



Vigie-Nature
DÉCOUVRIR & PARTAGER *école*



NBS Education in Paris region

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Paris



Funded by
the European Union

NBS EduWORLD is funded by the European Union (Grant Agreement No. 101060525).

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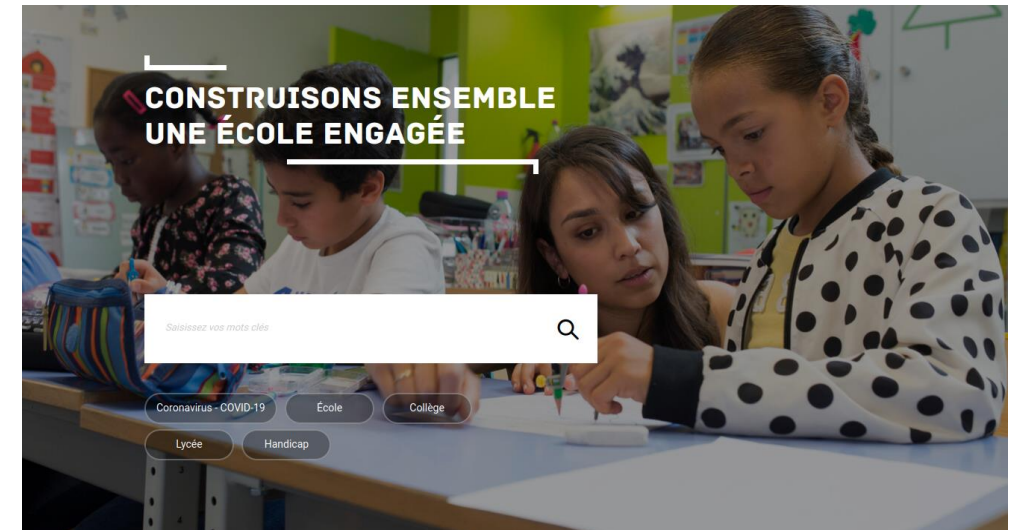
French education system

- Centralised, strong hierarchy
- Strong difference between primary and secondary education
- Lack of teachers (STEM, languages, ...)



**MINISTÈRE
DE L'ÉDUCATION
NATIONALE
ET DE LA JEUNESSE**

*Liberté
Égalité
Fraternité*



Typical courtyard in Paris region



Typical courtyard in Paris region



NBS within the French education system?

NBS within the French education system?

