



9 Education, training and public awareness

This chapter describes how climate change is included in the education system, both in teaching and managing schools or other educational institutions. That is followed by a portrayal of international training activities. Finally, raising public awareness is discussed in length. The role of ministries, local authorities, other public bodies and private agents is explained and many climate change or energy saving campaigns are presented.

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9 Education, training and public awareness

9.1 General policy

9.1.1 Education policy

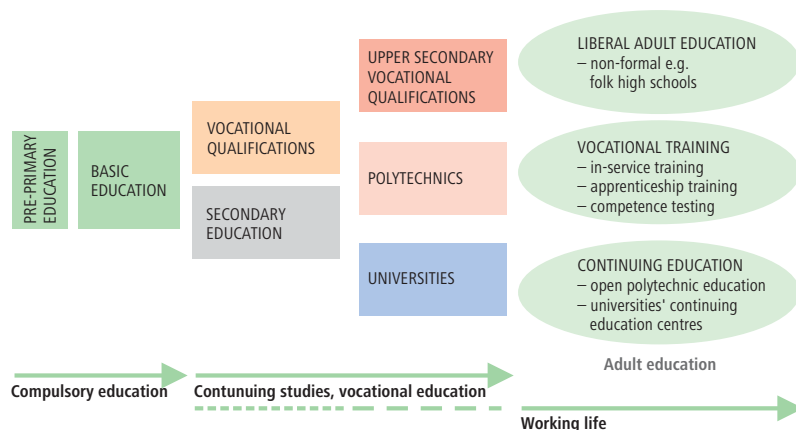
All children in Finland receive compulsory basic education between the ages of 7 and 16. Ninety-six per cent of six-year-olds participate in pre-school education. Education beyond the age of 16 is voluntary. Pupils can choose either an upper secondary school lasting 3–4 years or a vocational education institution lasting 2–5 years. In 2008 about 97 per cent of those completing their compulsory basic education went on to upper secondary school or a vocational institution (Figure 9.1).



The higher education system comprises universities and polytechnics. A network of 20 state-run universities covers the whole country. With the forthcoming university reform, all universities will become legal entities in their own right, separate from the state, either forming corporations under public law or foundations under the Foundations Act. Due to mergers, the number of universities will be reduced to 17. The annual enrolment in universities is about 20,000 students, almost one third of the age group. The network of 26 polytechnics, which was created in the 1990s, admits some 34,000 new students annually.

The Finnish school system received high scores in the international PISA (Programme for International Student Assessment) science performance comparison in 2006. The comparison of 70 countries put Finnish schoolchildren at the top in mathematics, reading and science. PISA is a

Figure 9.1
Finnish education system



Source: Ministry of Employment and the Economy, Report of the Energy Efficiency Committee http://lato.poutapilvi.fi/p4_tem/files/23449/TEM_ETT_Proposal_Englanti_100609.pdf

three-yearly appraisal of 15-year-olds in industrialised countries, organised by the OECD.

All schools in Finland are connected to the Internet. More than 3.2 million Finns, or some 83 per cent of 16–74-year-olds, had used the Internet regularly during 2008. All municipalities have at least one free public library, and about 80 per cent of Finns are regular library users. The circulation of daily newspapers is among the highest in the EU, around 460 per 1,000 adult population.

9.1.2 Climate change communications policy

Climate change is already firmly anchored in the education and public awareness policies and practices of the government, and these policies and practices remain under continuous development. The Government Programme (2007) of the current cabinet states that environmental education will be strengthened at all levels and public awareness of energy efficiency enhanced by e.g. promoting the remote metering of energy consumption. The national Long-term Climate and Energy Strategy (2008) states that citizens are provided with up-to-date information on all aspects of the climate and energy policy. It also states that sufficient resources will be made available to develop a nationwide advice and information service on energy and climate.

9.1.3 New Delhi Work Programme

Under the New Delhi Work Programme, launched at the 8th Conference of Parties (COP 8) in 2002, the Parties are encouraged to engage all stakeholders (e.g. local governments, non-governmental organisations (NGOs), intergovernmental organisations (IGOs), business and industry) in education, training, public awareness, public participation, public access to information and international cooperation reflecting the elements of Article 6 of the Convention. The New Delhi Work Programme serves as a framework for country-driven actions giving the Parties flexibility in implementation and taking into account national circumstances and priorities. The programme was reviewed in COP 13 in 2007, resulting in a request to Parties to report on their further efforts in implementing the programme.

