

environmental· *Education*



*Hints for environmental education
from four Baltic countries*



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Experiencing the joys of outdoor learning in the Tallinn Botanical Garden (September 2010).

| Maija Venäläinen |

Diverse environmental education

What happens when a group of university researchers, teachers from nature schools, environmental experts, and environmental educators from four different countries work together on the same project? Then the diverse and fragmented nature of environmental education becomes apparent in the most fascinating ways.

In project work the project creates the frame for co-operative action and interest in each other's work, as well as providing a channel for publishing one's results for other participants in the project. A network also enables participants to share their findings and results with new users.

But what happens when you have no project, and many participants, each with their own methods and areas of interest? They may each have their own ways of reaching their target audiences, even though they are all working for sustainable development.

For one participant, the challenge is to find the best way to slow down citizens snared in a frenzy of con-



ENVIRONMENTAL EDUCATION

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Send information on open hints for environmental education work, the internet pages, and other materials!

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Environmental Communication Model

The model for environmental communication management created by the University of Latvia and the research carried out using it show how environmental education and communication can be successfully implemented on the municipal level into environmental policy drafting.

Professor Raimonds Ehrnstein speaks about the model ► PAGE 13



Mirjam Pikla and other members of Cobweb on the rocks of Harakka, Helsinki (September 2009).



Annelie Ehlvest directing mollusc studies on the barge Jõmmu (Tartu, Ema River, September 2010).

sumption, whereas another aims to publish an article in a prestigious journal. Every participant does their best in their own field, but does anyone have the time and energy to follow up on the latest scientific trends, or learn about the daily work of an environmental educator?

One main goal of the Cobweb project is to examine the co-operation between researchers and environmental educators. The articles enclosed here represent the ideas and experiences of both researchers and environmental educators on how this co-operation can be developed. The environmental education materials produced for the project also testify to this co-operation. To name a few, the exhibitions, games, environmental education articles, and online teaching materials are all results of this unique co-operation.

The model of co-operation employed in drafting and implementing national environmental education strategies and -programs has proven to be effective.

From the perspective of this model, this apparently fragmented field can, at its best, be seen as a diverse whole, where every participant has their own valuable contribution, but still comes together to form a larger picture – a picture that is politically significant. Thus, the value of co-operation and managing networks becomes paramount.



From a rolegame to the movement of animals

The best thing about international projects is that you get to benefit from each others' ideas.

Hints and support for environmental educators

► **PAGES 4 AND 10**

Meanwhile Elsewhere Encounters in the Baltic City

Step into a city living in the wake of the Oil Age! Be prepared for excitement and romance, as well as insights about sustainable living and green city planning.

A new kind of exhibition for youth and adults ► PAGE 8



New tips for practical environmental education

The great thing about international projects is that everyone gets to explore each other's ideas. Here are some tips brought to us from Nynäshamn, the isle of Aegna, and Tartu.

ROLE GAME

- ▶ Building a bridge between Tallinn and Aegna
- ▶ For youths
- ▶ City of Tallinn, Aegna Nature House

Background on Aegna

The isle of Aegna lies 14 kilometres from the centre of Tallinn, and is thus only accessible by water. The island is unique in the diversity of its nature, and also boasts some historically significant sites.

The city of Tallinn's Environment Department has a Nature House on the island, which provides services for schools, educators, citizens, and visitors.

The role game in a nutshell

The aim of the role game, intended for ages 13–18, is to observe the environment and help analyze the decision making processes concerning it. This exercise has been developed specifically for the isle of Aegna, but can be applied elsewhere, for example in national parks or protected nature reserves.

1. Preparations

The participants get to know the isle of Aegna beforehand by preparing a short presentation about a topic related to the island's history or natural environment.

2. Field trip to the island

The organizer explains the "everyman's rights" and other rules of the island to the participants, and organizes a field trip to learn more about the island and explore its environment.

