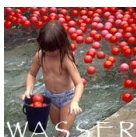


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On the relevance of city farms for nature conservation and nature education

EFCF-Conference Dresden
12. September 2008

Marion Rike Metzger



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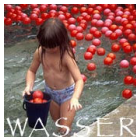
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outline

1. What is nature *conservation* and how do actors operate currently?
2. What is nature *education* and how do actors operate currently?
3. What is the relevance of city farms for nature conservation and nature education?

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1 nature conservation

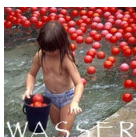
justification

Talking about conservation of nature, one comprehends usually the gentle and respectful treatment of biotic and abiotic resources and landscapes.

- roots in aesthetic features of landscapes and their peculiarity and diversity
→ argumentation based on values and ideals
- after second world displaced by nature scientific, and objective argumentation
→ attitude of ecological imperatives
- nature conservation against people?
→ problems of acceptance

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1 nature conservation

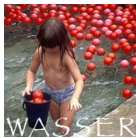
justification

- traditional arguments and cultural founded nature conservation come again to the fore

Nature conservation is a matter of reasonable coexistence of man with nature. Diversity and peculiarity of nature are a contribution for "good living" and for giving people a home in this world.

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1 nature conservation

aims

Federal Nature Conservation Act

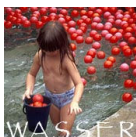
§ 1 - Aims of Nature Conservation and Landscape Management

“In view of their own value and as a human life support, considering also our responsibility towards future generations, nature and landscape both inside and outside the areas of human settlement, shall be conserved, managed, developed and, where necessary, restored, in order to safeguard on a lasting basis

1. the functioning of the ecosystem and its services,
2. the regenerative capacity of the natural resources and their sustained availability for human use,
3. fauna and flora, including their natural habitats and sites,
4. the diversity, characteristic features and beauty of nature and landscapes, as well as their intrinsic value for human recreation.”

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1 nature conservation

position in society

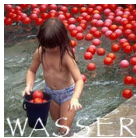
The position of nature conservation in society is in-between extremely high expectations and essential resentments.

- since UNCED 1992 many people expect novel impulses for the process of change in society
- associations of *nature users* that target the unrestricted economic expansion deny right of existence

→ discussions among nature conservation organisations about future concepts and strategies

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1 nature conservation

new concepts

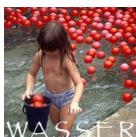
Theoretic and strategic reorientation can help nature conservation to progress in effectiveness and social acceptance.

Claims

- strengthen human sciences
- make nature conservation capable for politics
- enlarge the classic instruments
- integrate nature conservation issues in every section / level of education
- identify and benefit from international relations

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1 nature conservation

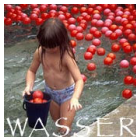
emotional nature conservation

Hans- Joachim Schemel (2004)

- deficit of feelings in the professional perception of nature conservation
- key to nature is mostly based on an emotional-aesthetic level
- core of nature conservation interests is missed by using only rational arguments
→ communication problems between nature conservationist and nature users
- long term nature conservation needs positive man-nature experiences in childhood when men start to generate their value system.
→ link to city farms

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1 nature conservation

subjects of activities

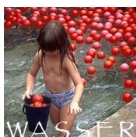
- biological diversity
- protection of species incl. agricultural used species
- water protection
- protected areas
- agro-genetic engineering

- sustainable development of infrastructure
- renewable energies
- regional development
- environmentally friendly sports, recreation, tourism

- public relations
- nature education
- ...

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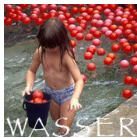
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2 nature education

definition

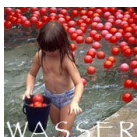
BANU – guidelines for nature and environmental education for the 21. century

“Environmental education is the mediation of information, methods and values to empower people to reflect the consequences of their action in natural, constructed and social environments with responsibility and to motivate them to an environmental friendly behaviour”

→ Education for Sustainable Development

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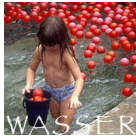
2 nature education

aims

- Pedagogic work aims not only at conventional knowledge acquisition but also has a focus on skills like
 - communication, cooperation, participation
 - creative thinking
 - work in different socio-cultural surroundings
 - accumulation of awareness, values and attitudes
 - competences in perception, validation, decision-making and responsibility
- Pedagogic work does not only deal with animals, plants and biotopes, but has to be integrated in a broad pedagogic of ecological compatible development

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2 nature education

communication and cooperation

For an increasing acceptance nature conservation needs partners in society and institutions to communicate its aims.

