: Senior citizens, convicts

Abstract

Usually environmental education and forest pedagogic activities which try to engage people to nature in Spain have been devoted to children, teen-agers or families. Seniors are usually forgotten even when is well demonstrated that forests environment can be an enormous asset in improving the health conditions of people. Moreover, one of IUFRO tasks forces, Forests and Human Health, includes among its priority areas; forests mental health benefits: stress reduction, therapeutic benefits, psychological rehabilitation, as well as physical health benefits of forest exercise. The Classroom of the Experience (Aula de la Experiencia) or Seniors Class is a program carried out by Huelva University devoted to promote social and cultural development of people older than fifty five years old. With this program the university comes out from the campus to approach rural communities. Therefore, seminars are carried out in different villages of Huelva province. Among a wide range of subjects that seniors can choose to attend (as history, laws, psychology, sociology ...), the Agro-Forestry Sciences Department offers the seminar: "Vivir del campo" (Living by thefield). Traditionally, rural communities made the most of natural resources in their environment obtaining several products in a sustainable way; food for their cattle and herds as grass or acorns, but also wood, firewood and no timber forest products as cork, pine cones, honey, aromatic plants and others. However, the increasingly urban way of life makes we attend to the loss of these traditional knowledge and practices that can disappear. The aim of the seminar is not only to spread sustainable forest management and its benefits but also to encourage self-esteem and to appreciate the knowledge and experience of senior people, who in many cases had a leading role in those traditional practices. The seminar has a length of 30 hours distributed in 15 sessions. The methodology is based on three main types of activities. The first one are multimedia supported lectures, but also with a display of didactical material and tools as axes for cork-stripping, logs, insect's collections, or hives, that the participants can touch and handle. After that, a discussion and debate is encouraged and moderated by the teacher so that an enriching feed-back takes place. At last but not least, a trip in the forest is implemented in order to learn by self-experience and Forest Pedagogic activities are carried out thanks the cooperation of PROFOR (Spanish Foresters Association). Going further, a pilot experience was carried out last year in Huelva prison offering the same seminar to the convicts thanks to the cooperation of the Educational Center of the prison of Huelva. New aims were added to the seminar purpose; to promote self-esteem, filling the time with healthy activities and try to offer new options for a possible reinsertion to the labor market. In this course, the pupil profile is different, including a more wide range of nationalities and ages. Convicts were really satisfied with the seminar even when only those who enjoy of special permission were able to attend to the trip. This paper discusses the results of more than four years implementing the senior' s seminar and the pilot program in the jail.

NEEDS OF ADULTS IN FOREST EDUCATION IN POLAND

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Priority topic: Target group identification

Learning group: Teachers, forest educators, adults

Abstract

Forest promotional complexes are way of management forest in Poland according to sustainable development rules. There is 25 of them now in Poland, one of their goals is forest education. Forest education offer is focused mainly on children and teenagers needs. We took effort to identify knowledge about forests and education needs of adults living in the area of Forest Promotional Complex Bory Lubuskie and Middle Pomeranian Forests. Survey was creating as a tool. Respondents were a random chosen people living in Lubusko, Polanów and neighborhood who agreed to complete the questionnaire. Results show that knowledge about forest and main ecological problems are increasing. Residents, however, have the desire to learn. More than half of the respondents suggested solutions to raise awareness. We also present some ideas how to reach this group with knowledge about forest.

PRESENT STATUS AND VISIONS OF FOREST PEDAGOGICS IN AUSTRIA

Priority topic: Cutting-edge issues in forest pedagogy

Learning group: Adults

Abstract

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A diversity of forest management practices has shaped the Austrian landscapes affecting density, structure and species composition of forest, according to technical knowledge, environmental conditions and the role played by forests in time and space. However the retreat of socioeconomic development and modern forestry have deeply changed the relationship between society and forest resources, interrupting the transmission of forest related knowledge between generations and reducing their role in representing the cultural identity of specific regions. On the one hand side forests are perceived by the public as places of silence, harmony, and nature on the other hand side as places for pleasure and consumption. This development has to be seen in the context of increasing stress and impact of traffic, noise and air pollution particularly to the urban society, but also in the context of the increasing societal importance of the protection and recreational functions of forests in rural areas. In Austria since the end of the 1980s forest pedagogic activities started within the frame of forest public relation and environmental education. The aim was to raise understanding for the forest as a complex ecosystem and to learn about environmental and nature-focussed themes by own experience and adventure. Since 2002 the education and training has been adapted to a general uniform curriculum valid everywhere in Austria. At present a considerable number of events are offered to the public referring to forests and taking place in the forests In Austria such as excursions, forest trails, forest games for young people, and projects taking place yearly during the Forest week. Forest pedagogics is a particular offer and joins nature experience, education, and forest-related public relation. At present, more than 1000 persons have absolved a certified training course in Forest pedagogics. The tendency is still increasing. About 130.000 children experience a forest excursion per year, mostly between 6 and 12 years old. About two third of the educated forest pedagogs are members of the Association "Forest Pedagogics in Austria". This association is involved in the education program, the safeguarding of the quality of excursions but also in the development of new targets and target groups. Within the last months a new approach has been developed aiming to establish an everlasting relationship between people and the forest environment in the frame of education for sustainable development starting at the age of three and including the adults as well as the pensioner. Thus forest pedagogics has to be enriched by alternative offers and new themes such a "Forest and Culture" (cultural heritage) and "Forest and Health". To achieve this goal the association is networking with partners in different fields. The paper intends to introduce this new approach and to tackle the incentives which have already started to implement the vision into praxis.

