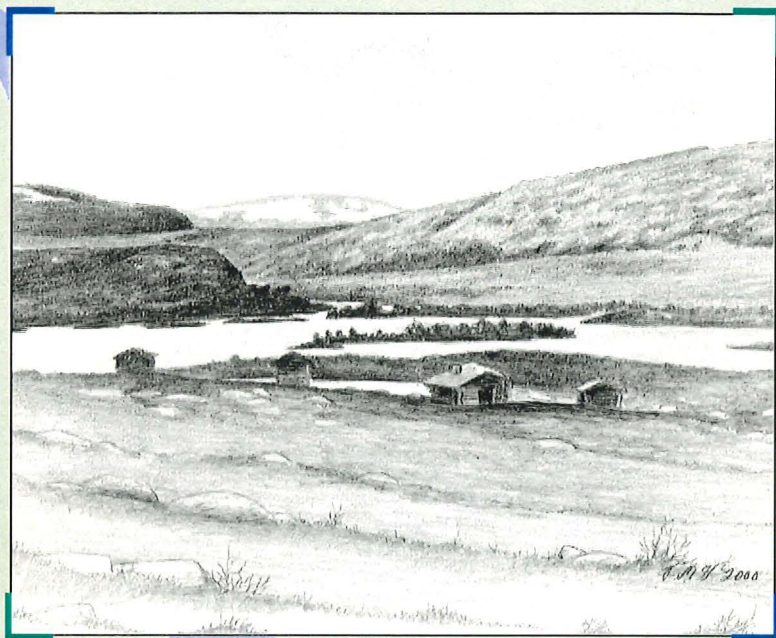


ROEL VAN RAY

Seminar from August 17 to 21, 2000
Hart, Finland

WORKBOOK



Challenge for Visitor Centres

Linking Local People, Visitors
and Protected Area

WORKBOOK

Challenge for Visitor Centres

Linking Local People, Visitors
and Protected Area

Seminar 17. – 21. August 2000
Inari, Finland

Metsähallitus – SIIDA / Northern Lapland Nature Centre
IUCN, WCPA and ECEE – EUROPARC Federation



Painotuote

Oy Edita Ab, Helsinki 2000

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PROGRAMME

Challenge for visitor centres: Linking local people, visitors and protected areas

Seminar 17. – 21. August 2000
INARI, FINLAND

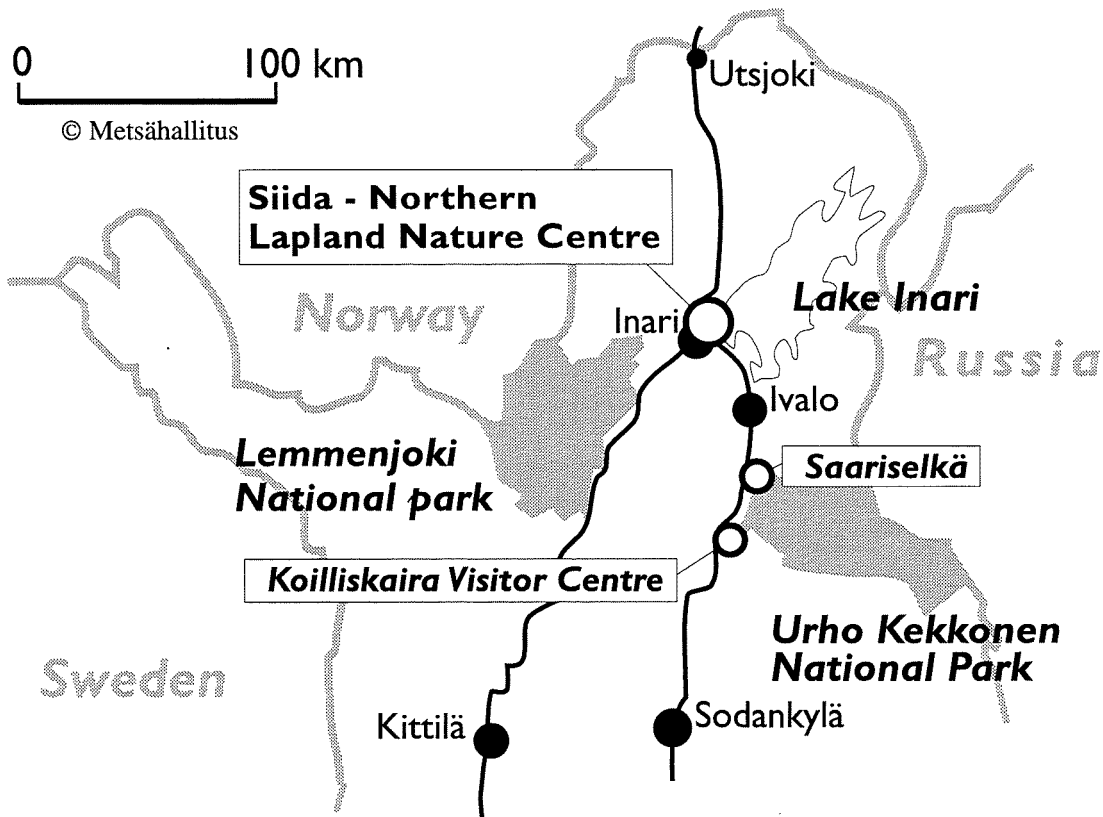
Thursday, 17th August, 2000

Arrival at Ivalo Airport, transportation to Inari.
 Check-in at Hotel Kultahovi
 Evening meal