- schools
- Nature and environmental education centres
- NGO's and nature/environmental associations
- Centres of protected areas

“Bring nature to the people”

- Botanical and zoological gardens
- Open-air museums
- Youth hostels

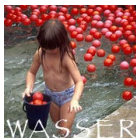
→ Highly frequented Institutions



www.mueritzzeum.de

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2 nature education

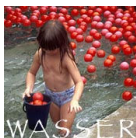
communication and cooperation

“Nature needs plenty of partners”

City farms provide the opportunity to broach the issue of nature increasingly by integrating it in their pedagogic work.

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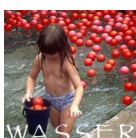
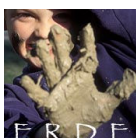
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3 city farms

terms

city farms
adventure playgrounds

Jugendfarmen
Stadtteilbaurenhöfe
Abenteuerspielplätze
Bauspielplätze
Aktivspielplätze
Kinderbauernhöfe

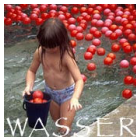
Kinderboerderijen
Jeugdboerderijen
Gezinsboerderijen

Fermes d'Enfants
Fermes d'Animation

...

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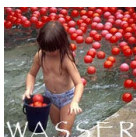
3 city farms

idea

- holistic approach with a diverse focus on the issues
 - health
 - socio-cultural concerns
 - ecological concerns
 - economic concerns
- city farms as key tool in
 - helping urbanised people to relate to their environment
 - engage in a process of life-long learning
 - Improve their well being, quality of life and
 - develop an understanding of sustainable development
- pedagogic attended playgrounds
- opened playgrounds with the opportunity for non regulated and wild play
- manifold sectors of experience to learn basic crafts and agricultural engineering

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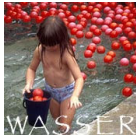
history

City farms do not have a fixed sphere of activity, they are characterized by the ability of adaptation to needs of the corresponding time and local requirements.

- first " Skramellegepladsen" in Copenhagen in the year 1943 on fallow land
- most city farm projects in Europe started in 1970 with the aim to balance the deficits in the daily live
- ecological issues of the 70ties and 80ties were replaced during the 90ties by complex sustainability concepts
 - ANIMA 21 (Berlin 1999)
 - Green Paper (EFCF 2000,2007)

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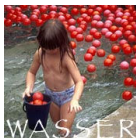
access

Broad scopes of population are addressed by city farms

- 450 sites in Germany
- more than 1000 in Europe
- attendance is exempt from charges
- opened for every social group

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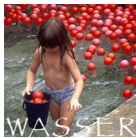
experience dimensions

The playgrounds are adapted to the special requirements of children and youth: They have a wide variety of experience dimensions and scopes for design and creation.

This polymorphy of experience dimensions afford various possibilities for city farms to adopt relevant features of nature education and conservation.

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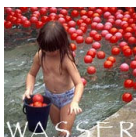
Area, ground

The nature-oriented sites provide different dimensions of nature conservation and nature education

- training of sensory perception by contacts to nature elements
- problem solving strategies can be learned by children by participate in the building of the sites
- explicit contribution in protection of species by creating biotopes, areas for wild plants and animals and construction of nesting aids for birds
- diversity of species an interesting side effect on many sites

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animal area

central element of city farms

→ animals as door opener for the farms and direct access to nature experience

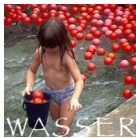
- close relationships to the animals can develop
- learn species-appropriate animal husbandry and feeding
- experience biological cycles

City farms provide the experience of natural-scientific and ecological coherences and the mediation of normative and ethical fundamentals.

- preservation of agro-biodiversity

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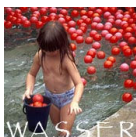
garden

Gardening can built the fundamentals to a deep affinity to nature and for a responsible care of our environment and nature.

