



Co-funded by the
Erasmus+ Programme
of the European Union



Nature Education

What are we doing at home and abroad?



Introduction

One World Learning, funded by Erasmus+ in 2017 set an ambitious target to create an international environmental education programme in two years. The programme would be based on the BirdLife International partners, but also looking beyond bird conservation to include other environmental and educational organisations.

To start this process we needed to understand the current situation of environmental education across Europe- the main geographical area the programme will start to focus on, although the scope is including beyond Europe in the future.

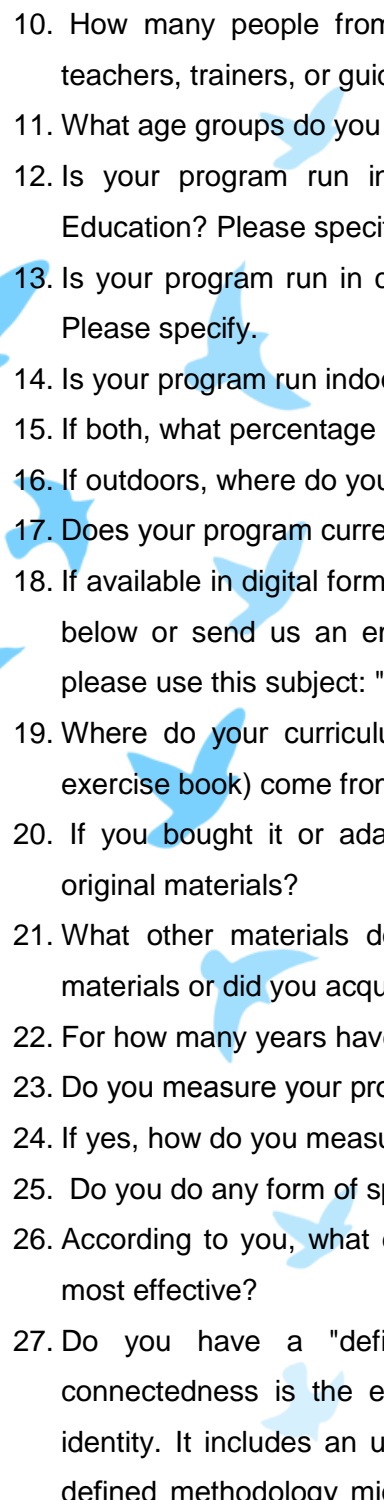
Methodology

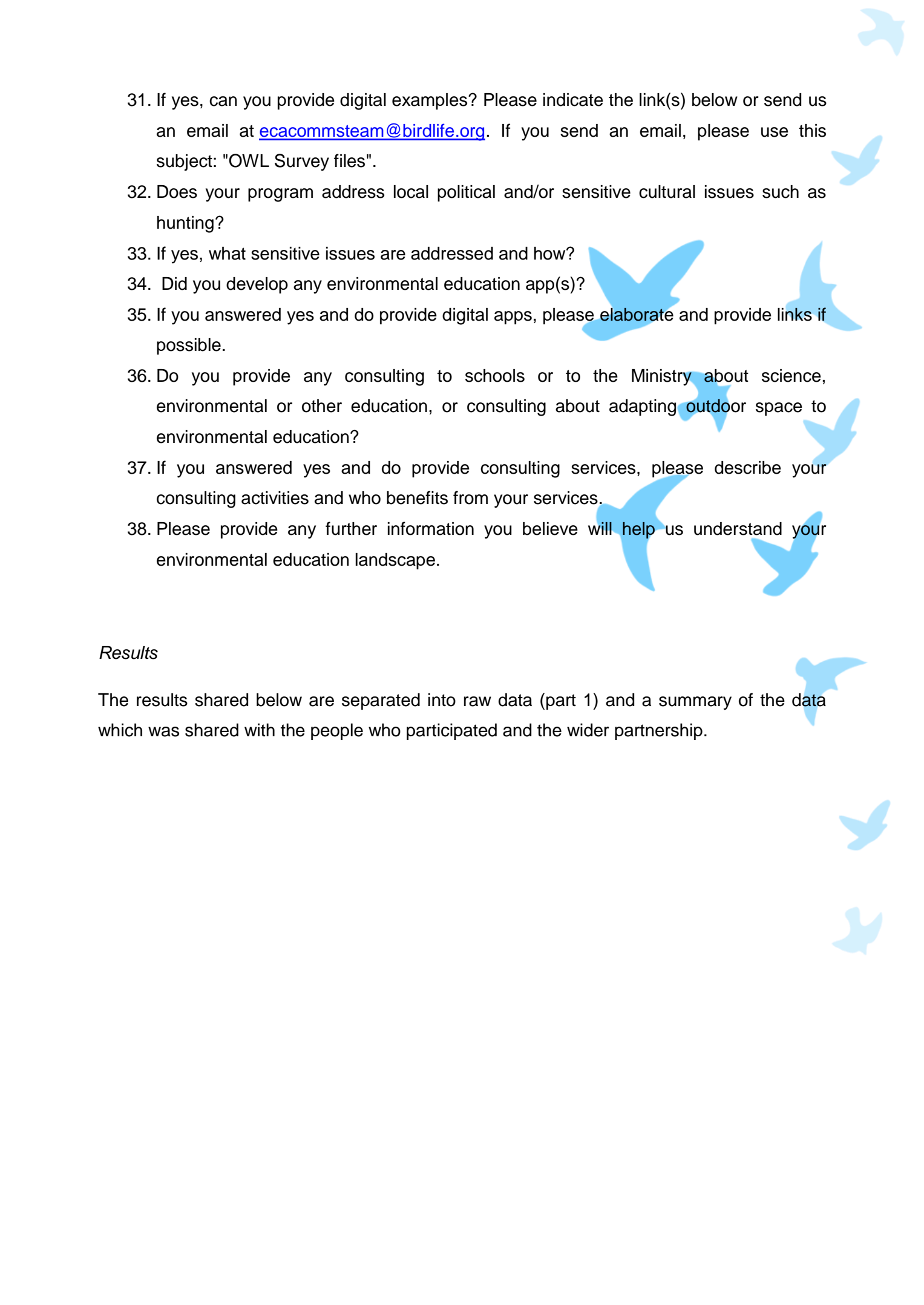
Communicating with different parts of BirdLife Europe based in 27/28 different countries would be challenging, therefore after reviewing several research methodologies we chose the quickest, simplest and most effective method of gathering data. We created a questionnaire which was uploaded to google forms and contacted as many different organisations we had within our networks.

The data collected was not meant for scientific research purposes. The aim was to understand the current situation of environmental education, therefore we did not have to take into consideration variables or create controls as we needed to simply collect information that would form the basis of the new international education programme.

Questions

1. What is your name?
2. In what city are you based?
3. What is your title or role?
4. Do you lead one or more environmental education programmes?
5. Do you provide teachers, guides or other personnel to another programme (that you do not lead on)?
6. If yes, please specify the nature of the programme and who you collaborate with
7. If you lead a program, what is the frequency of your program? If you lead more than one program, please only mention your most important one.
8. How many children (under 18 years old) participate to your program annually?
9. How many adults (18 years old or older) participate to your program annually?

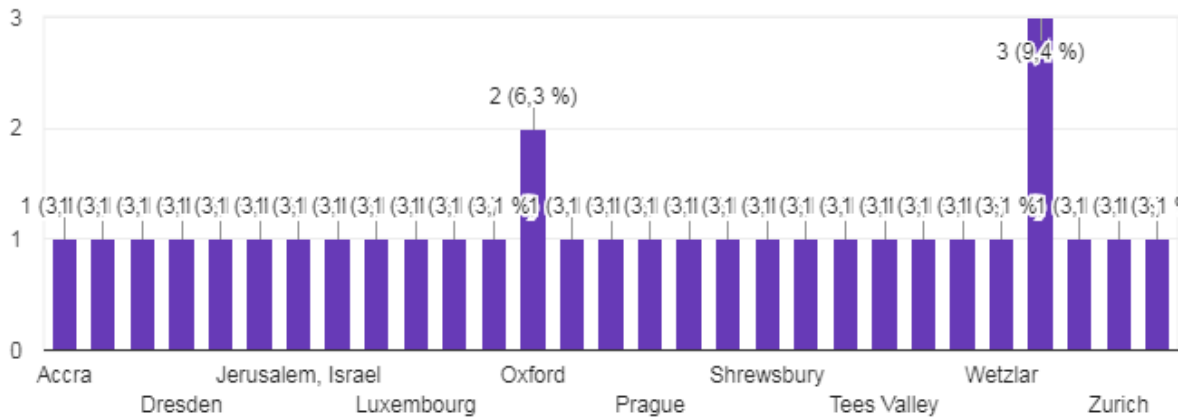
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- The page features several light blue silhouettes of birds in flight, scattered across the left and top areas. These silhouettes are simple, stylized shapes representing birds in various flying postures, adding a decorative touch to the document.
10. How many people from your organization help run your program (by acting as teachers, trainers, or guides) annually?
 11. What age groups do you serve?
 12. Is your program run in conjunction with local schools and/or your Ministry of Education? Please specify.
 13. Is your program run in conjunction with a local community, church or other group? Please specify.
 14. Is your program run indoors, outdoors, or both?
 15. If both, what percentage of the program is run outdoors?
 16. If outdoors, where do you run your program (e.g. school grounds, nature reserve)?
 17. Does your program currently use a curriculum, teacher's guide or manual? *
 18. If available in digital form, can you provide us with a copy? Please indicate the link(s) below or send us an email at ecacommsteam@birdlife.org. If you send an email, please use this subject: "OWL Survey files".
 19. Where do your curriculum and teaching materials (e.g. teacher's guide, manual, exercise book) come from?
 20. If you bought it or adapted it from existing materials, where did you obtain the original materials?
 21. What other materials do you use/provide to participants? Did you create these materials or did you acquire them?
 22. For how many years have you been running your program?
 23. Do you measure your program's success?
 24. If yes, how do you measure impact and results?
 25. Do you do any form of species monitoring in your program (birds, bugs, etc.)?
 26. According to you, what elements of your program are the most popular and/or the most effective?
 27. Do you have a "defined methodology for connectivity to nature"? Nature connectedness is the extent to which individuals include nature as part of their identity. It includes an understanding of nature and everything it is made up of. A defined methodology might include a review of a child's own perception of his/her connectedness to nature and how nature fits into self-perception.
 28. If yes, what is it? Please specify.
 29. What would you like to receive from this project that would either support and enhance your program, or help you create one?
 30. Does your program have a brand (logo, communications strategy, voice)?

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31. If yes, can you provide digital examples? Please indicate the link(s) below or send us an email at ecacommsteam@birdlife.org. If you send an email, please use this subject: "OWL Survey files".
 32. Does your program address local political and/or sensitive cultural issues such as hunting?
 33. If yes, what sensitive issues are addressed and how?
 34. Did you develop any environmental education app(s)?
 35. If you answered yes and do provide digital apps, please elaborate and provide links if possible.
 36. Do you provide any consulting to schools or to the Ministry about science, environmental or other education, or consulting about adapting outdoor space to environmental education?
 37. If you answered yes and do provide consulting services, please describe your consulting activities and who benefits from your services.
 38. Please provide any further information you believe will help us understand your environmental education landscape.

Results

The results shared below are separated into raw data (part 1) and a summary of the data which was shared with the people who participated and the wider partnership.

