

## Education

### *Abbreviations*

*OiB: Odling i Balans*

*Eider example: the Weidelandchaft Eidertal project*

*Single letters H, T, J, B refer to the interviewee*

### **4.4.6 Education**

This suggestion arose during the coding process, as it was mentioned as a suggestion by interviewees; it does not occur in the introduction, however education has long been known as a method to raise awareness and “level the playing field”, the importance of which is addressed in Uetake et al. (2013), it is also mentioned as a method of power allocation in Reed et al. (2009) and is recorded as being implemented in many projects in papers such as Hahn et al. (2006); Janse & Konijnendijk (2007).

Education of both children and adults can be used to increase the conditions of: knowledge and awareness, higher knowledge and incentive awareness (both in terms of monetary incentive within the major theme of *policy and legislation problems*, and awareness of environmental issues which breeds basic or personal incentive within the theme of *scientific cultural problems*). With an increase in higher level knowledge the theme of *scientific cultural problems*, especially regarding the scientific language barrier can be lessened. Education uses target audience based communication to make information understandable to all stakeholder groups.

There is no specific code associated with this suggestion, however it does use *target Audience based communication* in order to raise *basic knowledge (Environmental) and Awareness of environmental problems*, also addressing problems regarding *reputation, respect and trust*, especially with regards to the public image of farmers. These codes fall under various themes discussed in the previous paragraph.



### ***Education in Examples***

Education was mentioned by H as an important way to “show that environmental practises and economics go hand in hand,” and to “create awareness and change the reputation of farming; an idea would be to educate children and raise awareness and basic knowledge, through a TV program or computer game, this may have the secondary effect of reaching adults too.” Another form of education has actually been implemented by OiB and that is through the demonstration farms being open to the public, therefore educating groups who visit, such as the LRF youth.

J is in accordance with OiB stating that “farmers need to be publically open, so that the public can see what happens on the farms, and see the facts in reality. This way people will learn not to trust what they hear or see in the press,” thereby educating those members of the public who visit the farms.

Within the Eider project education as such, went unmentioned, however, using the press to educate was mentioned; this will be discussed under the next suggestion.

Excerpts from:

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