Workshop 1

Priority topics: Best Practice and Innovation
Target groups: young people of all ages and abilities

Abstract

This practical workshop will be exploring ideas to get outside to deliver the curriculum. A brief introduction about Forest School and Learning Outside the Classroom in the UK. The use of fruits, nuts and seeds for numeracy, fractions, sorting and jumping on number lines. Get inspired for English writing: make a journal/book; use all your senses in the woods to create poems, prose and story telling. Fire the imagination with trees, leaves and sticks.

Workshop 2

Priority topics: Cutting-edge issues in forest pedagogy and Urban resources in forest pedagogy.
Target groups: Forest educators, foresters with educational tasks, Early Education teachers, ...working in the field of early education - pre- school

Abstract

Young children discovering nature. In free play, they make the woods their own. About the playful handling of the issue of forest they experience a piece of their environment. Forest is not abstract, forest is a piece of experienced homeland. The forest is an ideal place for early education. Movement, perception, thinking, language, social learning, are moments that seem happen automatically during actions in the forest. The forest as a place for free play but is no longer a matter of course. This is an issue even in rural areas, but especially in urban areas lacks the children more and more the relationship to nature.

Some authors already speak of an NDD - Nature-Deficit Disorder (Louv 2005).
Tapping the forest for the young children is the task of kindergartens and toddler groups.
The grow up with nature looked to the older generations often still different
The encounter with nature, the forest, had a different matter of course.

Also the knowledge of animals and plants is influenced by the life story, that was often linked more closely with nature as our life today. However, this knowledge is a rich treasure for the educational professionals, as ultimately for the children. It combines the educational work, the forest Pedagogical aspect and work in the social space. The workshop is intended to give an insight into an intergenerational project. On the other hand, he takes a look at the biographical roots which are fundamental to our educational action. And thirdly, he directed his eyes to the importance of the free play of children for their self-forming processes.

GETTING OUTSIDE TO DELIVER THE CURRICULUM

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FOREST ENCOUNTERS - PRESERVE OF FOREST KNOWLEDGE ; YOUNG CHILDREN AND OLDER PEOPLE ARE DISCOVERING THE FOREST. AN INTERGENERATIONAL SOCIAL SPACE PROJECT

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Workshop 3

Priority topics: Working with southern European issues

Abstract

Knowing the tree: Acorns, leaves, eork

Knowing the environment: Cork oak friends and enemies (animals & plants that live with the cork oak)

VIPs in cork oak woodlands: some of the most endangered species in the world live in cork oak woodlands

People & cork: Cork stripping. Knowing the tools, knowing the professions Different types of cork & cork stoppers. The approach to the topics will take place through games and activities, including creativity.

Workshop 4

Temática prioritaria: Recursos urbanos en pedagogía forestal. Mejores prácticas e innovación en pedagogía forestal

Grupo de aprendizaje: Niñas y niños de Educación Primaria, Profesores de Ciencias