- Horizontal theme
- Certification



Oasis courtyard



Oasis courtyard



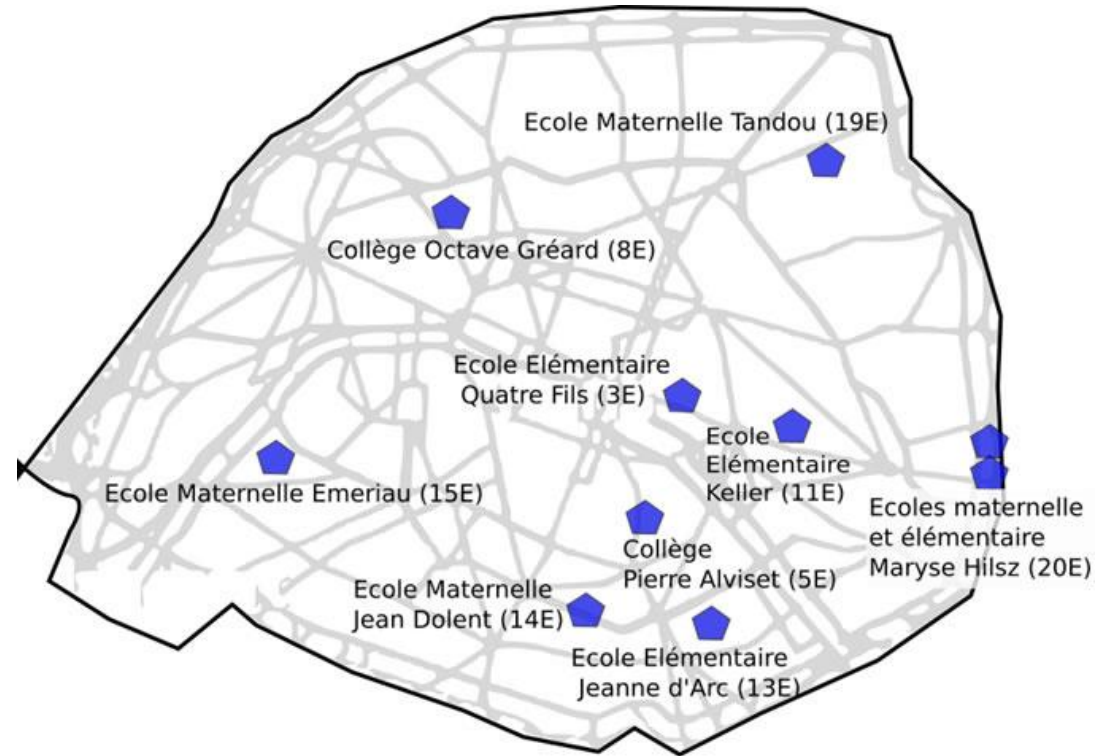
Oasis courtyard



Oasis courtyard

- Better space repartition
- Depavement
- Use natural materials
- Increase vegetation
- More games
- Promote calm and pedagogical space
- Access to water and shade