Activities described in this chapter include Finland's efforts in implementing the New Delhi Work Programme.

9.2 Climate change issues in Finland's educational system

9.2.1 Education on sustainable development and climate change in the national curricula

Climate change issues are included in the education given on sustainable development in Finland's compulsory basic education system. Sustainable development and climate change are dealt within many subjects and as a cross-curricular theme. Teachers decide the context and how the issues are

taught. The teaching should form a systematic learning path progressing through the classes.

The National Core Curriculum for Basic Education (2004) outlines the general objectives of sustainable development education. Pupils should understand the necessity of environmental protection, learn to observe the changes taking place in the environment and evaluate the impacts of their own consumption, and adapt their behaviour to support sustainable development.

The National Core Curriculum for Upper Secondary Schools (2003) also highlights a number of sustainability and climate-related issues. Students (aged 16–19) should be familiar with the main aspects of the ecological, economic, social and cultural dimensions of sustainable development and be able and willing to act in support of sustainable development in their own lives.

The National Core Curriculum for Upper Secondary Vocational education define sustainable development as one of the key skills. It is included in the qualification modules with a field-specific emphasis and is assessed as part of vocational skills demonstrations and/or other competence. Education providers are required to carry out measures to promote sustainable development. Sustainable development must also be visible in quality management issues.

All Finnish schools and educational establishments are required to have a sustainable development action programme by 2010. In addition, 15 per cent of them will have acquired external certification for their work on sustainable development by 2014. These targets have been set in the national strategies for sustainable development education.

The national system of Environmental Certification of Educational Establishments (see links at end of chapter) encompasses the following elements

- criteria for incorporating sustainable development in the management, teaching and maintenance activities of educational establishments
- large amount of support material
- a nationwide auditor network for evaluating and developing the operation of schools and educational establishments
- teacher training courses supporting the creation of sustainable development programmes
- arrangements for external evaluation and certification.

The Environmental Certification scheme was started in March 2004 and the criteria were updated in 2009. The new criteria and the related self-evaluation tool assist educational establishments in planning their teaching and designing sustainable development programmes. The system covers all schools and educational establishments except polytechnics and universities. Their possible inclusion is being studied further.

Many nationwide projects, networks, campaigns or competitions in and between schools support the teaching on sustainable development and climate change and give pupils a chance to make use of their knowledge. Environment Online is an example of such a project (see Box 9.1). Other examples can be found in the Internet links at the end of this chapter.

Many different public service organisations have funded NGOs to visit schools as climate ambassadors and to discuss climate change and ways to curb it. This programme has been actively pursued for in the present decade and with good results.

Box 9.1

Environment Online – ENO

Environment Online, ENO, is a global virtual school for sustainable development created in Finland in 2000. Since its founding, a growing number of schools around the world have participated, studying the same environmental topics and sharing their knowledge among local communities and worldwide on the Internet. The themes covered include climate change, forests, water, ecological footprints and cultural issues. The study material and structured courses for each theme are available in English on the ENO website.



Planting trees has been one of the most popular activities since 2004. The ENO tree planting day in September 2009 brought together about 2,500 schools in 122 countries, and about 300,000 trees were planted to celebrate the day.

Climate change has been a regular theme in the ENO programme since 2002. Students have written articles about the impact of climate change in their countries. They have made radio interviews for the ENO web radio, made climate change videos for the website and marched during the ENO campaign weeks. About 1,000 schools in 102 countries took part in the ENO Climate Change Campaign in January 2009.

ENO is administered by the education department of the city of Joensuu. It has numerous partner organisations and networks including the United Nations Environment Programme and the University of Joensuu. It has won 14 national and international awards.

ENO website: www.enoprogramme.org

9.2.2 *Climate change in higher education and climate change training*

Universities provide climate change education as a part of different degree programmes, including environmental studies, environmental technology, chemistry, chemical technology and energy technology. Some universities also offer postgraduate studies in climate change. Teaching related to climate change is closely tied to the research in this field.