3. News

To start off the role game, the organizer shares this piece of news with the participants:

"A newspaper in Tallinn stated yesterday that the city intends to build a bridge to the isle of Aegna. They have now started to assess the environmental impact of this project, and will formulate a plan as soon as the report is ready."

"The Nature House on the isle of Aegna is hosting a meeting between the Tallinn City Council and various interest groups. The aim of this meeting is to

draft a statement for the planning committee concerning the necessary decisions and issues that need to be taken into account when implementing the project."

4. Roles

The organizer assigns roles to the participants using role cards.

Chairperson

- ◆ Maintains order during the meeting and helps structure the discussions.
- ◆ If no one wants to play this part, the organizer can act as the chairperson.

Secretary

- ◆ Records decisions and writes a memo of the meeting, to be made available to everyone.
- ◆ Helps with drafting the statement.
- ◆ When collecting information the secretary acts as an editor and photographer.

Examples of other roles

- ◆ Member of City Council
- ◆ Real estate agent
- ◆ Local fisherman
- ◆ Captain of ferry
- ◆ Environmental activist
- ◆ Great cormorant conservation activist
- ◆ Representative of travel agency

5. Groups

- ◆ The players are divided into groups of 2–3 participants. Each participant comes up with an argument, in keeping with their role, on whether the bridge should be built or not.
- ◆ The groups have 30–50 minutes to prepare their argument and come up with at least 3 pieces of evidence to support their arguments. Valid arguments are: the presence of natural sites, protected landscapes, environmental impact analysis,



Sirje Aher showing an international group around Aegna, which has both fairytale forests and lovely beaches (September 2010).

interviews, and data from measurements or research.

- ◆ Each group prepares a poster presenting their evidence.

6. The meeting

The purpose of the meeting is to arrive at a consensus through negotiations. Every group will put forward suggestions and make sure that their arguments are taken into account in the final statement.

- ◆ Every group presents their arguments in turn.
- ◆ The chairperson maintains order, and the secretary writes down arguments, comments, and suggestions.
- ◆ If necessary, participants can vote on suggestions.

7. Summary at school

- ◆ Back at school, the secretary presents the final statement, and explains using his or her own notes how the groups arrived at this statement.
- ◆ The statement can be passed around for approval and signing by each participant.
- ◆ Make a display at school with the memo and the groups' posters.

K. Relve & S. Aher: *Role playing game "Building a bridge between Aegna and Tallinn"*. Tallinn Environment Department 2010.



MATCH THE PAIRS!

- For children
- Tartu Environmental Education Centre

The purpose of this exercise is to get to know products derived from the sea and understand their connections. The idea is to match the objects into pairs according to their qualities and connections.

This exercise is primarily meant for 7–12 year olds, but can be used with older learners by increasing the difficulty. It is part of the program *Investigate and Discover. The Sea!*

Instructions

- ◆ The participants are divided into groups of 4–5.
- ◆ Each group receives a similar collection of sea-related objects.
- ◆ The groups are supposed to examine the objects and match them into pairs. They have to be able to explain and present why these objects belong together. The organizer should allocate enough time for the participants to discuss their objects, and encourage them to inspect them closely using magnifying glasses.
- ◆ Once each group has found their pairs, they present their own findings and explanations for each pair at a time. There are no right or wrong solutions in this exercise, but the explanations must be coherent.
- ◆ At the end of the exercise, the organizer presents his or her own choices one by one, and explains them. At the same time this will help the participants remember the objects.

