



Junior LandCare and Conservation Awareness (南非)

描述

Creating natural resource conservation awareness among the youth

地点

地点: 南非

选定地点的地理参考

- 不适用

启动日期: 2003

终止年份: 不适用

方法的类型

- ☐ 传统/本土
- ☐ 最近的本地倡议/创新
- ☒ 基于案例研究

方法目标和有利环境

该方法的主要目的/目标

The Approach focused mainly on other activities than SLM (Alien invasive plants, soil and water conservation, life skills, pollution, water purification, drama and culture)

Create awareness in terms of sustainability & conservation. To create awareness in terms of different focus areas in Resource management, i.e. erosion control, water conservation. To combine learning & adventure. To follow up and evaluate different projects to ensure value adding. To take information gained, back to the communities for value adding. To give learners a hands on opportunity.

The SLM Approach addressed the following problems: Physical soil erosion, overgrazing of natural vegetation, invader plants, pollution of fresh water resources

推动实施本办法所应用技术的条件

阻碍实施本办法所应用技术的条件

- **社会/文化/宗教规范和价值观:** Social and cultural beliefs and practices are not always sustainable in the long term Treatment through the SLM Approach: Create general awareness and related issues and follow up with practical resource management activities to establish a sound conservation ethic
- **机构设置:** Teachers don't have capacity or are not interested or qualified to teach sustainability and conservation issues Treatment through the SLM Approach: Teachers training
- **其他:** Lack of awareness of sustainability issues amongst youth - not part of school curriculum Treatment through the SLM Approach: Creating a programme for the youth. Teach them basic sustainable resource management principles.

相关利益相关者的参与和角色

该方法涉及的利益相关者及其职责

该方法涉及哪些利益相关者/执行机构?	指定利益相关者	说明利益相关者的角色
教师/学生		

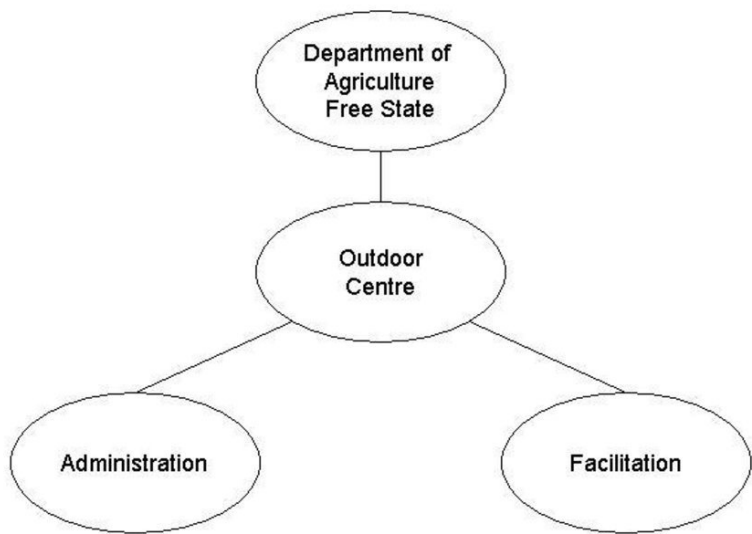
国家政府 规划者、决策者	Free State Department of Agriculture	
Local implementing agent	Aasvoelberg outdoor centre	

当地土地使用者/当地社区参与该方法的不同阶段

	无	被动	外部支持	互动	自我动员
启动/动机				✓	
计划	✓				
实施				✓	
监测/评估				✓	
Research	✓				

Awareness: specialists and youth. Follow up and planning: specialists and youth

流程图



有关SLM技术选择的决策

决策是由.....做出的

- ☐ 仅限土地使用者 自主
- ☐ 主要是土地使用者 SLM专家提供支持
- ☐ 所有相关参与者 作为参与式方法的一部分
- ☒ 主要是SLM专家 咨询土地使用者之后
- ☐ 仅限SLM专家
- ☐ 政治家和 袖

决策是基于

- ☐ 对充分记录的SLM知识进行评估 基于证据的决策
- ☐ 研究结果
- ☐ 个人经验和意见 无记录

技术支持、能力建设和知识管理

以下活动或服务是该方法的一部分

- ☒ 能力建设/培训
- ☒ 咨询服务
- ☐ 机构强化 组织发展
- ☒ 监测和评估
- ☐ 研究

能力建设/培训

向以下利益相关者提供培训

- ☒ 土地使用者
- ☐ 现场工作人员 问

培训形式

- ☒ 在职
- ☒ 农民对农民
- ☒ 示范区域
- ☐ 公开会议
- ☒ 课程

涵盖的主题

Alien invasive plants, soil and water conservation, life skills, pollution, water purification, drama and culture