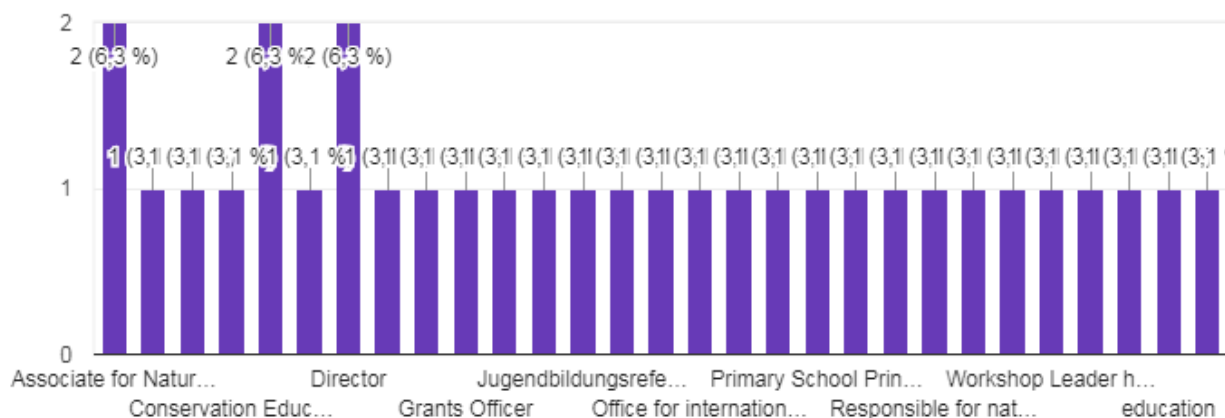
2. In what city is your organization based? 32 réponses



Valeur	Nombre
Accra	1
Berlin	1
Bucharest	1
Dresden	1
Durham	1
GOSPORT	1
Jerusalem, Israel	1
Lanark	1
Lisbon	1
Luxembourg	1
Newtownabbey	1
Nordeste	1
Oxford	2
Peterborough	1
Petersfield	1
Prague	1
Reykjavík	1
Sandy, Bedfordshire, UK	1
Shrewsbury	1
Slane, Co. Meath, Rep. of Ireland	1
Tashkent	1
Tees Valley	1
UK wide	1
United Kingdom - national	1

Valeur	Nombre
Wetzlar	1
Zagreb	3
Zeist	1
Zurich	1
entire Israel	1

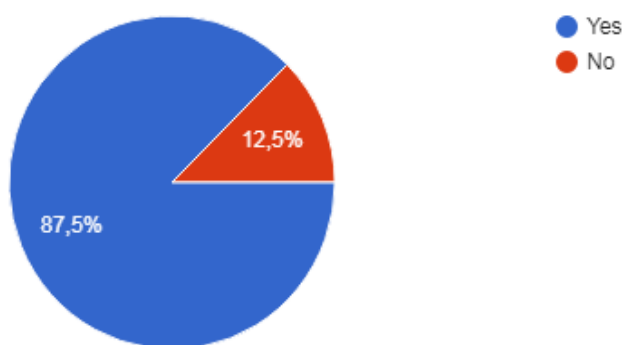
4. What is your title or role? 32 réponses



Valeur	Nombre
Associate for Nature Conservation	2
Awareness Raising and Education Coordinator	1
Bundesfreiwilligendienstlerin	1
Conservation Education Officer	1
Coordinator	2
Development Manager for Education, Learning and Communications	1
Director	2
Education and volunteering officer	1
Environmental Education Officer and Coordinator of the Interpretation Centre of Priolo	1
Grants Officer	1
Head of media	1
John Muir Award Scotland Manager	1
Jugendbildungsreferentin (volunteer coordinator and education manager)	1
Marketing and Communications Officer	1
OASES CEO	1
Office for international affairs	1
Outdoor ed. Facilitator	1
People and Wildlife Manager	1
Primary School Principal	1
Project Leacer Education	1

Valeur	Nombre
Project officer	1
Responsible for nature education	1
Schools Outreach Development Officer (UK & International)	1
Teacher	1
Workshop Leader horticulture	1
biologist, Coordinator of project: Nature Friendly Gardens and Schools	1
coordinator of kids and youth birding clubs	1
education	1
teacher, Science coordinator	1

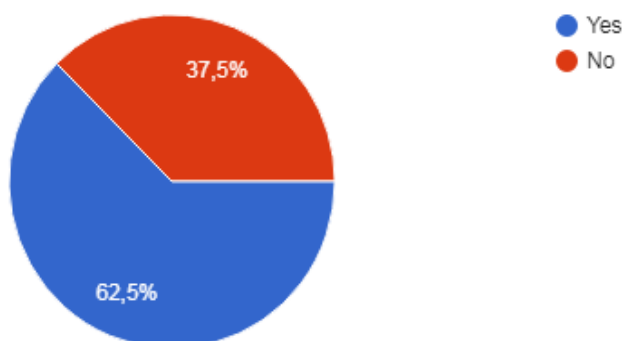
5. Is your organization currently leading one or more environmental education program(s)? 32 réponses



Yes 28

No 4

6. Do you provide teachers, guides or other personnel to another program (that you don't lead on)? 32 réponses



Yes 20

No 12

7. If yes, please specify the nature of the program and who you collaborate with. 19 réponses

Volunteers give lessons on primary schools. It is on request:

<https://www.vogelbescherming.nl/beleefdemente/indeklas/gastleerkracht-voor-vogellessen>

educational nature-connected programs - with the acceptance of coordinators

Schools, kindergartens, museums, youth NGOs, local community...

Promoting the subject of biodiversity and the importance of its protection, working together with other youth associations (sport, scouts e.g.)

We provide volunteers, who are experts in nature based themes regarding protection of species (animals and plants). Schools, parents, Kindergartens etc. can ask us to connect them with young adults to invite them as youth leaders, nature educators and experts to execute workshops, lectures and practical nature protection actions.

SpringAlive

1) Birdwatching - Reykjavik Botanical Garden, 2) Birdwatching/Presentations - Katla UNESCO Geopark, Natural History Institute, University of Iceland South Research Centre 3) Seminar - Suðurnes Science and Learning Centre

There are smaller educational programs for children we provide for kindergartens, schools, scout societies and retirement homes. Our main (and most complex) educational program accepts individuals over 18 interested in learning bird identification, and is conducted in collaboration with Norwegian Nord University which provides funding.

We collaborate with faculties, schools, libraries and educational youth institutions

Marine education program integrated - INTERREG

Local Schools Nature Grant - Learning Through Landscapes Green Tree Schools Award - Woodland Trust Start - Children and the Arts, Artichoke Growing Together - Children in Need Lost Landscapes and Learning - HLF, Durham Wildlife Trust, CEED Wild About the Derwent Valley - AAP, Durham Wildlife Trust Street Trees - AAP, CEED Hamsterley Forest School Sessions - Forestry Commission Tree Power 2 - ITF OASES runs LOTS of environmental education programmes and delivers consultancy work in schools.

The John Muir Award is a nationally recognised environmental certificate that encourages people to enjoy, connect with and care for the natural environment. The John Muir Trust works in partnership with 1,500 organisations that deliver the John Muir Award to 36,000 people across the UK each year.

Meath County Council Pride of Place School Gardening Scheme

Running wildlife days with schools across the country, Frogs Toads and Tales with Learning through Landscapes

Learning through Landscapes

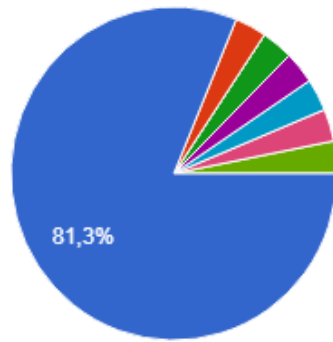
the Israel Ornithological center is part of the SPNI, another part of the organization, dealing with community in a specific city, has a monthly birding trip for families and the guides of birding clubs are guiding in these trips

River Tees Rediscovered - a HLF funded program lead by Groundwork

Visit wildlife/nature clubs in schools, engage members through film shows, recycling projects, field trips, bird walks, excursions, drama, poetry recitals, and lectures.

We have a huge range of partners in the conservation, education, academic, and charitable sectors

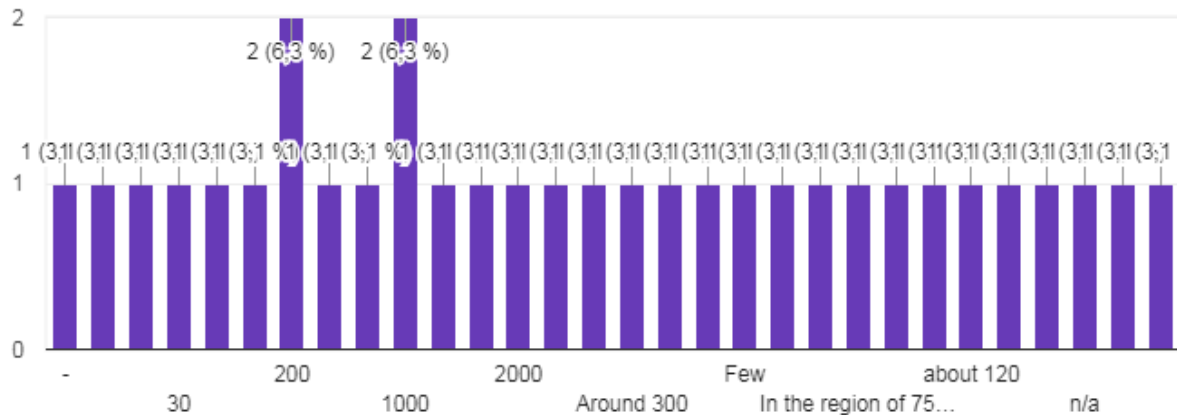
8. If you lead a program, what is the frequency of your program? If you lead more than one program, please only mention your most important one. 32 réponses



- Ongoing
- Once a month
- Twice a year
- Once a year
- We are a site open to groups through the year providing mostly one time...
- twice a mouth in average
- Don't lead
- We don't lead John Muir Award activity.

Ongoing	26
Once a month	1
Twice a year	0
Once a year	1
We are a site open to groups through the year providing mostly one time visits to schools and groups	1
twice a mouth in average	1
Don't lead	1
We don't lead John Muir Award activity.	1

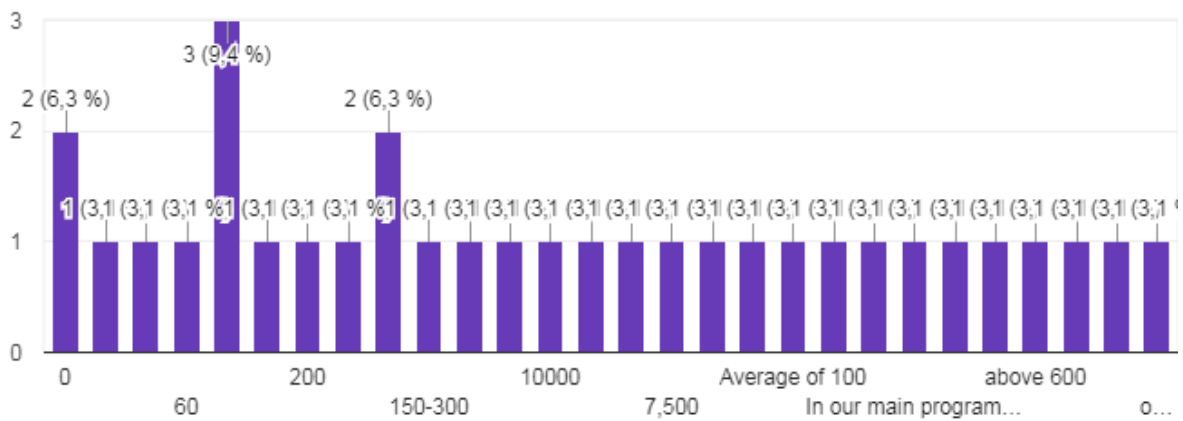
9. How many children (under 18 years old) participate to your program annually? 32 réponses



Valeur	Nombre
-	1
100,000	1
12	1
30	1
40	1
80	1
200	2
276	1
400	1
1000	2
120,000	1

Valeur	Nombre
200-450 children annually for each of our 3 Green Pathways programmes	1
2000	1
30,000	1
32,300 8-16 year-olds (this is how we monitor age)	1
Around 300	1
Average of 10,000	1
DD	1
Few	1
Hundreds. Hamsterley Forest alone is 1,000+	1
In other smaller programmes - around 150	1
In the region of 750000	1
No idea	1
We don't know exactly, at least 42.000	1
about 120	1
above 18000	1
around 250	1
n/a	1
over 2000	1
over 800	1

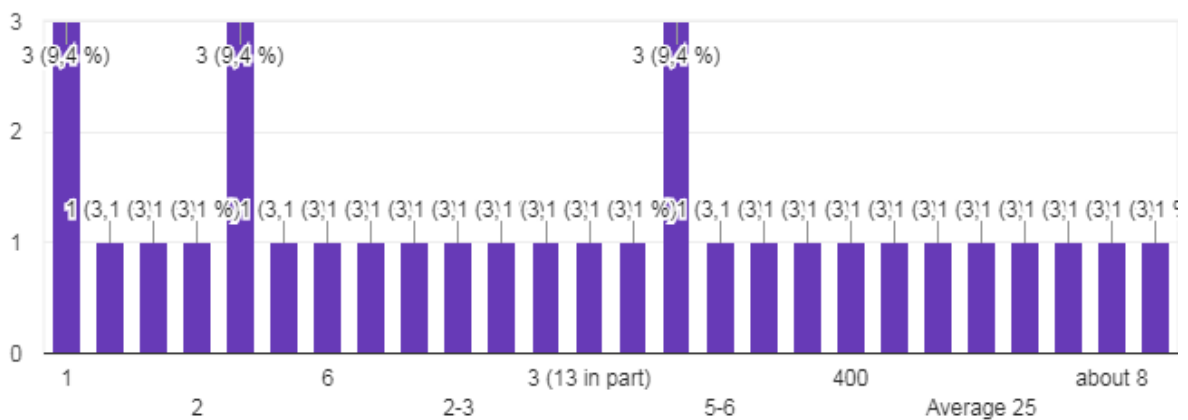
10. How many adults (18 years old or older) participate to your program annually? 32 réponses