Examples of matched pairs

- ◆ Marmalade sweet – Red algae with agar (*Furcellaria fastigiata*). Agar, also known as agar-agar, is a basic ingredient in marmalade (code E406). It is extracted from certain species of red algae.
- ◆ Mussel shells – Jar of pickled mussels
- ◆ Mussel shell from the Norwegian coast or Danish straits (big) – Mussel shell from the Finnish, Swedish, or Estonian coast (small)
- ◆ Salt – Water (in marked bottle and for example in salt shaker)
- ◆ Cod – Cod liver oil
- ◆ Bladderwrack – Baltic herring
- ◆ Flounder – Piece of fish-net
- ◆ Common eider (picture or feather) – Small feather pillow

A. Ehlvest & H. Kont: *Investigate and Discover – Support materials for active learning*. Tartu Environmental Education Centre 2010.



A serious session of the Match the Pairs game at the Environmental Education Centre of Tartu. Sirje Aher, Robert Lättman, and others in photo (September 2010).



Riitta Pulkkinen and Veljo Runnel with bud hats focusing on bud identification in the forests of Nynäshamn Nature School (March 2010).

BUDS

- For youths
- Nynäshamn Nature School

This exercise is a great way to get to know nature during the winter. Participants can add some fun to the exercise by making their own bud hats, so that they can identify each other.

1. Examine buds under magnifying glass

- ◆ To start off, participants examine buds found in the nearby area using magnifying glasses. They then describe the different buds according to their appearance, shape, colour, and number.
- ◆ What do the buds look like? Are they round or are they sharp, are they hairy, black, or brown, do they occur singly or in clusters? The organizer should give the participants a list of adjectives to use when describing the buds.

2. Identify buds using bud identification guide

- ◆ The organizer gives the participants a bud identification guide.
- ◆ The pupils try to identify the different species.
- ◆ The pupils choose three twigs out of the ones they've identified, and name them using name tags.

3. Place twigs in water

- ◆ The named twigs are placed in water in an indoor space, with plenty of light.



- ◆ As the buds unfold, the participants will see if they identified them correctly!

M. Wejdmark & R. Lättman & A. Wohlin:
The lifecycle of plants – Learning towards sustainable development focusing on biology.
Nature School of Nynäshamn 2010.

Apply in your own teaching and pass on the idea!

► www.hyria.fi/ourbaltic

Tips for project planning

► The magazine interviewed **Elsa Rintala** from the Environmental School Polku of the Metropolitan Area Reuse Center.

The Reuse Centre has received much praise for carrying out successful projects. What's the secret of a successful project?

We-ell, there's no magic formula for it. What counts is experience, careful planning and implementation, an extensive network of contacts and participants, and enthusiasm. The flexibility of our organization also helps with projects.

Where can you find information on getting funding?

Many organizations support non-profit programs. You can get funding from, for example, your own municipality, ministries, foundations, or international funding bodies.

It always pays to ask colleagues who have carried out projects where they got their funding, and how well they felt that that funding had worked for their needs.

"Projects allow us to act on a larger scale and in a more versatile manner than would otherwise be possible with our resources."

How do you write a strong application?

The most important thing is to carefully read the instructions provided by the funding body: what kind of projects they support, the deadline for submissions, and what attachments they require.

An application can be anything from a one page outline to a several dozen page plan with a precise budget. You should get in touch with the funding body already when planning the application.

Generally speaking, you have to know what you're doing, with whom, how much it will cost, and how you will meet the costs.

Be prepared to reserve enough time for your own work and project administration when drafting the budget. Remember to account for rental expenses, photocopying, postage, accountants' and auditors' fees...

How do projects benefit the Reuse Center?

Most of our projects have dealt with environmental education. We have developed, tested, and disseminated new methods, and participated in creating and developing various networks.



Elsa examining the proofs for the *Meanwhile Elsewhere* exhibition, produced for the Cobweb project (Fall 2010).

Projects allow us to act on a larger scale and in a more versatile manner than would otherwise be possible with our resources. When many organizations are working together, they are able to use each other's experiences and views. The whole is greater than the sum of its parts! ♦

Any insights from your project for environmental educators?

Are you involved in a project that has produced useful hints for hands on environmental education work? Send proposals to the editorial staff.