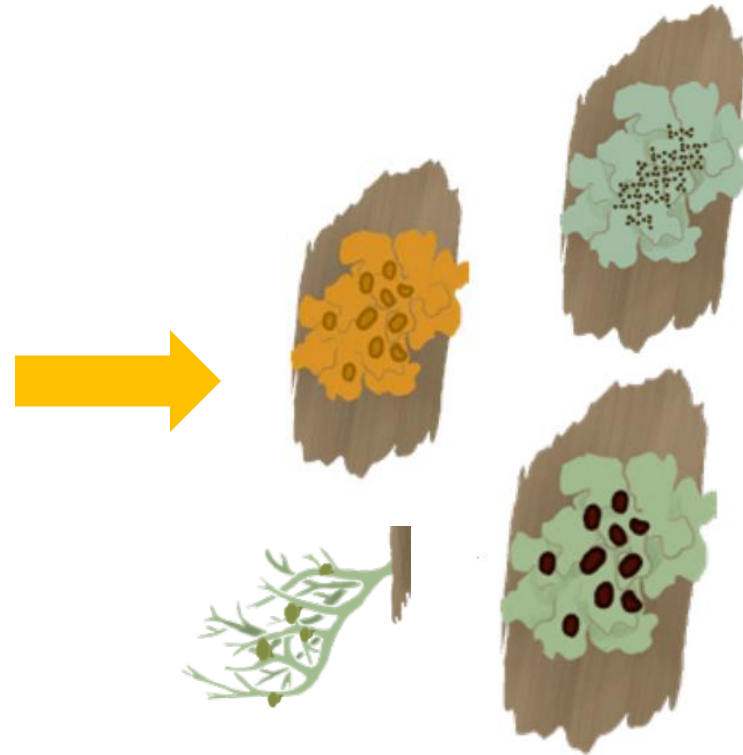
Oasis courtyard



Nature observation as NBS



Observe



Identify



Interpret

Observation as Nature based solution



Plan

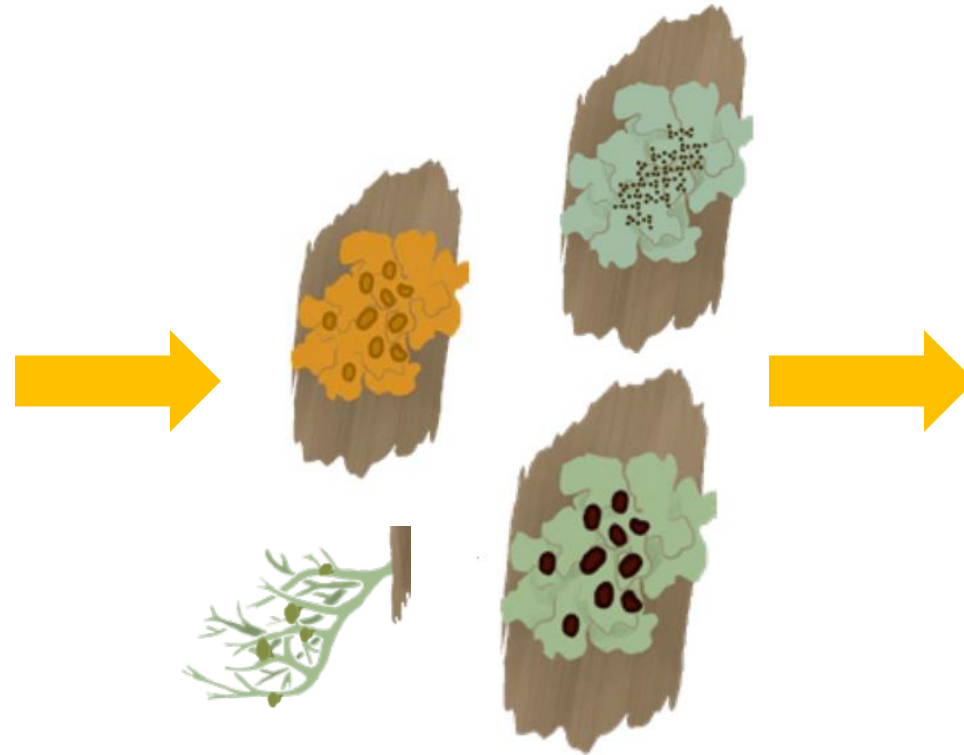


Implement

Nature observation as NBS

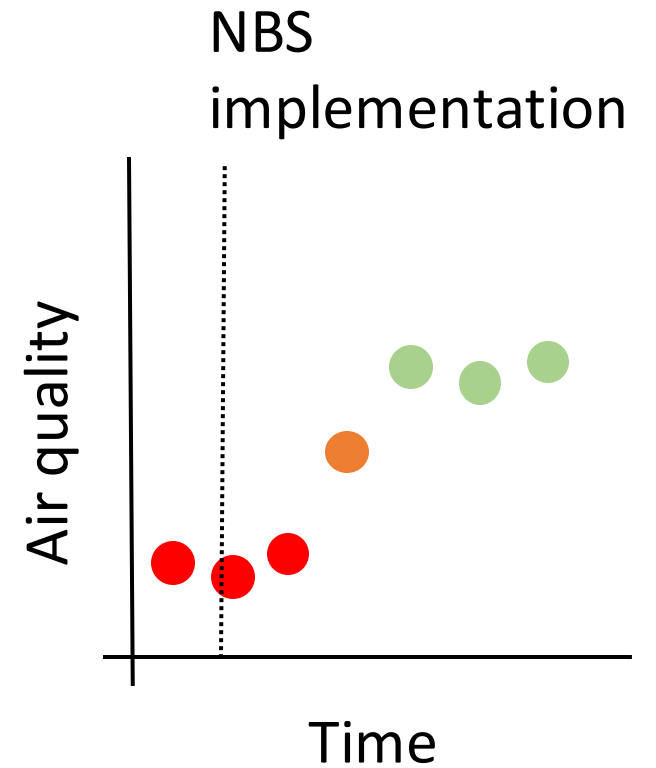


Observe



Identify

Evaluate

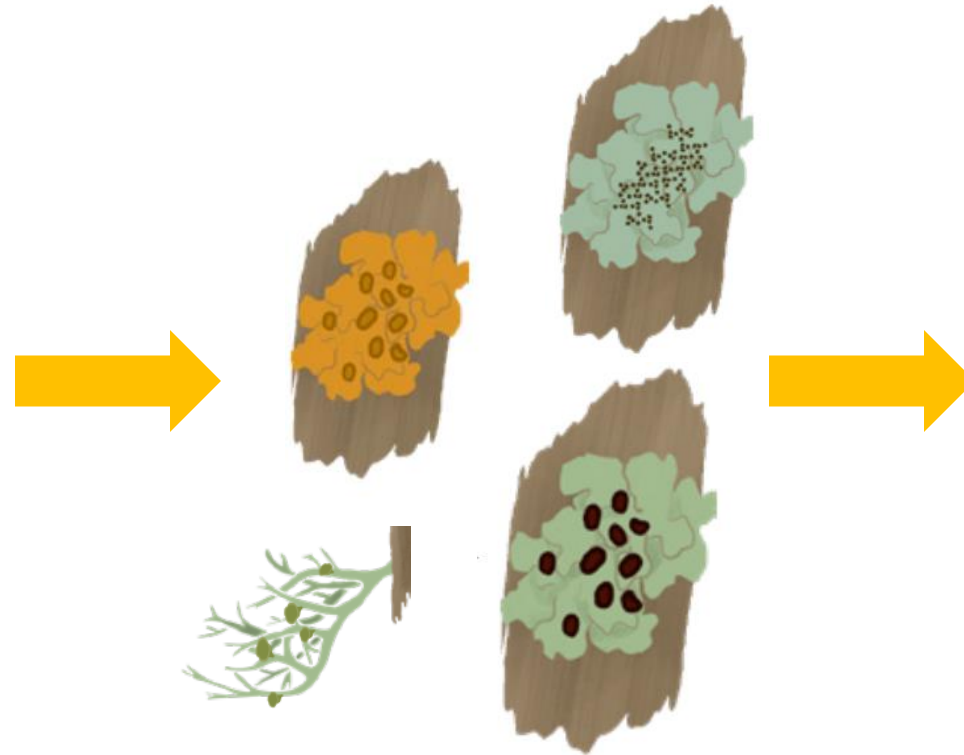


Interpret

Nature observation as NBS

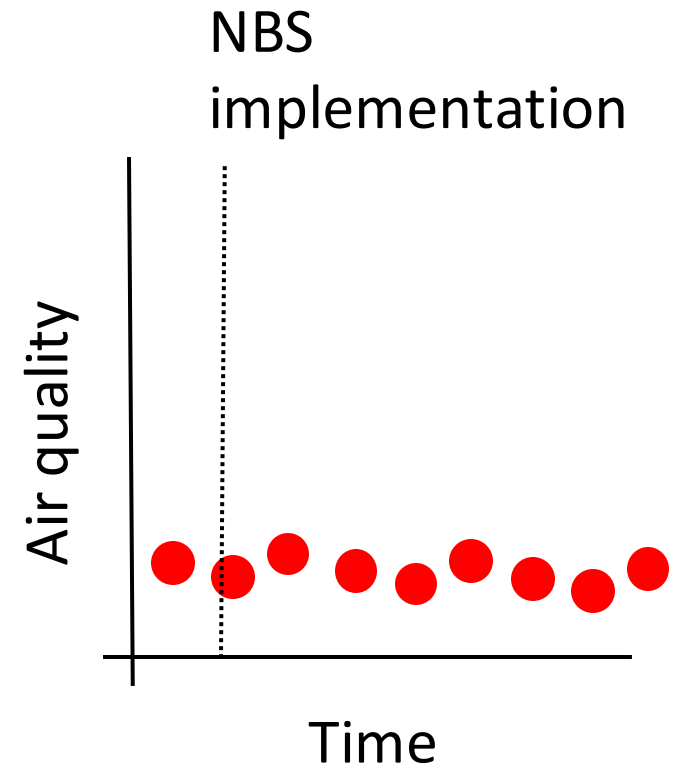


Observe



Identify

Evaluate

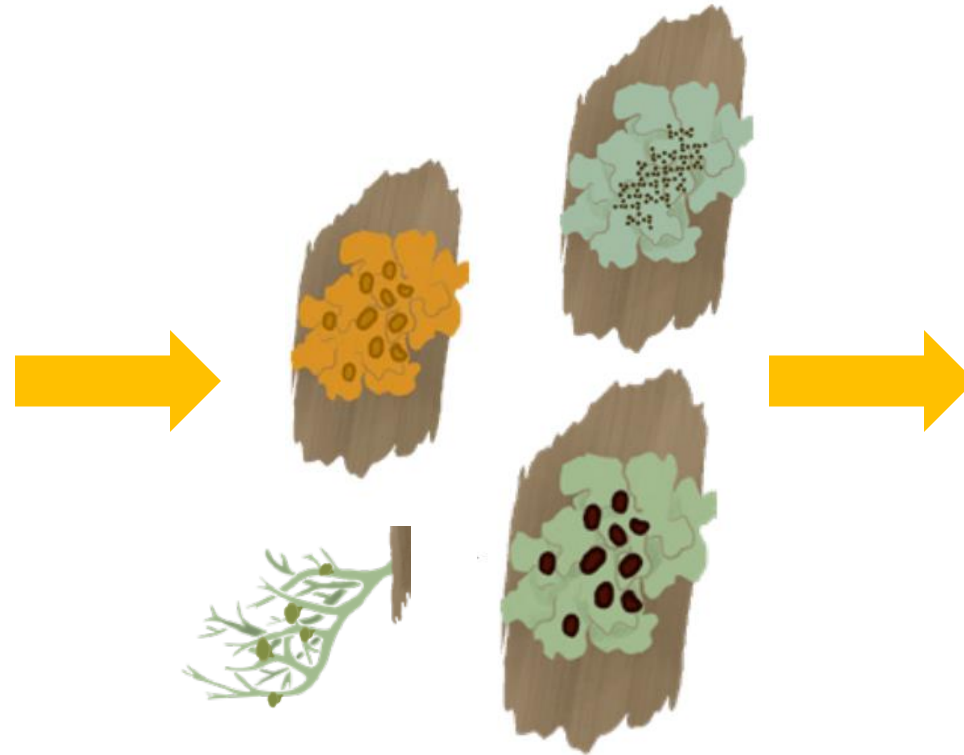


Interpret

Nature observation as NBS

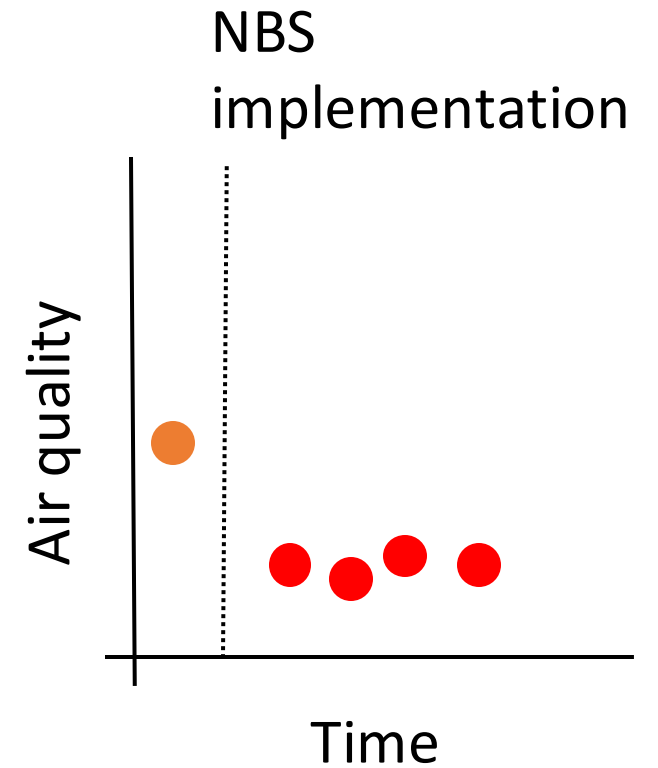