Friday, 18th August, 2000

- | | |
|-------|---|
| 9.00 | Welcoming address by <i>Mr. Pertti Veijola</i> , Regional Director, Metsähallitus, Northern Lapland District for Wilderness Management. |
| 9.15 | Introduction of seminar objectives and organization of working groups. <i>Mr. Matti Helminen</i> , Ph.D. Environmental Consultant. |
| 9.45 | Introduction to the natural geography of the region and nature conservation in the northern areas. <i>Mr. Matti Helminen</i> |
| 10.15 | History of the settlement, original Sámi population and Northern Lapland as a living environment for people. <i>Mr. Veli-Pekka Lehtola</i> , Senior Researcher in Sámi and Northern Studies, Oulu University. |
| 11.00 | Coffee break |
| 11.30 | Metsähallitus and its role in Northern Lapland. <i>Mr. Pertti Veijola</i> |
| 12.00 | History of SIIDA, early stages, first years of activity and its objectives. <i>Mr Tarmo Jomppanen</i> , Director of the Sámi Museum. |
| 12.30 | Lunch, restaurant Pohjolan Taika |

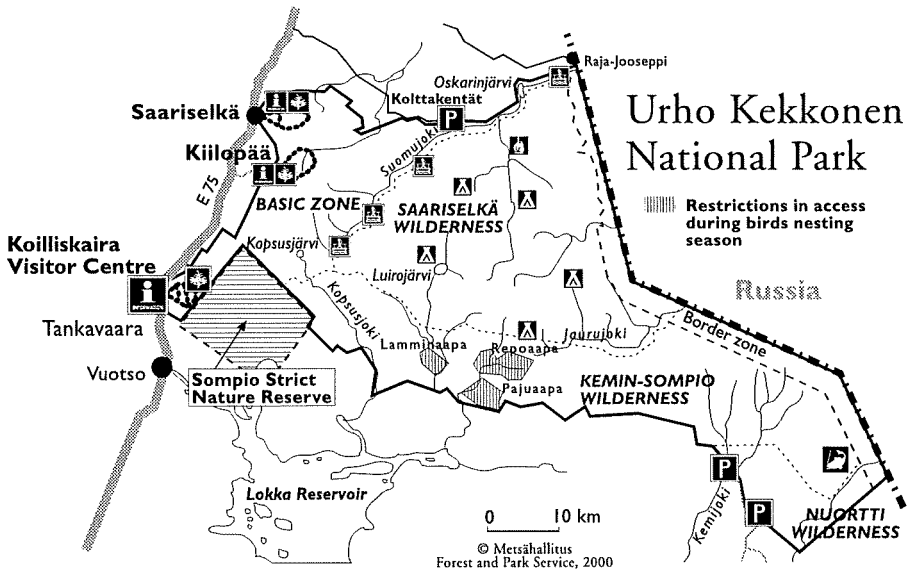
- 13.30** Introduction to the exhibition of SIIDA. *Mr. Matti Mela*, Conservation Biologist, Metsähallitus.
Getting acquainted with the exhibitions of SIIDA, their evaluation in working groups according to this work-book.
- 16.00** Case studies.
- Nature for people! People for Nature? The Dutch authorities and its policy for Visitor Centres. *Mr. Roel van Raaij*, Senior Officer, Strategy and Interpretation, Dutch Ministry of Agriculture, Nature management and Fisheries.
 - Visitor Centres: hospitality is the key. *Ms. Marjolein van der Linden*, National Coordinator Visitor Centres, Dutch Society for the Preservation of Nature
 - Co-operation between Visitor Centres on a National and European scale. – Setting up a system for certification for quality. *Mr. Ruud Maarschall*, Provincial Consultant on Environmental Education, IVN, Dutch Union for Environmental Education.
- 17.30** Boat trip on Inari Lake, Visit to the sacred places of the Sámi: Ukonkivi island and the cemetery islands of Inari. *Ms. Irja Jefremoff*, Project Researcher, Inari and Skolt Sámi Cultural Heritage Inventory Project, Sámi Museum.
- Return to Inari at about 20.30
- 21.00** Supper in Kultahovi
- Pictures of Northern Lapland presented by the photographer *Mr. Martti Rikkonen*



Saturday, 19th August, 2000

- 8.00** Departure by coach to Tankavaara, Urho Kekkonen National Park
- 9.30** Koilliskaira Visitor Centre, welcoming address by *Ms. Pirjo Leppäniemi*, Director of Urho Kekkonen National Park, Metsähallitus.
Presentation of the exhibition, *Ms. Virpi Kumpula*, Interpreter, Metsähallitus.
- 10.00** Coffee break
- 10.15** Presentation of the customer service chain of Metsähallitus. *Ms. Anneli Leivo*, Head of Development Unit, Metsähallitus.
- 10.45** Presentation of the principles of nature interpretation of the Natural Heritage Services of Metsähallitus. The role of the visitor centres and protected areas in the conservation communication, target groups and objectives. *Ms. Riitta Nykänen*, Environmental Educator, Metsähallitus.
- 11.30** Nature interpretation in practice: bird show with pupils and seminar participants. *Ms. Tiina Aikio*, Interpreter, Metsähallitus.
- 12.00** Walk to a lunch café Wanha Waskoolimies
- 13.00** Case studies.
– Planning, designing and managing Visitor Centres in Greek protected areas. *Ms. Maria Katsakiori*, The Goulundris Natural History Museum, Greek Biotope – Wetland Centre.
- 14.00** Integration of tourism, reindeer husbandry and nature conservation in Urho Kekkonen National Park. *Ms. Pirjo Leppäniemi*.
Slideshow of Urho Kekkonen National Park
- 14.45** Group work
- 15.45** By coach to Kiilopää, getting acquainted with a guide work and a walk to the summit of Kiilopää fjeld (3,6 km in all).

