



**Baltic Sea Project 15 Years**  
– a Report on Best Practises for the UN Decade  
on Education for Sustainable Development



Swedish National  
Commission for UNESCO



# Baltic Sea Project 15 Years

– a Report on Best Practices for the UN Decade  
on Education for Sustainable Development



Key words: UNESCO, Baltic Sea Project, United Nations Decade for Education for Sustainable Development, environmental education, education for sustainable development.

© Swedish National Commission for UNESCO, 2005

ISBN: 91-631-7555-X

Editor: Josefina Löfgren

Cover photo/backcover: Kustbevakningen / Pressens Bild

Cover design and layout: Typisk Form designbyrå

Printed by: EO Print, Stockholm 2005

#### DISCLAIMER

The initiative for this publication was taken by the Swedish National Commission for UNESCO. It was financed through a collaboration between the Swedish National Commission for UNESCO, the Swedish Agency for Development Cooperation, Sida, and the Swedish National Agency for School Improvement. The preface by Ms. Niedermayer does not reflect any responsibility on the part of the UNESCO secretariat for any part of this text or the opinions and conclusions expressed in it.

## PREFACE

It is with great pleasure that I have followed the UNESCO Baltic Sea Project since its launch 15 years ago. Within the UNESCO Associated Schools Project Network (ASPnet), the Baltic Sea Project has always been one of the most successful pilot projects. I watched it grow and develop, and I have also witnessed how it has served as a unique model for other UNESCO ASPnet flagship projects, such as the Western Mediterranean Sea Project, the Blue Danube River Project, the Caribbean Sea Project, and more recently the Great Volga River Project. One of the many secrets of its success is the great enthusiasm of students and teachers. The involvement and commitment of Ministries of Education of most participating countries and their support for the project is also a critical factor for its success.

3

The BSP was ASPnet's first pilot project in which schools from all countries of a region participated. All 9 countries surrounding the Baltic Sea have been united by a common cause: to save the Baltic Sea. This unifying cause gave students and teachers the opportunity to carry out joint activities, while getting to know each other better. Through this work they realized how important foreign languages are, since in this region, the 9 participating countries speak 9 different languages! Teachers and students participating in the BSP found themselves involved in sustainable development well before it became a United Nations Decade. They were not only measuring water and air quality, but taking part in creative intercultural learning. Teachers and students also talked to decision makers. Through these efforts, the project developed its own Agenda 21, which influenced the regional Baltic

Agenda 21. This in turn was taken to the World Summit on Sustainable Development in Johannesburg, South Africa in 2002.

As the global network of UNESCO's Associated Schools Project Network has recently expanded to encompass some 7,900 educational institutions in 175 countries, it is more than ever an ASPnet priority to encourage innovative educational approaches, teaching material and pedagogical methods. In this regard, the BSP achievements are impressive: 6 learners' guides so far, with a 7<sup>th</sup> one in preparation, videos, a Newsletter, and the organisation of regular national and regional meetings, are a few examples. But also teaching and learning methods, such as participative, active learning methods, hands-on activities, field trips, twinning projects with students in other countries, international networking are all forms of the BSP's ground-breaking accomplishments.

4

ASPnet's priority is to ensure that results are taken to scale, for instance by identifying and diffusing examples of best practice of quality education in practice. This is where this publication is particularly welcome and useful. It provides a general overview of how the BSP is an excellent example of an international pilot project whose achievements go beyond the scope of its actors and participants, capable of affecting and benefiting students and teachers in other parts of the world. This project has influenced and changed many students' attitudes and values in important ways, making them feel important, empowering them, and encouraging them to take on responsibilities and going out and doing something.

This publication is particularly timely, as UNESCO celebrates its 60<sup>th</sup> Anniversary this year (2005), and as UNESCO also acts as the focal point of the United Nations Decade for Education for Sustainable Development (2005–2014). The BSP is an outstanding example of how concrete activities promote this important Decade on all possible levels: in schools, homes, the community, the country, the Baltic region and even internationally.

I wish to thank all those who made this publication possible, in

particular the Swedish National Commission for UNESCO, Sida and the National Authority for School Improvement.

I hope that this publication contributes to increasing the visibility of this wonderful project and to continuously giving participating teachers and students the opportunity *to be part of the solution and not of the problem – and that is an important feeling!*, as one of the participating students once remarked.

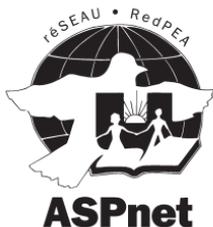
*Ms. Sigrid Niedermayer*

International Coordinator

UNESCO Associated Schools Project Network

Division for the Promotion of Quality Education

UNESCO, Paris



## TO THE READER

Why a report on best practices from the Baltic Sea Project?

In December 2002, resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005–2014) was adopted by the United Nations General Assembly. The decision states that:

*The vision of education for sustainable development is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.*

6

In his address the UN General Assembly Secretary General Kofi Annan underlined:

*The biggest challenge of the new century is to take an abstract concept such as sustainable development and turn it into reality for people all over the world.*

The decision identified UNESCO as lead agency within the UN family for the promotion of the Decade and UNESCO created a framework for the international implementation that underlines:

*The United Nations Decade of Education for Sustainable Development aims to promote education as a basis for a more sustainable human society and to integrate sustainable development into education systems at all levels. The Decade will also strengthen international cooperation towards the development and sharing of innovative education for sustainable development programmes, practises and policies.*

Now that we have this joint decision and in it a common platform for activities we face the challenge of putting the Decade into practice. The Decade is a challenge for all Member

States, and, indeed, the entire UN family. We have to analyse methods and find ways to change and shape our educational systems to influence tomorrow's society in sustainable directions. To fulfil the goals, action by all concerned will have to be plentiful and manifold!

The important step after the analyses and decisions is the implementation phase: *how to put the principles into action?* At the onset of the Decade we have to learn from already existing experiences to see what factors are crucial for success. The Swedish National Commission for UNESCO is proud to present 15 years of Best Practises of the Baltic Sea Project as our contribution to the search for models and experiences.

The text presented is not an evaluation – neither of project efficiency, educational results nor possible sustainable effects on societies – and it is not the complete history of the project. The text shows the development of the project from measurements and field observations using bio indicators to a rich and diverse cross-disciplinary smorgasbord. We point to some factors that have made it successful and still fully functioning and to some problems encountered.

After 15 years the BSP is an interesting project with a clear bottom-up strategy, with focus on teachers as developers and it is a rich source of inspiration that we invite our readers to benefit from in the development of education for sustainable development.

We hope that this text will be more than the story of a sub-regional project with focus on one individual, highly polluted sea in the far north corner of the globe; this aims to be the story of how a project can develop and lessons learned. In this text the Baltic Sea Project itself is merely an example and so is the Baltic Sea! Even without access to water that border many countries one should be able to find inspiration from these experiences.

There are only limited resources at the disposal of UNESCO's secretariat for co-ordination and development of the ASPnet. From our point of view the collection and dissemination of best practices, reports and analyses could be beneficial to all ASPnet

schools and cost effective as well. We hope that our small booklet can be useful in that way.

Stockholm September 2005

A handwritten signature in black ink, reading "Ingegerd Wärnersson". The signature is written in a cursive style with a long, sweeping horizontal line at the end.

*Ms. Ingegerd Wärnersson*, Chair  
Swedish National Commission for UNESCO

## CONTENTS

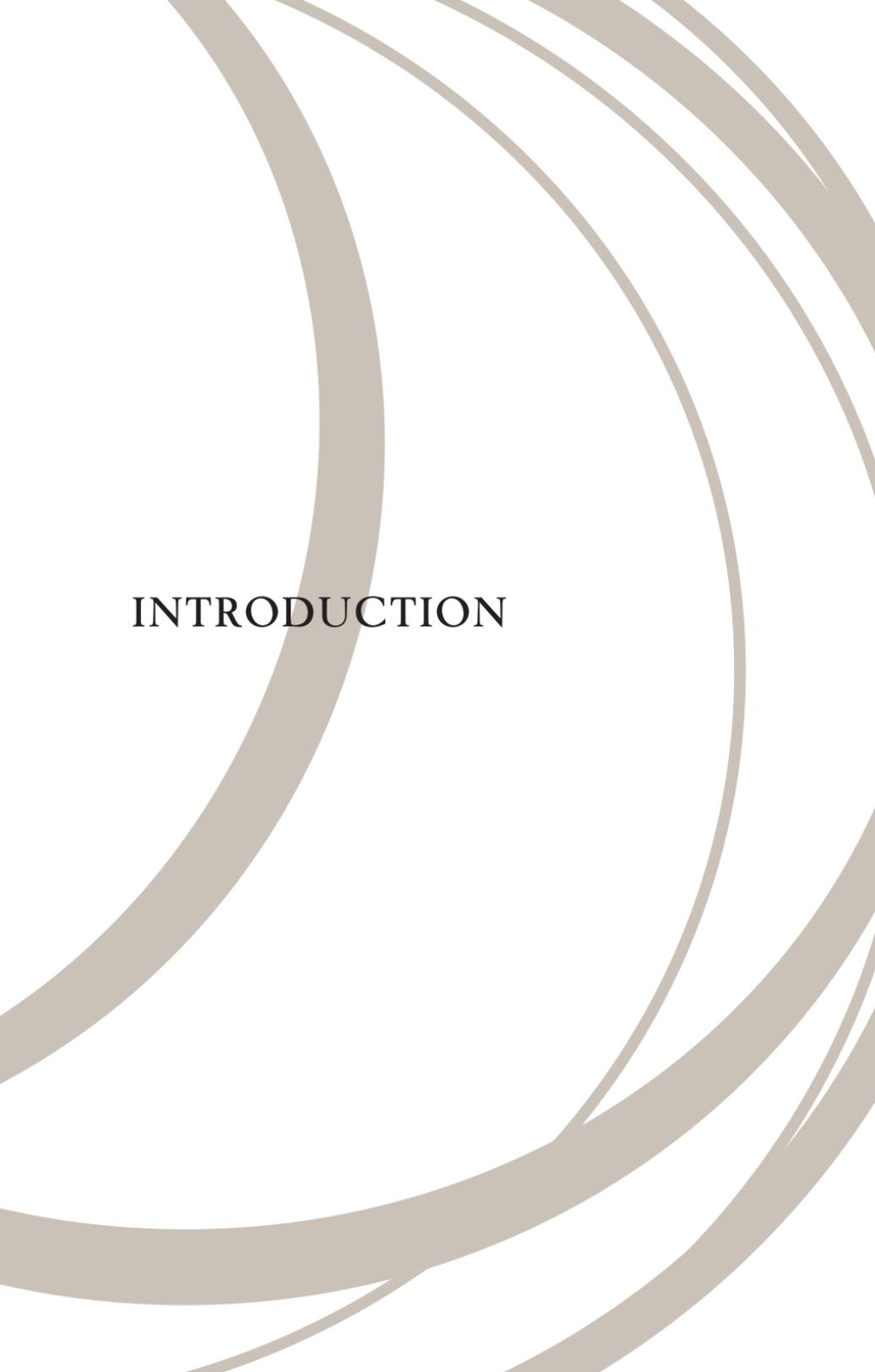
PREFACE	3
TO THE READER	6
<b>1. INTRODUCTION</b>	<b>13</b>
1.1. UNESCO, ASPNET AND THE UN DECADE FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT	14
1.2. BEST PRACTICES FROM THE BALTIC SEA PROJECT FOR THE DECADE FOR ESD	15
<b>2. ORIGINS OF THE BALTIC SEA PROJECT</b>	<b>19</b>
2.1 CO-OPERATION ACROSS THE IRON CURTAIN	20
2.2 CONSOLIDATING THE PROJECT	23
<b>3. PROGRAMMES AND THEMES</b>	<b>27</b>
3.1. PROGRAMMES	28
3.2. THEMES	30
<b>4. CONCEPTUAL AND METHODOLOGICAL DEVELOPMENT</b>	<b>33</b>
4.1. COUNTING, MEASURING AND COMPARING	34
4.2. TOWARD ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT	36
4.3. FROM WORDS TO ACTION	40
4.4. GOING GLOBAL	43
4.4.1. Sister projects	43
4.4.2. International Internet Conferences	44