Valeur	Nombre
0	2
15	1
50	1
60	1
100	3
180	1

Valeur	Nombre
200	1
300	1
1000	2
150-300	1
25,000	1
4000	1
10000	1
25000	1
3,700 17+ year-olds (this is how we monitor age)	1
7,500	1
Approx 30	1
Around 600	1
Average of 100	1
Dont know	1
Hundreds.	1
In our main program - 25	1
Within the Education program? Only the teachers...	1
about 40	1
above 600	1
ca. 150 (inkl. non-adults)	1
on average 100	1
over 500	1

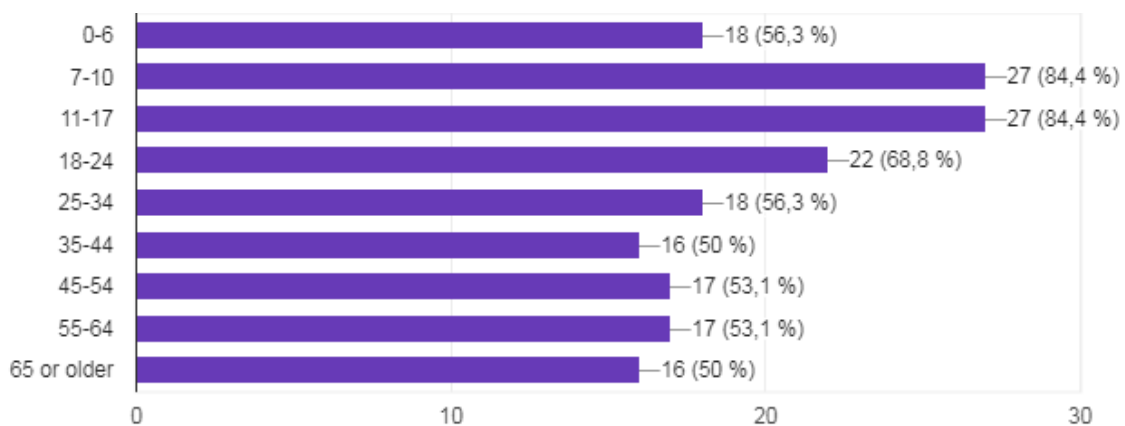
11. How many people from your organization help run your program (by acting as teachers, trainers, or guides) annually? 32 réponses



Valeur	Nombre
1	3
10-20	1

Valeur	Nombre
13 (4 of which are part-time)	1
2	1
3	3
4	1
6	1
8	1
15	1
2-3	1
22	1
22 staff + approx 100 volunteers	1
3 (13 in part)	1
3-4	1
40	3
5-6	1
50	1
60	1
400	1
7-12	1
Around 12	1
Average 25	1
Just me	1
OASES employs 8 delivery staff.	1
about 8	1
ca. 30	1

12. What age groups do you serve? 32 réponses



Valeur	Nombre
0-6	18

Valeur	Nombre
7-10	27
11-17	27
18-24	22
25-34	18
35-44	16
45-54	17
55-64	17
65 or older	16

13. Is your program run in conjunction with local schools and/or your Ministry of Education? Please specify. 32 réponses

No (4)

Local schools (2)

We work with schools in five regions of Uzbekistan

Only with schools and one other nature education organisation in the Netherlands: IVN

Schools, Ministry of Education

schools from all Romania

Not in conjunction, but we do partner with the Ministry of Education to provide programming for schools and we work with schools to design their visits to the site.

Outreach into schools across 17 cities in Great Britain

Yes it is. In schools we provide different lectures and workshops on nature preservation theme. They are adjusted to age of children that participate and seasonal events in nature

funding from ministry of environment, no further collaboration

ministry of education

yes, Swift school program

2) Yes, Local Schools

Main one not, some smaller programs are conducted in collaboration with local schools.

Yes some parts of the program are in conjunction with the local schools

It's run for local schools and other schools

The Program is mostly done with local schools but also with associations and leisure time facilities

Yes, all of our programmes are run with local schools. The Department for Education is not directly involved in any of our programmes, but we ensure our delivery enhances National Curriculum delivery.

Yes, schools deliver the John Muir Award and we demonstrate curriculum links.

Yes

Schools around Lanark

Local schools, and local authorities

We work with schools and social care agencies and community groups

At our school

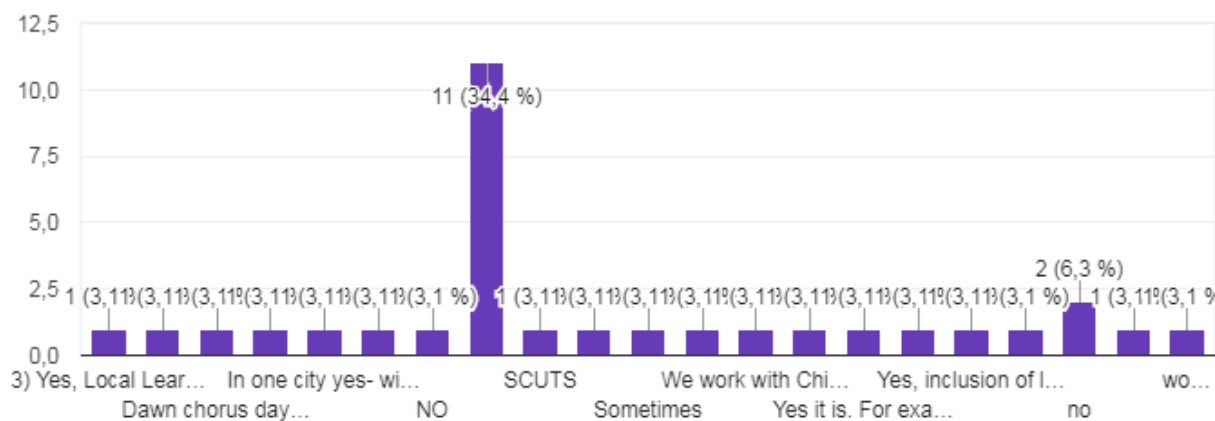
No but LtL's is

No. It is focusing non-formal education (i.e. afternoon activities, holidays etc.)

It is run in collaboration with schools, the Ghana Education Service and the Ministry of Education

Some of the programmes are we have strong links with local authorities particularly in Scotland and Hampshire

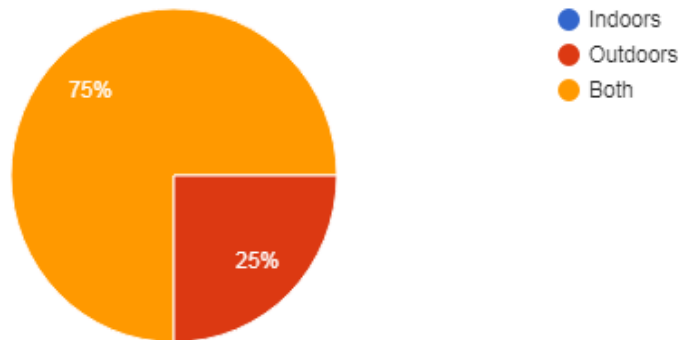
14. Is your program run in conjunction with a local community, church or other group? Please specify. 32 réponses



Valeur	Nombre
3) Yes, Local Learning Centre	1
Community allotments	1
Dawn chorus day and other outings with local NGOs	1
Day-care centers, Scouts,	1
In one city yes- with local community.	1
Local community and Sunday schools	1
NO	1
No	11
SCUTS	1
Some of our programmes incorporate delivery to church based groups like Scouts and Guides.	1
Sometimes	1
Volunteers deliver into schools	1
We work with Chinnor Churches - but not on the schools programme	1
With local communities on IBAs in regions	1
Yes it is. For example, we have birhouse building workshops with local youth NGOs.	1

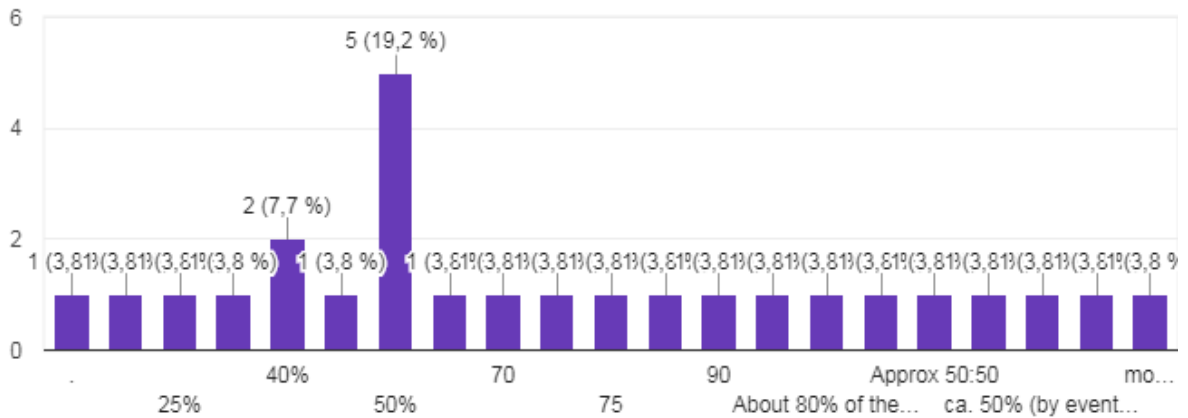
Valeur	Nombre
Yes, community learning teams deliver the John Muir Award and we demonstrate health, employability, well being, youth work, family learning links.	1
Yes, inclusion of local communities is crucial.	1
Young people are referred to our programme from a range of schools, health and social care organisations	1
no	2
our association works state-wide and we have appr. 12 local satellites in different cities. Therefore we are closely working with those local associations for which we serve as umbrella.	1
working together with different local initiatives on events	1

15. Is your program run indoors, outdoors, or both? 32 réponses



Indoors	0
Outdoors	8
Both	24

16. If both, what percentage of the program is run outdoors? 26 réponses



Valeur	Nombre
.	1
1) 100%, 2) 50/50 3) indoors only	1
25%	1
30	1
40%	2

Valeur	Nombre
48	1
50%	5
60%	1
70	1
70%	1
75	1
80 %	1
90	1
90%	1
About 80% of the main program, and 50% of smaller programs.	1
All of our environmental education programmes, delivered to the children and predominantly delivered outside.	1
Approx 50:50	1
The majority of John Muir Award activity is focused on the outdoors.	1
ca. 50% (by events) / ca. 70% (by time)	1
depends on the activity they choose	1
most of it, say 80%	1

17. If outdoors, where do you run your program (e.g. school grounds, nature reserve)? 30 réponses

School grounds (2)

IBAs, Tashkent Botanical Garden, school gardens

School grounds. Schools participate in our 'Big Garden Bird Watch' and our volunteers sometimes take the children outside to watch and listen

Area near the house of nature, Nature reserve, Woods

mainly in school gardens, yard, but we encourage field trips as well

At the site of the Jerusalem Bird Observatory, at the Gazelle Valley Park and at other open green spaces within Jerusalem

Mostly on school grounds and town parks

nature reserves and other sites that are interesting

wherever we have the opportunity to hold workshops, mainly in cities

In our own nature preservation station in the forest, with local partners e.g. on farms and other preservation stations, sometimes we take care of meadows and spend several hours on the meadow.

Forest, Camping places, One Wilderness tour in another country (e.g Norway, Scotland)

still selecting the location, considering parking and walking distance

Local parks, nature reserves/parks or national parks, significant habitats.

School grounds, city parks, nature protected areas

Nature Reserve

playground, foresty parks, natural reserves, Interpretation centre of priolo, plant nurseries

Hamsterley Forest, Woodland Trust land, school grounds, local authority land...

Yes, from school grounds and urban gardens to National parks and remote beaches.