- 18.00 Visit to Saariselkä Holiday Resort on the border of Urho Kekkonen National Park.
- 18.30 Supper at Saariselkä
- 20.30 Return to Inari
Evening with Sámiš programme in Kultahovi. Ms. Tiina Aikio and Mr. Johan Anders Baer.



Sunday, 20th August, 2000

- 9.00** Communication about nature conservation – why, how and where? *Mr. Hannes Mäntyranta*, Communications Coordinator, Finnish Forest Association.
- 10.15** Psychology of communication – implications for environmental interpretation. *Mr. Teppo Loikkanen*, Wilderness Management Planner, Metsähallitus.
- 11.00** Coffee
- 11.30** Case studies.
–Jasmund National Park, Integrated communication concept for the park's public appearance. Relating "nature" to positive feelings. *Mr. Ralf Röchert*, Conservation Officer, WWF Germany.
- 13.00** Lunch, restaurant Pohjolan Taika
- 14.00** Handling of the group works
- 16.00** Reporting of the group works, first half of the groups
- 18.30** Visit to the reindeer farm of Maarit and Into Paadar
- 21.00** Supper in Kultahovi

Monday, 21st August, 2000

- 9.00** Reporting of the group works, second half of the groups.
- 10.30** Closing of the seminar
- 11.00** Lunch
- 11.45** Departure to the airport

Post-seminar excursion, tour to the Lemmenjoki National Park

- 13.00** Departure from Inari.
- 14.00** Njurgulahti Nature Cabin.
By boat on the river Lemmenjoki to Kultahamina, A
walk to Kotaoja cabin, staying overnight in Kotaoja and
in Kultala of Morgamoja.

Tuesday, 22nd August, 2000

Visiting the gold panning area of River Lemmenjoki and the fields. In the afternoon, return by boat to Njurgulahti, where a visit to the workshop of Kaija Paltto, lunch and sauna.

From Ivalo an evening flight to Helsinki.

WORKING GROUPS

In working groups we try to consider the possible needs for change resulting from the changes in our working environment for our activities in nature centres, in nature interpretation and in the conservation message.

Important changes in our working environment are, for example:

- growing nature tourism
- co-operation at different levels
- the IT society, communication networks, the www
- internationalization, the European Union

Subject matters for working groups :

Group 1: Nature interpretation and nature tourism: possibilities, objectives and means

Group 2: Nature interpretation, local life and sources of livelihood

Group 3: Is our model of nature centre out-of-date in the era of new media?

Group 4: Co-operation between Nature Centres

Description of subject matters:

Group 1: Teppo

Nature interpretation and nature tourism: possibilities, objectives and means

- nature tourism increases and the number of visitors grows
- individual nature tourism changes to a service for larger visitor groups
- on the other hand, individual tailor-made services focus on new areas
- the distinction between nature tourism and other tourism in nature becomes more and more blurred
- group members discuss the relationship between nature interpretation and nature tourism; what are the realistic possibilities for nature interpretation, its objectives and means in nature tourism

Group 2: Rita

✕

Nature interpretation, local life and sources of livelihood

- all kinds of co-operation increase in society
- the needs of local people are taken into consideration and are better respected than before
- the importance of areas instead of states is stressed in the EU
- group members discuss the relationship between nature interpretation and local people and their sources of livelihood; what are the possibilities, objectives and means above all from the standpoint of nature centres.

Group3: Ameli**Is our model of nature centre out-of-date in the era of new media?**

- internet services (for example www) are available to more and more people
- the ways customers find information changes
- customers ask for experiences
- different customer groups wish for models of communication which are tailor-made just for them
- more and more publications and services are being produced electronically
- group members discuss the functionality and flexibility of today's model of nature centre and think up ideas for development possibilities

Group 4: Laura**Co-operation between Nature Centres**

✕

- all kinds of co-operation increase in society
- co-operation is a precondition to obtain financial support for new projects
- the models of activities for different nature centres are often very similar
- group members discuss and think up conditions, advantages and possibilities for co-operation at different levels (for example between the parks, at the national level, between different countries)

Name and number of your working group:

2

Members of your working group:

Olavo
Mircea
Miltiadis
Meriken
Jan

First working phase:

Friday, August 18, 2000, At 14.00 – 16.00

Visiting the SIIDA exhibition, a general evaluation and also an evaluation from the point of view of each working group's own subject.

Working groups may use, if they so wish, the following questions to support their discussions:

All groups:

- What are the possibilities and shortcomings of this kind of exhibition?
- What is a good exhibition like?
- To whom is it meant?
- What kind of effect does the architecture of the nature centre have?