Climate issues are today also included in the sustainable development teaching given as part of teacher education, which in Finland is a university-level programme for all teachers throughout the education system. Nevertheless, only a fraction of all the country's teachers outside the natural sciences have adequate pedagogical expertise in sustainable development and climate change.

Universities, polytechnics and several training institutes provide continuing education programmes and vocational training in climate change and related issues, e.g. energy efficiency and environmental technology, for individuals and companies.

9.3 *International training activities*

Training of experts for developing countries in managing forests and other natural resources is an integral part of the agricultural and forest sciences programmes at the University of Helsinki. For example, the Viikki Tropical Resources Institute (VITRI) at the Faculty of Agriculture and Forestry trains 3 to 6 Masters of Forestry and 2 to 3 doctors annually. So far about 70 stu-

dents have completed the master's degree and 30 students the doctoral degree. VITRI has maintained a strong focus on rehabilitation of degraded natural and man-made production systems, including agroforestry systems and on the various products and services provided by these systems, across the different ecological zones in Asia, Africa and Latin America. More than half of the doctoral students come from developing countries, such as Sudan, Thailand and China. In addition, various departments and projects at the University of Helsinki have actively taken part in exchanging students, teachers and researchers with developing countries, thus contributing to the transfer of knowledge on environmental and natural resource management.

The Faculty of Forest Sciences at the University of Joensuu has participated in several international exchange programmes in forestry education. Currently it is coordinating a two-year Erasmus Mundus programme called Master of Science in European Forestry (MSc EF), funded by the EU. The programme links the increasing number of forest-related issues with a European dimension. Three quarters of the students come from developing countries, supported by special grants. The programme's network of six European universities offers students from the developing countries excellent opportunities to learn, make contacts and specialize. In addition, the programme arranges visits to these universities for teachers and researchers from the developing countries. The University of Joensuu also coordinates the Finnish Graduate School in Forest Sciences, which trains international doctoral students, including students from developing countries, in various fields of forest and biological sciences.

Training experts in the management and sustainable use of forests and other natural resources contributes to the development of human capital necessary for the mitigation and adaptation efforts in the developing countries. This is especially the case with experts who have doctoral degrees and are, ac-



Photosynthesis measurements in irrigated forest plantations. Adaptation of trees and carbon sequestration under environmental stress have been among the topics of the Finland-Kenya research cooperation led by VITRI at the University of Helsinki since 1984.



Soil sampling by Finnish-Chinese research team in the Yangtze River watershed in Sichuan, China. At the University of Helsinki, VITRI is involved in institutional capacity building in the fields of forest ecology and natural resource management in several tropical and developing countries.

European Forestry students are participating in their first MSc EF course called "Trends in European Forestry" in Sweden. The course includes a visit to the arboretum, where different European tree species are introduced to the students.



cordingly, trained in scientific methods. Many academic units in Finland also cooperate with universities, research institutes and governmental organisations in developing countries to support institutional development in various sectors. For example, VITRI is an active participant in the development of the forestry sector in Sudan, Kenya, Ethiopia, Thailand, Indonesia and Laos.

9.4 Increasing public awareness

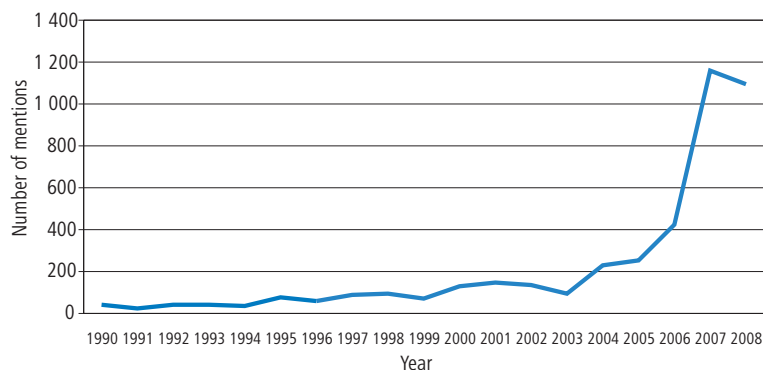
As a result of good media coverage and various climate change awareness campaigns, Finns know what climate change is and understand the need to curb it. Climate change has undergone a shift from the margins to the centre of media attention. Before the ratification of the Kyoto Protocol in 2002, articles on climate change were published mainly in the science and nature sections. Since then, the media have integrated climate change into other areas too, covering not only the scientific but also the political, economic and social aspects. This change has been particularly evident since the Intergovernmental Panel on Climate Change (IPCC) released its Fourth Assessment Report in 2007 (Figure 9.2). Finnish media coverage no longer concentrates only on defining the phenomenon, but focuses on the ways of responding to it.

