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Knowledge Use and Environmental Education in Hungarian School Gardens †

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Abstract: Environmental education, as defined by Hadjichambis et al., is effective when it combines knowledge types as well as organizational and management forms. Formal, informal and non-formal education are mediators of other types of knowledge, and participants have different perceptual interests and intentions and motivations. This paper focuses on an example of a non-formal environmental education form. It presents and analyses the types of knowledge and the motivations for their use in environmental education in Hungary in the example of school gardens.

Keywords: school garden; knowledge forms; power and knowledge; environmental education; motivations

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1. Introduction

Smederevac et al. [1] pointed out that environmental education, as defined by Hadjichambis et al. [2], is effective when it combines knowledge types as well as organizational and management forms, whereas formal, informal and non-formal education are mediators of other types of knowledge and participants have different perceptual interests and intentions and motivations.

This paper focuses on an example of a non-formal environmental education form. It presents and analyses the types of knowledge and the motivations for their use in environmental education in Hungary in the example of school gardens.

2. Methods and Materials

The paper is based on document analysis (policy documents, planning documents), of available data and semi-structured interviews, conducted with teachers responsible for school gardens, civic organizers of the School Garden movement and an additional interview with a representative of the public administration. The interviews were transcribed. We analysed the interviews using a semi-open-coded method to explore power relations and knowledge forms which influence the development of school gardens.

3. Results

The first part of this paper is about the theories of the types of knowledge [3] and the relationships between power and knowledge use [4]. The number of school gardens has grown steadily in recent decades, previously created and managed by enthusiastic teachers and their pedagogical allies following the ethos of scientific knowledge [5], with emphasis on the importance and pedagogical usefulness of traditional, local, tacit knowledge [6,7]. The School Garden movement was later founded, which is also supported by the President of the Republic's Blue Planet Foundation, the Ministry of Agriculture, and the Chamber of Agriculture, along with other organizations such as churches. Sponsors also provide

financial resources, and this has been accompanied by a gradual advance in managerial knowledge of the project class [8].

4. Discussion

The second part of this paper presents the case studies and the processes that are important for educating for environmental citizenship: through examples, children learn about environmental responsibility and healthy food, and show how the knowledge gained in SE classes can be turned into a real experience.

5. Conclusions

The third part of this paper concludes the analyses on forms of knowledge used in school garden practices, showing the direction in which this version of non-formal education has changed with the involvement of state, ministerial and foundation supporters, and the power and interest aspirations lined up alongside the original motivations.

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