Field Centre grounds and local green spaces

school grounds, off site visits

School Grounds

School grounds, local woods, own site

School grounds, wildlife sites, wider countryside

Green spaces local to the young people involved

School grounds

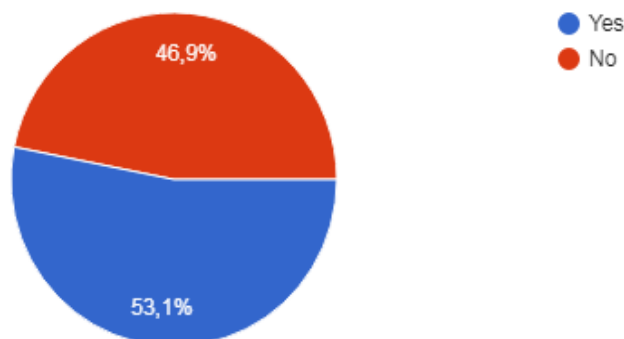
All environments- from school grounds, urban parks, city outskirts, protected areas, nature reserves

Green Spaces

school grounds, nature reserves and community green spaces

school grounds and community spaces

18. Does your program currently use a curriculum, teacher's guide or manual? 32 réponses



Yes	17
-----	----

No	15
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19. If available in digital form, can you provide us with a copy? Please indicate the link(s) below or send us an email at ecacommsteam@birdlife.org. If you send an email, please use this subject: "OWL Survey files". 19 réponses

Our materials for schools can be found through this link: <https://www.vogelbescherming.nl/help-mee/kom-zelf-in-actie/educatie>

home page of the program: <https://www.sor.ro/Gradini-si-Scoli-Prietenoase-cu-Natura>

We have some of our programs written down but they are currently in hebrew.

Handbook and 6 session plans emailed

curriculum only available in print

not yet published (probably by the end of april)

http://naju-sachsen.de/files/jahresprogramm_2018_webversion.pdf

<http://www.birdlife.cz/co-delame/vzdelavani/materialy-ke-stazeni/>

Unfortunately, I am not allowed to share the manual outside of partner organisations.

We are sending the pedagogic guide with the activities for scholls

http://centropriolo.spea.pt/fotos/editor2/microsite_cap/Fotos_atividades_2017/programaescolar2017_2018.pdf

<https://www.johnmuirtrust.org/about/resources/356-john-muir-award-and-the-curriculum-for-excellence>
and <https://www.johnmuirtrust.org/about/resources/499-john-muir-award-and-the-curriculum-england>

We have operational codes of practice and training for our teaching staff.

It is a book that I am writing currently with local council and will be available in May at cost price of €10. It is made up of 40 lesson plans. Curricular links for each lesson can also be downloaded and pasted into teacher planning notes.

no

<https://www.froglife.org/learning-zone/the-froglife-curriculum/>

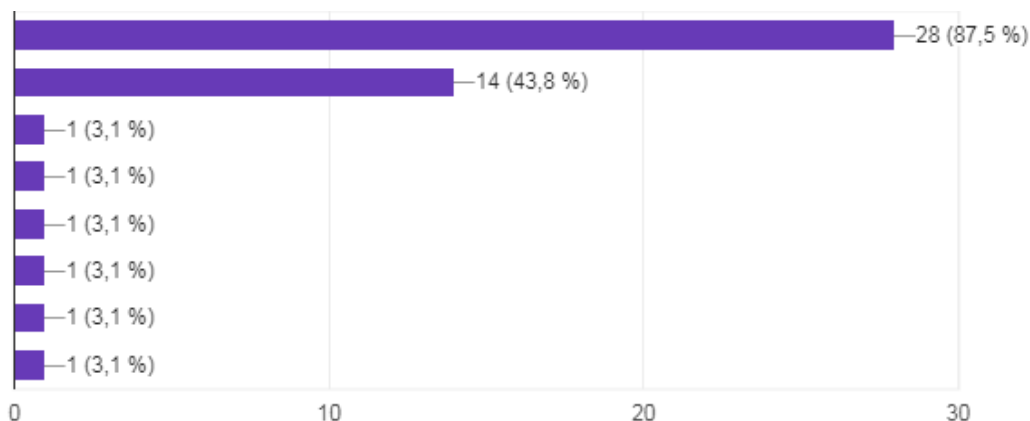
No

<http://www.wildlifewatch.org.uk/>

We have a number of publications which can be found on our website

<https://www.ltl.org.uk/resources/index.php>

20. Where do your curriculum and teaching materials (e.g. teacher's guide, manual, exercise book) come from? 32 réponses



Valeur	Nombre
We created them from scratch	28
We adapted them from existing materials	14
We bought or commissioned them	1
we use the specific literature	1
We create some from scratch and also adapt from existing materials	1

Valeur	Nombre
we are member of an even bigger umbrella organisation that provides info material e.g. how to implement data security laws an other laws	1
Acquired from partner organisations	1
guides are creating most of the activities on their own, most of the time with the kids is used for birding-walking and guiding on observed birds	1

21. If you bought it or adapted it from existing materials, where did you obtain the original materials? 15 réponses

n/a (2)

BirdLife Partners implementing Spring Alive Programme

From other organization such as Project Wild in the USA and from my own personal collection of books and materials. And from the Internet and exchanges with other educators around the world.

own material

since we are a state's wide association, there is nation-wide oraniation tht serves as our umbrella and creates education material, which we can use, borrow, print, adampt etc.

other Birdlife partner

Some from our funding provider, some from other BirdLife International partners, some from Cornell Lab for Ornithology.

Spring Alive from Birdlife International, Nord university

Internet searches or from partners.

Examination boards, teachers, other environmental education providers

RSPB, Nature Detectives, Learning Through Landscape

Eco schools and the POD

From nature

from every where over the past 20 years

22. What other materials do you use/provide to participants? Did you create these materials or did you acquire them? 32 réponses

We create all visuals and PR materials

We also publish a magazine and have materials for individual children if they have to make a speech in the classroom or write an essay. <https://www.vogelbescherming.nl/ontdek-vogels/zelf-doen/werkstukken> We will send some copies of the magazine to the e-mail adress.

Nesting boxes, Birdfeeders

we created power point presentations, posters - and if any available on the home page of other organizations, we have sent the links to the teachers

We do not provide materials to most of our visitors. We try to cut down on use of paper in our activities and programs. We do use field guides that are also on sale at the JBO

Resources associated with 6 workshops we offer

We build birdhouses, birdfeeders and similar things from wooden boards that we prepare ourselves so that participants just need to follow our instructions how to assemble them.

field guides (bought by participants)

PP-presentations, low-level-game

when we work with garden/outdoor tools, we have to buy them

books and games, we acquire most of them

We create leaflets, presentations, booklets and other promotional tools

3) Map Published by the learning centre

We create all of the educational materials provided to our participants ourselves.

Some materials are provided by partner organisations and some are created.

Optical equipments (acquired)

yes

We either create the materials or use partner materials. If we use partner materials we will credit their organization.

You can browse our publications here <https://www.johnmuirtrust.org/john-muir-award/key-documents>

Identification charts

create

Acquired at workshops

On the job specs

We provide stickers, fun fact sheets, colouring sheets, and activity packs

We use lots of practical materials for creating ponds, making bug boxes etc

Created them

Lesson resources I made myself

We do use games, computer presentations etc. all are created by us.

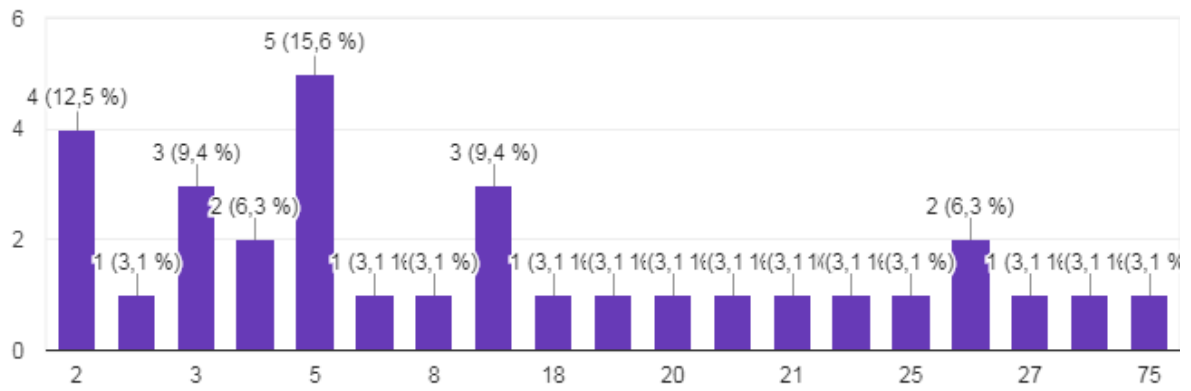
Images, pens and paper, materials found in nature.

Opal materials, Watch Materials <https://www.wildlifetrusts.org/30DaysWild>

Posters, flyers, t shirts, baseball caps and brooches. Materials were created

We signpost or create our own

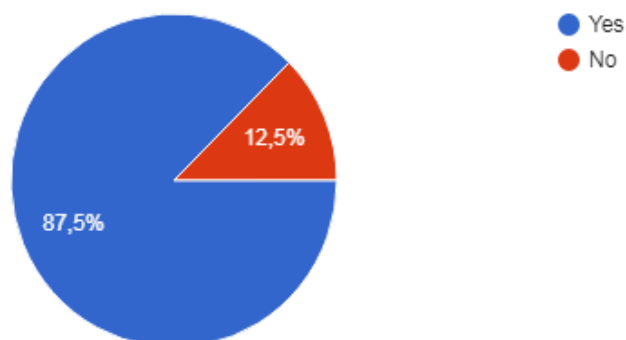
23. For how many years have you been running your program? 32 réponses



Valeur **Nombre**

2	4
2.5	1
3	3
4	2
5	5
6	1
8	1
10	3
18	1
20	1
20	1
20	1
21	1
24	1
25	1
26	2
27	1
50	1
75	1

24. Do you measure your program's success? 32 réponses



Yes 28

No 4

25. If yes, how do you measure impact and results? 28 réponses

Questionnaire, social media measurement tools

participate in het 'Big garden birdcount'.

this is the second year of the program: the coordinator teachers from every school have to fill a form and send us with pictures. From this year we try to encourage species identification as well organizing a contest on birdid and hopefully on in spring in our own platform

Regular surveying of teachers. Schools that return year after year - retention of these schools and groups.

KPIs around number of children reached and quality of delivery measured from feedback data

Number of participants, demand for activities as such...

Survey with over 700 participants in 2017

percentage of participants (ratio places and participants), amount of volunteers who derived from our participants

Participants in statistics

number of active schools, attendance of outings

Attendance

Based on participant surveys, exam results, direct feedback from participants/organisers, number of new members joining our organisation...

For some parts of the program there are tests, for some we measure the number of participants that started volunteering, etc.

questionnaires to teachers and visitants

satisfaction surveys, number of activities, number of students, number of schools and awareness surveys

We monitor the number of programmes that we deliver and the number of participants we reach. We monitor regular involvement by schools. We look to the overall changes in the world of environmental education e.g. most schools in the North East have now heard of / engaged with Forest Schools, an initiative we introduced to the North East about 14 years ago.

variety of impact reports

Customer feedback, re booking and retention stats

Open day where local community comes to school and pupils give tours. Also assessor from Co. Meath Pride of Place School Gardening Scheme where same format applies.

Base line data

Number of children, adult volunteers engaged, number of packs given out, number of new records provided

We have very comprehensive evaluation systems. We use feedback forms for participants and their support workers. We look at learning, mental health (eg levels of anxiety), physical health and enjoyment. We use photographs, note verbal feedback, and use active feedback (eg throw counter into pots with happy / unhappy faces, mark your views on a target etc).

Increase in gcse grades

Number of returning participants, percent of participant in the afternoon birding clubs who join our trips, overall number of participants.

Analyse feedback forms

Evaluation forms

Using questionnaires

We include this in our annual report, gather data and have higher education partners on our projects for formal research

26. Do you do any form of species monitoring in your program (birds, bugs, etc.)? 32 réponses

Yes (4)

no (3)

No (2)

Spring Alive species

Depends on the definition. Schools 'monitor' the individual birds of our webcam project. And schools participate in our citizen science project Big garden bird watch. (Good to know: monitoring birds is not part of what VBN does. We use the figures of an other independ organisation.)

Birds

We are at the beginning of it: we encourage to post their first observation of the 5 species on Spring Alive, last year we tested the Hirundo rustica and Delichion urbicum nest numbering method with a couple of schools and continue this year and though it will be vacation, we let teachers and children know that they can participate on the national stork monitoring program and send data from their own locality.

Yes we conduct bird ringing on site as well as regular butterfly surveys. These are incorporated into the educational programs. We are also starting a phenology survey of trees as part of our programs with high school students.

One of sessions is a bioblitz but we don't collate the data

birds, bugs, butterflies, frogs

yes, birds

In some of them, always in a small scale (single species / simple monitoring).