咨询服务

已提供咨询服务

Name of method used for advisory service: Experiential learning through implementation

- ☒ 在土地使用者的土地上
☐ 在固定中心

监测和评估

no. of land users involved aspects were regular monitored through measurements management of Approach aspects were regular monitored through measurements There were several changes in the approach as a result of monitoring and evaluation: (1) Approach for awareness creation changed, e.g. use songs and drama (2) Follow up visits establish a ripple effect (3) Junior LandCare clubs at schools for continuous involvement and value adding

融资和外部物质支持

SLM组成部分的年度预算，以美元计算

- ☐ < 2,000
☐ 2,000-10,000
☒ 10,000-100,000
☐ 100,000-1,000,000
☐ > 1,000,000
Precise annual budget: 不适用

Approach costs were met by the following donors: government (Free State Department of Agriculture); 85.0%; private sector (Aasvoelberg outdoor centre): 15.0%

已向土地使用者提供以下服务或激励

- ☐ 为土地使用者提供财政/物质支援
☐ 特定投入的补贴
☐ 信用
☐ 其它激励或手段

影响分析和结论性陈述

方法的影响

该方法是否帮助土地使用者实施和维护SLM技术

Better management of school grounds and own living areas (houses)

很
少
中
等
大
支持力度
否 是 否 是

Did other land users / projects adopt the Approach?

More or less similar approach followed in the Western Cape Province

否 是 否 是

土地使用者实施SLM的主要动机

- ☒ 不适用

方法活动的可持续性

土地使用者能否维持通过该方法实施的措施 无外部支持的情况下

- ☐ 否
☐ 是
☒ 不确定

结论和吸取的教训

长处: 土地使用者的观点

- Exposure to experience in natural resource management (How to sustain/ enhance this strength: Continuous funding)
- Improving interpersonal and personal life skills (How to sustain/ enhance this strength: Ensure life-skill training stays integrated to the programme)
- Fun (How to sustain/ enhance this strength: Make sure fun is integrated in the programme)
- Exposure and the possibility for future career choice (How to sustain/ enhance this strength: Maintain a positive attitude towards sustainability in general and explain career opportunities to them)
- Positive contribution to society (How to sustain/ enhance this strength: Become involved in local natural resource management initiatives)

长处: 编制者或其他关键资源人员的观点

- Sponsored participation (How to sustain/ enhance this strength: Continuous funding)
- Existing infrastructure (How to sustain/ enhance this strength: Continuous funding for maintenance and expanding)
- Competent facilitators (How to sustain/ enhance this strength: Continuous training and exposure)
- Established and successful programme (How to sustain/ enhance this strength: Continuous evaluation and exposure to other similar initiatives)
- Available natural resources at the centre supports active learning (How to sustain/ enhance this strength: Concerning natural resources land negotiate access to neighbouring properties)
- Provincial Department of Education support the initiative because it complements the natural science curriculum (How to sustain/

弱点/缺点/风险: 土地使用者的观点如何克服

- Funds allow only a limited number of students to participate - some have to be left out More centres, more funding

弱点/缺点/风险: 编制者或其他关键资源人员的观点如何克服

- Funding criteria Change policy to accommodate a broader spectrum of youth
- Funding inadequate to make a definite impact Negotiate for additional and sustained funding
- Too few similar centres Sponsorships to build / develop more centres
- Junior LandCare not a priority by executive management in all provinces Buy in of managers through continuous exposure to impacts and success stories

enhance this strength: Continuous involvement and expand exposure to National Department of Education to enhance a National buy-in)

参考文献

编制者

Unknown User

Editors

审查者

Fabian Ottiger

实施日期: April 21, 2009

上次更新: June 18, 2017

资源人

Unknown User (wocat-unknown@cde.unibe.ch) - None

WOCAT数据库中的完整描述

https://qcat.wocat.net/zh/wocat/approaches/view/approaches_2653/

链接的SLM数据

不适用

文件编制者

机构

- 不适用
- 目
- 不适用

This work is licensed under [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](#)

