

the uncompensated use of a forest plot. Based on Russian legislation, in almost all cases of forest use, it is necessary to develop a forest management project - the document that is the main one in the system for monitoring the activities of any forest users. But according to the Russian Forest Code, in cases of forests use for religious purposes, the development of a forest management project is not required. This eliminates the need to protect and reproduce forests, and make the necessary reporting. It also turns out that the inspecting executive bodies do not have the ability to monitor what is happening on forest lands handed over to religious organizations. Thus, in the current Russian forest legislation there are actually no clear rules the use of forests under religious activities, at the same time amount of such agreements rise year by year.

Elands & Remmerswaal (WUR-FNP, Netherlands): Responsibility for nature starts from childhood experiences in nature areas.

One of the Sustainable Development Goals is aimed at making cities and human settlements inclusive, safe, resilient and sustainable. This includes environmental sustainability. Urbanization, however, is an ongoing force separating humans from the natural environment. This limited access to nature results in less direct contact with nature. Some researchers even warn for the “extinction of experience”, arguing that due to the loss of interaction with nature, interpreted as outdoor activities in nature, positive attitudes towards nature protection, emotions and pro-environmental behaviour will decline. As environmentalism is often traced back to memorable childhood experiences in nature, one may wonder what would happen if children would not have those experiences anymore. The disconnection between children and the natural world has left author Richard Louv, and many more with him, to wonder where the future stewards of this earth will come from. Recently, several interventions aimed at reconnecting children with nature, through real life nature experiences, have been initiated. Examples of these interventions are: the greening of children’s playing environment at nurseries, school and during leisure time and the introduction of nature experience programmes for primary school children. In this presentation, we will present results from studies in the Netherlands that have investigated the impact of different types of interventions on children’s nature connectedness and responsibility towards nature. All children experience a green playing and learning environment positive. The results indicate that activities outside school are more influential than nature lessons in the classroom and that more natural environments stimulate nature connectedness stronger than park-like environments. Influential adults, such as parents, teachers and supervisors, play a crucial role in especially children’s responsibility towards nature. Our research seems to indicate that sustainability can only be achieved through the creation of future stewards. Therefore, both nature policies and educational policies should be “nature experience” inclusive.

Konczal (EFI Germany): Societal dimensions and driving paradigms of Polish forestry. Anthropological contribution to forest policy studies in Poland.

During last years forestry in Poland has received special attention of domestic and international audiences. The conflict relating to the Białowieża Forest in North-Eastern Poland is widely covered by the media. There is a lack of understanding