We particularly welcome hints and exercises that are directly applicable for teaching, as well as information on new, openly available materials.

toimitus@ymparistokasvatus.fi

Meanwhile elsewhere

– Greetings from the makers of the exhibition

Planning an exhibition with an environmental theme is a dynamic, enriching experience when people from different fields are able to share their knowledge and views. Every member of the production team for *Meanwhile elsewhere* participated in building up a fictional city on the Baltic Sea using their own expertise and imagination.

One emphasized citizens' need for ecosystem services, while another came up with the idea of building the exhibition as a tent. As the scriptwriter, I felt it was important for the exhibition to be story-driven and have a new kind of visual dimension. The meetings between the Finnish steering group and a network of international experts brought their own useful insights into the planning process.

We hope that our work will provide support and inspiration for as many people as possible in carrying out their own work for sustainable development. For this reason we have implemented our insights into many different applications: a bookable exhibition, entertaining videos, and in depth textual content including stories, exercises, and useful information.

Marjo Soulanto
Scriptwriter, City of Espoo, Villa Elfvik Nature House
(in co-operation with communications consultancy Pleistoseeni)



A collaborative collage helps exhibition designers get into a creative mood. Riitta, Erkki, Kaisa, Marjo, and Maija at Suomenlinna in Helsinki (December 2009).



Mari presents a scaled down model of the exhibition tent to an international forum of experts at Nynäshamn (March 2010).



Elsa, Marjo, and Johanna wait in hushed anticipation for constructive critique for the exhibition plans from Latvian, Swedish, and Estonian colleagues (September 2010).



Environmental Expert,
Metropolitan Area Reuse
Center Ltd

"People always surround themselves with a wall of old ideas. To inspire new thinking, you usually have to make a chink in that wall. It could be something as small as one confusing concept that the person has to define for herself."

Elsa Rintala

"This exhibition serves as an inspiring introduction to grasping and tackling the most iniquitous problems of our time. Like a good book, you can analyze the stories in the exhibition from your own perspective."

Matti Ovaska



Environmental Educator,
Hyria Education Ltd

"Reasonable consumption and happiness without consumption are, for me, key issues."

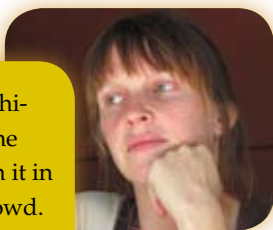
Johanna Sunikka



Environmental Educator,
Metropolitan Area Reuse Center Ltd

"You can take the exhibition to wherever the people are, and pitch it in the middle of the crowd. It has an atmosphere that is at the same time informative and visual, and provides the physical experience of space..."

Vappu Ormio



Exhibition Designer,
Graphic Designer,
City of Helsinki,
Environment Centre,
Harakka Nature Centre

"This exhibition is about how people's actions affect the rest of nature. The exhibition can provide a centerpiece for a whole day at a nature school or a theme day at school."

Katri Luukkonen



Environmental Expert, City of Espoo,
Environment Centre,
Villa Elfvik Nature House

"Art speaks with the language of experiences. Art seeks to make an impression, to show other possibilities, and sometimes to provoke our feelings. It has a place in popularizing environmental knowledge by jolting us awake, and drawing our interest to what we really know about the subject."

Mari von Boehm

Illustrator, Art Pedagogue, City of Helsinki Environment Centre, Harakka Nature Centre



Meanwhile Elsewhere

Encounters in the Baltic City

A new kind of exhibition for youth and adults

Step into a city living in the wake of the Oil Age! You can immerse yourself in the Dealer's blues, have an adventure on a toxic time trip, or work through the challenges of getting a mortgage with Kalle and Laura.

Be prepared for excitement and romance, as well as insights about sustainable living and green city planning.

This intriguing combination of short narratives and large images challenges visitors to weigh their own values and everyday choices, which affect the state of the environment in the Baltic Sea basin. Is a sustainable way of life really possible?