In Finland journalists have direct access to civil servants who deal with climate change issues and to climate change experts in various organisations. This makes it possible to provide the public with first hand information and a broad background on e.g. domestic measures and international negotiations.

Various NGOs are also actively communicating on climate change. Nine NGOs share a website on climate change, and several of these have run public campaigns motivating citizens to take action to protect the climate (see 9.4.4 and Internet links at the end of this chapter)

Figure 9.2

"Climate change" in the biggest national daily newspaper 'Helsingin Sanomat' 1990–2007



Source: Lasse Peltonen, Head of Research, Centre for Urban and Regional Studies, Helsinki University of Technology

9.4.1 Actions by the government

Communication on climate change is performed by several different ministries and government research organisations, each within the sphere of their own tasks and responsibilities: the ministries of Agriculture and Forestry, Employment and the Economy, the Environment, Transport and Communications, the Ministry for Foreign Affairs, the Prime Minister's Office, the Finnish Environment Institute and the Finnish Meteorological Institute (FMI).

With climate change communication being performed in this manner, there is a need for cooperation to ensure that actions are coordinated. Consequently, in autumn 2008 the Ministries of Agriculture and Forestry, the Environment, Employment and the Economy, Transport and Communications, the Finnish Environment Institute and the FMI began unofficial cooperation on climate change communication. Other ministries with climate change related responsibilities have also been invited to participate in this collaboration. The Prime Minister's Office and the Ministry for Foreign Affairs have already decided to join it.

In 2009 this collaborating group of ministries and government organisations introduced a common newsletter called 'Klimaatti'. It is published on the Internet four times a year in Finnish and in Swedish. Each issue features articles on climate change mitigation and adaptation, current research, eco-efficiency, energy consumption, international negotiations and legislation. Each organisation edits its own articles and pictures. The newsletter is being coordinated by the Ministry of the Environment, which is also in charge of the final content and visual image of the publication. The newsletter has proven to be an efficient vehicle in raising awareness on climate change.

The group has also increased collaboration in organising training for journalists.

Another example of cooperation is the shared Climate Change Community Response Portal aimed at municipalities, which is being built by the FMI, the Finnish Environment Institute and the Helsinki University of Technology's Centre for Urban and Regional Studies. The aim is to bring greater uniformity to the diverse and fragmented array of climate change information

and to bring it under a single portal. The aim is also to provide a means for examining the local impact of climate change and to offer practical tools for local and municipal planning and decision-making. The portal is an EU Life+ project coordinated by the FMI and will be launched in May 2011.

Most communication activities are still carried out independently by the various government bodies. The Ministry of Employment and the Economy is responsible for communication on the Long-Term Climate and Energy Strategy, for example, while the communication and climate change experts of the Ministry of the Environment have prepared a communication strategy for the United Nations climate change negotiations in 2009. To cope with the interest displayed by the Finnish media, by civil society, by industry and by the general public, the ministry will organise press events on the negotiations. During the key climate meetings the ministry will communicate actively through press releases and provide publications on the negotiations. The ministry will prepare and coordinate Finland's views on the international climate negotiations at the European Union level and in regard to the United Nations. The ministry is the national focal point for the UNFCCC and is also responsible for implementing the Kyoto Protocol and for the related strategic planning in its own branch of administration. In addition, the ministry is responsible for land use, waste and building policies, all of which have specific climate change implications. The ministry also provides information on energy regulations for new buildings, which are designed to improve their energy efficiency.

The national IPCC working group coordinates and presents Finnish standpoints to the IPCC reports. It aims at raising awareness of the IPCC's work in Finland and the Finnish contribution towards it. The communications department of the FMI is responsible for IPCC communications, in close cooperation with the communications department of the Ministry of the Environment. The most important channels are press releases and conferences, seminars for decision-makers and training programmes for journalists.