<b>5. BEST PRACTICES FROM THE BALTIC SEA PROJECT</b>	<b>47</b>
5.1. PROBLEM-BASED LEARNING	48
5.2. INTERNATIONAL NETWORKING	50
5.2.1. School contacts	51
5.2.2. Teacher training	52
5.3. INTERNATIONAL MEETINGS	55
5.3.1. Consultations	56
5.3.2. Conferences	56
5.4. CO-ORDINATION	60
5.4.1. National co-ordinators	60
5.4.2. International co-ordination	61
5.5. PUBLICATIONS	63
5.5.1. Learners' Guides	63
5.5.2. Newsletters	66
10 5.6. CONCLUSIONS	68
5.6.1. BSP within UNESCO's organisation	68
5.6.2. Growing over time	69
5.6.3. Cross-curricular and multi-disciplinary approach	70
5.6.4. Benefits and challenges of co-ordination	70
5.6.5. Continuous developments	71
BIBLIOGRAPHY	74
APPENDIX I. LIST OF BSP CO-ORDINATORS	76
II. LIST OF INTERNATIONAL TEACHER TRAINING COURSES	72
III. INTERNATIONAL THEMATIC CONFERENCES OF THE BSP SINCE 1989	80





I.



# INTRODUCTION

## 1.1. UNESCO, ASPNET AND THE UN DECADE FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

The aims of UNESCO is the promotion of peace through international co-operation within its fields of competence: education, science, culture and communication. In the education area, the UNESCO Associated Schools Project Network (ASPnet) was launched in 1953, based on ideas put forth by educators working with UNESCO since its foundation in 1946. ASPnet includes over 7 900 educational institutions, ranging from pre-school education to teacher training in 175 countries. Associated Schools *commit to promoting the ideals of UNESCO by conducting pilot projects in favour of better preparing children and young people to effectively meet the challenges of an increasingly complex and interdependent world*<sup>1</sup>.

14

The ASPnet Strategy and Plan of Action (2004–2009) emphasises the four pillars of learning for the 21st Century (learning to know, to do, to be and to live together) and promoting quality education as outlined in the Dakar Framework of Action. ASPnet teachers and students have many opportunities to work together beyond their classrooms to develop innovative educational approaches, methods and materials from local to global levels. The Baltic Sea Project (BSP) is one such innovative initiative and the first regional project within UNESCO's ASPnet to combine environmental education on a specific issue, the Baltic Sea, with intercultural learning. As such, the BSP has inspired the establishment of other projects around the world along similar organisational lines.

In December 2002, resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005–2014) was adopted by the United Nations General Assembly. UNESCO was designated as lead agency for the promotion of the Decade

---

<sup>1</sup> [http://portal.unesco.org/education/en/ev.php-URL\\_ID=14694&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html+272342URL](http://portal.unesco.org/education/en/ev.php-URL_ID=14694&URL_DO=DO_TOPIC&URL_SECTION=201.html+272342URL)

and requested to develop a draft international implementation framework<sup>2</sup>.

*The vision of education for sustainable development is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.*

Unesco ESD Website



15

The Decade for Education for Sustainable Development (DESD) 2005–2014 provides ample opportunity for intensifying efforts to achieve a more sustainable world. Policy makers, education practitioners and learners around the world are increasingly aware of international guidelines and promises made to achieve sustainability. New and old initiatives gain new impetus from time-bound, focused campaigns.

## **1.2. BEST PRACTICES FROM THE BALTIC SEA PROJECT FOR THE DECADE FOR ESD**

The experiences from the BSP can provide some vital insights into how an education network can function and operate around sustainable development issues on local, national and regional

---

<sup>2</sup> [http://portal.unesco.org/education/en/ev.php-URL\\_ID=27234&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html)

level. It is the aim of this report to highlight some of the history and best practice of the project as a contribution to the DESD.

The Baltic Sea Project has been a successful school network for over 15 years under the auspices of UNESCO's ASPnet, involving the nine countries around the Baltic Sea: Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Poland, Russia and Sweden. The BSP was conceived to give ASPnet schools a regional focus around local issues. It started in 1989 with a clear focus on environmental problems – shared by everyone living in the Baltic Sea region – and intercultural learning. With the 1992 UN Conference on Environment and Development (UNCED) in Rio, the notion of sustainable development was embraced and a reorientation of the work began. Since then several interesting education initiatives dealing with sustainable development in practice have emerged from the project.

16

Learning is a component in the process toward achieving the necessary prerequisites for sustainable development, but what are the actual linkages between learning and behavioural change, political change and changes in those conditions that make our current situation unsustainable? The critical thinking required to make such linkages and then take action can be achieved through education.

The main aim is to give young people the knowledge, skills and motivation to take responsibility and initiate action to achieve positive change in their societies. The emphasis is on local action, using clear indicators and measures to influence the conditions in which people live. In this way, sustainable development is approached locally, nationally and on a regional level. It is based on an understanding of why and how our societies work and what needs to be changed to make them environmentally sustainable. This clear focus does not exclude other aspects of sustainable development, as the key competencies – participation, responsibility and ability to take action – could be applied in other areas as well. Action-oriented, participating students can apply their skills and critical thinking to influence a number of

issues that concern them; the subject matter may vary and include numerous important issues that all form part of sustainable development, but the underpinning factor is the same – informed and proactive individuals wanting and accomplishing positive change.

UNESCO has played a supporting role in several ways, including financial contributions for teacher training courses and conferences. In addition, representatives from UNESCO have taken part in meetings and contributed to the most important publications to come out of the BSP – the Learners' Guides.

This report aims to give an overview of what the BSP is and how it has developed, as well as highlighting some of the key factors for success and some of the key achievements of the project. Section two outlines the origins and consolidation of the project in the early 1990s. Section three gives an overview of the BSP programmes and themes. Section four looks at how the educational content and methodology have developed over the years; from a focus on the environment to a sustainability perspective. Section five outlines key achievements and organisational best practices that have emanated from the BSP, in terms of educational content and methodological approach. It also outlines some key conclusions.





2.



ORIGINS OF THE  
BALTIC SEA PROJECT

## 2.1. CO-OPERATION ACROSS THE IRON CURTAIN

The Baltic Sea Project started when the Finnish National Commission for UNESCO invited all countries around the Baltic Sea to an international consultation in Helsinki in April 1989 to discuss a regional environmental education project. In the late 1980s, before the wave of democratisation in Central and Eastern Europe, there was still a German Democratic Republic and a Federal Republic of Germany, as well as an intact Union of Soviet States. Some countries around the Baltic Sea barely had any contact with each other due to ideological differences. Ms. Liisa Jääskeläinen, the original founder of the Baltic Sea Project, considered the outlooks for a common project among the countries in the region:

20 *I started to develop an idea of an educational project for young people around the Baltic Sea. I thought that the environment is such an innocent subject that none will say no.*

Ms. Liisa Jääskeläinen,  
Former general co-ordinator of the BSP<sup>3</sup>.

By 1990, schools from all the countries in the Baltic Sea region had declared that they were willing to join the project and UNESCO had included it in its programme for 1990–1991. Through the BSP representatives from schools and educational institutions around the Baltic Sea were able to meet several times a year, and share information through a newsletter. This education initiative in the field of environmental protection brought people and countries together. Although discussions often had political undertones, particularly regarding decision-making and co-ordination issues, students and teachers from different parts of Europe were able to communicate and meet in a much easier way than before they joined the project.

---

<sup>3</sup> Liisa Jääskeläinen, Where has the BSP brought me?, Newsletter 1999:2, p.6



*The BSP was established at a time, when the cold war attitude and hostility was disintegrating, but still strong enough to prevent young people [from meeting]. The common and shared understanding, however, that environmental education was needed despite cultural, economic and governmental differences, made the project possible.*

Ms. Birthe Zimmermann,  
former general co-ordinator of the BSP<sup>4</sup>.

<sup>4</sup> Birthe Zimmermann, BSP Newsletter 2002:1-2, p.17

With the changes following 1989 political events, obstacles for regional dialogue largely disappeared and the number of countries involved changed with the independence of the three Baltic states and the unification of Germany. It was possible to begin understanding more clearly the differences between educational systems, as well as the challenges facing the new democracies in terms of reform processes and renewal. The ability to exercise democratic rights and freedoms also meant that civil society initiatives in the area of environmental protection could influence developments. Accordingly, demands for an end to pollution and degradation of the environment by heavy industry had to be listened to and measures taken. This of course also entailed new opportunities for influencing attitudes and initiatives through education.

**BSP basic facts<sup>5</sup>.**

**BALTIC SEA PROJECT BASIC FACTS**

**Objectives**

- Increase awareness of the students about environmental problems in the Baltic Sea area and give them an understanding of the scientific, social and cultural aspects of the interdependence between man and nature.
- Develop the ability of students to study changes in the environment.
- Encourage students to participate in developing a sustainable future.

**Practical measures**

- Set up a network of schools and other educational institutions.
- Create and develop educational approaches and joint programmes for environmental and international education.
- Organise joint activities and events.
- Publish the BSP newsletter and other relevant information. ▶▶

---

<sup>5</sup> Source: BSP website <http://www.bspnews.kiss.pl/descript.htm>

### ►► Educational approach

- Achieve a balance between a holistic view and individual subject studies.
- Change the role of the student from passive recipient to active constructor and of the teacher from supervisor to guide in learning processes.
- Use networks to provide participants with opportunities to learn and pass along new ideas and to use international co-operation as an inherent element of school work.

### International contacts

Schools in different countries are in contact through correspondence, exchanging exhibits and videos, by visits etc. During these visits the students usually study a local environmental problem together.