Group 1:

- Does the exhibition in SIIDA serve the visitors well enough in nature interpretation?
- How do the exhibitions serve in the best possible way the nature interpretation aimed at tourists?

Group 2:

- What are the advantages and disadvantages of the co-operation between the nature centre and Sámi museum
- Co-operation possibilities of nature centres with museums?

Group 3:

- What are the new media?
- Could some parts of SIIDA be replaced by the means of the new media?
- What are the advantages of the new media compared to exhibitions?
- What are the problems when using the new media instead of exhibitions?

Group 4.

- Does SIIDA differ significantly in its activities from other nature centres you know?
- What kind of co-operation possibilities do you think SIIDA could have with other nature centres?

Second working phase:

Saturday, August 19, 2000, At 14.45 – 15.45

Working groups discuss their own subjects using, among other things, examples from the day before (from Greece and Holland) and examples from today.

The following questions may support the work of the groups:

Group 1.

- In which way can and should nature centres serve nature interpretation for tourists?
- What is the most effective way of providing tourists with nature interpretation?

Group 2.

- Co-operation possibilities of the nature centres with local inhabitants and actors (businesses)?
- Is the introduction of local culture also nature interpretation?

dialogue ~

Group 3.

- How could we use the new media to reach the tourists in nature interpretation?
- How could we use the new media to reach local people and pupils in nature interpretation?
- What could the new media offer more than traditional means for these target groups?

Group 4.

- What kind of possibilities does the co-operation between nature centres at national level offer?
- Does the competition for customers or resources harm the co-operation between nature centres?
- Does the harmonization of the activities of nature centres limit their possibilities?

Third working phase:

Sunday, August 20, 2000, at 14.00 – 15.30

Working groups discuss their own subject using all seminar issues. The following questions may be used with the above mentioned questions to support the discussions:

Group 1.

- How to get the message to reach the nature tourists?
- How to sell a message to a person who is not interested in the subject?
- What are the aims of nature interpretation for tourists? How does the viewpoint of your working group differ from the objectives set by Metsähallitus? (See Appendix I, page 31)

Group 2.

- How to reach local people and businesses? *personal contacts.*
- How to sell the message to a person whose own wishes and needs are contradictory to the message? Ideas! *take them serious*
- What are the objectives of nature interpretation for local people and businesses? *pride*
- How does the viewpoint of your working group differ from the objectives set by Metsähallitus? (See Appendix I, page 31) *tourists*

Group 3.

- Virtual nature interpretation, possibilities and problems?
- What is the ideal nature centre in the age of the new media like?
- Experience and information package of the virtual environment?
- Should a nature centre come to people or people come to nature centre?
- A "network" of nature centres?

Group 4.

- What are the possibilities of nature centres for international co-operation? Concrete ideas?
- How should co-operation between nature centres be promoted as a part of the co-operation between parks?
- Have the nature centres got a common message and operating model?
- What could nature centres learn from each other?

Fourth working phase:

Sunday, August 20, 2000, at 15.30 – 16.00

Chairmen and secretaries in each working group make a summary of the discussions on transparencies.

The introduction of the results of the group discussions begins on Sunday at 4: p.m.

SUMMARIES OF SOME PRESENTATIONS

Pertti Veijola, Regional Director, Metsähallitus, Northern Lapland District for Wilderness Management

The role of the Metsähallitus in the Northern Lapland

Metsähallitus is a state enterprise since 1994. Its main task is to manage state-owned land, about 25% of the total area of Finland, and waters in a profitable and sustainable way. The activities are divided in two groups: business operations and social tasks. The biggest business area is forestry generating over 90 % of the annual turnover. Metsähallitus is in administration under two ministries: Ministry of Agriculture and Forestry and Ministry of Environment. The head-quarter of Metsähallitus is located in Tikkurila close to Helsinki and every business area has its own regional organization covering the whole country. In the Northern Lapland the principle of the integrated resource management is used.

Recreational services of Metsähallitus are produced as social tasks financed through the state budget or as pure business activities. Wild North is the unit in Metsähallitus engaged in commercial tourism. Natural Heritage Services has responsibility both for nature protection and social recreational services including information and environmental interpretation. The main task in nature protection is the management of protected areas. Nearly 70 % of the total area of the Finnish protected areas and wildernesses is located in the Northern Lapland.

The Northern Lapland District for Wilderness Management embraces the state-owned lands of Finland's three northernmost municipalities – Inari, Utsjoki and Enontekiö. Located in the timberline forests and open fjelds (mountains), the district covers some 25 000 sq.km of land and 2 600 sq.km water areas. There is a two-month long winter twilight period, while the continuous summer lasts for even longer. Northern Lapland is sparsely populated; the total population is about 12 000 persons and the average population density is less than 0.5 persons/sq.km. The whole district lies within the home area of Sámi people and their share of the population is about

30 %. Metsähallitus has as special task to ensure the conditions of traditional livelihoods and the Sámi culture. The most important traditional livelihood is reindeer herding and it is known as the material base of the Sámi culture.

Tarmo Jomppanen, Director of the Sámi Museum

History, present and future

Siida was opened to the public on April 1st, 1998 – after 14 years of hard work. It is one of the most visited places in Northern Lapland. Siida has become a meeting place, where people like to have their seminars, meetings, concerts, festivals and so on. Last year over 200 different happenings took place in Siida.