Booking, videos, and additional materials
In Finnish
www.hyria.fi/samaanaikaantaisaalla

In English
www.hyria.fi/meanwhileelsewhere



Come to Finland to see the exhibition!

ESPOO

Villa Elfvik Nature House, 30.3.–25.4.2011 and 14.9.–6.11.2011.
Entresse library, May-June 2011.

HELSINKI

Harakka Nature Centre, summer 2011.

KOTKA

Kotka Sea Days, Baltic village, 28.–30.7.2011.

Booking free of charge!

You can book the Meanwhile Elsewhere exhibition free of charge. The party booking the exhibition is liable for transportation fees.

ADDITIONAL INFORMATION AND INQUIRIES

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Maija Venäläinen, maija.venalainen@hyria.fi
- Harakka Nature Centre, Helsinki:
Kaisa Pajanen, kaisa.pajanen@hel.fi
- Metropolitan Area Reuse Centre Ltd, Helsinki:
koulutus@kierratyskeskus.fi,
www.kierratyskeskus.fi/nayttelyt
- Villa Elfvik Nature House, Espoo:
Katri Luukkonen, katri.luukkonen@espoo.fi

How museums support educators

One interesting dimension of the meetings for the Cobweb project is the ongoing co-operation with museums. The Natural History Museums of the Universities of Latvia and Tartu have a long tradition of supporting local educators.

- What kind of materials is your museum producing for environmental educators as part of the Cobweb project?
- What kind of support do you offer educators besides the project?

Veljo Runnel

► **Natural History Museum of the University of Tartu**

Materials

As part of the project, we have prepared some environmental education materials for school use. Our first product, a lavishly illustrated publication focusing on the movements of animals, has been a real hit with teachers. It has also garnered a great deal of attention among local media in Tartu.

We have also made map-based learning materials that explore the coastal areas of Estonia. They include many interactive exercises, designed to keep students engaged.

We hope that our materials will give educators the chance

to renew or enrich their relationship with nature – and to pass on that experience to their pupils. We also organize courses on most of our materials for educators.

One aim of these courses is to help educators make full use of the existing materials with their own students.

Other support

Our museum has for many years worked with local schools. We offer different kinds of guided environmental education programs for school classes.

Besides the programs organized by the museum, teachers are generally interested in all learning materials they can use in their own teaching. We prepared the materials for the Cobweb project to answer this need. The same materials can be used by schoolchildren also, for example, at nature houses.



Movement of Animals – Study material for nature education.
University of Tartu Natural History Museum 2010. Materials available in both Estonian and English.

Estonian coast, its formation, types and wildlife. <http://eestirannik.ut.ee>. University of Tartu Natural History Museum 2011.



| Veljo Runnel |

Counting the birds in a flock

A flock of birds can have hundreds or thousands of individuals, so it is impossible to count them one by one. Even so, ornithologists can, by counting, make fairly accurate estimations of the sizes of migrating flocks.

They do this by visually selecting a small part of the flock, counting the birds in it, and then estimating the approximate number of such groups in the flock. It is basically an exercise in multiplication.

First practice this method with a picture, and then go outside to try it on a real flock of birds.





Maija Malnača

► Natural History Museum of Latvia

Materials

We have prepared an exhibition on the Baltic Sea for our museum, titled *Feel the sea*. As supporting material for the exhibition, we have also drafted three newsletters dealing with the natural environment of the Baltic Sea and life in the Baltic Sea basin. During the project, the museum produced a board game and a book about the life of a salmon, both intended for young learners.

Other support

Our main aim is to develop materials and exhibitions on natural history for the museum, intended for the use of museum visitors and educators. Another important aim of our museum's educational work is to support and guide other providers of environmental education.

We organize courses for guides working in environmental institutions all around Latvia, teaching them about environmental education methods and materials. We also teach them how to prepare exhibitions, and how to work with local media for publicizing and advertising their activities.