### Co-ordination

There is a national co-ordinator in each participating country. The co-ordinators meet at least once a year to evaluate the project and to plan future activities. There is also a general co-ordinator for the whole project that is responsible for e.g. producing maintaining contacts among the countries and making information available within the network and externally. Poland is currently co-ordinating the BSP from 2003 to 2006.

## 2.2. CONSOLIDATING THE PROJECT

In terms of developments during the first few years, various meetings and events were organised by the National Commissions for UNESCO, the initiators of the project, teachers and academics. Information was shared in the newsletter and a structure gradually developed. Finland, through Ms. Liisa Jääskeläinen, provided co-ordination of the project, supported financially by the Finnish government (National Board of Education). Many teachers and other participants agree that financial support for a general co-ordinator was vital for maintaining and developing the project; without a general co-ordinator, it would have been much more difficult to set up structures and sustain momentum within the

project. The financial support also extended to the production of the BSP Newsletter and to organising conferences<sup>6</sup>. It was decided that international co-ordination and financing of the core activities (co-ordinator's salary, BSP Newsletter and conferences) would rotate between the countries on a three to four year basis.

In addition to the general co-ordinator, each participating country appointed a national co-ordinator to be the primary contact point for participating schools, to facilitate information sharing and organise meetings and activities. National co-ordinators were teachers or civil servants performing co-ordination tasks alongside their regular jobs.

At the Second International Consultative Meeting on the BSP in Tallinn / Paide, Estonia, April 1990, it was decided that BSP participants should formulate a common core programme concerning environmental work for the Baltic Sea<sup>7</sup>. The BSP strategy, according to Ms. Liisa Jääskeläinen, was to create new educational methods, approaches and models, as well as developing common programmes on key environmental issues. The idea was to create five to seven programmes that would relate to national policies and international agreements, thereby allowing young people to understand the issues at hand and appreciate the potential of international co-operation. The first two programmes were decided upon in 1990 – BSP Coast Watch and Water Quality – and for each programme, a co-ordinator was appointed to oversee activities.

Many schools took part in these programmes, which meant that the BSP was really up and running. Reports from the activities carried out at schools in all countries around the Baltic Sea were registered in a catalogue of school activities, which was published and updated continuously and made available on the BSP website. By 1991, 163 schools and other educational institutions had signed up to participate in the BSP. By 1992, the number of schools was 180, over the years rising to over 300.

---

<sup>6</sup> Johannes Bang, BSP Newsletter 2003:1, p.20

<sup>7</sup> Liisa Jääskeläinen, BSP Newsletter 1990:2, p.29

## Kotka Workshop conclusions<sup>8</sup>.

### **SCHOOLS FOR THE BALTIC SEA – THE KOTKA WORKSHOP**

In September 1992, 279 students and teachers from all nine countries around the Baltic Sea met for the first time in Kotka, Finland, to discuss problems with the Baltic environment in a workshop called Schools for the Baltic Sea. It was organised concurrently with the 4th International Consultation of the BSP. The meeting contained high-level speakers, such as the Finnish Minister for the Environment, as well as practical, scientific sessions on concrete Baltic Sea issues like radioactivity in fish, bird ecology and What can you do to protect the environment?.

The participants at the meeting agreed that international meetings between students and teachers all working on similar themes in their respective countries serve as an enormous source of inspiration. It can move processes forward by giving new energy and ideas to the participants. The conclusion from Kotka was that the BSP should continue to grow and the best possible use should be made of the accumulated knowledge and skills among the people working with it.

---

<sup>8</sup> Source: BSP newsletter 1993:1, pp.44–45



3.



**PROGRAMMES  
AND THEMES**

### 3.1. PROGRAMMES

Within the BSP, eight core programmes form the basis for schoolwork. Each programme has a co-ordinator who is in charge of information sharing and other related tasks regarding activities and results within the programme. A list of programme co-ordinators can be found in Appendix I.

From the very beginning, it was decided to leave the door open for all participants in the project to give suggestions and put forward ideas for new programmes. When new topics are suggested, they are discussed and approved by the co-ordinators at an international consultation in order to be accepted as a programme. Gradually adopting new programmes in this manner has allowed the BSP to expand and grow with the interests of participating teachers, students and co-ordinators, as well as with international influences and trends. The BSP programmes are<sup>9</sup>:

#### ★ Water quality

28

The main aims of the programme are to study the life and the state of the sea, to train students in making observations in a systematic way and to share and compare results internationally. Rungsted Gymnasium, Denmark developed protocols for observing and recording.

#### ★ Rivers

The aim is to study the condition and water quality of rivers in the Baltic Sea area. Rivers can be examined biologically and chemically and the programme uses a multidisciplinary approach that can be used in Biology, Chemistry, Civics, Geography and History. A protocol for river investigation and an instruction paper have been developed.

---

<sup>9</sup> <http://www.bspnews.kiss.pl/program/program.htm>

### ★ **BSP Coast Watch**

Schools work with environmental issues in coastal areas by using a questionnaire that has been designed for observation, description and investigation of different phenomena on the seashore, like designation and access to the area, influences from land, coverage of splash zone, plants and animals, litter etc. Water quality of inflows is also analysed.

### ★ **Air Quality**

Schools observe the air quality in their local environment. Protocols and methods have been elaborated for estimation of air quality using bio indicators:

1. Fir trees as bio indicators of forest damage
2. Lichen – types of species and percent coverage.

### ★ **Phenological studies**

Schools observe when spring arrives in the different countries around the Baltic Sea. The students observe the date when they first see the blackbird, the coltsfoot, the skylark, the white wagtail, the blue anemone, the white anemone, the brimstone butterfly, the cuckoo and the white stork.

### ★ **Bird Ecology**

This programme involves the observation of different kinds and the occurrence of birds. Schools undertake the following activities:

1. Long-term monitoring of the occurrence of breeding birds.
2. A count of water birds washed ashore.
3. A count of mid-winter water birds.

### ★ **Environmental History**

Schools study the current situation in their local environment and look at how it has developed from the past until today. *The students are able to develop an action-competence by discovering that their present environmental situation is the result of what real,*

*once living, people have done in the past; when they made decisions about the future, they decided over our present situation*<sup>10</sup>.



Environmental drama.

### ★ Eco-Sophy

With Eco-Sophy, environmental theatre has been introduced as a new educational approach. Art and culture are used as methods of working with environmental issues. The aim is to develop and strengthen the communicative and emotional competencies of the students, to provoke reactions and put them into an artistic context.

## 3.2. THEMES

30

Schools can also choose to work within a number of themes that are wider in scope than the programmes, but which may include work within programmes. For example, the 1994 Karlskrona conference dealt with the theme *Save the Baltic Sea* (for more information, see section 5.3.) When working with that theme, students could use protocols developed for the Water Quality programme. Themes are often developed in connection and as preparation for conferences, but they are not limited to that. The themes are<sup>11</sup>:

### ★ Save the Baltic Sea

The theme was prepared for the BSP conference *Save the Baltic Sea* as a suggestion for the schools in their preparation for the conference in Karlskrona.

---

<sup>10</sup> Eliasson, P., ed. (2004), *Learners Guide 6: Learning from Environmental History in the Baltic countries*, UNESCO & Swedish National Agency for School Improvement, Stockholm, p.5

<sup>11</sup> <http://www.bspnews.kiss.pl/themes/themes.htm>

★ **The city and nature**

The theme was prepared as a suggestion for schools that want to take part in the competition for the International Ecological Olympiad *The city and nature* in St Petersburg, Russia.

★ **Agenda 21**

1. *From Words to Action*: Using extracts from Agenda 21, the theme provides practical ways for schools to work with education for sustainable development.

2. *On the Threshold – Baltic 21*: Prepared for the BSP conference with the same name in Sønderborg 2000: an introduction to school work on sustainable agriculture, energy, fisheries, forestry, industry, tourism, transport.



4.



CONCEPTUAL AND  
METHODOLOGICAL  
DEVELOPMENT

The BSP has undergone a transformation in terms of its content and concepts used, as well as its methodological approach – from a strong focus on environmental protection and making observations in nature, to a holistic outlook aimed at linking local environmental problems to wider issues of sustainable development. This change is largely a result of decisions made by co-ordinators and teachers, and implemented by students and teachers through school activities. The sections below highlight a few examples of activities that give a flavour of this development from the early stages of using bio indicators and field observations to recent global Agenda 21 conferences.

#### **4.1. COUNTING, MEASURING AND COMPARING – THE PINE NEEDLE PROJECT**

The methodological emphasis within the BSP was initially on measurements and field observations using bio indicators.

34

Numerous such activities have been carried out to record and compare information on a wide range of topics that all indicate the state of the Baltic Sea and the environment in the countries surrounding it. Making similar observations in several countries also gives teachers and students a sense of community on regional level.

An interesting example of an early school project still running and generating much activity is the Pine Needle Project. Meri-Pori Environmental Upper Secondary School in Finland initiated it in 1991. The school started co-operating with the nearby Kemira pigments plants to be able to use equipment for testing and analysis in an industrial laboratory. At the conference in Karlskrona, Sweden, in 1994, seven schools agreed to work together on the project. This increased to 18 schools, from 10 countries: Austria, Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Poland, Sweden and Russia. Pine needles are used as bio indicators and gathered twice yearly from two different areas in each country – one relatively polluted and one relatively clean.



Pine needles.

The samples are sent to Finland to be analysed. Through laboratory analysis, it is possible to estimate the amount of sulphur as well as the damage to the wax layer on the pine needles. After the analysis, results and scanning images are sent back to the schools, allowing them to draw their own conclusions and make international comparisons. The results show the level of air pollution in the selected areas<sup>12</sup>.

An International Environment Camp School is regularly organised in Meri-Pori, the latest one in May/June 2005. Students undertake many different activities together, such as visiting the Kemira Pigments plant to get to know how the analysis of sulphur content in pine needles is done. There are also excursions, lectures and sessions where students conduct experiments and analyses of e.g. water and air quality. The continued existence and popularity of this project shows the relevance of maintaining aspects of field observations and measuring exercises in environmental education projects.

---

<sup>12</sup> Lantz Persson, K. & Sellin, S., eds. (1998), *Learners Guide 2: Working for better air quality in the Baltic Sea Region*, UNESCO & National Agency for Education in Sweden, Stockholm, pp.131–134.

## 4.2. TOWARD ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

*Sustainable development ...implies taking responsibility for nature, mankind and the future. It demands ecologically sound social, cultural and economic development...*

Ms. Seija Lähdesmäki,  
National Board of Education, Finland<sup>13</sup>

As it became increasingly clear that environmental issues could not be dealt with separately a new approach to environmental education became necessary. Sustainable development as a concept quickly gained worldwide momentum with the publication of *Our Common Future* by the World Commission on Environment and Development in 1987. The Commission defined sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Already in 1991, the general co-ordinator Ms. Liisa Jääskeläinen had noted that although the seeds of contemporary environmental education could be found in nature protection, other dimensions had already been added and more were under consideration in the process toward sustainability:

---

<sup>13</sup> BSP Newsletter 1991:1, p.31

*Through a complicated history of many attempts to define EE we are beginning to understand the complexities of the interdependencies governing the state of our environment and the course of development. Understanding the process required to reach sustainable development pathways is beginning to be accepted as the general goal of EE, not simply the protection of nature and the protection of valuable, human-made environments...*

Ms. Liisa Jääskeläinen,  
former general co-ordinator of the BSP<sup>14</sup>.