Resumen

Se presenta una de las actividades ofrecidas por el DEAC del Museo de Bellas Artes de Bilbao para familias, que se centra en los árboles como recurso educativo interdisciplinar, mediante una experiencia que recorre dos espacios contiguos en el centro de la ciudad, que son el Parque y el Museo. La experiencia que propone una secuencia de actividades para niñas y niños por estos dos espacios, busca ofrecer una aproximación pedagógica innovadora que integra ciencia, arte e historia y que promueve la educación al aire libre vinculando una experiencia de campo al proceso creativo y de aprendizaje. Además se explora en nuevas relaciones, poniendo en un nuevo contexto la valiosa colección permanente del Museo y la gran diversidad de especies arbóreas, que reúne el Parque Doña Casilda de Bilbao. El taller que se propone se inicia en el Parque donde nos acercamos a tres árboles de distinta especie y origen, y donde cada árbol se adecua a un objetivo didáctico distinto. Sobre ellos hablamos de sus funciones en la naturaleza para los animales o para las personas en el campo y la ciudad. Según características específicas de cada árbol, como la longevidad, la resistencia o el ritmo de crecimiento, abordamos temas distintos que nos acercan a la naturaleza de los árboles, sus funciones y sus estrategias de adaptación al medio natural. También hablamos de su edad actual y de cuanto han crecido en este parque, para lo cual practicamos en formas sencillas de medir su altura y su diámetro. Se busca que un árbol aparentemente corriente se transforme a ojos de niñas y niños, en una unidad de referencia de tiempo y de dimensiones, pero también de superpoderes de crecimiento y resistencia. En el Museo son de especial valor para esta actividad las obras que relatan el uso histórico del paisaje, los espacios rurales de principios del siglo XX, así como la visión dramática de la fuerza de la naturaleza de los siglos XVII y XVIII. Aquí nos detenemos en tres obras donde el árbol es un elemento importante. En ellas analizamos cómo los pintó el artista y buscamos la información que nos dan las formas retratadas sobre el espacio en que habitan y su función en el paisaje. También hablamos sobre los atributos que tienen los árboles para adaptarse al medio natural e identificamos diferencias entre los árboles de un bosque, de un espacio rural y los del parque. Hablamos de las distintas funciones que cumplen en cada lugar y de los recursos que nos ofrecen. La actividad se completa con un trabajo en el taller de collage y dibujo por parte de las niñas/os, donde con algunas ideas recogidas acerca de los árboles del Parque y de las obras visitadas, ellos imaginan formas y crean seres distintos que se asocian libremente a la forma de un árbol que crece en el parque.

CORK OAK & CORK: WONDERFUL TREE AND ASTONISHING MATERIAL

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NOS VAMOS POR LAS RAMAS: UN CRUCE DE MIRADAS ENTRE ÁRBOLES Y OBRAS DE ARTE

Autoras

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USING INFORMATION TECHNOLOGY FOR FOREST EDUCATION

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SONGS, RHYMES AND SILENCES – DEVELOPING LANGUAGE, COMMUNICATION AND LISTENING SKILLS IN FOREST SCHOOLS

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Workshop 1

Priority topics: Best Practice and Innovation
Target groups: Forest Educators – Teachers, Nursery Teachers, Private Practitioners

Abstract

The Forest Education Initiative and Forestry Commission Scotland have been a leader in the field of using and developing information technology for forest education purposes. Both in terms of developing and supporting the membership of the organisation through using Facebook, communicating with the membership through website and twitter, disseminating resources via technology and now with the development of Apps for mobile devices for forest education.

The workshop will comprise: An introduction to the history of these developments within FEI and FCS. How and why we developed the various platforms. Demonstrations of the various platforms and their potential for forest education. Interactive Demonstrations of the new apps. Explore the Treetrunk App, try out some of the resources and the opportunity to give feedback via the app. An exploration of some of the other (non FCS/FEI) apps that our research has shown that practitioners find useful. Participants will be asked to bring along their mobile devices (phone, ipad or tablet) and will be asked to download various apps in advance for the purposes of the workshop.

Workshop 2

Priority topics: Emerging target groups: Pedagogy Non-native language speakers, Children with limited language development, In the Welsh context, children from English speaking homes accessing Welsh language schools, Parents of the above children, Primary Teachers and Early Years practitioners.
Target groups: Pre-school and Kindergarten practitioners. All those working with children with additional needs and non-native language speakers. Anyone interested in incorporating music in their Forest School programme.

Abstract

Songs and rhymes are an integral part of our programme providing the means of communicating key messages to children about our environment, transitions, behaviours, knowledge and understanding, health and safety, and providing a cultural thread whilst having fun. Creating human silence in order to tune in to woodland sounds enables us to experience a sense of “awe and wonder” nurturing a true appreciation of the outdoors. We feel that this should be an integral part of any Forest School programme. Aims of the workshop: Understand why and how songs, rhymes and silences enrich the Forest School programme – creating a sense of awe and wonder and helping children to connect with the world around them; Share some songs and rhymes used in the Early Education Forest School in Wrexham, in Welsh and English; Explore opportunities to create silence in Forest Schools; To work in small groups, identifying when and where practitioners could use songs and rhymes to enrich their programmes and extend Forest School pedagogy; Give participants the opportunity to create their own songs and rhymes in their own languages, including exploring rhythm and using simple woodland percussion; To share compositions within the group. These could be recorded and shared with other delegates at a later date. In our Forest School in Wales, we have identified that spontaneously creating songs and rhymes supports language development in: Children from migrant communities, mainly Polish and Portuguese; English speaking children attending Welsh medium schools; Welsh speaking children; Children with language delay. In addition, use of traditional songs and rhymes helps children learn about their culture in a woodland context. We encourage children to listen to the natural sound of birdsong and to use their voices to make natural sounds. Singing creates group-identity, builds self-confidence, and comes before speaking. Steady beat helps children develop a sense of their physical selves, enhancing their experiences in outdoor environments whilst also underpinning learning new language. Rhymes can be used to support learning routines and to give cues for transitions such as coming together or putting the fire out. Creating silences outdoors and focussing on listening creates space for children to speak of their own free will: this is part of the magic of the Forest.