The Finnish Environment Institute is also active in climate change communication. It provides information on the latest domestic climate change research through press releases and newsletters. It also publishes a widely read magazine called 'Environment'. In addition, the institute's communication unit is involved in three climate change related Life+ projects of the EU: VACCIA, CCCRP, and Julia2030. Like the Ministry of the Environment, the institute provides education and training in media outreach and public relations for its experts and researchers. It also distributes information on the

Partnership for European Environmental Research (PEER) and reports both nationally and at EU level.

Many of the government organisations were already providing training independently for various stakeholders before the unofficial cooperation was established. For example, as part of the national climate change communications programme (see Box 9.2), the FMI organised a two-day climate change course for journalists in March 2006. The course, entitled 'The climate is changing – who's to blame?', was attended by 40 journalists. Their



feedback was very positive and convinced the FMI to continue providing such training on an annual basis. To date, the course has been attended by some 180 journalists specialising in the economy, science and the environment. In November 2008 the Ministry of Agriculture and Forestry, in charge

Box 9.2

Climate Change Communications Programme 2002–2007

The Climate Change Communications Programme, launched following a parliamentary initiative in autumn 2002, formed an important part of Finland's national climate strategy. The programme was aimed at increasing awareness on climate change, its impacts and mitigation. The culmination of the programme coincided with an EU-wide public information campaign in 2006.

The programme was coordinated by Motiva, an affiliated government agency promoting the sustainable use of energy and other resources, and implemented jointly by the ministries of Employment and the Economy (formerly Trade and Industry), Transport and Communications, Agriculture and Forestry, the Environment, and the Finnish National Board of Education. The project's steering group had a strong representation of climate change and communication experts from the participating ministries.

The programme included campaign and project funding for many different groups. This focused on businesses, including companies in the energy, waste management, construction, forestry and farming sectors, as well as local authorities, regional associations and journalists.

Special efforts were made throughout the programme to reach young people, the decision-makers of the future. Schools and teachers were key target groups.

In five years the programme funded 62 projects with a total budget of about EUR 2.5 million.

Short presentations of the projects are available at <http://www.ilmastonmuutos.info/eng/cfmldocs/>.

During the programme's final year, starting in June 2006, a special EU-initiated campaign "Make a change" was run across Finland. The campaign was run in national formats simultaneously in all EU countries. The Finnish campaign aimed especially at bringing climate issues closer to ordinary people – to arouse their interest, increase awareness and change attitudes. The campaign involved open meetings, outdoor events, exhibitions and training sessions, as well as prominent advertising in newspapers and magazines, on the radio, billboards and on buses and taxis.

The Finnish campaign was uniquely intense and effective, thanks to the networks, materials and working methods already established during the earlier phases of the communications programme. The involvement of the EU helped to raise the profile of the campaign, which engaged more than 70 domestic partner organisations and a group of high-profile climate ambassadors.

Active grassroots projects and well-attended local events proved to be the best ways to reach people. Local organisations were uniquely able to highlight the vital issues for local audiences and attract the local media. The "Make a change" campaign was most successful in places where active networks had already been built up earlier in the programme.

A survey conducted in 2007 showed that most Finns had grasped the main message of the campaign and realised its importance. The celebrity climate ambassadors, chosen to help reach priority target groups, gained considerable attention in the media.

Compared with the earlier surveys in 2002 and 2004, the survey showed that Finns had clearly understood better how they can help to mitigate climate change. More people were aware of the benefits of activities like using public transport, separating and recycling waste and saving energy. Readiness to change lifestyle had also increased, even though many possible actions still seemed difficult or irrelevant to some people.

Networks of the key actors that have been built up during the programme have continued to spread information and ideas. Existing material will have to be updated and there is also a need for a further coordinated communications programme, as specified in the programme of the current cabinet.

of coordinating the national climate change adaptation strategy, organised a one-day 'adaptation workshop' for journalists. 35 journalists, most of whom had already attended the FMI's course on climate issues, took part in the workshop. Another workshop is under preparation for 2010.

