**9th European Forest pedagogy Congress**

**Lagow/Poland, 9th -12th Sept. 2014**

**Short report and conclusions**

**“Forest pedagogy – More than telling about forests!” the 9th European Forest Pedagogy Congress, was attended by 120 participants from 15 states during the 9th – 12th of September in Lagow/Poland.**

**These 120 forest pedagogues, teachers, educators and foresters discussed the congress topic, shared experiences and best practice examples plus focussed on the new challenges and items European Forest pedagogy is faced with. The hosting organizations were the Polish State Forest Enterprise, the Polish Forest Educators Association and the FCN Subgroup Forest pedagogy.**

**This year congress wanted to show how forest pedagogy can benefit people and how it impacts on responsible citizenship. Practical and innovative approaches demonstrated that Forest pedagogy can be more than just knowledge transfer. Forests are an ideal model for sustainability, delivering a lot of different values, services and merits for people. Consequently Forest pedagogy programmes are demanding more from the pedagogical impacts on all aspects of human competencies.**

**The first ten years of Forest pedagogy in Europe are full of success stories in an increasing number of European states. The exchange of best practice and networking for Forest pedagogy is highly developed (although there are still some states to engage with the group). Furthermore projects and programmes continue to address new target groups, cooperate with new partners and develop in quality by offering more than just knowledge transfer.**

**The congress challenged Forest pedagogy to embrace Education for Sustainable Development (ESD).** **Forest pedagogues must intensify the dialogue between the forest sector and with partners from other sectors eg education, health.** **Therefore Forest pedagogues must identify key topics in society (for example health, energy) and work with partners to develop quality programmers for using forests for learning. By delivering political outcomes the understanding about the role of Forest pedagogy in society and politics will increase.**