Observe



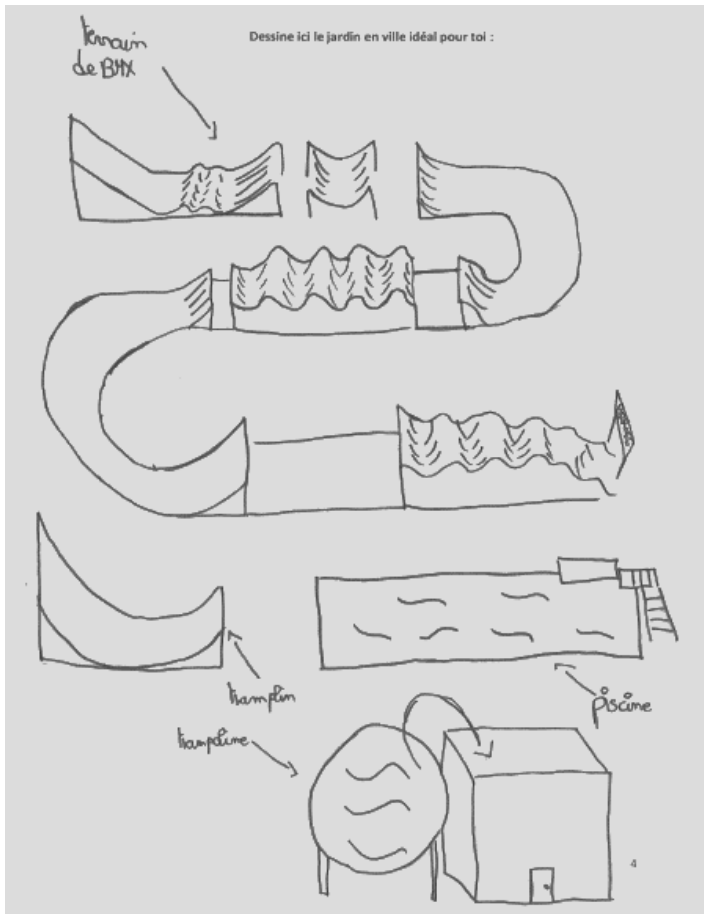
Identify

Evaluate

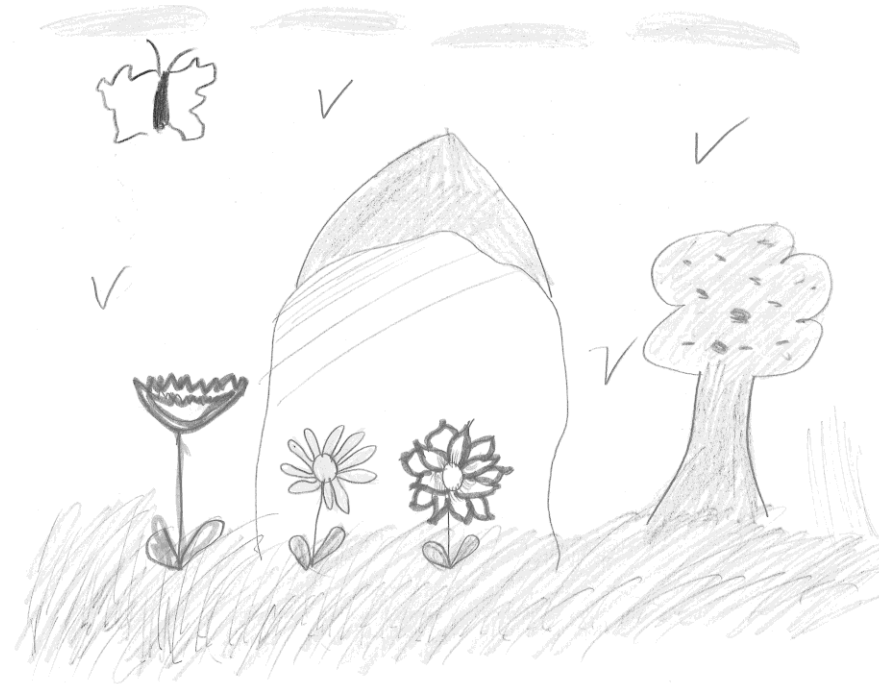


Interpret

Observation as Nature based solution



Classic lessons on biodiversity

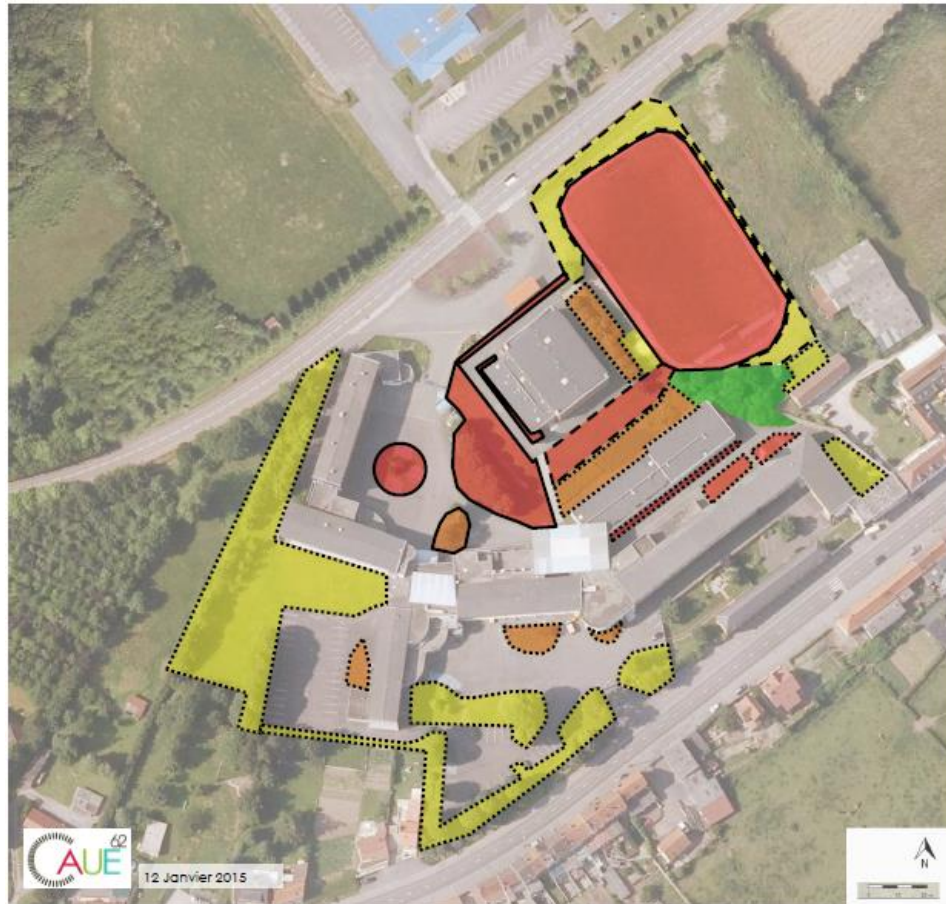


Participation to citizen science program

550 drawings from pupils of ~12 years old

C. Fraisse, S. Turpin, A-C Prévot
CESCO-MNHN psychologie de la conservation

Implementation within highschool



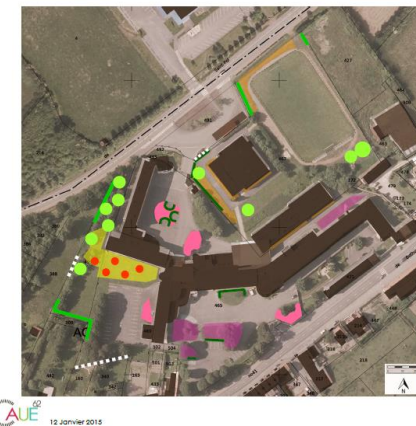
Synthèse Atelier 1

Etat de la biodiversité

- Inexistante
- Faible
- Existante et à renforcer
- Existante