9.4.2 Raising awareness in energy efficiency

Energy and materials efficiency and use of renewable energy sources are the easiest and most effective ways to combat climate change. Motiva is a state-owned company and operates as an affiliated government agency promoting efficient and sustainable use of energy and materials. It provides information, training and expert services. It furthers energy education through specific projects and campaigns at primary schools, boosting awareness and climate friendly consumption. Motiva also facilitates energy efficiency agreements with the public and private sectors, and provides training for energy auditors and energy efficiency training seminars for industrial and service sectors. It also coordinates communications and awareness raising, e.g. through the National Energy Awareness Week.

Motiva produces and distributes information and action advice for clearly segmented target groups among communities, companies, households and schools through its website and informative materials.

Energy Awareness Week

Motiva has successfully run the National Energy Awareness Week and the specific energy awareness week for primary schools since 1996. The week has become an established annual event in October, during which companies, schools and other organisations concentrate on promoting energy efficiency. The week is a means of getting people to think and act in favour of sensible use of energy and an environmentally conscious way of life – voluntarily.

Every year some 300 companies and organisations participate in the week. Half of Finland's school children aged around eight (close to 25,000 pupils) take part in the week by studying energy from its production and consumption to energy saving and by taking energy saving action at home and in school. Many companies have incorporated the week into their own environmental programmes and implemented voluntary energy saving measures.

Motiva provides Awareness Week participants with tools, tips, informative material and support for distributing information, and acts as the national media contact point. It also organises seminars and workshops to activate different organisations to exchange ideas, collaborate and arrange events together.

The Energy Awareness Week is supported by the Ministry of Employment and the Economy.

9.4.3 Local and regional activities

Dozens of municipalities participate in a long-running campaign to reduce their own greenhouse gas emissions. Five municipalities have even committed to cutting their emissions faster than the EU targets would require (see Chapter 4 for the campaign and the five municipalities). Another campaign, ILMANKOS, is trying to activate the residents in Finland's second largest city region (see Box 9.3)

Box 9.3*ILMANKOS campaign*

ILMANKOS is a campaign to combat climate change and promote grass-roots participation in preparing mitigation measures in the Tampere region. Its aim is to increase the participation of residents and groups in the region in reducing greenhouse gas emissions.

The ILMANKOS campaign declares that it is time to switch from worrying to action and to start making climate-friendly every-day choices: "Make your pledge for the climate, fulfil it and invite others to join."

The campaign and a regional newspaper challenged three families to reduce their carbon footprint. In spring 2009 their carbon footprints were assessed and they were given advice how to reduce their greenhouse gas emissions. The newspaper published articles on their progress every Sunday.

The campaign started in autumn 2008. It supports the preparation of a climate strategy for the Tampere region and gives residents a chance to take part in and influence the strategy preparation process.

9.4.4 Other campaigns

Many NGOs, the media and one-off partners have run climate change related campaigns. For example, Maanystävät (the Finnish Friends of the Earth) is running a campaign to push for a climate change bill with an emissions reduction obligation. A television programme 'Operaatio Maa' ('Operation Earth'), on a commercial channel, together with WWF Finland, challenged viewers to donate money for climate change projects in Nepal and Madagascar and for the protection of the Baltic Sea.

A campaign called Green Fingerprint (see Box 9.4) challenged Finns to save energy and introduced a website to advise them how to do it.

Box 9.4*Green Fingerprint campaign and website for energy saving*

In their Green Fingerprint campaign, the Helsinki power company Helsingin Energia, the state-owned company Motiva and WWF Finland challenged Finns to save energy and thus curb climate change. The campaign was designed to promote a website set up by Helsingin Energia to provide advice in saving energy. The idea was to make people think about their own energy consumption habits and discover that small deeds can make a difference. The campaign also involved celebrities.

The campaign ran in autumn 2008, but the website will be a permanent part of the energy advisory services of the three campaign organisers.

During the Green Fingerprint roadshow, a group of campaign cyclists travelled through Finland from Kilpisjärvi in the north to Helsinki in the south. The total length of the journey was about 1,500 kilometres. Every energy-saving pledge made by people along the route moved the cyclists forward by 100 metres i.e. they needed 15,000 pledges to make the journey. In three weeks, a total of 15,772 energy-saving pledges were given.