The museum provides information and materials directly to the educators – for example distributing them to teachers of biology and geography at various conferences. We also distribute information via the internet.

Baltic Sea Flora and Fauna. Natural History Museum of Latvia 2010. (Cobweb Newsletter 2/8.)

Environmental problems in the Baltic Sea. Natural History Museum of Latvia. (Cobweb Newsletter 5/8.)

Feel the Sea – Exhibition in Natural History Museum of Latvia 1.12.2010–10.3.2011.

Salmon spawning game. Natural History Museum of Latvia 2010.



How to develop the collaboration between researchers and environmental educators?



**Ivar Puura and
Alvar Soesoo, researchers:**

The most important thing is the constant exchange of information. Educators can make good use of internet-based tools designed by researchers such as maps, graphical solutions, and animations.

Participating in workshops together creates important personal contacts, and helps introduce scientific innovations to educators. This co-operation should be enhanced, whenever possible, with practical activities such as field trips, laboratory work, analyzing museum collections, and using databases.

The project Communicating the Baltic – Cobweb seeks practical solutions for creating a better working relationship between researchers and environmental educators. Our main mode of collaboration for this project has been producing environ-



**Riikka Paloniemi,
researcher:**

I would develop the collaboration between researchers and environmental educators through concrete, clearly defined tasks. For example, we could discuss climate change with the experts in relation to the SYKE climate calculator. Why not use this forum also as part of an environmental education project?

mental education materials.

However, are projects their own, self-contained world, or can the models and methods used in them be applied elsewhere? Or must everyone, after all, reinvent the wheel?

What methods do you think work best for developing the interaction between researchers and environmental educators? I sent this question via e-mail to a few researchers and environmental educators.



**Risto Willamo,
university lecturer:**

I feel it's barren to carry out research, if you don't attach any educational value (= changing people's mindsets in some way) to your work.

I feel that it is equally barren to engage in educational work if you don't acknowledge how important the natural curiosity and desire to learn (= the researcher in all of us) is for all learning and education.

Geological Learning Materials

Institute of Geology at Tallinn University of Technology has created E-learning materials about Earth's internal structure and tectonic processes and about the geological evolution of the Baltic Sea.

The materials are available in Estonian at www.geoeducation.info/cobweb/. Some of the materials will be published in English during the Cobweb-project.

Kaisa Pajanen, leading environmental educator:

In the best collaborative projects the special roles of the participants lose their meanings.

In the dream scenario, researchers are involved almost from the start in organizing and doing conceptual work for the project. A long-term working relationship leads to a deep, mutual questioning and understanding of what is essential, and how the “essential thing” can be made meaningful for other people.

Roles lose their meanings, as the search for meanings and ideas takes the contributors by storm, bringing them together into a state of flow. Rare, but not impossible!



Sirje Aher, environmental educator:

Fruitful collaboration is only possible when the different parties have a shared interest and desire to work together in a real partnership – partners, who accept each others’ experiences, and unique skills and expertise.



Mats Wejdmark, nature school teacher:

The nature schools organize courses aimed for all educators on the topics of the Nationalnyckel series of books, which presents all the flora and fauna of Sweden.

More information: <http://www.nationalnyckeln.se/hem.asp> and <http://www.bioresurs.uu.se/>.

| Raimonds Ehrnstein |

Department of Environmental Management at the University of Latvia

READILY APPLICABLE END PRODUCTS

Environmental communication has a significant role and numerous possibilities in working for sustainable development. The University of Latvia has designed readily applicable end products for facilitating environmental communication.

The aim of the collaborative research projects has been to devise practical solutions tailored for the needs of local environmental communication, such as policy plans and action programme proposals. Another aim has been to speed up local environmental communication processes by expanding the outlook of the target groups, as well as publicizing the often unacknowledged potential of environmental communication in increasing environmental awareness and participation.