In the reserve we monitor birds, but this is not included in the educational programm.

yes. Some activities have the goal to survey birds at school and keep plants that are planted by the students in activities

Yes. For example, Lost Landscapes and Learning is capturing wildflower data for EDIE.

we encourage citizen science

Yes in some

birds, Big Schools Birdwatch

Yes bird watching

Amphibians and reptiles

Yes, we monitor amphibians and reptiles and run training on how to survey for amphibians and reptiles

Yes OPAL surveyed

Yes, surveys

yes- birds

Birds

Polli:Nation has a survey running with the Imperial College London <http://www.polli-nation.co.uk/activity/survey/>

27. According to you, what elements of your program are the most popular and/or the most effective? 32 réponses

Elementary bird survey

The webcam project Beleef de Lente in terms of numbers of participants. We don't know what is more effective in terms of making nature more attractive and something you want to protect. In my personal experience a great guide/teacher is better than anything else.

Visiting the animal farm near the house of nature, nature activities

based on the feed back of teachers, children enjoy the most the outdoor activities, though each of them has a theoretical part as well, when they should learn how to fulfill the activity properly, without mistakes.

The educational program we conduct around the bird ringing program is the most popular. We also do a science research project with high schools teaching them to do field science that is very popular.

The sessions are free to schools (Aldi-funded) and it's hands-on outdoor learning. The learning objectives meet school curriculum needs.

Practical workshops where participants make something with their own hands.

Field training in small groups with expert teachers

getting in touch with people who are not really personally linked to the subject of biodiversity protection yet but are aware of it. mostly on little fairs e.g.

weekend seminars for kids (7-14) = overnight taking place at our nature preservation station; vacation trips (1 or 2 weeks) incl. preservation actions each day (Bergwiesencamp)

Children's camps

investigation and nature observation

fun

Field education - teaching participants to identify different bird species actively in field.

Bird feeder workshops

Contact to nature; Variety of activities adapted to the age of the children; Secure place and easy to see birds

outdoor activities in nature reserves for students, courses for teachers

Children learning outside of the classroom and exploring the outdoor world.

Flexibility.

Outdoor learning

focussed outdoor learning activities

Simple lessons and skills for pupils

All our work has equal weight

Getting out and experiencing the animals at first hand - pond dipping, planting trees, spotting reptiles

Practical creation of new habitats eg ponds - the young people gain a great sense of achievement

Tree planting, veg growing and surveys

Working outside

No doubt- trips. especially 2 days long trips (incl. night).

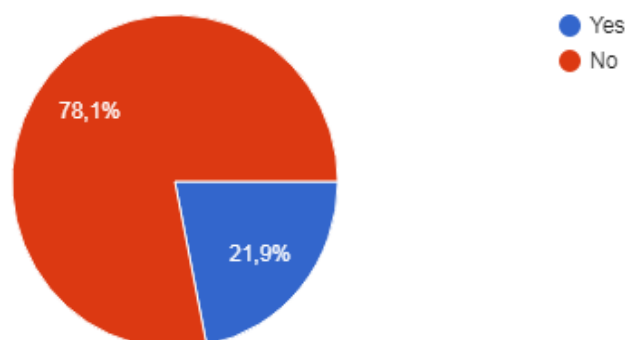
Sensory engagement with nature

Pond dipping plants

Excursions to nature reserves and recycling projects

hands on physical change or lessons or forest school activities

28. Do you have a "defined methodology for connectivity to nature"? Nature connectedness is the extent to which individuals include nature as part of their identity. It includes an understanding of nature and everything it is made up of. A defined methodology might include a review of a child's own perception of his/her connectedness to nature and how nature fits into self-perception.32 réponses



Yes 7

No 25

29. If yes, what is it? Please specify.6 réponses

Besides education, when participants learn what is our impact on nature, the purpose of the project is to help urbanized species with specific activities: to put a bird nest or nesting material, plant bird or pollinator friendly plants, avoid insecticides and so on.

I say yes, but it is not formally written down. Our main goal in our programs is to foster connectedness with nature - to open eyes, ears and hearts to what is around us, in our city and in our backyards. This is the center of all our trainings of guides and staff and the center of all our programming. To foster a sense of awe and wonder.

For a year we employed a research company to do evaluations before and after outreach sessions with teachers and pupils to assess the impact of the sessions on children's connectivity to nature.

We offer different kinds of nature preservation activities, e.g. amphibian protection fences (building and maintaining), Scything meadows per hand - so cocoons which fall off the grasses and herbes won't be destroyed, raking steep mountain meadows per hand, where the machinerie can't get through

Using the 5 main senses to engage with nature.

Not strictly defined more of an ethos

30. What would you like to receive from this project that would either support and enhance your program, or help you create one?32 réponses

Educational materials for schools

Inspiration for materials and programs and commitment as well.

To get more ideas for activities with adolescents

We would like to raise nature awareness of the next generation and hope that they will develop a proactive, responsible behavior

I would love to collaborate with other organizations along the Europe/Africa flyway on an educational program that includes issues facing migrating birds, global climate change and other shared environmental concerns. We include these issues in our programming but it would be great to have information and collaboration with other countries on these issues.

Ideas for engaging 12-24 year olds

A

nothing

raising awareness about biodiversity and the conference on biological diversity!

we are looking for youngsters, which would like to volunteer in our kids camps and for people who'd like to take part in our how-to-become-a-volunteer-seminars

More reach in public

no idea

Financial Support

Any constructive advice in form of useful materials, strategic documents, examples of good practice and similar would be helpful.

Tips for educational activities for hunters, fishermen and other conflicted groups. Organisational tools. Strategic tips.

SPEA is a partner of the project

increase my knowledge about how to evaluate results and new methods to raise awareness

UNsure what this program has to offer.

Contribute to the credibility and legitimacy of learning outdoors as an approach to improve people as well as care for the planet.

I do not require more specific information

resources, ideas

I don't know!

Activities fact sheets

Improve our offerings to schools, offer opportunities for volunteer groups that have not been involved before, provide more defined activities for groups to do with younger children

Funds for our work; ideas from other practitioners

More funding opportunities

Dont know

More ideas for games\activities. Lots of people develop great games or methodology in order to pass information or create interest, I think these materials should be shared since we all have similar goals of engaging people with science\conservation\birding etc.

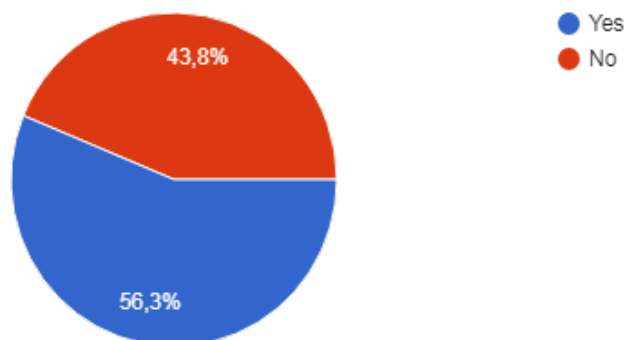
Not sure

Funded opportunities to see what people are doing in different countries

Binoculars, tripods, flyers, posters and other educational materials that will aid in sustaining the interest of children in conversing biodiversity. Also, support with developing nature apps and games will be much appreciated.

access to the OWL EU platform

31. Does your program have a brand (logo, communications strategy, voice)? 32 réponses



Yes 18

No 14

32. If yes, can you provide digital examples? Please indicate the link(s) below or send us an email at ecacommsteam@birdlife.org. If you send an email, please use this subject: "OWL Survey files". 14 réponses

Our education materials our designed within the framework of our company brand.

Every participant (school) if fulfill the requirements of the project receives a plaque and we promote the project with it

www.rspb.org.uk/schoolsoutreach

www.voiceforbiodiv.de

<https://www.naju-hessen.de/>

<http://www.rorysi.cz/rorysi/rorysiskoly/>

yes

www.oasesnortheast.org.uk

www.johnmuiraward.org

please see our website www.field-studies-council.org

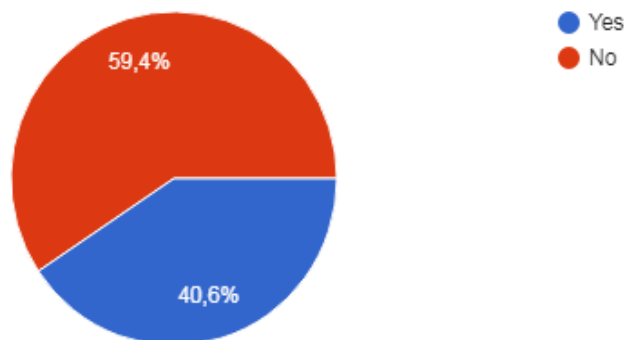
A project name: Green Pathways. Our organisation, Froglife, has a brand.

No

<http://www.wildlifewatch.org.uk/>

Please see our website for our branding <https://www.ltl.org.uk/index.php>

33. Does your program address local political and/or sensitive cultural issues such as hunting? 32 réponses



Yes	13
-----	----

No	19
----	----

34. If yes, what sensitive issues are addressed and how? 15 réponses

From time to time we write about sensitive issues in our children's magazine. But it is not our first aim to do so. We hope to convey a love of birds. Even when they don't behave! It is all about love and death. Very sensitive issues, :-)

not yet, but it is a project, which improves day by day

We have 4 groups taking part in the Champions of the Flyway race in Israel - 2 adult groups and 2 youth groups. The main aim of the race is to raise awareness and money to fight illegal. As part of the lead up to the race, we include discussions about illegal hunting in all our programs. We also address littering which is a sensitive issue here in Israel as there are many cultural issues connected with it. And being in Jerusalem, the overall political and security situation of the country does affect us - we say however, that politics is left at our gate (literally as the Knesset - Israel's National Parliament is next door) and at all are welcome inside where we focus on the birds and nature. It can be challenging but it works

For example we raise awareness about illegal hunting activities on river Neretva area, through building birdhouses with materials obtained from destroying the illegal hunting hides in that area.

Hunting, persecution of "pest" species, intensification of agriculture, introduced species, renewable energy (wind energy plants) etc. Issues are addressed whenever thematically fitting, participants are presented with facts and science-based arguments.

Debating with our volunteers if wolves should be allowed to be shot in the forests of Saxony

lost of nesting places during reconstruction, pets, glass collisions

hunting, water shortage, deforestation, water pollution, introduction of alien species, threatened species and biodiversity

The John Muir Award isn't a set syllabus and groups and leaders decide for themselves what activities they do and what issues or agendas they tackle.

Current environmental issues are reflected in some courses eg marine plastics

n/a

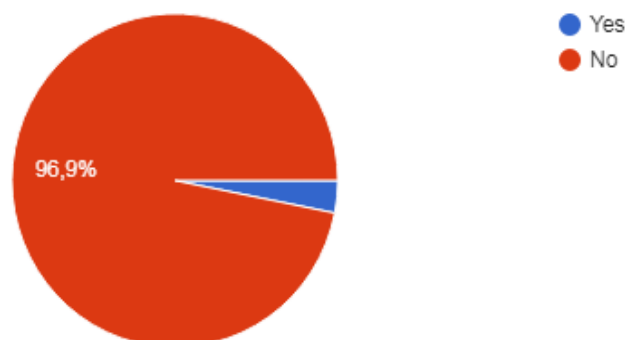
Fear of snakes - and persecution of our only native venomous snake, the adder

environmental subjects can be easily sensitive in the middle east. we also talk about hunting.

Poaching and mining, through policy briefs, press statements and forums

It is not our role to tell our audience how they should live but we do signpost to both sides of debates to enable individuals to make informed choices e.g. Polli:Nation we also work with specialist partners who can support in this signposting e.g. butterfly conservation, birdlife and buglife

35. Did you develop any environmental education app(s)? 32 réponses



Yes 1

No 31

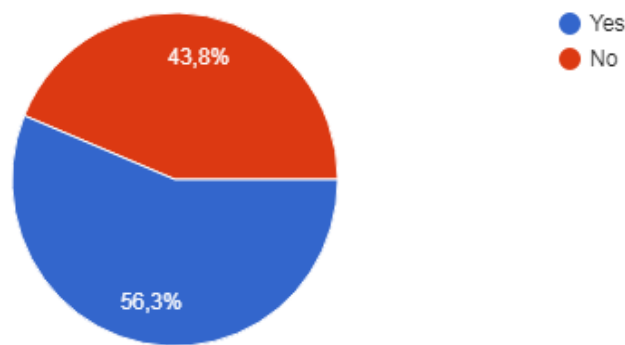
36. If you answered yes and do provide digital apps, please elaborate and provide links if possible. 3 réponses

We are working with an organization here to adapt a scavenger hunt app so that we can use it with groups on our site. It is not ready yet.

n/a

<http://www.froglife.org/dragonfinder/app/>

37. Do you provide any consulting to schools or to the Ministry about science, environmental or other education, or consulting about adapting outdoor space to environmental education? 32 réponses



Yes	18
-----	----

No	14
----	----

38. If you answered yes and do provide consulting services, please describe your consulting activities and who benefits from your services. 17 réponses

Schools receive such information from our materials, emails, and we try to offer the best advice when needed, required

We work with schools and other organizations on adapting school grounds or open space to attract birds and build biodiversity within the city. Sometimes we send guides in to work directly with the kids and sometimes we just work with teachers and program directors in the schools to help them develop their own program. The schools and organizations benefit from the service as does Jerusalem wildlife and residents.

some of our volunteers are experts and cooperate with e.g. nature museums

we are educating teachers in nature conservancy, consultations during reconstructions

In 2017 Fuglavernd BirdLife Iceland publish a beginners guide to birdwatching and gave copies to all schools in Iceland who have 5th grade (10 years age - 170 schools. 2013 a teachers handbook for kindergarten was published and given to all schools. 2013 a book about the Eagle was published and given to schools in the Eagle habitats.