The UN Conference on Environment and Development in 1992 formulated Agenda 21, which gave high priority to the role of education in pursuing development that would respect and nurture the natural environment as well as people. Chapter 36 of Agenda 21 emphasized that education is critical for promoting sustainable development and improving capacity of the people to address environment and development issues. All Ministers of Education from the countries around the Baltic Sea met in Sweden in 2002 to adopt the Haga declaration under the auspices of Baltic 21, an intergovernmental co-operation initiative to further sustainable development in the Baltic Sea Region. Through the declaration, the ministers pledged to integrate sustainable development into education and to co-operate with relevant stakeholders on all levels<sup>15</sup>. The three levels of sustainability – *economy, society and the environment* – outlined by the international documents offered new perspectives in many fields, among which education was a key factor for achieving long-term change in attitudes and behaviour.

Co-ordinators and teachers within BSP seized upon these international developments. Applying the three dimensions of sustainable development on an environmental education project

---

<sup>14</sup> Liisa Jääskeläinen, BSP Newsletter 1991:2, p.4

<sup>15</sup> [www.unesco.org](http://www.unesco.org) and [www.baltic21.org](http://www.baltic21.org)



## Comparing environmental education and education for sustainable development<sup>16</sup>

ENVIRONMENTAL EDUCATION	EDUCATION FOR SUSTAINABLE DEVELOPMENT
Deals with environmental problems.	Deals in an integrated way with protection of the environment, effective use of natural resources, maintenance of the eco system, a well functioning society and a good economy.
Environmental problems depend on human activities and their impact on the environment.	The problem depends on a conflict between different human goals – environmental, social, cultural and economic.
Accounts biodiversity.	Accounts cultural, social, economic and biological diversity.
Desired outcome: A good environment.	Quality of life for today and future generations.
Actions to protect the environment.	Motivation to change lifestyle based on important issues of personal life.
Responsibility for the environment.	Responsibility for the human condition and the condition of the eco system.
Deals with individual behaviour (environmental ethics).	Increases action competence, including competence to develop moral criteria. Also stimulates public participation in decision-making.
Environmental education has a local and global context.	Education for sustainable development should be applied and grounded in the local economic, social, cultural and ecological context and community, followed by regional and global contexts.
Taught in some subjects.	Integrated in all teaching and learning and in all school life.

<sup>16</sup> Source: Siv Sellin in Zimmermann B., ed., (2003), *Learners Guide 5: Baltic 21 – An agenda 21 for the Baltic Sea Region*, UNESCO & Danish Ministry of Education, Copenhagen, Chapter 2, p.29

### 4.3. FROM WORDS TO ACTION FOR SUSTAINABLE DEVELOPMENT

From 1992 onwards, there was a clear shift toward education for sustainable development within the Baltic Sea Project. In 1993, Ms. Siv Sellin from Sweden became international co-ordinator. By this time, international conferences (with students and teachers participating) and consultations (for national and programme co-ordinators) were held every year to evaluate developments and find new topics for discussion. An evaluation carried out in 1992 by Finland showed that BSP had greatly helped to increase knowledge on the ecology of the Baltic Sea, as well as providing new skills in practical field studies<sup>17</sup> but had yet to achieve increased awareness of the possibilities to affect decision-making. In her first editorial in the BSP Newsletter, Ms. Siv Sellin states:

40

*Many of the goals have been attained and there are promising new activities being developed... schools are about to change their view on environmental education from just field studies and registering the problems to looking for causes... There may also be a need to look for new ways of solving the problems...*

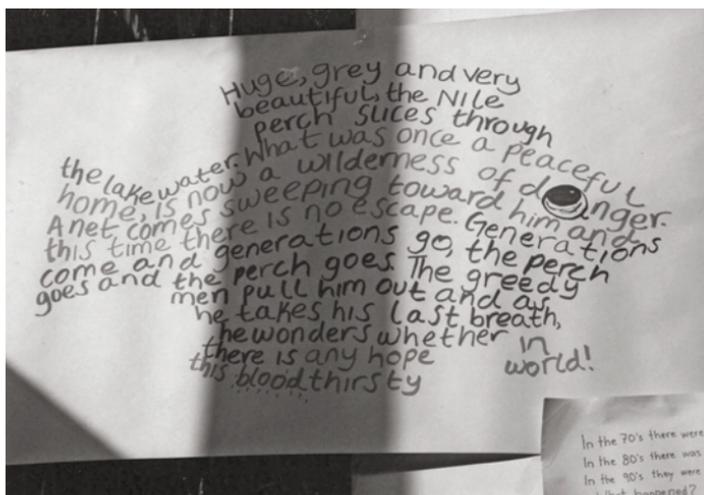
Ms. Siv Sellin,  
former general co-ordinator of the BSP<sup>18</sup>.

Practical work toward sustainability and identifying concrete suggestions for influencing local situations began with the theme *From Words to Action*, based on Agenda 21. To enable schools to work with the theme, it was necessary to make Agenda 21 available to students and teachers. Since it was not possible to obtain it in all languages, extracts of particular relevance to

---

<sup>17</sup> Lantz Persson, K. & Sellin, S., eds. (1994), *Learner's Guide 1: Working for a better water quality in the Baltic Sea*, National Agency for Education in Sweden & UNESCO, Stockholm, p.18

<sup>18</sup> Siv Sellin, BSP Newsletter 1993:1, p.3



Student's poem on fish.

education were translated and distributed among BSP schools. Students were encouraged to familiarise themselves with Agenda 21 and pick a chapter or an issue from it to work with<sup>19</sup>:

- ★ Study the area from different angles. Make observations or study visits, read books, carry out interviews and so on.
- ★ Identify environmental problems and their sources.
- ★ What can be done? What can I do myself? What can be done locally? What are the suggestions in Agenda 21?
- ★ Now that you have gathered so much information and have so many good ideas, how can you have an influence (write articles, poems, make a theatre performance, visit the factory, meet with politicians and so on).
- ★ Develop your own idea of sustainable development.

<sup>19</sup> <http://www.bspnews.kiss.pl/themes/ag21word.htm>

Engaging students in practical work with Agenda 21 was intended to improve their action competencies and encourage them to actively promote a sustainable society by e.g. taking action to influence local politicians. They had a chance to do this at a conference in Nyköping, Sweden, June 1997 called *From Words to Action*. Students could practise participatory democracy skills through interaction with politicians from their home municipalities, who attended a parallel conference<sup>20</sup>.

42 *To make environmentally sustainable choices in our everyday lives requires knowledge. We cannot leave the decisions to the experts, but must all take part. Therefore, environmental education is more important than ever and must also have a new content... [It] must be directed toward developing environmental and ethical awareness and attitudes. The approach in the Baltic Sea Project is to change the role of the students from passive recipients to active constructors.*

Ms. Siv Sellin,  
former general co-ordinator of the BSP<sup>21</sup>.

*From Words to Action* was followed by a theme called *Baltic 21* in accordance with the regional Baltic political framework for sustainable development mentioned in the previous section<sup>22</sup>. The idea of local and regional action for sustainable development was taken one step further by introducing the sectors (agriculture, education, energy, fisheries, forestry, industry, tourism, transport) outlined in the regional framework as the basis for school work.

---

<sup>20</sup> Siv Sellin, BSP Newsletter 1997:1, p.3

<sup>21</sup> Lantz Persson, K., Sellin, S. & Ström, J., eds. (1998), *Learners Guide 3: From Words to Action – Environmental Education for Sustainable Development*, UNESCO & Swedish National Agency for Education, Stockholm, p.6

<sup>22</sup> see section 4.2. and [www.baltic21.org](http://www.baltic21.org)

## 4.4. GOING GLOBAL

Since the Baltic Sea Project is primarily a regional school project with activities focused on the immediate surroundings, the global dimension of the project might seem less obvious. There are however several interesting developments with a global scope that have emanated from the BSP, two of which will be highlighted here – sister projects around the world and the International Internet Conferences Agenda 21 NOW!

### 4.4.1. Sister projects

Several sister projects have been initiated on a regional basis, using the BSP as a good practice model – the Caribbean Sea Project, Blue Danube River Project, Lake Victoria Project, North Sea Project, Western Mediterranean Sea Project and Zambezi River Basin Project<sup>23</sup>. Some of these projects were started outside of ASPnet (Lake Victoria Project and North Sea Project) and others within the network. Some survived only a few years but others are still operating. The reasons for the failure of some projects, such as the North Sea Project, included lack of funding and co-ordination.

The Lake Victoria Project was initiated as a result of the good experiences within BSP. In the early 1990s, the Agriculture and Home Economics Training Programme of the Finnish National Board of Education started an Environmental Education Support Project in Siaya District in Nyanza Province, Kenya, as well as broader co-operation with other projects in the surrounding villages on issues like fisheries, sustainable farming and health and sanitation<sup>24</sup>.

Within ASPnet, the Caribbean Sea Project (CSP) was launched in 1994 in Trinidad and Tobago and presently involves 17 countries. A special Sandwatch Project has been developed in co-operation with the science experts and organisations in the region. Students conduct research, monitor and protect the coastal zones, beaches,

---

<sup>23</sup> <http://portal.unesco.org>

<sup>24</sup> BSP Newsletter 1991:2, p.33

flora and fauna and thereby contribute to the long-term reduction of pollution of the Caribbean Sea<sup>25</sup>.

*We want to share with other regions, and thus the perspective of the Baltic region goes from local to global.*

Ms. Birthe Zimmermann,  
former general co-ordinator of the BSP<sup>26</sup>.

#### 4.4.2. International Internet Conferences

Another interesting development with global reach was made possible by the rapid developments in information technology and the initiative of a few creative BSP students and teachers – the *International Internet Conference Agenda 21 NOW!* Since 2000, it has been organised annually by (initially) two German schools. The most recent conferences entailed co-operation between six schools, including Polish and Estonian.

44

During the conferences, almost 2000 participants from countries all over the world took part and exchanged ideas and opinions on various Agenda 21 topics. The discussions were moderated by students from the organising schools and continued for twenty-four hours each time. From 2002, the conferences had special themes: Floods and Deserts (2002), Borders and Diversity (2003), Food – Shape (y)our future NOW! (2004) and Sustainable Consumption and Recycling (2005)<sup>27</sup>.



Organisers of the  
Agenda 21  
Online Conference  
2005.