Another significant trait of the model has been the decision to utilize a more extensive framework of

co-operation. By breaking out of traditional ways of thinking, the model has created space for stimulating new, innovative approaches.

This model for environmental communication collaboration has been well received and implemented in the planning processes for municipal environmental policies. This has been achieved by bringing environmental communication into environmental policies as its own separate chapter, or through integrating the perspective of environmental communication into the various sections of the policy.

“By breaking out of traditional ways of thinking, the model has created space for stimulating new, innovative approaches.”

| Maija Venäläinen |

Environmental Communication Collaboration Model

The Department of Environmental Management at the University of Latvia has pioneered an environmental communication collaboration model, which clarifies the interaction between environmental communication specialists, tasks, and desired results. This model, in emphasizing collaboration and the management of that collaboration, helps us understand the roles of different collaborating participants both from the point of view of the contents and the methods of environmental communication.

This model has served as the basis for many research projects carried out in collaboration with various municipalities and other local partners, securing a place for environmental communication in environmental policy making on the municipal level.

The model has served as the basis for the English training materials published as part of the Cobweb project. These materials will be ready in spring 2011.

www.hyria.fi/ourbaltic

The materials produced through the project are free for your use

- www.hyria.fi/ourbaltic
- www.hyria.fi/samaanaikaantoisaalla

Hyria koulutus Oy Hyria Education Ltd.

Hyria provides professional training for youth and adults, as well as several different training courses for corporate and institutional clients. Hyria's centre of activities is in Hyvinkää and the Riihimäki area, but it also organizes training courses around the country, and participates in international training initiatives. Hyria is also involved in international projects that support the international networking of students and teachers.

www.hyria.fi
Maija Venäläinen,
maija.venalainen@hyria.fi

The Natural History Museum of the University of Tartu

The Natural History Museum collects and preserves samples of plants, mushrooms, animals, rocks, minerals, and fossils, and also maintains and develops a public on-line database. Their exhibitions focus on animals and geology.

The Museum provides both outdoor and indoor environmental education programs for schools, early education professionals, and adults. In addition, it provides training for educators through the Open University, along with courses for lifelong learning.

www.natmuseum.ut.ee
Veljo Runnel, veljo.runnel@gmail.com

Helsinki Environment Centre, Harakka Nature Centre

The Harakka Nature Centre provides activities and experiences, as well as information on the archipelago, energy efficiency and renewable energy to people of all ages, from toddlers to pensioners.

The Nature Centre operates out of the historical buildings on the charming island of Harakka, unmatched for the diversity of its plant and bird life.

The Nature Centre is responsible for organizing and developing environmental education activities, providing services and information on the methods of environmental education to schools and nurseries. Co-operation between academia and the arts has enriched the island's culture, with its exhibitions on the marine environment.

www.hel.fi/ymk/harakka
Kaisa Pajanen, kaisa.pajanen@hel.fi

Tartu Environmental Education Centre (TEEC)

The TEEC promotes sustainable development and environmental consciousness through lifelong learning, projects, and by providing information. The Education Centre organizes both public and private events for promoting environmental consciousness.

www.teec.ee
Mirjam Pikla, mirjam.pikla@teec.ee

Tallinn University of Technology, Department of Geology

The Institute of Geology at the Tallinn University of Technology is an independent research, development, and teaching institution working with Earth Science and other associated disciplines in the fields of the Arts, Natural Sciences, and Technology. The purpose of the Institute is to promote Earth Science; to provide know-how for universities, government institutions, and the private sector; to train students jointly with other departments; and to advocate research and scientific thought.

www.geoeducation.info/cobweb
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*Environmental education
in four Baltic countries*

Take a look at our services!