The museum aims to create a home for Sámi culture in Siida and to strengthen Sámi identity and cultural self-esteem. One of the most important questions today is: Who owns the Sámi cultural heritage?

Matti Mela, Conservation Biologist, Metsähallitus.

Exhibition principles

Plans for a joint exhibition involving the Sámi Museum and Northern Lapland Nature Centre were first started at the beginning of 1990's. In the initial versions nature and culture were more or less separated and independent. However, very soon, one recognised that the most sensible thing would be to develop an exhibition unity in which culture and nature would be close to each other and interact just as in reality. At the same time, the idea of the nature exhibition forming a frame for the culture exhibition was also accepted. This resulted in the final exhibition idea, in which the exhibition space is formed by the cycle of seasons in the North. The year of the northern nature is displayed in the outer circle and the culture that has developed under these conditions can be seen in the middle.

The following principles were also accepted in the planning stage for realisation :

- The main target group of the exhibition consists of tourists of whom the majority come from abroad.
- The fact that many school pupils visit the exhibition also has to be considered when choosing the subjects and means of presentation
- There will be various levels in the exhibition having regard to different target groups for the reason that the basic knowledge and interests of visitors as well as the time available for visiting the exhibition may also differ very much.
- Superficial and passing fashions will be avoided. Easy maintenance of the exhibition devices is of importance.
- The entire exhibition will be designed in such a way that the exhibition space as a whole functions as an exhibit and a stay in the exhibition space calms the visitor, inspires delight and arouses curiosity to find out more. The experiences, information and ways of presentation have to be balanced in the exhibition.

Anneli Leivo, Head of Development Unit, Metsähallitus,
Working together - The Customer Service Chain of Metsähallitus

The Natural Heritage Services is responsible for the customer services of Metsähallitus on the whole. To improve the quality of customer services and to gain better cost effectiveness the customer service points (incl. visitor centres) operate as a chain. The 17 customer service points cover our whole country. In 1999 we had over 0,5 million visitors at the customer service points and visitor centres (the amount is equivalent to 10 % of the population in Finland).

We have already made efforts to create a uniform image for all the customer service points and to introduce a division of labour between the points. Training, marketing and customer acquisition is organized jointly within the chain. All the customer service points of the chain also have a common mascot, Kasper, the beaver. However, there is still need to develop our common know-how, information technology and uniform ways to operate.

In spite of the unified chain image, in every visitor centre there is a unique exhibition. Our aim is to combine a different way of seeing the surrounding nature in each of the visitor centres and the best common operational practices in the whole chain.

Riitta Nykänen, Environmental Educator, Metsähallitus

Protected areas and their role in environmental education

The main task of environmental education is to build capacity for sustainable living. Protected areas conserve and protect biodiversity. Nature protection is possible in the long run only if the way of life, e.g. culture is changed.

Protected areas have an important role in raising public awareness and an appreciation for nature. Understanding the conditions for life and the importance of the continuity of natural dynamics is essential in the struggle for creating sustainable society and technology.

Metsähallitus has developed a set of principles and criteria for the environmental education work carried out by protected areas and visitor centres. Environmental systems, guidelines for building and the management of the areas and instructions for serving visitors have also been adjusted according to these principles.

The means of environmental education most used in the protected areas is guiding and nature interpretation. Visitor centres provide various target groups with both materials and personal guidance. Programs for various educational purposes are prepared for students and pre-school groups.

The majority of people visiting protected areas cannot, however, be given individual personal guidance. For these people it is important to see that the areas are ecologically well maintained and managed. It serves as an important model for behaviour and practice. All employees of the Natural Heritage Services are to be trained to understand the importance of nature interpretation as an integral part of their work.

"Nature interpretation is a little bit of talking, a lot of peace and quiet and some timber, too."

Hannes Mäntyranta, Communications Coordinator, Finnish Forest Association

Communication about nature conservation – why, how and where?

In essence, communication about nature conservation is an example of societal communication. Perhaps the most significant difference to other kinds of marketing communication is that societal communication promotes "good" things, things that nobody resists – or at least admits to resist.

But this doesn't make things more easy, rather it is vice versa. In societal and in all kinds of environmental communications it is very important to remember to answer not only why they would, but also why they would *not* do the things or think the thoughts that we want. And to find the right answer to this – or to find an answer at all – you should work rather with professionals that wit those who already are devoted to the message.

Teppo Loikkanen, Wilderness Management Planner, Metsähallitus
Psychology of communication – implications for environmental interpretation

1. What is captive interpretation?
2. Noncaptive vs. captive audience.
3. Thematic vs. encyclopedic approach to environmental interpretation.
4. Perceived effort / utility -ratio.
5. The communicative approach to environmental education. Qualities of good interpretation.

