

Summary from inputs to speakers and themes in Environmental education for sustainable future (EE for SF) -workshop 23.9.2015 (Anja Heikkinen, UTA)

Questions to speakers

TAKK

- How many student are studying in EE (special) vocational qualification programmes (response: 30-50/year)?
- What distinctive issues you teach when cooperating with China?
- Can university students take courses in TAKK, are they recognized in ECTS for university studies?

TREDU

- How can/do you gain recognition to EE for SF in your organization?
- What are the qualifications that ordinary teachers must have in EE, or are there any? What kind of curriculum (-> last one rather a question to TAOKK/TAMK)?
- Can student accomplish the course through practical project (choosing the target self or uses the practice-period), i.e. planning -> doing -> evaluating -> developing -> reporting...?
- Could the TREDU sustainable development plan be benchmarked with those in UTA and other regional educational institutes? Could a common model be developed?
- What are the qualifications that includes much or some sustainable development related issues?
- What are the advisory boards in different units doing (contributing) to promote EE for SF?

TAMK

- how many courses do student study environmental issues?
- are there study modules taught in English, or only in Finnish?
- response: depends of degree to be taken by student
- Who are the members of sustainable development group: are they the right ones to have influences or just formal representatives?
- Are people and activities in EE for SF recognized and respected at management level?
- Could living lab-thinking be applied in walking different examples for talking and for presenting them at common website?
- Who are the teachers that have taken/are taking the steps on organizing courses in EE for SF?

UTA

- how to embed projects into permanent activities and strategies and developmental principles – how to maintain SUSTAINABILITY of initiatives in EE for SF?
- why strategies remain mainly rhetoric and don't realize in practices and in STRATEGIES of different SCHOOLS any more?
- why EE for SF remain separate studies and not cross-cutting topics in curricula and research profiles?
- How does cooperation (in EE For SF) with working life realize beside using certain source of electricity?
- Are you promoting research related to EE in every school and how?
- What would be a feasible way to find resources for EE for SF?

ELY-Centre

- What could be the first joint collaborative/joint course by regional educational organizations – TAKK, TREDU, TAMK, UTA, TUT - , considering knowledge and aims related to climate change in Pirkanmaa region?

Tanzania

- Do you need awareness raising on the risks of using charcoal, or research and education on how to replace charcoal?

1) Concrete initiatives to promote EE for SF in ORGANIZATIONS

- concern at grass-root on how to CHANGE energy efficiency of homes, offices, educational buildings
- Integrate staff and students in all events
- Organize competitions on best practices and best ideas among staff and students (or find ways to share)
- Utilize and engage students in sustainable development work in schools/educational organizations
- Smart advertising of EE for SF, different approaches for different students
- Connections to work-life, not just education for education (education's sake)
- Every school/educational organization should have EE group including different interest group -> analyse the situation and give information in different events

2) Ideas for collaborative activities in promoting EE for SF

- pop-up days for EE in companies
- co-operation does not always need money – attitudes towards joint internet network (especially in TREDU)
- Year 2016 is “year for environment”: could there be joint activities, for example in Hämeenlinna between educational organizations
- Students could act as mentors in companies: students would gain credits and contacts to working life, the companies would get new knowledge from environmental issues for free
- Let's apply together funds for EE for SF from Tekes or OPH
- Would ELY allocate funds for such project (e.g. 25000 euros), or 10-20 000 euros for each participant organization: integration of each institute having their own goals and joint goals, with own teachers and joint teachers (RESPONSE: ESR funding must always address the targets of the call, otherwise funding is not possible)

3) Ideas for courses, programmes and curricula for EE for SF in organizations

- most comments targeted to institutes, see above
- How to change the unsustainable habits and practices of citizens, companies etc. -> practical view, practical projects etc. -> what should be the concrete next step?
- How do new students get knowledge about EE for SF in university (or in other organizations)?

4) Ideas for organizing the future collaboration between organizations regionally and globally

- How could representatives from work-life be involved in developing EE and qualifications in EE for SF (cf. experiences from TAKK)?
- To what extent research is really important in contributing to EE for SF in universities? To what extent do policy-makers take research findings seriously?
- Can we build an image/reputation list on achievements in EE or give award on positive environmental policy to good enterprises? (cf. TAKK's cooperation with companies)?

- ➔ Could UNIPOLI Green cooperation between 4 organizations be extended to other regional organizations and actors?
- ➔ Collaboration requires awareness-raising inside institutes -> need to identify crucial bodies in institutes, responsible for implementing EE for SF
- ➔ Students should be engaged in collaboration regionally and globally: share experiences, organize events etc.
- ➔ Joint events for awareness raising, integrated to curricula in different institutes -> camps, courses...
- ➔ Despite lack of recognition at top level, concrete grass-root initiatives in collaboration are needed
- ➔ Focus on economic and ethical issues, such as consumption levels in Finland and Tanzania -> higher consumption means higher responsibility