¿QUIENES SON LOS FORESTALES Y A QUÉ SE DEDICAN?

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FOREST, MUCH MORE THAN TREES: A MANUAL OF ENVIRONMENTAL EDUCATION FOR EDUCATORS

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PROYECTO DE CONSTRUCCIÓN DE UN DOMO GEODÉSICO

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Workshop 3

Temática prioritaria:

Grupo de aprendizaje: Escolares de 4º de Educación Primaria

Resumen

Se llevará a cabo fuera del recinto de celebración del Congreso pero cercano a él. Cada taller durará una hora y media y se puede hacer con unas 20 personas. Temas: Quien gestiona los montes: los forestales; Qué tipos de profesionales trabajan en los montes y cómo identificarlos; Tipos de trabajos forestales que se realizan y para qué.

póster

Priority topics: Best – practices and innovation in Forest pedagogy

Target groups: Teachers and educators

Abstract

This manual has the objective to provide to teachers and environmental educators tools that can help them to explore forest thematic in their field of work, looking for target groups of different ages, integrating different perspectives and approaches. For that, it gathers a group of suggestions with practical activities, scientific information about forests and some pedagogical questions related with forest education. The book is organized in three parts. The first one, it contains some basic scientific information and curiosities about forest. The second one provides some guidelines for environmental education activities and projects, in order to help the reader to explore different approaches like sensitive, sensorial, artistic and scientific among other. To finalize, a group of 21 suggestions of activities give examples on how to use the approaches mentioned before. This book was edited by the Portuguese Forestry National Authority and it is available online for free downloading.










Temática prioritaria: Identificación de nuevos temas y nuevas audiencias

Grupo objetivo: Jóvenes de 16 - 18 años de PCPI para formación profesional.

Resumen

En Peñasal Koperatiba siempre hemos trabajado con un modelo Pedagógico integrador, activo y significativo. Este es un Proyecto de construcción de un Domo Geodésico, de madera, sin conectores y con ensambles. Realizamos un tejado utilizando muy poca madera, ecoconstrucción, queremos formar futuros profesionales responsables con el medio ambiente. Unos alumnos nos presentaron la inquietud de realizar esta construcción tan interesante, y nos pusimos manos a la obra. El profesorado y el alumnado, somos un equipo de trabajo, buscamos información, hacemos nuestros cálculos, construimos, probamos, aprendemos de los errores, y... ¡lo conseguimos. Dentro de nuestra inquietud por educar a nuestro alumnado en el conocimiento y respeto por el medioambiente, también nos ha parecido interesante utilizar las aves urbanas que viven en el arbolado cercano a nuestro centro. Desde un primer momento el alumnado es el protagonista del proyecto acompañado por los docentes, ellos han realizado las cajas de anidación, las han colocado y serán los encargados de recoger los datos que nos servirán para realizar diferentes materiales con los que daremos a conocer nuestro proyecto en el centro o donde interese. Así de una manera divertida, amena y motivadora adquieren competencias y desarrollan habilidades utilizando el arbolado y las aves de nuestro entorno.

Keynote speakers

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	<p>Sally York Education Policy Advisor. Forestry Commission Scotland. Before working in forest education she taught in schools, school grounds and field centres. Her expertise is in taking learning outdoors and connecting it with the learning indoors, for all age groups. Scotland Silvan House</p>
	<p>Silvia Fernandez Gerente y Responsable de Comunicación de PROFOR. Asociación de Forestales de España comunicacion@proforcyl.org</p>
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	<p>Dirk Schmechel Head of Section. Section 8 - "Knowledge-Transfer, PR, Forest pedagogy" Bavarian State Institute of Forestry, Freising Dirk.Schmechel@lwf.bayern.de</p>
	<p>Alberto Ortiz de Zarate Former director of communication and relationship with citizens of the Basque Government. He has worked as consultant in the health and educational communities dealing with audience segmentation from many different perspectives. • alorza3@gmail.com</p>
	<p>Matilda van den Bosch Is a medical doctor with clinical experience from health care. She is currently performing research on positive effects of forests and other natural environments on public health including evaluation of outdoor education for children. Swedish University of Agricultural Sciences • matilda.van.den.bosch@slu.se</p>



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