Metsähallitus
Natural Heritage Services

Appendix I

Approved
4.5.2000

THE PRINCIPLES OF NATURE INTERPRETATION WITHIN NATURAL HERITAGE SERVICES OF METSÄHALLITUS

Contents

1. Introduction

2. Environmental education in Metsähallitus

- 2.1 Definition of concept
- 2.2 The values guiding nature interpretation
- 2.3 Area of operations of nature interpretation
- 2.4 What nature interpretation entails

3. Target groups of Metsähallitus nature interpretation

4. Nature interpretation methods in Metsähallitus

5. The frameworks of nature interpretation in Metsähallitus

1. Introduction

In 1990, at UNESCO's instigation a national environmental education strategy for Finland was prepared. Although even at that time Metsähallitus was engaged in awareness raising work connected with environmental education and was enjoying cooperation with schools and so on, Metsähallitus was not mentioned in the strategy at all, not even its Natural Heritage Services unit as a contributor to such education. This notwithstanding, the strategy sets objectives for environmental education and loosely places obligations on the different stakeholders in regard to e.g. "State" responsibility for various activities. The strategy quotes the objectives of environmental education as in the following terms:

The aim is for a person:

- to enjoy experiences and adventures through which his/her relationship with the environment will become rich and wide-ranging
- at different stages of life to obtain information through which he/she will be able to understand his/her dependence on other nature and his/her responsibility towards the environment
- practise using his/her environmental knowledge and
- his/her skills as a responsible citizen when making decisions affecting himself/ herself and the community
- to choose as a foundation for his/her life and activities a sustainable way of life and to promote the establishment of an ecologically and culturally sustainable society.

Finnish national commission on sustainable development, which was assembled for the purpose of accomplishing the objectives set by the Rio conference, in 1994 published a Finnish Action for Sustainable development. In the part appertaining to the seeking of ways of sustainable development in regard to education and the dispersal of information it is said that:

"The main goal of environmental education, training and information is to help children, young people and adults

- to identify their relationship with the natural and manmade environment
- to participate in developing human settlements and in care of the cultural environment
- to understand the ecological conditions which will also ensure future generations the chance of a good life; and
- to keep these conditions in mind at all stages of their lives."

In 1998, the government's sustainable development programme was published, on the basis of which Council of State made a decision in principle for the promotion of ecological sustainability.

Since Metsähallitus is a State organisation which takes care of the realisation of nature conservation and the sustainable management of the forests in its care, the environmental education it provides should be committed to those environmental education objectives which have been set at State level. Additionally, Metsähallitus in its environmental principles has committed itself to complying with international agreements and the principles of sustainable development. The role of Metsähallitus Natural Heritage Services business unit in environmental education is defined in this paper on principles.

2. Environmental education in Metsähallitus

2.1. Definition of concept

Environmental education

Environmental education aims at developing readiness for environmental protection in terms of people's and the society's knowledge, skills and attitudes, such that the culture and way of life become less consumptive and the state of the environment improves.

Nature interpretation

comprises education stressing, in particular, a strengthening of knowledge about nature, the offering of experiences in natural places, and the development of perceptive sensitivity. It is an interpretation of the interdependence of nature and its functions and of mankind and nature. Nature interpretation is an important sub-area and tool of environmental education. Metsähallitus accomplish environmental education through nature interpretation.

2.2. The values guiding nature interpretation

In the society

Through sustainable development an effort is made towards the establishment of a) ecological sustainability and b) the economic and c) social and cultural requirements representing this.

Nature protection and the sustainable use of nature over the long term are only possible by reducing materials consumption. This calls for cultural change. Culture in this respect means all human activities. The task of environmental education is to provide the material basis for cultural change

Values on which a sustainable culture can be based include:

- biodiversity
- the sustainable growth-supporting ability of the soil
- the purity of the atmosphere and water and their ability to support life
- the respecting of all life
- a responsible human lifestyle.

In addition to the foregoing, other values are associated with a sustainable lifestyle which environmental education can support and fortify. These are the ethical, aesthetic, social and personal values of a responsible lifestyle which, when realised, reduce the need for material consumption.

In Metsähallitus

Values associated with Metsähallitus activities are

- the responsible management and use of natural resources
- customer closeness
- cooperation for achieving results
- staff well-being and
- profitability.

The responsible management and use of natural resources is promoted through nature interpretation practices by providing customers with the elements for an understanding of the functioning of nature and human impact. The constituents and quality of nature interpretation are also aimed at customer satisfaction and nature interpretation calls for cooperation between all those involved in it.

The task of Metsähallitus nature interpretation activities is to promote the realisation of nature conservation and the sustainable management and use of nature as a basis for culture (human activities).

2.3. Area of operations of nature interpretation

Metsähallitus nature protection takes place in the protected areas and hiking areas managed by the Service, and in their associated visitor centres. This provides the starting point for Metsähallitus nature interpretation. Its method, content and operating environment is nature itself.

2.4. What nature interpretation entails

Nature interpretation involves offering experiences in nature, developing a knowledge of nature, bringing a knowledge of nature within reach of the public, the skill to assess the quality and characteristics of habitats, and the teaching of a responsible way of using nature.

The constituents of nature interpretation in Metsähallitus are:

1. Biodiversity and its conservation
2. Biotope protection and sustainable management
3. Protected areas, information related to these, and their utilisation
4. Hiking areas, routes, information related to these, and their utilisation.

3. Target groups of Metsähallitus's nature interpretation

For defining Metsähallitus role in nature interpretation, the approach has been target group thinking. Thought has been given to the matter of for whom Metsähallitus nature protection is especially responsible and to whom we are going to offer nature interpretation as a welcomed additional service.