<sup>25</sup> [http://portal.unesco.org/education/en/ev.php-URL\\_ID=20090&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=20090&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>26</sup> Birthe Zimmermann, BSP Newsletter 2002:1–2, p.18

<sup>27</sup> [www.agenda21now.de](http://www.agenda21now.de)

## AGENDA 21 NOW!

### LEARNING EXPERIENCES FROM THE FIRST INTERNATIONAL INTERNET CONFERENCE 2000

During the annual German UNESCO ASPnet schools meeting in September 1998, the idea for an action day on education for sustainable development was born. The Internet was discussed as a means for interaction to allow interaction to be truly global in scope. A website was designed inviting students, teachers and other interested parties to register in advance. During the conference, various interactive rooms were created where people could communicate directly around specific topics, allowing space for spontaneous questions and discussion trails to develop. The discussions were moderated by students from the hosting school in co-operation with visiting students from other schools. The moderators all received special training in order to be able to host discussions between many different people at the same time.

There are of course several issues that need to be considered when organising a conference on the internet with participants from all over the world meeting at the same time. For example, time differences will inevitably mean that when there is always a place in the world where it is midnight, while in another place halfway round the globe it is late morning. To allow people from anywhere on the planet to participate, it was decided that the conference would last exactly 24 hours, from midnight to midnight next day world time.

And it worked! Some 50 students and teachers worked during the 24 hours to keep the conference going. Apart from being cut off from communications by a thunderstorm for a few hours, the moderators lead many discussions between students from Uganda to Norway. And even without the moderators discussions continued! The quality of discussions varied a lot and in evaluating the outcomes, it was clear that the highest quality discussions took place around concrete problems or situations that encouraged different opinions. Improving the quality of discussions therefore became an objective for subsequent conferences.

---

<sup>28</sup> Source: Martin Jarrath, BSP Newsletter 2001:2, p.39 and Learners Guide no.5, Chapter 6, p.130



5.



**BEST PRACTICES  
FROM THE BALTIC  
SEA PROJECT**

## 5.1. PROBLEM-BASED LEARNING

One of successes of the BSP is the introduction of problem-based learning and the encouragement of critical thinking. According to this method, finding solutions to problems is the way to approach learning processes. Gathering information, identifying problems, finding out who or what is responsible and what can be done to reverse or change negative developments are all part of such thinking. This is not always entirely uncontroversial.

As mentioned in the first part of this report, a wave of democratic reforms swept across the Central and Eastern part of Europe approximately around the same time as the Baltic Sea Project was initiated. The increased interaction and comparisons between how schools work in different countries invariably showed that there were major differences in approaches to learning and teaching. The relationship between teachers and students is a good example of such a difference. In several countries, the teacher is seen as a lecturer who delivers knowledge to students and whose authority should not be challenged. Problem-based learning challenges this notion in several ways.

48

*...knowledge is mainly a social phenomenon in the sense that it is normally utilized in social settings. Reasonably, this fact has to be considered when designing learning situations... [It] should at least partly be acquired under approximately the same conditions as it is applied.*

Prof. Lars Owe Dahlgren,  
University of Linköping<sup>29</sup>

Problem-based learning has distinct characteristics. Firstly the word problem denotes a set of questions around a situation or concept.

---

<sup>29</sup> Lars Owe Dahlgren, Problem based learning, in Lantz Persson, K. & Sellin, S., eds. (1994), Learners Guide 1: Working for a better water quality in the Baltic Sea, UNESCO & Swedish National Agency for Education, Stockholm, p.173

Secondly real life situations are used as the starting point for learning. Thirdly the students themselves are responsible for their learning; it is self-directed. Group work is one of the key working methods. It often involves *localising, identifying and formulating problems, and then planning and solving the problems and sometimes documenting the solution*. It is a reorientation away from old-fashioned teaching, in that it puts the emphasis on learning; teaching is a support activity<sup>30</sup>.

The key educational principles for the BSP that were agreed in the mid-1990s emphasise that critical thinking and identifying problems and concrete solutions should be integral parts of the learning process<sup>31</sup>:

- ★ Problem oriented
- ★ Field studies
- ★ Involving most school subjects
- ★ Interdisciplinary
- ★ Reality as a source of knowledge
- ★ Focus on the local environment
- ★ Active students
- ★ The teacher – a guide
- ★ Empowering the students.

---

<sup>30</sup> Lars Owe Dahlgren, Problem based learning, in Lantz Persson, K. & Sellin, S., eds. (1994), pp.170–178

<sup>31</sup> Sellin, S. (1995), 7th *International Consultation Meeting – Status report and discussion paper* (unpublished document), Vilnius p.5

## 5.2. INTERNATIONAL NETWORKING

*Networking is the core of the Baltic Sea Project. The idea of networking is to gather around a shared idea. Ours is to work toward solving the environmental problems of the Baltic Sea by improving environmental education in schools.*

Learners Guide 1:  
Working for better water quality in the Baltic Sea<sup>32</sup>.

The shared idea does not have to be limited to local environmental problems. In different geographic or cultural settings, it can be applied to any problem or situation with particular local relevance. It is the method of networking and creating bonds between people, schools and countries that is key. Already in the first Learners Guide, the method and advantages of networking are highlighted as integral in the Baltic Sea Project<sup>33</sup>.

50

Contacts between people through visits and common projects provide an opportunity to learn about each other's culture, nature and history, which in turn may improve the chances of success when working together. Another major advantage of networking is that it helps to build consensus and requires the active participation of everybody. Within the BSP this is evident through the emergence and co-ordination of programmes and themes at local levels that have been adopted by the project as a whole.

There are many kinds of networking and international meetings in the BSP. The most common are school twinning or group projects, international workshops, in-service training for teachers, summer courses and youth camps. These smaller networking initiatives are supplemented by annual large conferences and co-ordinators consultations.

---

<sup>32</sup> Lantz Persson, K. & Sellin, S., eds. (1994), p.182

<sup>33</sup> Lantz Persson, K. & Sellin, S., eds. (1994), Chapter 14)

### 5.2.1. School contacts

The BSP has led to an increased number of international school contacts and twinning in the Baltic region. Many schools are active in the programmes and compare results. Some have initiated smaller projects of their own – like the Pine Needles Project – in partnership with other schools. Sometimes schools co-operate for a short time, sometimes continuing for as long as ten years!

An example is the comparative environmental project between three schools in Sweden, Finland and Estonia that started in 1990 and continued until 1999. Students and teachers from Jakobsbergs gymnasium, Haukivuori secondary school and Kadrina secondary school met for the first time in Järfälla, Sweden, in 1990. Each year until 1999, the schools took turns arranging meetings and students conferences with exhibitions, excursions and workshops. Videos were made at several of these meetings and some years more schools joined the co-operation on a temporary basis. Topics for discussion and work during these years included local environmental problems in lakes and forests, air pollution, energy and consumption.

When the project was concluded in 1999, the most important learning experiences from working on common projects across borders were highlighted in an article in the BSP Newsletter:

- ★ Knowledge acquired about environmental issues, teaching and learning methods and materials greatly improved the quality of education and learning.
- ★ The skills and competencies in terms of methodological developments were essential. For example, students and teachers practised working in groups, using computers, English language and communication skills.
- ★ School life and study processes overall became a lot more interesting for everyone involved and new friends and travel experiences brought benefits far beyond traditional education.

---

<sup>34</sup> Siret Pung, BSP Newsletter 1999:2, p.28



52

Swedish and Polish BSP students meet in Poland.

*The teachers together with their students are of course the most important part in this development process. They are the doers. They have to translate the visions into practical classroom work. And they have done so.*

Ms. Siv Sellin,  
former general co-ordinator of the BSP<sup>35</sup>.

### **5.2.2. Teacher training**

Teacher training is crucial for improving and maintaining high quality in education, especially when introducing complex notions of sustainable development in a school project such as the BSP. With continuous in-service training, teachers gain new knowledge

---

<sup>35</sup> Siv Sellin Newsletter 1997:1, p.3

and skills in terms of teaching methods related to complex and often multi-faceted subject matters.

The organisation of training courses for teachers on relevant topics and methods has been an integral part of the Baltic Sea Project since the outset. Courses are organised several times a year on topics ranging from Environmental History, Sustainable Fisheries, Air and Water Quality to interdisciplinary teaching. Many courses are organised internationally, in English, bringing people together from different teaching traditions and cultures to move forward together on issues of common interest and concern.

*If teachers are permitted and enabled to work together, it is my strong belief that teachers and students learn for a lifetime, that they develop tolerance that will bring more harmony into our world.*

Ms. Birthe Zimmermann,  
former general co-ordinator of the BSP<sup>36</sup>.

53

For these courses, financial support is crucial. The BSP has received funding from UNESCO (Participation Programme) and several Ministries of Education in the region. Other resources, such as expertise and human resources have come from academic institutions and teachers themselves. Over the years, more than 40 international training courses have been organised for and by teachers in the Baltic Sea Project<sup>37</sup>.

A large number of courses are also offered on a national basis. The national co-ordinators organise courses in co-operation with teachers, academic institutions, ministries and National UNESCO Commissions. As an example, courses were organised on the following topics in Sweden during 1996:

★ Teaching about energy systems now and in the future.

---

<sup>36</sup> Birthe Zimmermann, BSP Newsletter 2002:1-2, p.18

<sup>37</sup> See Appendix II for a list of titles of international courses



Teachers at a Water Quality training course in Latvia, 2004.

54

- ★ The ecological economy and problem-based learning.
- ★ Rivers course with chemical and biological studies of waters.
- ★ Environmental education for sustainable development.

The courses mix socio-economic dimensions with environmental issues. For example, teachers from both social and natural sciences took part in the Rivers course. In equal parts, the course dealt with geological and chemical aspects, and ethics and lifestyle questions. Teachers were given teaching materials and practical guides to be tried out at school<sup>38</sup>.

---

<sup>38</sup> Siv Sellin, Swedish BSP Newsletters 1996:1, p.4

## Teacher training course on water quality in Latvia, 2004<sup>39</sup>.

### WATER QUALITY INTERNATIONAL TEACHER TRAINING COURSE

20–23 May, 2004, North Vidzeme Biosphere reserve, Latvia

An international teacher training course was organised in 2004 in Latvia where teachers attended lectures, workshops, went on excursions and made field observations. For example:

- ★ A lecture on algae and life in the Baltic Sea was given by scientists from the University of Latvia.
- ★ A workshop was organised where teachers used professional equipment to learn to take water samples from the gulf.
- ★ In the Centre of Vidzeme Biosphere Reserve, teachers studied species of plankton using the guides, binoculars and microscopes.
- ★ The teachers went on an excursion to the Salacgriva Biosphere Reserve and to the Salaca River.

Velga Kakse, the Latvian national BSP co-ordinator, was one of the main organisers. The course was supported by the Centre for Curriculum Development and Examination, Vidzeme Biosphere reserve and Latvian National Commission for UNESCO.

55

### 5.3. INTERNATIONAL MEETINGS

Several meetings have been referred to in the previous sections. This section will outline the two most important forms of meetings within the BSP – co-ordinators' consultation meetings and international conferences for students and teachers. Both types serve to inject new inspiration and initiatives into the Baltic Sea Project and have done so throughout the project's existence<sup>40</sup>.