Usages des espaces extérieurs

- Lieu de rencontre (forte présence de l'homme sur un temps long)
- Lieu de circulation, forte fréquentation (fréquente présence de l'homme sur temps court)
- Lieu de circulation, faible fréquentation (présence de l'homme sur temps court)
- Lieu sans présence de l'homme (ou très ponctuellement)



Hypothèse 1

Propositions de plantations

- Arbre en isolé (10 unités)
(chêne, châtaigner, érable champêtre)
- Arbre feuillu (10 unités)
- Arbustes**
- Haie vive (110 m)
(chêne, érable, châtaigner, merisier, noisetier, saule, agave, cornouiller, agrurier)
- Haie basse (110 m)
(chêne, érable, châtaigner, houx, hêtre)
- Prairies fleuries**
- Prairie fleurie (pour les oiseaux) = 800 m²
(Centaurea cyanea, Centaurea scaberrima, Centaurea rubra, Erigeron annuus, Statice officinalis, Leucanthemum vulgare, Galium nodosum)
- Prairie fleurie (pour les chiroptères) = 400 m²
(Silex latifolius, Urtica, Silex vulgaris, Centaurea cyanea, Achille millefeuille)
- Prairie fleurie = 400 m²
(Papaver rhoeas, Scabrotula rapax, Leucanthemum vulgare, Taraxacum vulgare, Hieracium montanum)
- Plantes grimpantes (10 unités)
(à côté des haies)
- Massifs arbustifs (saules, viorne, graminées, courbe-oreille) = 200 m²
(à côté des haies, Galium, Rubus, Anemone, Ranunculus, Adonis, Helleborus)



Hypothèse 1

Autres dispositifs

- Fauche tardive (1 à 2 fois, tous réguliers en fin de parcelle)
- Processus naturel d'évolution
- Muret (saucer) en saucer : les saucer en saucer
- N Nichoirs pour chiroptères
- N Nichoirs pour oiseaux
- M Mangeoires pour oiseaux
- A Abris pour hérissons
- H Hôtel à insectes et autres
- Passage dans la clôture

Conclusion

- ++ NBS knowledge
- ++ NBS friendly environment
- Citizen science
 - Data useful for research
 - Tool to empower our citizens