

For the sake of brevity I can only speak in a certain black-and-white simplification.

1. Schooling worldwide is problematic

Traditional school education is far from nature and shielded against every productive labour process. It is predominantly cognitive, promoting the development of an one-sided rationalistic intelligence and neglecting the training of practical competences.

2. Agribusiness or small local farming?

The modern industrial agribusiness is the expression of a profit-orientated mechanistic thinking, completely estranged from nature. The present state school systems are disposing the children to this kind of thinking without any selfcriticism. To follow the demand of the world food report 2015 of the IAASTD* for supporting small local farming against the big agribusiness in order to ensure the global food security, the human thinking, feeling and willing have to get joined to the nature in a new empathetic way. Otherwise the trend of the younger generation worldwide will increase, that no-one is willing anymore to spend his life in a small farming. In that we find the indication for the necessity of a fundamental transformation of our consciousness and of the educational system.

3. The decadence of agriculture and pedagogy

We understand that the decadence of agriculture and pedagogy is the manifestation of one extensive global process: Mechanical forces drive out the living forces. Bee and butterfly are leaving the landscapes, imagination, play and joy disappear from the classroom.

4. Necessary and practicable conclusions

- a) The general school-pedagogy has to be extended by the following subjects: gardening, agriculture, domestic activities, crafts and arts. So it could be put up a certain resistance against the children's estrangement from nature as well as the diversity of competences could be improved.
- b) The agricultural farm may not furthermore be understood just as a service provider for the population, but it may get back its primordial determination for the whole cultural development of the society, when it takes over educational and socio-therapeutic tasks. The consequence of this idea is, that all the activities on the farm – inclusive the crafts – have to be organized in such a way, that the farm can develop into a research institution for biodynamic agriculture, into a learning place for children and young persons, into an environment for different generations – concisely into a cultural workshop and a „pedagogical province“, where both the task of a community supported ecological agriculture and the task of a future education and selfeducation may associate.

5. Considering the present situation of the agriculture and the state pedagogy it seems rather utopian, what has been said above.

Nevertheless such agricultural learning places are feasible within the political and economical conditions of today as small prototypes. („Small is beautiful!“) At first it is a question of working pedagogically with children in the age of elementary school. The practice will show new pictures of *playing-learning* and *learning-working*, the concepts of *teacher*, *lesson*, *school*, *teaching curriculum*, *authority* etc. must be thought over in a new way according to the demands of the world in transformation, and so may help to render possible a more human pedagogical practice. There may come a rising generation of humans with a new force of empathy and a deeply rooted ecological consciousness.

*International Assessment of Agricultural Knowledge, Science and Technology for Development