Our employees were involved in developing higher education strategy led by the governing ministry.

Most required is help on the annual activities program in schools but also some requests to create small native plant gardens in schools

We offer a variety of consultancy services and teacher training to schools including but not limited to: Schools Grounds Development and Use; Beach Schools; Forest Schools; OASES Active Learning; Outdoor Play; Orienteering; Gardening and Growing. In the past we have worked with the Department

for Education.

We deliver workshops and give presentations at national and local government events.

I deliver Science and the outdoors workshops to primary teachers in my county

Landscaping school playgrounds

Our consultancy services support schools to improve their outdoor learning area. This includes digging or improving a pond and associated habitats and linked staff training. Schools or other organisations that want to improve their pond areas benefit, plus the children and teachers

I am a biology teacher. I deliver classes on biodiversity

Usually we provide consulting to other departments within the SPNI- all are dealing with other aspects of education

Support with school grounds development and eco-school and other envt matters

Workshops, conferences and lectures, beneficiaries are mostly teachers, school principals, executive directors, planning officers and public relation officers

We have a consultancy service that landscape professionals and education professionals buy into we have a number of advocacy positions on committees etc at a governmental and education authority level.

39. Please provide any further information you believe will help us understand your environmental education landscape. 17 réponses

Within VBN we have to have a more fundamental discussion on the topic of education. Our members frequently ask for more efforts on our part. So far, our ambition has not matched up to their wishes. Because of good reasons. There is a lot of competition in the Netherlands in this field (Natuurmonumenten - WWF) and lots of organisations form other fields. It is also very difficult to reach schools. So, if we want to step up, we are in need of much more money. Last year, there has been a big improvement in the materials we provide, but we don't have a long term approach to expand and improve our efforts.

We work with 3 different Ministry of education school systems - regular, Arabic and Ultra-Orthodox Jews. Each system has its own curriculums, limitations and guidelines. For instance we can talk about evolution within the regular school system but not in the Ultra-Orthodox system. Each group requires guides who understand their particular needs and limitations and we need to also use slightly different materials and resources for each group. It is a challenge.

We also run a Schools on Reserves programme, Wild Challenge (a digital self-led offer to engage schools and families), Big Schools Birdwatch (annual self-led bird survey) www.rspb.org.uk

Our education programs are run in close cooperation with our regional and local BirdLife member organisations. BirdLife Switzerland provides concepts, curriculums, manuals and other teaching materials; the member organisations run the actual courses. We have programs addressing several topics, mainly ornithology and botany, but also other topics. The main programs have three levels: basic training (ca. 6 months), advanced training (ca. 1.5 years) and in the last step a guide-training (ca. 1 year).

www.naju-sachsen.de

We organize children and youth camps

We have keep a blog and have a website with resourcesfor teachers :
<http://umaflorestaumfuturo.blogspot.pt/> <http://umaflorestaumfuturo.spea.pt/>

Our organisation is highly complex and unique and is best digested through looking at our website.

www.johnmuiraward.org

Please see our website www.field-studies-council.org

In house curriculum developing an environmental aspect to cross-curricular learning

Unsure of the question

More info here: <http://www.froglife.org/what-we-do/education/green-pathways/>

feel free to email me if things are not fully clear.

<http://www.teeswildlife.org/discover-learn/>

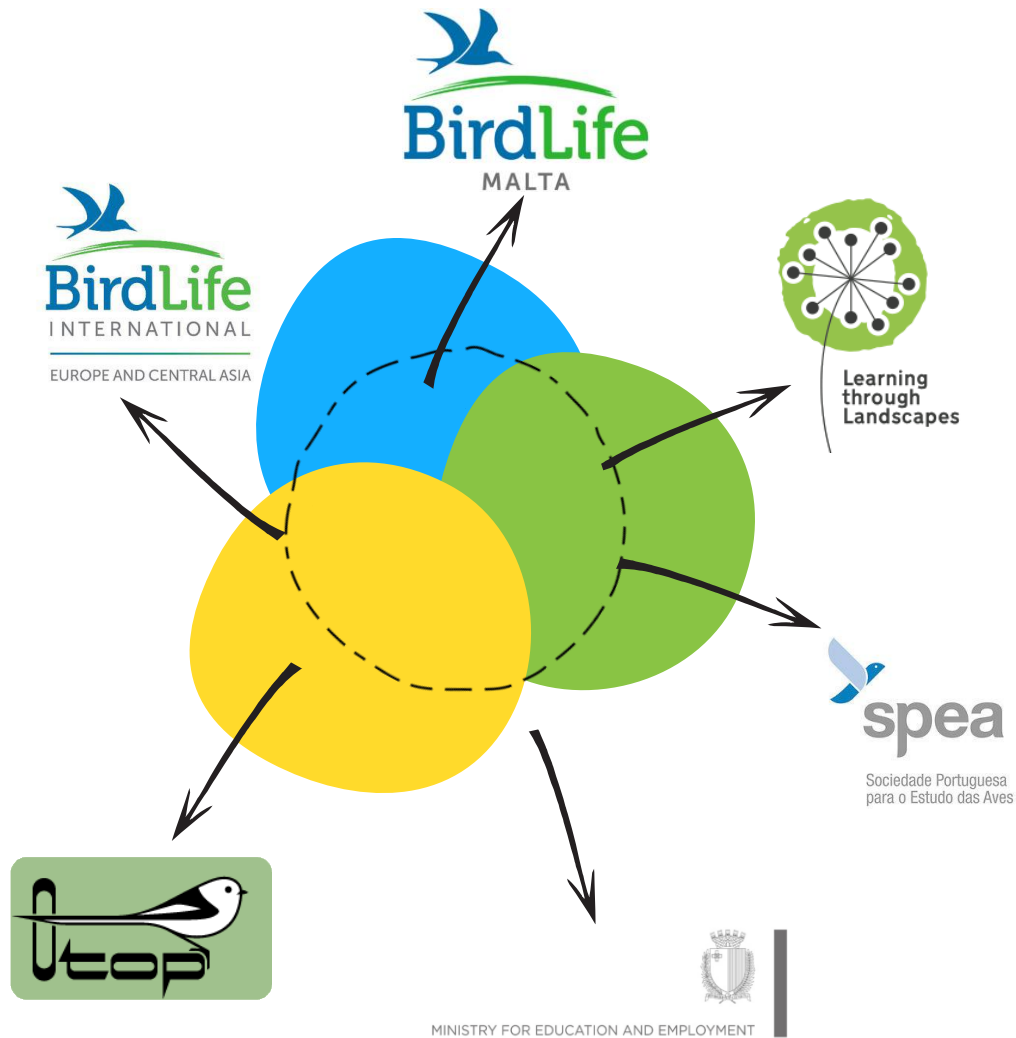
Most of our activities are mostly outdoors due to the challenge of access to electricity and internet in majority of schools we engage with.

In the UK the LOTC and countryside classroom committees enable groups of organisations to come together at a senior level



Nature education: What are we doing at home and abroad?

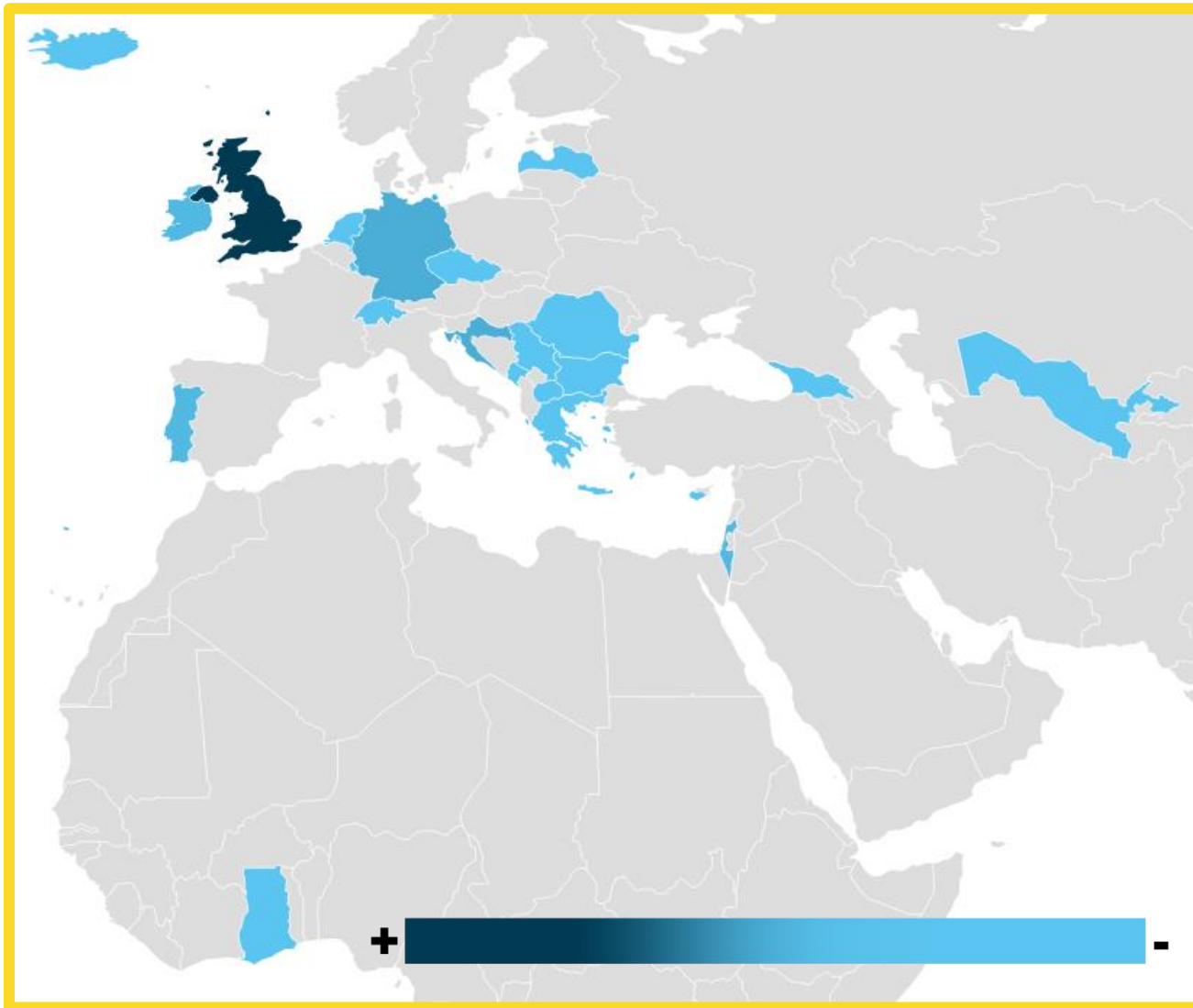
literature review



One World Learning is an international environmental education initiative bringing together best practices in this field from five European countries and the wider BirdLife Europe partnership.