---

<sup>39</sup> Source: BSP website [www.bspnews.kiss.pl/events/latvia.html](http://www.bspnews.kiss.pl/events/latvia.html)

<sup>40</sup> For a list of conferences, see Appendix III.

### 5.3.1. Consultations

The national co-ordinators and the general co-ordinator meet annually to review developments, plan events, share information and make decisions. As the word consultation implies, this is a time when co-ordinators can voice and anchor their ideas and opinions and influence proceedings in a democratic forum. Consultations are the most important forum for developing the Baltic Sea Project. Major decisions are made there concerning e.g. the adoption of new programmes and themes, new Learners' Guides, as well as general co-ordination issues. Face-to-face meetings also give the national co-ordinators an opportunity to discuss any challenges or difficulties they may be experiencing. The discussions at international meetings have also often lead to comparative exercises, such as e.g. looking at curriculum provisions for sustainability issues in different countries<sup>41</sup>.

56

### 5.3.2. Conferences

Major conferences with students and teachers from all countries around the Baltic Sea have been organised every two to three years since Kotka. Students and teachers come together to share results, thoughts and ideas from their work during the year. They learn about each others' local situations in terms of environmental problems, but also history, culture and working methods. English is the working language, which means that all participants can take part in discussions, albeit at different levels. It also means that English teachers get involved in preparatory work for conferences and that students are motivated to learn the language. Local politicians in the environment protection field are often invited to these conferences to take part in panel discussions with students, to answer questions and share

---

<sup>41</sup> Sellin, S., (1996) *Final Report from the 8<sup>th</sup> International Consultation Meeting in the Baltic Sea Project*, Warsaw (unpublished document), pp.3-6

opinions. This form of direct interaction with decision-makers has given students a chance to practise democratic participation.

In September 1994, the conference *Save the Baltic Sea* was organised in Karlskrona, Sweden with approximately 200 students and 100 teachers. The preparations started two years earlier when Swedish students and teachers on the way home from the Kotka workshop (see Introduction) discussed the outcomes of that meeting and how they would like to structure the next conference. The students proposed that the emphasis should be placed on allowing students to talk about Baltic Sea environmental problems amongst themselves at roundtable discussions. Schools prepared posters and information projects on various topics related to the theme and proposed solutions to environmental problems. Students also had a chance to pose questions to a panel of invited experts and decision-makers. Teachers played a major supporting and facilitating role in preparing for the conference, but the students themselves demonstrated that they were *both able to and want to take responsibility*<sup>42</sup>. Mr. Johannes Bang, the Danish BSP national co-ordinator at the time, noted at the Karlskrona conference:

57

*My personal impression was that a lot had happened since the conference in Kotka. The pupils were much better in expressing themselves in English, they were more free and they had much better understanding of environmental problems. So to me it was really very promising for the future...*

Mr. Johannes Bang,  
former danish national co-ordinator<sup>43</sup>.

The development of conferences into participatory meetings has continued through the years and the themes chosen have matched

---

<sup>42</sup> Siv Sellin, BSP Newsletter 1994:2, p.3

<sup>43</sup> Johannes Bang, BSP Newsletter 1999:1, p.9

international developments as well as developments within the Baltic Sea Project. In 2003, for example, rounding off the German period of general co-ordination of the BSP (2000–2003), a conference on *Environmental History* was organised in Plön, Germany. It was seen as a contribution to the Decade on Education for Sustainable Development. More than 300 students, teachers and co-ordinators from all nine BSP-countries participated. They demonstrated in practice how pure environmental topics can be connected cross-disciplinary in terms of sustainability. The importance of personal meetings, integration and participation at all levels was reaffirmed in promoting education for sustainable development<sup>44</sup>.

Another interesting initiative was taken by teachers and students at Nacka Gymnasium (upper secondary school) in 2004. They organised a conference for 185 participants (in delegations of three students and one teacher from each of the BSP countries) in Nacka, Sweden, on sustainable fisheries and over-exploitation of cod. Environmentalists, teachers and students participated as well as representatives from the three Lake Victoria countries Uganda, Tanzania and Kenya. The Swedish Minister for the Environment spoke at the opening ceremony. Arts students and teachers co-ordinated performances, natural science students organised thematic studies on the internet and a whole day was spent working in cod groups on eight multidisciplinary themes<sup>45</sup>. Extensive research on the part of students preceded the conference, including historical and scientific information gathering on fisheries and the state of the cod, as well as other fish in the Baltic Sea and seas around the world. Analysing this information, students came to the conclusion that high demand for cod in connection with more efficient fishing boats and

---

<sup>44</sup> BSP website [http://www.bspnews.kiss.pl/events/spots\\_of\\_ploen.php](http://www.bspnews.kiss.pl/events/spots_of_ploen.php)

<sup>45</sup> Rolf Eriksson and Susanne Mellvig, BSP Newsletter 2004:2, pp.6–7 and [www.nackagymnasium.nacka.se](http://www.nackagymnasium.nacka.se)



Art made by students for the Cod Conference in Nacka, 2004.

equipment resulted in over fishing, which was the main reason for depletion of fish stocks<sup>46</sup>.

*All the seminars and practical classes were extremely mobilizing and showed us the truth about the cod existence in the Baltic Sea, as well as ways how to deal with this crucial environmental issue. What really impressed us was the incredibly efficient organization and the great working conditions...*

Ms. Weronika Galert and Mr. Piotr Kuszewski,  
Polish students at the Nacka conference<sup>47</sup>.

<sup>46</sup> BSP Newsletter 2005:1, pp.20–21

<sup>47</sup> Weronika Galert and Piotr Kuszewski, BSP Newsletter 2004:2, p.14

## 5.4. CO-ORDINATION

### 5.4.1. National co-ordinators

The BSP has one national co-ordinator in each participating country.<sup>48</sup> The co-ordinators are usually civil servants and teachers by profession. Funding for the positions usually comes from national level (from e.g. ministries), but co-ordinators sometimes perform their duties alongside their regular jobs. In terms of meetings and events organised nationally, the level of activity depends to a large extent on the resources available to the national co-ordinator. The work of the national co-ordinator includes:

- ★ Activating the bottom-up approach in producing resource materials
- ★ Providing the general co-ordinator with information concerning the catalogue of school activities, input to newsletters, events, national activities etc
- ★ Taking part in the organisation of meetings and events
- ★ Maintaining contacts and information exchange with BSP schools.

60

It is evident how important a national co-ordinator is to carry out these tasks, and as a contact point for schools, as well as for sharing and disseminating information between the national and international levels. In each issue of the BSP Newsletter, the co-ordinators submit accounts of national activities that tell a tale of rich and innovative events.

---

<sup>48</sup> For a list of co-ordinators, see Appendix I.



General co-ordinators of the BSP Ms. Birthe Zimmermann (1997–2000), Ms. Jolanta Mol (2003–2006) and Ms. Siv Sellin (1993–1997).

*A network needs its supporting pillars and in the BSP the co-ordinators have that role. The national reports mirror some of their activities, showing the wealth of meetings and continuing education opportunities they are creating.*

Ms. Siv Sellin,  
former general co-ordinator of the BSP<sup>49</sup>.

61

#### **5.4.2. International co-ordination**

There is a general co-ordinator for the whole project as well and the position rotates between participating countries. Finland started the project with Ms. Liisa Jääskeläinen as co-ordinator from 1990 to 1993. Ms. Siv Sellin from Sweden took over in 1993 and passed the torch to Denmark and Ms. Birthe Zimmermann in 1997. In 2000, it was Germany's turn with Ms. Ute Grönwoldt.

---

<sup>49</sup> Siv Sellin, BSP Newsletter 1993:2, p.3

And from 2003 onward, Ms. Jolanta Mol from Poland has been in charge. The main duty of the general co-ordinator is to implement the decisions made at the annual consultations. However, the job entails several additional tasks and a full-time position is crucial. In practical terms, the work consists of:

- ★ Finding resources for activities beyond regular project activities
  - ★ Organising the annual consultations, meetings and events
  - ★ Co-editing and producing the BSP Newsletter, the catalogue of school activities and other BSP publications, including Learners' Guides
  - ★ Updating the website
  - ★ Co-operating with national co-ordinators and programme co-ordinators, as well as with UNESCO
- 62
- ★ Assist teachers and students at schools in finding international contacts
  - ★ Inform sister projects and other interested parties about the work of the BSP<sup>50</sup>.

The overall importance of committed and enthusiastic general as well as national co-ordinators has been highlighted many times during the history of the BSP. They are crucial for carrying out the tasks outlined above, and for programme development generally. For example, students and teachers at Puolalanmäki Lower and Upper Secondary School in Finland, write about the support they received from co-ordinator Ms. Liisa Jääskeläinen when she invited them to join the new network of schools around the Baltic Sea.

---

<sup>50</sup> Zimmermann, B., (2000) 12<sup>th</sup> International Consultation Meeting of the BSP, Copenhagen/Sønderborg (unpublished document), pp.6–7

*...Students and teachers who attended training sessions and meetings can still recall Ms. Jääskeläinen's enthusiasm and commitment to the cause [...] It is because of her ideas that we have included the River Aura and the Baltic Sea in our subsequent Comenius and other international projects...*

Ms. Anja Kainu,  
Poulalanmäki Agenda 21 Group<sup>51</sup>.

## **5.5. PUBLICATIONS**

Publications resulting from an international project form one of its most concrete outputs. They are also the main tools through which information and results are shared within a project, as well as presented to external actors. The Baltic Sea Project has two main publications – the BSP Newsletter and the Learners Guides. They have been pivotal in the project as unique documents that open up new arenas for schools. The Newsletter has been very important with its editorials, quizzes, poems and reports. Both publications are examples of how limited financial resources can be spent on contents that benefits many.

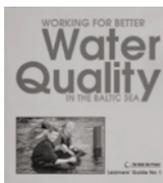
63

### **5.5.1. Learners' Guides**

The BSP has produced six Learners Guides and a seventh guide (on recycling) will be published. The guides are designed to provide practical examples of work associated with the programmes and themes of the BSP, as well as methodological and teaching support and suggestions. They contain accounts of schoolwork, conferences and project developments and often reflect international trends and agreements in the areas of education, environment and sustainability. The guides published so far are:

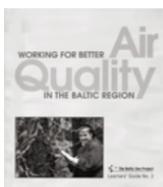
---

<sup>51</sup> BSP Newsletter 2001:1, p.46



★ *Learners Guide 1: Working for better Water Quality in the Baltic Sea (1994)*

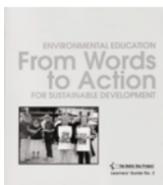
Aimed at secondary and upper secondary students and teachers, the guide provides methodological support for studying water quality and contains a collection of background materials and facts about Baltic water quality, along with a discussion of different approaches to teaching.