Responsibility has been considered as being towards a particular target group in a particular situation. For each target group the objectives of nature interpretation have been defined, taking into consideration the level of knowledge and values of these target groups, as well as their special needs and aspirations. In this way, the best possible results will be obtained from nature interpretation. When defining the target groups and their nature interpretation objectives, the fact that Metsähallitus have only limited resources and opportunities at their disposal has also been taken into account.

3.1 Responsibility target groups (group 1)

The responsibility target groups include the groups for which Metsähallitus are primarily responsible in regard to nature interpretation. The responsibility shifts to us above all because when the target groups make use of our protected areas and hiking areas and routes in different ways, it becomes our definitive task to offer practical guidance, to provide information, and to ensure sustainable use of the areas.

This group includes the largest target groups of Metsähallitus nature interpretation. We thus concentrate on the needs of these target groups when planning and accomplishing nature interpretation. These groups include most of the users of the protected areas and routes, in addition to those who live and work in the vicinity of these. The groups thus have a profound influence on the management and use of protected areas and hiking areas. The goal of nature interpretation is for these targets groups to be able to make use of the protected areas and hiking areas and routes properly and to understand their value. Another aim of nature interpretation is for Metsähallitus own staff to be aware of the goals of nature interpretation and to act in accordance with them.

Visitors to visitor centres, protected areas and hiking areas and routes

Objectives:

- to give them an opportunity to rove in and experience natural surroundings: to experience serenity and peace, to learn and realise, to rest and to think
- to permit them to obtain the general knowledge they desire and require about the areas, routes and services provided
- to understand the importance of protected areas for conserving biodiversity
- to obtain the elements (information and examples) for making their own lifestyle less consumptive.

Local residents in the vicinity of protected areas and hiking areas

Objectives:

- to obtain approval of protected areas and hiking areas by local residents and stakeholder groups
- to increase the value placed on biodiversity and its conservation
- to strengthen the readiness of local residents and their organisations in terms of their awareness and attitudes for influenc-

ing issues pertaining to Metsähallitus natural resource management and use.

Tourism entrepreneurs in the vicinity of our protected areas and hiking areas

Objectives:

- to develop nature tourism in cooperation with tourism entrepreneurs, and to ensure that more attention is paid to nature and that respect for nature is increased, as well as to increase the amount of attention paid to environmental perspectives
- to improve knowledge about natural areas, protected areas and hiking areas among tourism entrepreneurs
- to improve the expertise of tourism entrepreneurs in regard to nature interpretation.

Metsähallitus's own staff

Objectives:

- to commit staff members to the values and objectives of nature interpretation
- to commit staff members to activities compliant with the environmental system based on the ISO 14001 standard
- to improve the staff member's readiness to pass on their knowledge and understanding in connection with matters of biodiversity, nature protection and the sustainable management and use of protected areas and hiking areas.

3.2 Other special target groups (group 2)

Other special target groups are those of our customers to whom we offer deeper nature interpretation as an extra service.

The target groups belonging to group 2 to which we have a responsibility in regard to nature interpretation comprise visitors to protected

areas and hiking areas. As far as these visitors are concerned, the nature interpretation objectives are the same as those of the target group. The two target groups in the group also have a need for deeper knowledge of the protected areas and hiking areas, and especially their nature. A task of Metsähallitus nature interpretation is to offer these target groups, as far as circumstances permit, "frameworks" for acquiring a deeper knowledge of nature. Responsibility for imparting this kind of deeper knowledge lies primarily with other parties (e.g. schools), but Metsähallitus, as a manager of protected areas and hiking areas, has the prerequisites for supporting the activity and thus also the general environmental education.

School teachers and pre-school teachers, children and youth

Objectives:

- to offer materials and teaching environments suitable for the educational use of protected areas and hiking areas
- to train school teachers and pre-school teachers in the educational use of protected areas and hiking areas.

Naturalists

Objectives:

- to provide an opportunity for obtaining deeper knowledge about nature protection, protected areas and hiking areas, species assemblages, biotopes and their management and use, as well as on hiking and related outdoor pursuits.

4. Nature interpretation methods in Metsähallitus

4.1 Provision of the frameworks

In its guidelines to business units the Ministry of the Environment has stated that the role of Metsähallitus in nature interpretation is to provide the "frameworks" for activities.

Nature interpretation is to a large extent the provision of these so-called "frameworks" (see appendix 1). Marked changes in emphasis in the near future will include an increase in the amount of information supplied in electronic form and a consequent reduction in the amount of printed matter as and when the circumstances permit. Frameworks will be provided for all of the aforementioned target groups compatible with the requirements of the situation.

4.2 Providing instruction

In addition to frameworks, the provision of teaching and field courses is also a means of nature interpretation.

Teaching in the strict sense is only provided among our target groups for our own staff.

The visiting teacher or lecturer is responsible for educational events for school children and students. Metsähallitus offers material frameworks and training in their use for teaching sessions, planning assistance and, as far as possible, expert services connected with its own fields of specialisation.

Demand for field excursions in the area is directed to tourism entrepreneurs. If there are no suitable tourism entrepreneurs in the area, and if it is sensible from the standpoint of the management and use of a protected area or hiking area Metsähallitus may provide such services. Metsähallitus encourages tourism entrepreneurs in our areas to act as nature guides themselves, by offering them training for the task and teaching them how to use the areas in an appropriate manner.