Contact

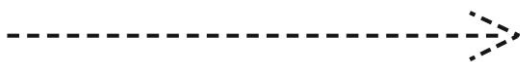




42
respondents

36
organisations

23
BirdLife partners



Nature education: What are we doing at home and abroad?
literature review

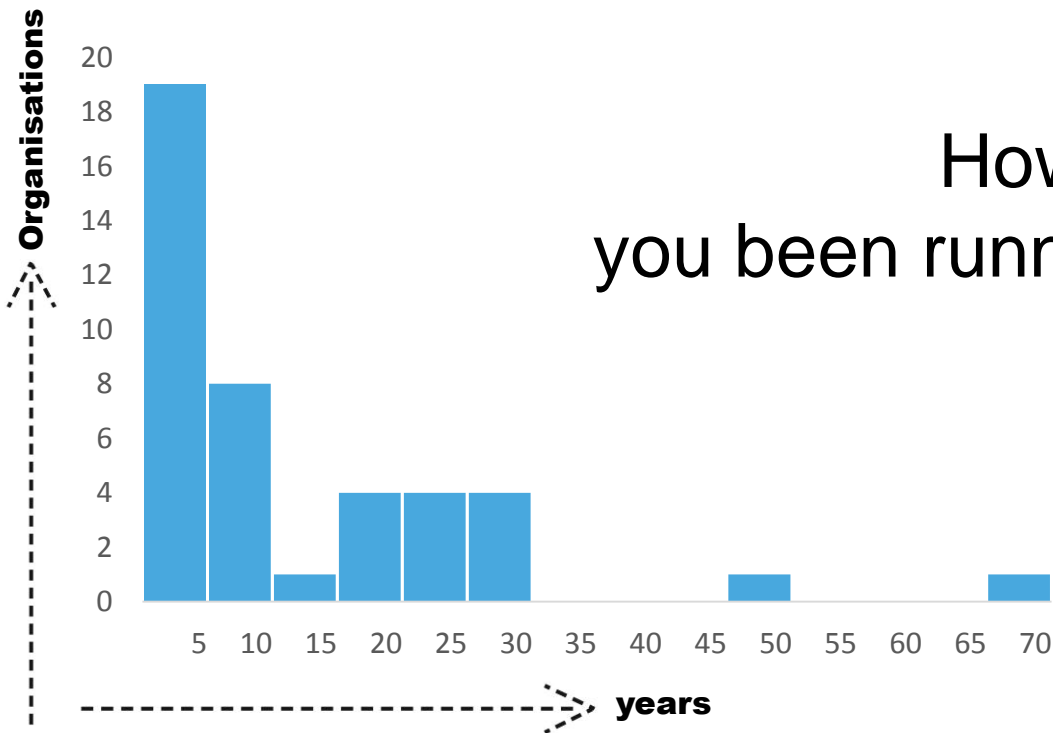




90.5%



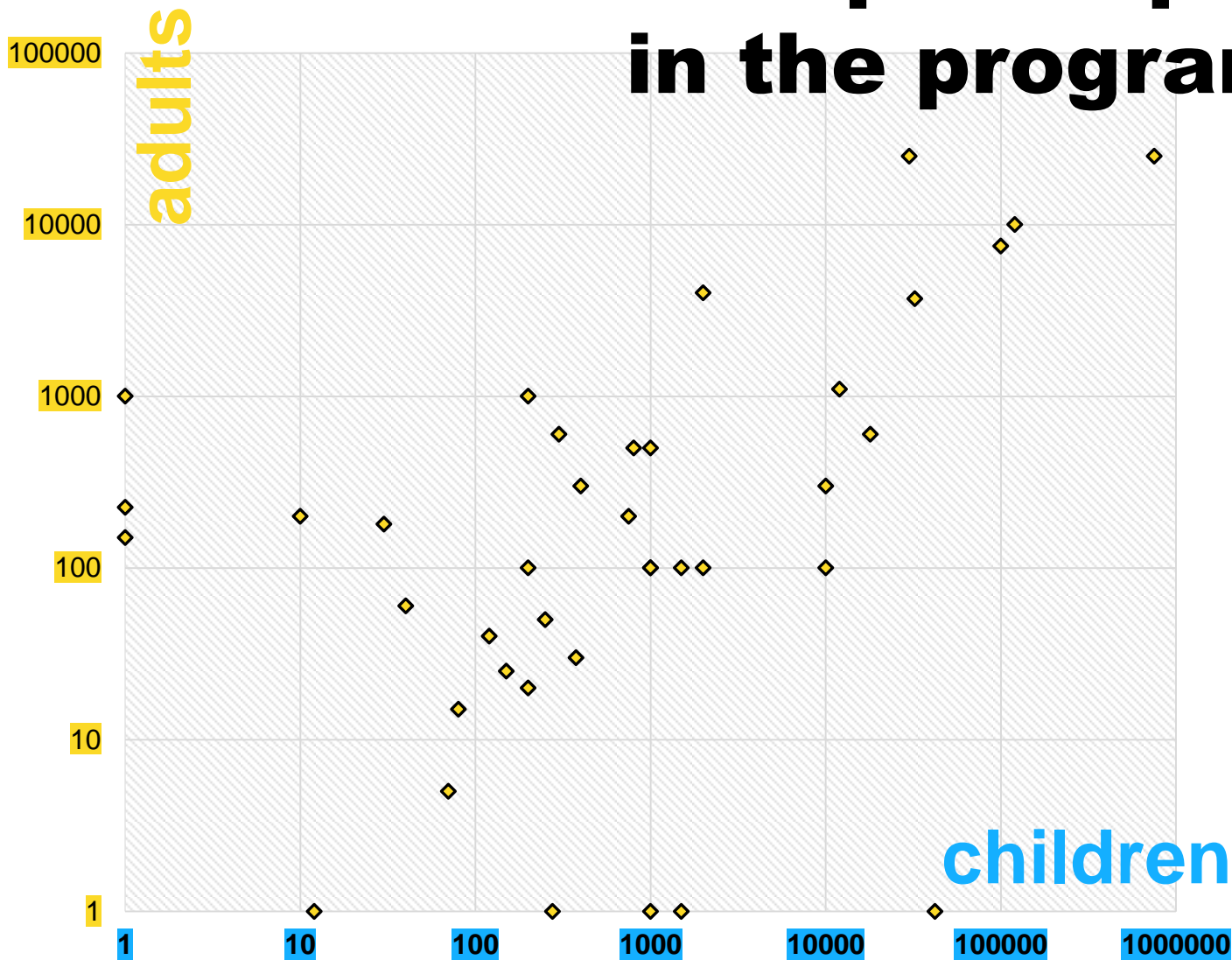
**of respondents
work on environmental education programs**



How many years have you been running your program?



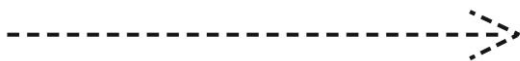
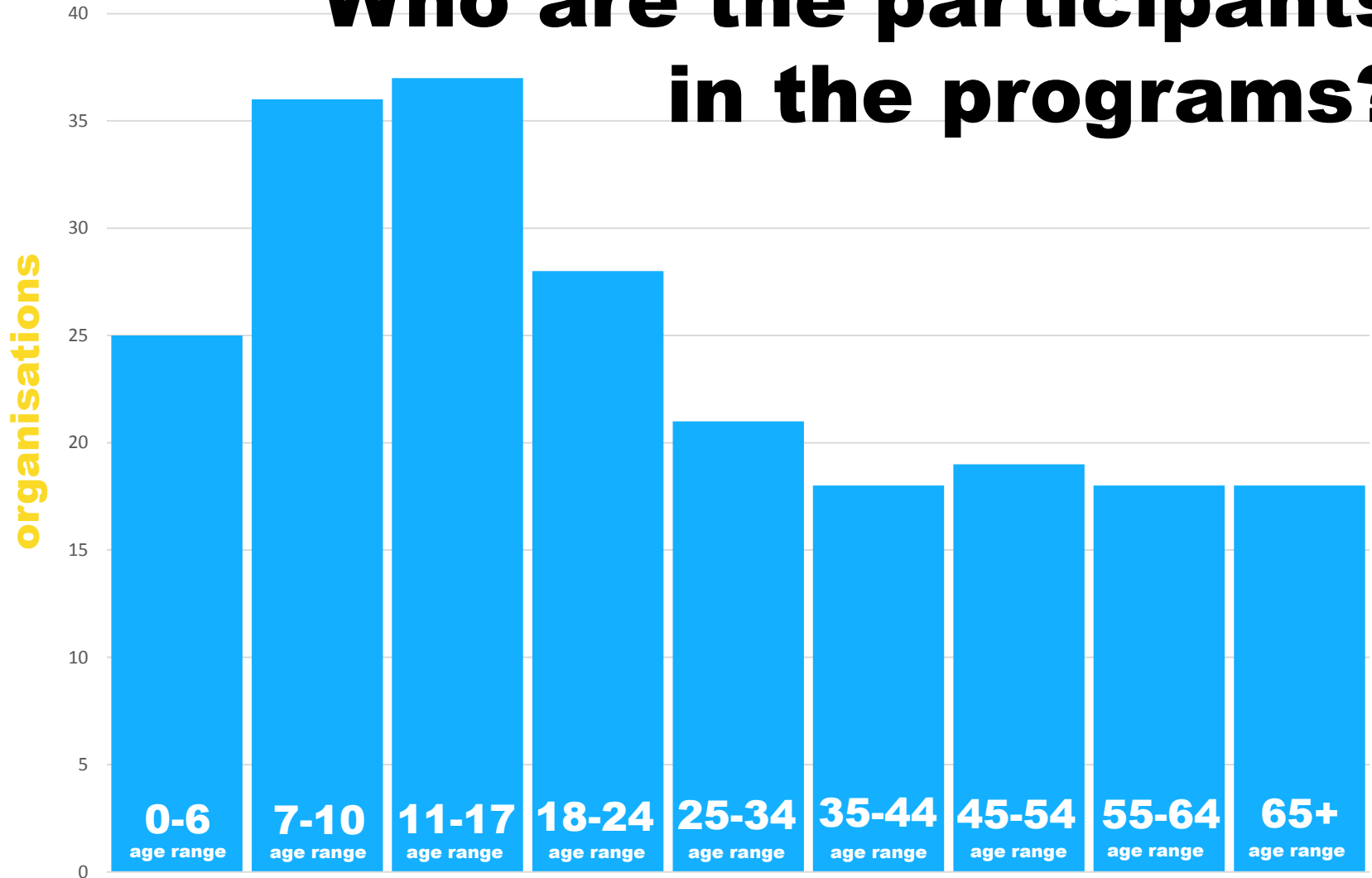
Who are the participants in the programs?



Nature education: What are we doing at home and abroad?
literature review



Who are the participants in the programs?