★ *Learners Guide 2: Working for better Air Quality in the Baltic Sea Region (1998)*

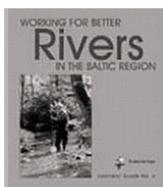
The countries in the Baltic Sea Region are united by water, and share the same air. The guide contains sections with scientific discussions and facts about air quality in the region, as well as suggestions for solutions and a methodological part with practical teaching tools.

64



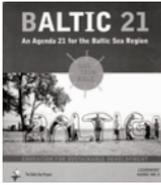
★ *Learners Guide 3: From Words to Action – Environmental Education for Sustainable Development (1998)*

Based on the preparations and outcomes of a conference on practical work with Agenda 21 held in Nyköping, Sweden, 1997, the guide contains the lectures from the conference. It also shows student's preparatory work, their suggestions for achieving sustainable development and the proceedings from workshops and panel discussions with politicians.



★ *Learners Guide 4: Working for better Rivers in the Baltic Sea Region (2000)*

Learners Guide 4 deals with rivers as an educational challenge in environmental education for art, social studies and science subjects. The environmental impact on rivers caused by human activities is investigated and problems and solutions are identified. The guide contains a protocol for Rivers programme.



★ *Learners Guide 5: Baltic 21 – An Agenda 21 for the Baltic Sea Region (2003)*

The sectors outlined in the regional Agenda 21 document Baltic 21 formed the basis for schoolwork in preparation for a conference in Sønderborg, Denmark. The guide is based on the outcomes of the conference, including an account of the Baltic 21 document and suggestions for schoolwork. It also has additions from the work done in the years following the conference.



★ *Learners Guide 6: Learning from Environmental History in the Baltic countries (2004)*

Teachers and students share their experiences of working with environmental history, giving examples of the many learning opportunities offered by the study of the historical relationship between humans and nature. The aim is to develop students' action competence to influence what happens today with a view to shaping the future, by discovering how decisions in the past shape our present reality.

65

*The Baltic Sea Project, like the Associated Schools Project, is designed to have a multiplier effect... [These] practical and well-illustrated guides enable teachers to benefit from the new educational approaches and ideas developed as a result of the Project...*

Elisabeth Khawajkie,  
former international co-ordinator, ASPnet

The publication of each guide includes preparatory work by students and teachers, a meeting or conference on the theme, several meetings of the editing committee, evaluation of the available material, selection of best practice examples and much more. The fact that students and teachers themselves contribute

material to the guides shows that the BSP has truly resulted in locally initiated, new educational methods being developed and shared for the benefit of all teachers and students around the Baltic Sea. The publications are distributed to schools and co-ordinators for use in everyday work as well as for reference purposes.

### 5.5.2. Newsletters



Since 1990, two issues of the Baltic Sea Project Newsletter have been published annually and distributed within the network and among relevant partners, including BSP sister projects within ASPnet. The newsletter tells the story of the BSP in terms of schoolwork, co-ordinators accounts of activities, sister projects, conferences, teacher training and much more. The publication is a colourful journal with many articles, photographs and illustrations provided by students, teachers and co-ordinators. As the general co-ordination of the BSP shifts between

66



countries, so does the task of producing and editing the newsletter. Finding sponsorship and support for it has sometimes been difficult, but thanks to the hard work of the co-ordinators, it has been possible to keep publishing it throughout the years.

The newsletters are appreciated by co-ordinators, teachers and students alike for sharing information and making new contacts. They are also sent to education practitioners and other relevant external readers in Spain, Morocco, the UK and Belarus. In 1998, some of these international



readers of the BSP Newsletter were asked about their impression of it and which article they found most interesting in issue number 2 of that year. Several different aspects of the content were highlighted and appreciated by the readers, varying from a general appreciation of both articles

and format, to more specific opinions<sup>52</sup>. For example, Mr. Manuel A. Fernandez from the University of Santiago de Compostela in Spain stated that:

*The article Outdoor Education gives an interesting overview of outdoor activities that are sometimes performed without the necessary background theory, and isolated they lose part of the educational potential. Reflections by the authors clarify very much the ideas on outdoor education and its links with environmental educational aims and the general curriculum.*

Ms. Raisa Dzevenskaya and her students at the College of Electronics in Minsk, Belarus, selected a more poetic angle:

*The article I am a Tree Near Our School we find the most interesting because of its special information about the methods of deep environmental perception based on the individual feelings and thoughts about living creatures on Earth.*

67

---

<sup>52</sup> BSP Newsletter 1999:1, p.3

## 5.6. CONCLUSIONS

### 5.6.1 BSP within UNESCO's organisation

This section of the conclusions is intended to put the Baltic Sea Project into the framework of the various parts of UNESCO's organisation and has been supplied by the Swedish National Commission for UNESCO.

Schools join the ASPnet through a written application. Upon approval the school gets a diploma and is sent information materials, invitations to participate in competitions and international gatherings etc. The ASP schools work in one or several programmes such as World Heritage in Young Hands, the Transatlantic Slave Trade Programme etc. One main feature of the work is that experiences and results should be reported back to the secretariat. In this way the ASPnet schools are to be in constant dialogue between themselves on the development of their own project and also with UNESCO and its other programmes for Quality Education. The National Co-ordinators within the ASPnet work together to develop the project.

68

The majority of the schools in the BSP never became members of the ASPnet but formed a parallel net outside the net. Once the project was up and running it was not possible to persuade the BSP schools to become ASPnet member schools. Participating schools and co-ordinators have benefited from being able to say that the BSP is a UNESCO project. In reality, the BSP has been 'endorsed' by UNESCO rather than being an active partner in a continuous development. Some of the success of the BSP in its earlier stages might have been partly due to the fact that the name of UNESCO seemed to guarantee relevance and lack of vested political interests in contacts between schools inside and outside of the political blocks of that time.

Maintaining more 'formal' relations with UNESCO has allowed the network to focus more on its own development, rather than being part of the entire ASPnet structure. However, this has also meant that BSP schools have had limited possibilities to take part in and influence the future orientation of the ASPnet or of

UNESCO's work with quality education etc. On the other hand, the main goals of the BSP are focused on educating and influencing behaviour on the individual pupil and teacher level and in schools; the BSP schools never defined a 'mainstreaming goal'. Equally, it has not been the stated aim to influence the development of the school system and curricula in the countries around the Baltic Sea. This is underlined by the fact that at network conferences, contacts have been made with local politicians active primarily within the field of 'environment', rather than 'education. The logical conclusion of this has been that the UN family or UNESCO's work has not been a theme of teacher training courses, international meetings or conferences.

### **5.6.2. Growing over time**

Quite often when schools are invited to work in projects, the time estimated for the project is too limited. Even projects that include offers of funding are sometimes not feasible because the time from conception to submitting a final report is too limited. BSP is a wonderful example on how time can be a beneficial factor: the project has gradually grown and expanded, the focus has developed from environmental education to education for sustainable development. The annual consultations have given teachers ample time to develop programmes and to discuss experiences gained. Teachers are the ones with knowledge of the local school, they know what is possible and what is not and they also have the professional training to be creative. The development of projects based on goals and principles that are the result of joint decisions can be left in the hands of teachers.

Teachers' competencies have been further enhanced by training courses that have enabled hundreds of teachers to take part in various forms of in-service training over the years, always with particular emphasis on methodological development, interdisciplinary approaches, field visits and excursions. These courses, along with many conferences and school contacts have

brought inspiration and intercultural learning to hundreds of teachers in the Baltic Sea region.

### **5.6.3. Cross-curricular and multi-disciplinary approach**

The Baltic Sea has great advantages in this respect: nowadays it borders nine countries and its catchments area is huge. Such a large sea with its physical, cultural, historical and financial implications makes it easier to work in a cross-curricular manner and with different ages – the Baltic Sea itself is an almost limitless pedagogical example!

BSP has given teachers from various subjects a tool to use in social science subjects and natural science. Language and art teachers have supported students in making presentations, exhibitions, theatre performances etc. The fact that all participants had to use a common language, the mother tongue of none, has helped to put participants on an equal footing.

70

### **5.6.4 Benefits and challenges of co-ordination**

This multi-centred organisation of the BSP in terms of leadership/ co-ordination can be one of the explanations for its success and duration. With programme co-ordinators, national co-ordinators and a 'touring' general co-ordinator the project had many centres. A multi-polar project can more easily absorb the natural variation in activity levels that occurs in the life span of every project. A noticeable feature of the project is also that the co-ordination is done only by those active in the project – no external, 'administrative' decision making body or co-ordination has been created.

This rotation also means that the task of finding the necessary resources for keeping the BSP operating also rotates. The work of national co-ordinators, programme co-ordinators and the general co-ordinators has been financed through an array of different arrangements. These arrangements have frequently been renegotiated and a lot of resources have been devoted to planning

and co-operation in teacher's and co-ordinator's spare time. The general co-ordinators have spent a lot of time to find financial resources for the international conferences and consultations. Sometimes work has more or less come to a halt due to lack of available resources. Long-term availability of financial resources (albeit limited) is essential for the success and longevity of school projects and needs to be given careful consideration.

### **5.6.5. Continuous developments**

A remarkable feature of BSP is the continuous planning process run by co-ordinators and teachers through annual consultations, which made a gradual development of the project possible. In order to maintain its relevance and the interest of educators and other stakeholders, the BSP has reinvented itself and continuously updated its agenda to match participants' interests and international trends. This has partly happened gradually and spontaneously, but also as a result of the application of the education principles outlined in section 5.1. as well as a set of criteria for educational developments that was adopted by the BSP national co-ordinators in the early 1990s. It was agreed they should be constantly discussed and studied in detail in implementing the BSP<sup>53</sup>:

71

- ★ Revision of conceptions of teaching and learning
- ★ Sustainable development as the main goal of environmental and international education
- ★ Balance between holistic approaches and structured educational anchors (including common programmes)
- ★ Diffusion of innovations through information networks: multiplier effect

---

<sup>53</sup> Jääskeläinen, L., (1992) Final Report from the European Seminar on the Baltic Sea Project, Kotka (unpublished document). pp.11-12

- ★ Bottom-up approach in producing learning resources
- ★ Future orientation and international co-operation

As is reflected in the report, the project has deepened and broadened its scope over the years. This development has largely been pushed forward by the general, national and programme co-ordinators along with teachers. They have had a unique ability to combine local action with international networking around specific issues, as well as learning methodologies with international trends in education for positive social and environmental change. The planning and decision making processes in the BSP can be a lesson to other projects.

72 *Behind the BSP there are teachers, pupils and participants of all the nine countries with their ideas, interests, knowledge and capability – focusing their efforts on the improvement of our Baltic Sea. Our success depends on the co-operation of all of them.*

Ms. Ute Grönwoldt,  
former general co-ordinator of the BSP<sup>54</sup>.

It is striking to note that relatively small-scale school activities dealing with local environmental issues have developed and found their way into the sustainability discourse of the twenty-first century. This was confirmed in 2002 when the present general co-ordinator along with two former general co-ordinators of the BSP took part in the World Summit on Sustainable Development in Johannesburg. The BSP has entered the UN Decade for Education for Sustainable Development with an impressive amount of good experiences and best practices available to share with the world.