Communicating the Baltic



The city of Espoo, Environment Centre, Nature House Villa Elfvik

The environmental awareness centre of the city of Espoo operates out of Villa Elfvik, providing information on nature and the environment to visitors of all ages. Villa Elfvik uses diverse methods to promote environmental education in schools and nurseries, as well as knowledge of the environment among children and youths. It also offers supplementary training on environmental education for teaching professionals.

This charming building has a variety of revolving exhibits. There are also guided nature tours for both groups of children and the great public.

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The University of Latvia's Department of Environmental Management

The Department of Environmental Management at the University of Latvia has extensive experience in environmental management and the sustainable development of coastal areas. The Department offers Master's programs and other postgraduate studies in environmental management, as well as providing training locally. It carries out research and takes part in regional development activities, particularly those concerning the coastal areas.

The Department has chaired Sustainable Coastal Development at Unesco since 2002.

<http://vide.lu.lv>
Diana Sulga, diana.sulga@lu.lv

Environment Department of the city of Tallinn

The Environment Department is in charge of looking after the environment of the city, and for park and waste management, as well as carrying out environmental education and various projects. The Environment Department also looks after the city's cemeteries and the botanical garden.

The Environment Department provides advice and assistance in environmental matters, as well as promoting sustainable development and a more environmentally friendly approach to issues.

www.tallinn.ee/g2265s19754
Sirje Aher, sirje@hared.ee

Helsinki Metropolitan Area Reuse Centre Ltd., Environmental School Polku

The Environmental School works to promote environmental responsibility and a sustainable way of life by offering and developing advisory services, training, and teaching materials. The training focuses on the effects of everyday choices on the state of the environment, for example on climate change.

The approach of the Environmental School is action-oriented and interdisciplinary: the main method of learning is through action and participation.

www.kierratyskeskus.fi
koulutus@kierratyskeskus.fi

The city of Nynäshamn, the Environmental School of Nynäshamn

There are 90 nature schools dedicated to environmental education and outdoor learning in Sweden. One of them is the Environmental School at Nynäshamn, which has provided services for the city's schools since 1988.

The Nynäshamn Nature School offers courses, training, and materials for outdoor learning to teachers and early education professionals.

www.nynashamnsnaturskola.se
Mats Wejdmark,
mats.wejdmark@naturskolan.pp.se

The Natural History Museum of Latvia

The Natural History Museum of Latvia is the largest centre for applied environmental education in Latvia. It receives 80 000–100 000 visitors per year.

The Environmental Interpretation Service Coordination Centre (VITILA) organizes courses and workshops on the environment and sustainable development for educators, nature guides, and other professionals. Its activities also include Nature Day campaigns, as well as developing materials, interactive exhibitions, and specialized workshops for forest and tourist industry professionals, for organizations, and for educators.

www.vitila.gov.lv
Maija Malnača, majam@ldm.gov.lv



Environmental Education in co-operation with the Cobweb – Communicating the Baltic project

Advocating a sustainable way of life for 20 years now!

Would you like to help develop youth and children's environmental education, and get this magazine delivered to your home or work place? Join Sykse NOW and take a stand for building a sustainable future! Come discuss sustainable ways of living with us: www.facebook.com/kestavaelamantapa.

The Finnish Association for Environmental Education
www.ymparistokasvatus.fi

The only expert organization in Finland dedicated to
advocating and developing environmental education.



Eco-Schools

A practical tool for building a program for sustainable development. In this program the active participation of children and youths is key. We invite participation from all kindergartens, schools, educational institutions, and children and youth's clubs and organizations!



Elja Ukkola / Pyyköjärven päiväkot



www.vihrealippu.fi
www.eco-schools.org

Communicating the Baltic (COBWEB)

The COBWEB project promotes the dissemination of environmental information and a sustainable way of life throughout the Central Baltic region.

Participants include Nature Schools, museums, and universities in Finland, Sweden, Latvia, and Estonia. Part of the funding for the project comes from the Central Baltic program.



Have a look at the environmental education materials produced for the project!

www.hyria.fi/ourbaltic