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literature review





libraries

64,3% teachers

organisations do collaborations

schools

youth groups

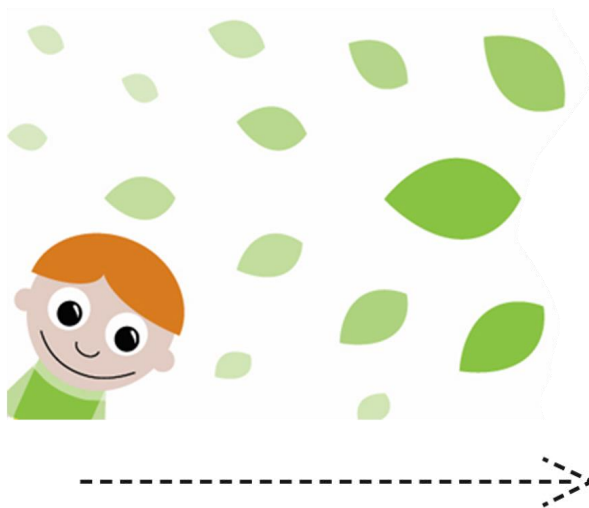
public organisation

museums

universities

NGOs

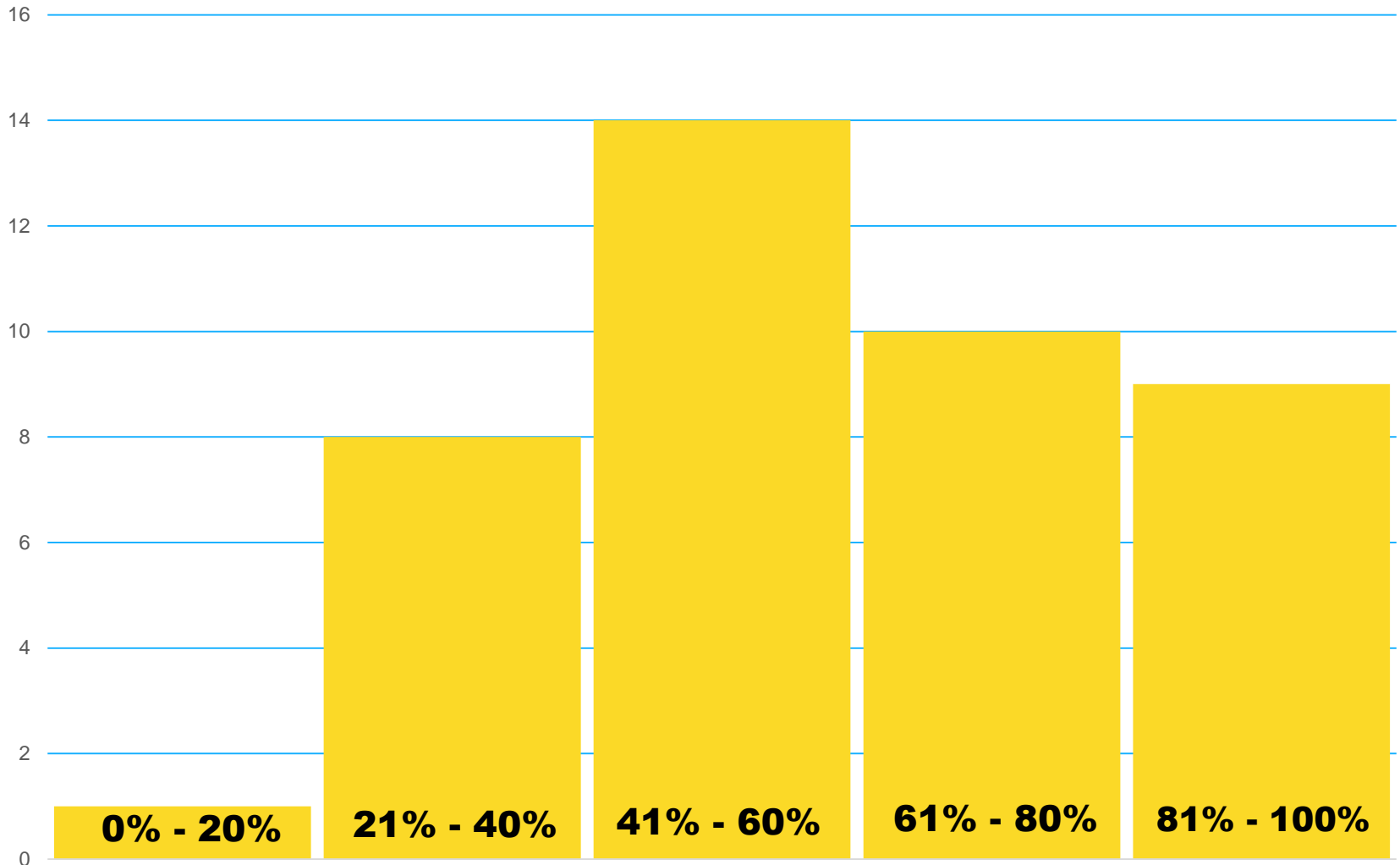
national parks



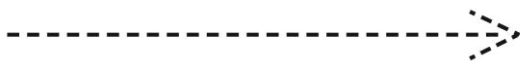
Nature education: What are we doing at home and abroad?
literature review



organisations



Outdoors activities



Nature education: What are we doing at home and abroad?
literature review





Birds

73.8%
do monitoring

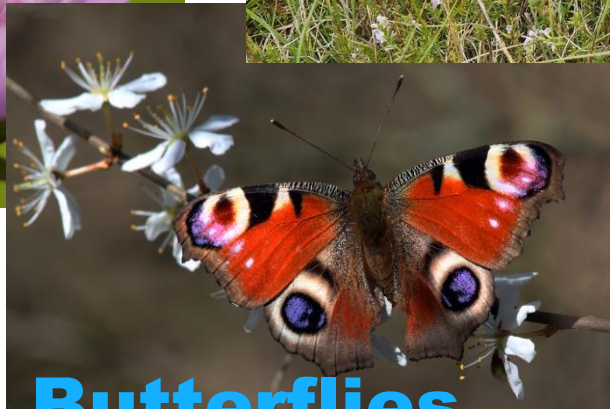
Plants



**Reptiles
& Amphibians**



Bees



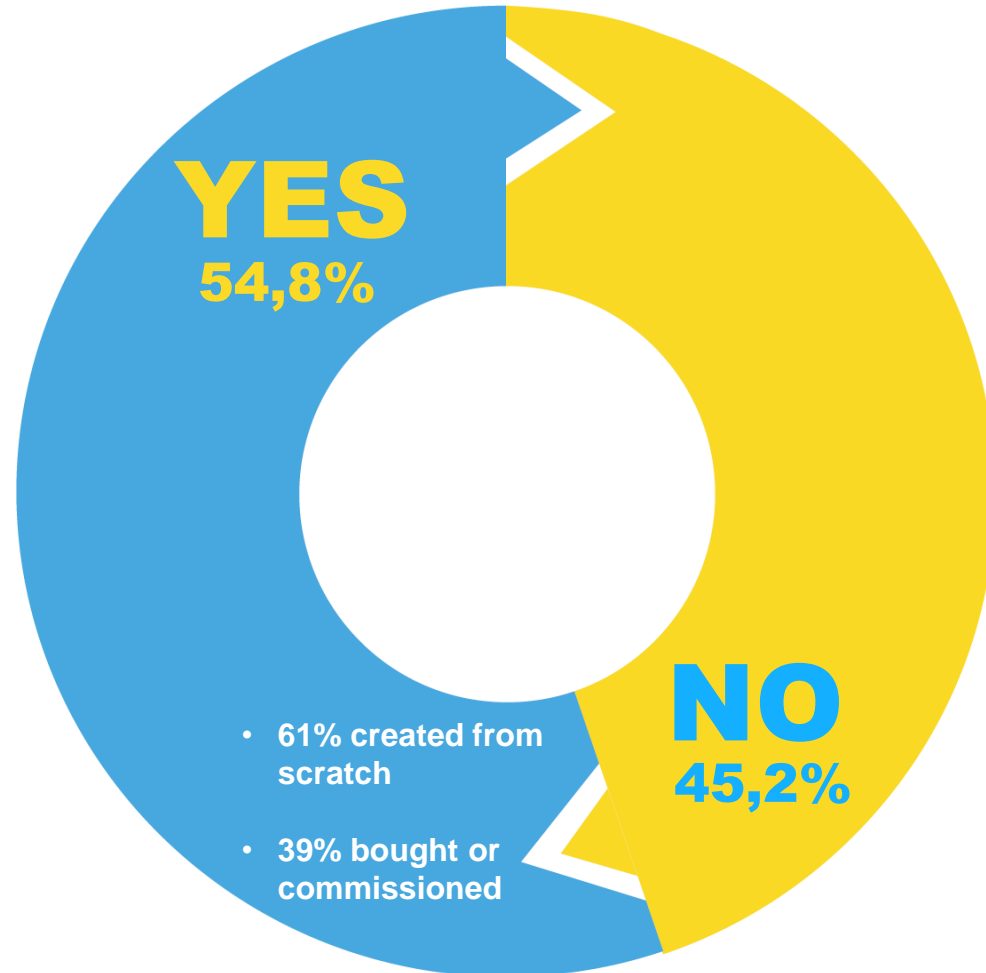
Butterflies



Insects

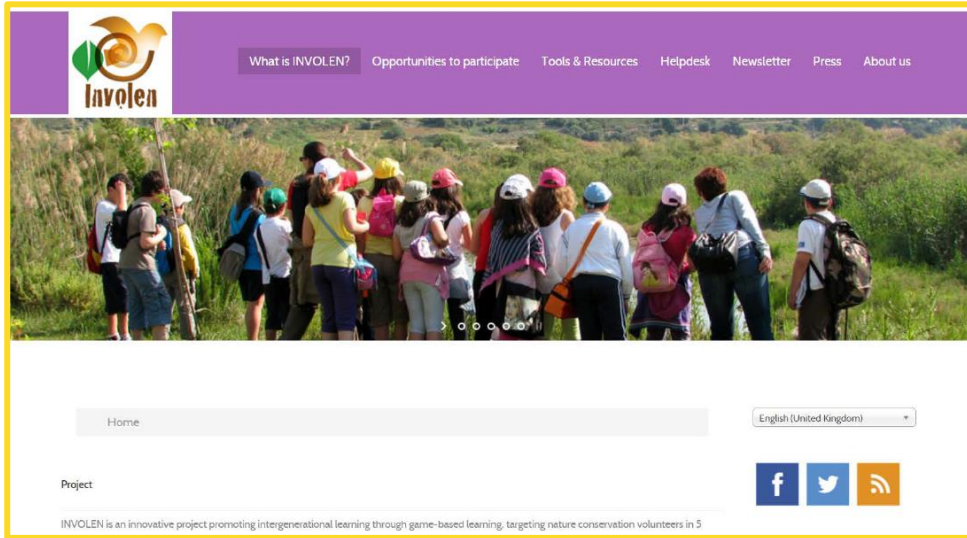


Does your program use a teacher's guide or manual?



Nature education: What are we doing at home and abroad?
literature review



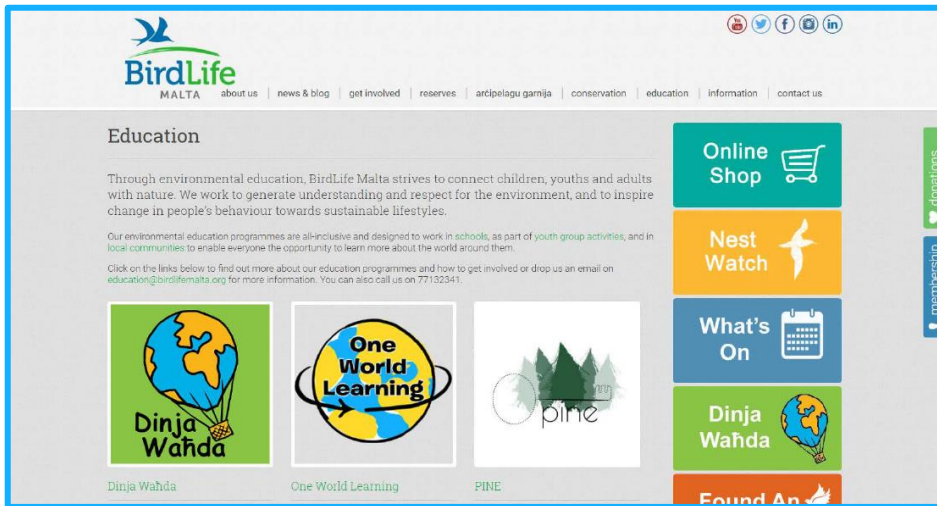


7.1%
developed apps



Nature education: What are we doing at home and abroad?
literature review





63.8%
**of organisations
 have a brand for
 their education
 program**



Nature education: What are we doing at home and abroad?
 literature review



Do you have a “Connection to nature”?

NO
78,6%

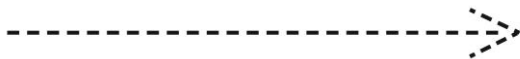
YES
21,4%

environmental

nature

bird

education



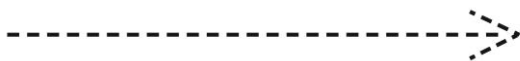
Nature education: What are we doing at home and abroad?
literature review





78.6%
**measure program's
success**

- Statistics
- Surveys
- Feedback from participants



Nature education: What are we doing at home and abroad?
literature review



What would you like to receive from this project?

Help on how to reach other age groups

advice on strategy, templates for strategy

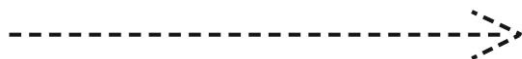
advice
on
evaluation

collaborations

Funding opportunities/Funding/Material

Help for new tech develop (eg apps, ...)

Reach more public



Nature education: What are we doing at home and abroad?
literature review





Marianna Colonna, BirdLife Europe Communication Team

marianna.Colonna@birdlife.org





Conclusion

In total we had 42 respondents, from 36 organisations, 23 of which were BirdLife partners. They represented a large geographical spread with the majority from the U.K. and the furthest country being Ghana.

Key observations included:

90.5% of these organisations lead an environmental education programme, which mainly started relatively recently 0-30 years.

The age range is significant with most programmes targeting 7-17 year olds with fewer working with early years or adults despite the importance of these age groups.

Most programmes have outdoor components consisting of 20% of the time and above, mainly between 41 and 60%.

Only 51% use resources such as a teacher guide, with 61% of those creating those resources from scratch. This result was a key indicator for us that we needed to provide more resources and pool our content together to save time and money.

A huge 78.6% of participants did not have a connection to nature methodology. Connection to nature is the key methodology for changing behaviours and attitudes.

Most organisations are looking for advice on organisational development to support their education programmes such as funding, developing strategies and understanding different approaches to reaching new target audiences.

These results have been incredibly helpful to understand what partners are doing in environmental education and how we can support them through One World Learning. It is promising that so many organisations are prioritising education and are looking to learn more and receive more support.