Box 9.4 Continued

Box 9.4 *Continued*

The cyclists attracted positive attention throughout their journey and gathered people to events in selected towns. They also received good media exposure and acted in an exemplary way as spokesmen for energy saving and eco-efficiency.

The three-week campaign culminated in a concert as a way of expressing gratitude. It was possible to obtain a ticket for the concert only by making an energy-saving pledge. Almost 6,000 tickets were handed out.

During the three-week campaign there were more than 165,000 visits to the website by more than 28,000 people and the average time spent browsing the website was 4.5 minutes. More than 30 per cent of the visitors re-entered the site at a later date.

The nature of the campaign was interactive and participative. The strength of the campaign lay in its activities. Consumers were not lectured at, but were included in activities to curb climate change. Both actual and virtual contacts were utilised in the campaign in a new way. The campaign received only positive attention.

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- Finnish National Commission on Sustainable Development, Sub-committee for Education (2006) Strategy for Education and Training for Sustainable Development and Implementation Plan 2006–2014, Helsinki, Finland
http://www.edu.fi/teemat/keke/sustain_strategy.pdf

Internet links

- Environmental Certification of Educational Establishments,
<http://www.koulujaymparisto.fi/index-en.htm>
- Motiva, a state-owned company promoting sustainable use of energy and materials,
<http://www.motiva.fi/en>
- National IPCC working group,
<http://www.fmi.fi/IPCC> (In Finnish)

Internet links for campaigns and short descriptions

Active Learning

A number of schools are involved in the sustainable energy education projects funded by the EU Intelligent Energy Programme. In 2006–2008, 11 Finnish schools participated in the Active Learning project (Integration of Active Learning and Energy Monitoring with School Curricula), which involved 162 European schools. The project developed a special on-line toolbox for teachers in 14 European languages providing suggestions for lessons with a wide range of energy awareness activities closely linked to the curriculum. One of the core

activities was based on energy monitoring at school, with many opportunities for pupils to participate in real mathematics and science activities. There were also numerous supplementary activities with particularly strong links to geography, design/technology and citizenship. The on-line toolbox is available on the Internet. It is already being used by several schools and projects.
<http://www.teachers4energy.eu>

Kids4Future

Kids4Future (Creating Actions among Energy Conscious Children) is a IEE project with 240 pilot schools in 10 European countries studying energy through the story "Rainmakers". 21 Finnish schools are participating in the project, which includes TV programmes, events and websites. The Rainmaker story inspires lively discussion in the classroom, ensuring that pupils understand the message. The Finnish Rainmakers also participate in the 'Energy orientation challenge' during the National Energy Awareness Week in October. Some schools have included the Rainmaker book in their mandatory education material.

<http://www.kids4future.eu>,
<http://www.rainmakers-eu.eu>
<http://www.sateenkaarentekijat.fi>

CO2nnect

Climate issues have also been dealt with in the Environment and School Initiative (ENSI) and in its SUPPORT project. The goal of the ENSI is to support educational developments that promote environmental understanding through research and the exchange of experiences internationally. Teaching climate change has been one of the major topics in the 'Knowledge Forum' of ENSI on the Internet. In 2009 the project organised a global school campaign on transport and climate change (CO2nnect). Many Finnish schools have participated in the project and its campaign.

<http://www.co2nnect.org>
<http://ensihanke.wordpress.com> (in Finnish)

Kelaa! Sustainable consumption and material efficiency

A service centre for sustainable development and energy in southwest Finland and a centre for sustainable development in the Lahti region in southern Finland are together running the KELAA! project, which focuses on sustainable consumption and material efficiency. The project partners provide companies, municipalities and citizens with concrete options to reduce their ecological footprint.

The overall target of the project is to promote sustainable operations, technologies and procurement in the participating municipalities and companies. Local companies and organisations participate in the project by providing their expertise and competence.

<http://www.kelaahanke.fi> (in Finnish)

Energy Awareness Week

<http://www.motiva.fi/energyawarenessweek>

ILMANKOS project

<http://www.ilmankos.fi/index.php?mid=1&pid=44>

Green Fingerprint campaign and energy saving website

<http://www.energianeuvoja.fi/?id=248> (in Finnish)
<http://www.energianeuvoja.fi> (in Finnish)