5. The frameworks of nature interpretation in metsähallitus

“Nature interpretation frameworks” as a term is used to reflect the methods through which Metsähallitus accomplishes nature interpretation in the protected areas and hiking areas and routes it manages, and in the visitor and information centres associated with these. The frameworks used in each case vary according to the operating environment and target group. Metsähallitus does not provide natural history teaching in the strict sense commensurate with the teaching curricula in the schools. The content of the nature interpretation provided is always closely allied to the Metsähallitus’s main task.

Nature interpretation material

- brochures and other printed matter
- web sites
- information boards in the field
- teaching material about protected areas and hiking areas: activity programmes for visitors, tasks
- audio-visual material like slides, video tapes and multivisions.

Constructions

1. protected areas and hiking areas and routes
 - nature trails
 - boundary signs and markings
 - sign marking and describing natural features, information signs
 - roofed exhibits
 - observation towers
2. visitor centres and other visitor information points
 - permanent exhibitions/ temporary exhibitions
 - teaching materials and facilities
 - children’s activity area
 - auditorium/ lecture theatre.

Communication and cooperation

- the media (press announcements, newspaper and magazine articles)

- web sites
- participatory planning
- personal contacts
- letters.

Events

- public events
- theme days
- volunteer work.

Guidance for groups

- at visitor centres or information points.

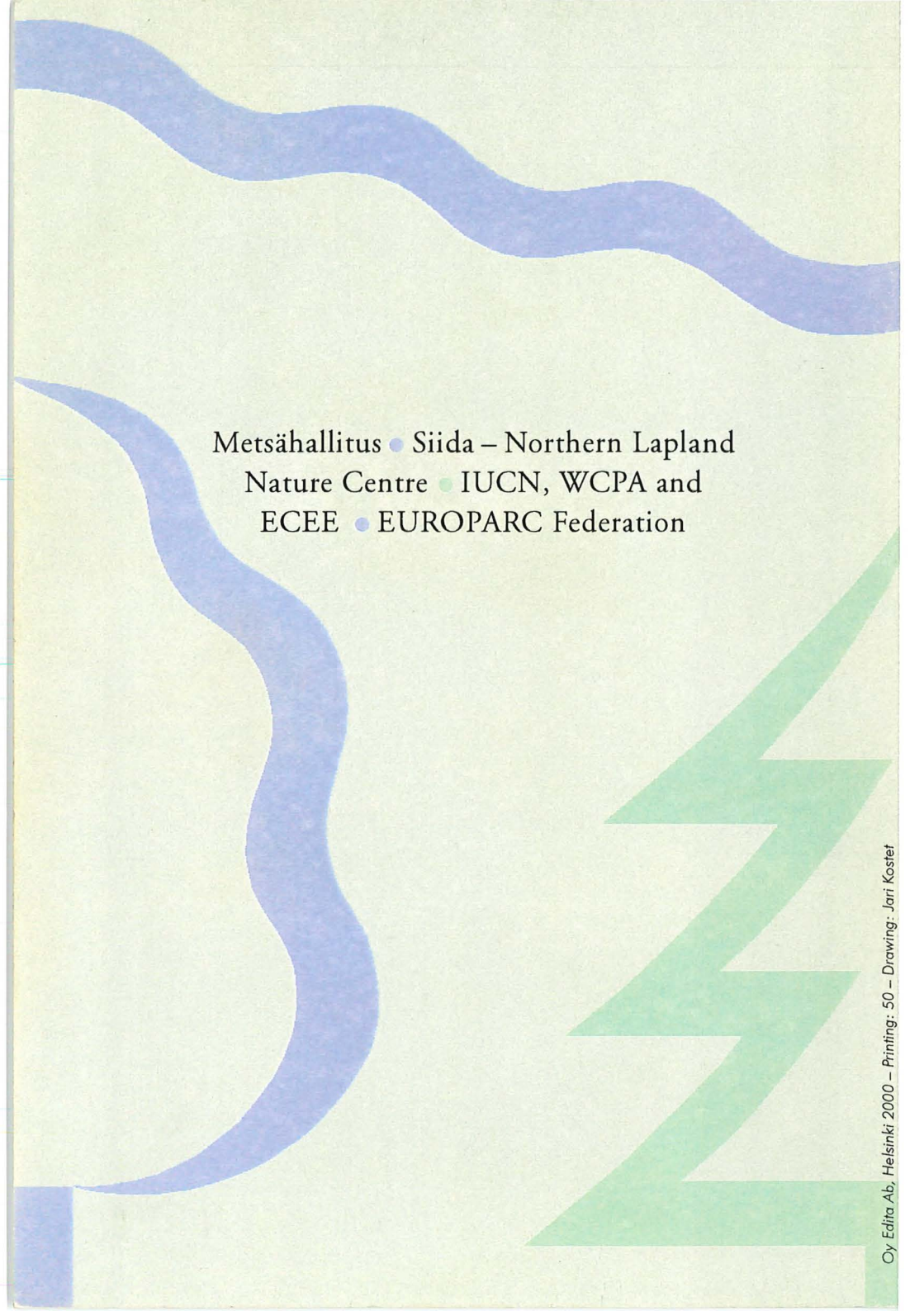
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