- experience biological-cycles
 - see plants sprout, grow, maturate
 - organic waste is composted and used for the soil improvement
- in the garden children learn
 - agricultural techniques
 - threat creatures with responsibility
 - the valuation of organic food
- preservation of agro-biodiversity

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3 city farms

Workshops and construction

Working with natural and recycled materials points up the value and diversity of natural resources and emerges skills by looking for technical solutions.

Construction projects

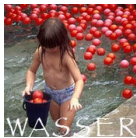
- building barracks as embodiment of city farms
- building birdhouses
- construction with loam
- green covering of roofs
- Alternative energy generation – e.g. wind engines

Educational aims

- development of technical skills
- advance team-work and social skills
- mediation and realization of ecological building
- environmental and nature problems can be discussed
- children are sensitised to nature and their utilisation

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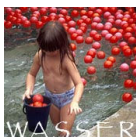
social aspects

Social and cultural aspects advance the willingness for later engagement

- Integrative processes can be advanced
- Possibility to social learning can be formative and critical for later action
 - Learn to express wishes and requirement
 - Learn to deal with conflicts in a fair and adequate way
- Cooperative and participative elements make children open-minded, mature, responsible and awakens interest of social and ecological engagement
- High significance of the integration of children and youth with migration background

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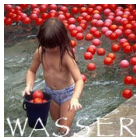
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holistic approach

- The particularity of city farms is the holistic orientation of their differentiated scope of services.
 - e.g. animal area linked to workshop linked to vegetable garden linked to other social activities
- ecological issues often are closely connected to social issues
 - Different issues attract different people
- Their interface function in-between different issues make them especially important for education for sustainable development.

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multiplier effects

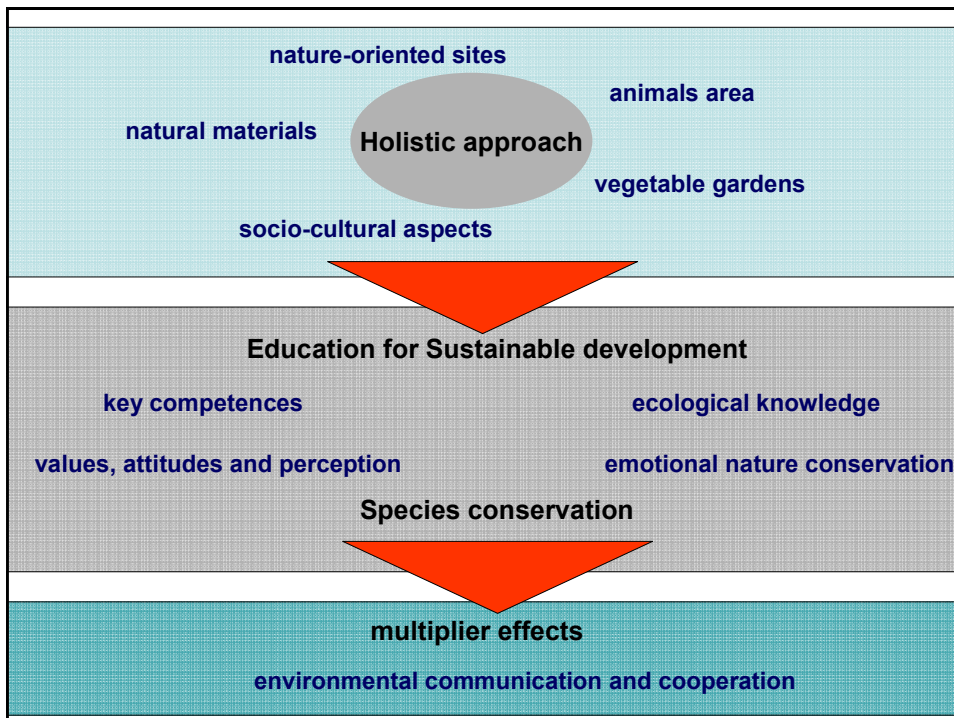
Cooperation with

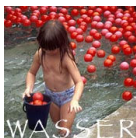
- a variety of other pedagogic institutions, even in environmental education,
- the inclusion of neighbourhood and parents

and communication of the children with their parents provide significant knowledge transfers.

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Thank you !!!

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