---

<sup>54</sup> Ute Grönwoldt, BSP Newsletter 2001:1, p.4



Low tide in the Wadden Sea.

## BIBLIOGRAPHY

### Literature

Baltic Sea Project Newsletters, issues 1:1990 to 1:2005, published twice annually in print and available on the BSP website <http://www.bspnews.kiss.pl>

Bruntland, G. (ed.), (1987), *Our common future: The World Commission on Environment and Development*, Oxford University Press, Oxford

Eliasson, P., ed. (2004), *Learners Guide 6: Learning from Environmental History in the Baltic countries*, UNESCO & Swedish National Agency for School Improvement, Stockholm

Jääskeläinen, L., (1992) *Final Report from the European Seminar on the Baltic Sea Project*, Kotka (unpublished document)

Lantz Persson, K. & Sellin, S., eds. (1994), *Learners Guide 1: Working for a better water quality in the Baltic Sea*, UNESCO & Swedish National Agency for Education, Stockholm

Lantz Persson, K. & Sellin, S., eds. (1998), *Learners Guide 2: Working for better air quality in the Baltic Sea Region*, UNESCO & Swedish National Agency for Education, Stockholm

74

Lantz Persson, K., Sellin, S. & Ström, J., eds. (1998), *Learners Guide 3: From Words to Action – Environmental Education for Sustainable Development*, UNESCO & Swedish National Agency for Education, Stockholm

Scott, W., & Gough, S. (2003), *Sustainable Development and Learning*, Routledge, London

Sellin, S., (1996) *Final Report from the 8th International Consultation Meeting in the Baltic Sea Project*, Warsaw (unpublished document)

Sellin, S. (1995), *7th International Consultation Meeting – Status report and discussion paper*, Vilnius (unpublished document)

Swedish BSP Newsletters 1993–2001, available at the Swedish National Agency for School Development, <http://www.skolutveckling.se>

Zimmermann, B., (2000) *12<sup>th</sup> International Consultation Meeting of the BSP, Copenhagen/Sønderborg* (unpublished document),

Zimmermann, B., ed. (2003), *Learners Guide 5: Baltic 21 – An agenda 21 for the Baltic Sea Region*, UNESCO & Danish Ministry of Education, Copenhagen

## Websites

Baltic Sea Project <http://www.bspnews.kiss.pl>

UNESCO <http://www.unesco.org>

Baltic 21 <http://www.baltic21.org>

Swedish National Agency for School Development  
<http://www.skolutveckling.se>

Agenda 21 NOW! <http://www.agenda21now.de>

Caribbean Sea Project  
[http://www.unescocaribbean.org/education/unesco\\_eduggoals2.htm](http://www.unescocaribbean.org/education/unesco_eduggoals2.htm)

Danish Ministry of Education <http://pub.uvm.de>

## APPENDIX I – LIST OF BSP CO-ORDINATORS

### General co-ordinator –

#### Poland (until 2006)

Ms. Jolanta Mol, PhD  
Sowarzyszenie Komputer i Sprawy  
Szkoly “KISS”  
ul. Raciborska 3  
PL-40-074 Katowice

### NATIONAL CO-ORDINATORS

#### Denmark

Mr Søren Levring  
Sønderskov-Skolen  
DK-Sønderborg

#### Latvia

Ms. Velga Kakse  
Ministry of Education and Science,  
Centre for Curriculum Development  
and Examination  
Valnu str.2  
LV-1050 Riga

#### Estonia

Ms. Reet Kristian  
Estonian Youth Work Centre  
Uuslinna str. 10  
EE-11 415 Tallinn

#### Lithuania

Mr Sigitas Juz\_nas  
Lithuanian Young Naturalist Centre  
D\_jaugsmo str. 44  
LT – 2020 Vilnius

#### Finland

Ms. Liisa Jääskeläinen  
Senior Advisor  
National Board of Education  
Box 380 (Hakaniemenkatu 2)  
FIN-00531 Helsinki

#### Russia

Prof. Stanislav Babich  
UNESCO Centre  
28 Chaikovsky str.  
RU-191194 St. Petersburg

#### Germany

Ms. Ute Grönwoldt  
Ministerium für Bildung,  
Wissenschaft, Forschung und Kultur  
Brunswiker Strasse 16-22  
D-24105 Kiel

### Sweden

Mr Martin Westin  
Swedish National Agency for School  
Improvement  
Karlbergsvägen 77-81  
SE-113 35 Stockholm

### PROGRAMME CO-ORDINATORS

#### Water Quality

Ms. Liesma Abolina  
Ilguciems secondary school,  
Dzirciema str. 109  
LV-1055 Riga, Latvia

#### Rivers

Susanne Mellvig  
Nacka gymnasium  
Griffelvägen 17  
SE-131 40 Nacka, Sweden

#### BSP Coast Watch

Ms. Reet Kristian  
Estonian Youth Work Centre  
Uuslinna str. 10  
EE-11 415 Tallinn, Estonia

#### Air Quality

Ms. Beata Wegrzynek, PhD  
Silesian University  
ul. Lwowska 6/49  
PL-41-205 Sosnowiec, Poland

#### Phenological Studies

Ms. Barbra Maitin  
Schulzentrum am Heimgarten  
Am Haidschlag 34  
D-22926 Ahrensburg, Germany

#### Bird Ecology

Mr Andrzej Sliwinski  
LO im. T. Kosciuszki  
Maria Konopnicka str. 2  
PL-32-200 Miechow, Poland

#### Environmental History

Mr Per Eliasson, PhD  
Läroarbildningen, Malmö Högskola  
SE-205 06 Malmö, Sweden

#### Eco-sophy

Gisela Knipper & Volker Stieh  
Hauptstrasse 14  
D-38274 Klein-Elbe, Germany

## APPENDIX II – LIST OF INTERNATIONAL TEACHER TRAINING COURSES\*

**1993** ★ Latvian teacher training course for Latvian, Swedish and Danish teachers.

**1994** ★ International Environmental Seminar.  
★ International seminar on Ecology in Science Education.  
★ International Environmental Camp school.  
★ Coast Watch Environmental Education Camp.  
★ Interdisciplinary teaching The Baltic Sea, Our common responsibility – Environment, Culture and History.  
★ International workshop on bird watching, water analysis, rivers and sports.  
★ BSP camp on field studies and orienteering.  
★ Summer course on Environment, Culture/Science and Education.  
★ Ecology course.

**1995** ★ Field study course by Swedish teachers for Estonian teachers.  
★ International Environmental Camp school.  
★ Interdisciplinary teaching The Baltic Sea, Our common responsibility – Environment, Culture and History.  
★ The Baltic Sea – a historic, economic and cultural European area.

**1996** ★ International Environmental Camp school.  
★ International Summer Course: environmental education for primary schools.  
★ Environmental History in the Baltic region.  
★ Outdoor education in Estonia.  
★ Agenda 21 and environmental education.

**1997** ★ Environmental Education for primary schools.  
★ International Environmental Camp school.  
★ Environmental History: Who is responsible for Baltic Sea pollution?  
★ Rivers training course.

<b>1998</b>	<ul style="list-style-type: none"> <li>★ International Year of the Ocean in Elsinore: Gateway to the Oceans.</li> <li>★ Sustainable Fisheries course.</li> <li>★ The Environmental History of Norrköping.</li> <li>★ Air Quality training course.</li> <li>★ International Environmental Camp school.</li> <li>★ Green School Yards and Outdoor Education.</li> <li>★ Rivers training course.</li> </ul>
<b>1999</b>	<ul style="list-style-type: none"> <li>★ Rivers training course.</li> <li>★ In-service training on Bird Ecology, Phenological studies and BSP Coast Watch.</li> <li>★ Rivers and Recultivation course. The video It All Begins with the Rain was partly filmed during the course.</li> <li>★ International Environmental Camp school.</li> <li>★ Environmental History of the City of St Petersburg – Water.</li> <li>★ Environment and Industrialization training course.</li> </ul>
<b>2000</b>	<ul style="list-style-type: none"> <li>★ Environmental History course – continuation.</li> <li>★ Sustainable Fisheries course – continuation.</li> <li>★ International Environmental Camp school.</li> </ul>
<b>2001</b>	<ul style="list-style-type: none"> <li>★ Baltic Sea Academy Das macht den Norden schön</li> <li>★ Rivers course.</li> <li>★ Environmental History course</li> </ul>
<b>2002</b>	<ul style="list-style-type: none"> <li>★ International Environmental Camp school.</li> <li>★ Environmental History course</li> </ul>
<b>2003</b>	<ul style="list-style-type: none"> <li>★ Air Quality course.</li> <li>★ Phenological Studies course.</li> <li>★ Baltic 21 course on food.</li> <li>★ Environmental history on SUGAR productions.</li> </ul>

- 2004** ★ Baltic 21 course.  
★ Water Quality course.  
★ Rivers course.  
★ Bird Ecology course.  
★ Baltic 21 E course.  
★ Food and Health course.  
★ International Environmental Camp school.

- 2005** ★ Learning for Environmental History of the Coalmine Region.  
★ Blue Green Alga training course.  
★ Sustainable Fisheries in the Baltic Sea.  
★ BSP Coast Watch and Coastal Zone Management course.  
★ International Environmental Camp school.  
★ DANISCO and the Sugar Trade – From Sugar Beets Locally to Economical Sugar Crash Globally.

\* Editors note: This list of is based on information given in BSP Newsletters about planned and carried out international courses. There may be additional courses that have not been mentioned, as well as a few cases in which planned courses were not possible to organise due to lack of funding or participants.

**APPENDIX III – INTERNATIONAL THEMATIC CONFERENCES OF  
THE BSP SINCE 1989**

**1992** Schools for the Baltic Sea – Kotka, Finland.

**1994** Save the Baltic Sea – Karlskrona, Sweden

**1997** From Words to Action – Nyköping, Sweden

**2000** On the threshold – Baltic 21 – Sønderborg, Denmark

**2003** Environmental History (or Environment has a History);  
Yesterday – Today –Tomorrow – Plön, Germany.

## **PHOTO CREDITS:**

Ms. Susanne Mellvig

Ms. Jolanta Mol

Ms. Birthe Zimmermann

Ms. Heli Torniaainen (pine needles)

### **Editor's note:**

The content of this report is based on previous publications from the Baltic Sea Project: conference reports, BSP Newsletters and Learners Guides. The project website has been used for reference and interviews have been made with key stakeholders. The information is thus already known to most people familiar with the BSP and presented here in a particular light for the purposes of this report. The editor wishes to thank the Swedish National Agency for School Development, particularly Mr. Martin Westin, for organising an office space and making publications and materials available, and Ms. Ida Thomson for proof reading sections of the report. Many thanks also to Ms. Kerstin Lundman at the Swedish National Commission for UNESCO for proof reading several drafts and for input of text to the section with conclusions and to Ms. Siv Sellin for providing feedback and valuable insights and experience from her period as general co-ordinator of the BSP.

















