

The development of Sipoonkorpi National Park from the family perspective

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Master's thesis

DP in Tourism YMA10S

November 2015



Degree programme in tourism

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<p>Title of report The development of Sipoonkorpi National Park from the family perspective</p>	<p>Number of pages and appendices 63+2</p>
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<p>This research aims to find out what meaning nature has to Finnish families and what interest families have towards outdoor recreation in order to develop Sipoonkorpi National Park from the family perspective. Families were asked about the meaning of nature, how often they spend time in the nature and does the nature affect to the choice of a travel destination. This study focused on the experiences families have from the nature and more precisely from the national parks they have visited. On the basis of these experiences their ideas and proposals for development can be used in the development process of Sipoonkorpi National Park.</p> <p>The theoretical part introduces protected areas and national parks in Finland and Sipoonkorpi National Park has been discussed in more detail. National parks as a form of nature tourism discusses about the human relationship with the nature, definition of nature travel, recreational use of nature, nature as an attraction and nature experience as well as nature travel in Finland. At the end families as consumers of national parks has been discussed in more detail.</p> <p>This study has a qualitative approach and theme interviews were used to collect the data. Four Finnish families were interviewed between February and April 2015. Both parents and children were interviewed and the interviews were recorded and transcribed. Children aged 4-8 years were given a task beforehand and they were interviewed based on their drawings.</p> <p>The results show that nature has an important meaning for the Finnish families. For parents it has a relaxing and restful affect and children enjoy the time spent in the nature. Parents also want to teach their children to understand and respect the nature already at their early age. Although families enjoy spending time in the nature the travel destination is mainly chosen for different reasons especially when traveling abroad. Nature can offer memorable experiences and it is also seen as an escape from the everyday life. According to the interviews families emphasize better connections and parking facilities as well as better signs to Sipoonkorpi National Park. More marked trails with variety of length and terrain, more campfires with firewood, campsites and climbing places for children were proposed.</p>	
<p>Keywords Sipoonkorpi National Park, national park, family tourism, nature travel, leisure time, nature experience</p>	

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1 Introduction

Finland is known by its nature all over the world and it is the most forested country in Europe by 86 percent of the land area (Suomen Metsäyhdistys ry 2011, 7). Most of the protected areas are state-owned and managed by Metsähallitus' Natural Heritage Services (Metsähallitus 2014 (1)). From the perspective of nature-based tourism national park is the most important conservation area type. There are 39 national parks in Finland and Sipoonkorpi National Park was established in 2011. (Metsähallitus 2015 (6).)

Sipoonkorpi National Park is a current topic as Metsähallitus will develop the area during the next few years. Metsähallitus started to prepare the management and utilisation plan of the area in 2012. It is a manuscript which controls the recreation and other use of the park as well as protection of natural and cultural environment in the area during the next 10-15 years. The plan is ready now and has been sent to the Ministry of the Environment for approval in December 2013. Sipoonkorpi is located within the municipalities of Sipoo, Vantaa and Helsinki about 20 km from the centre of Helsinki, and it is one of the most important and rare large forest areas close to the Helsinki metropolitan area. (Metsähallitus 2012 (1); Metsähallitus 2015 (8).)

Understanding human relationship with nature is essential and basic requirement for developing nature travel. From the perspective of nature travel it is important to understand and study the connection between tourist and nature. It is commonly known that human long for the nature and this study tries to find out why and what are the reasons for that. (Hemmi 2005, 319.)

There is not much research done about families and tourism or families and nature travel, and more research needs to be done. Family is an important target group for nature travel and families with children living in urban areas are seeking for more natural way of living. It is well known that outdoor activities are good for one's mental and physical well-being in many ways and those have relaxing and restful effects. Children grown in urban areas can easily alienate from the nature and national parks close to the

metropolitan area can be seen important from the nature education point of view as well.

1.1 Aims

This research aims to find out what meaning nature has to Finnish families and what interest families have towards outdoor recreation. Families were asked how often they spend time in the nature, where do they go and what they do there. They were also asked about the meaning of the nature when choosing a possible travel destination. One of the main purposes of this study was to gather the most memorable nature experiences and to survey thoughts and wishes which can be taken account when developing a national park and its services.

The idea was to find out families knowledge about Sipoonkorpi National Park as well as possible motives to visit the park. The study will focus on the pull factors of the park and will also survey the accessibility issues. The aim is to find out which are the factors that would attract more families to visit the park. The idea is that Metsähallitus will be able to use the results of this study as one part of the development process.

1.2 Methods used

This research has a qualitative approach and theme interviews were used as a method due to the nature of the research. Four families were chosen by using the appropriate sampling method based on the fact that families already have experience as a family from the national parks in Finland or from abroad. Therefore it can also be noted that these families might have more interest towards the nature and outdoor recreation than an average Finnish family.

It is common that only parents are interviewed when studying families and children but in this study also children have been heard. Children aged 4-8 years were given a pre-task where they were asked to draw something from the national park they have visit-

ed. Children were asked to tell about their drawings and a few questions were posed for them during the interview.

1.3 Structure of thesis

Chapter 2 tells about the protected areas and national parks as well as their meanings and tasks in Finland. In 2.3 Sipoonkorpi National Park has been introduced more in detail and in 2.4 and 2.5 development of the services in Sipoonkorpi area and management and utilisation plan are presented.

Chapter 3 focuses on national parks as a form of nature tourism. As it is important to understand the human relationship with nature in context with developing nature travel this issue has been discussed more in detail in 3.1. 3.2 consist of definition of nature travel and 3.3 tell about the recreational use of nature and its possible activities. As this study focuses on the experiences one can get from the nature also nature as an attraction (3.4) and more precisely nature experience has been discussed. 3.5 describe nature travel in Finland.

Target group of this study is Finnish family and therefore definition of family (4.1) and family tourism (4.2) has been discussed in chapter 4. At the end of the chapter 4 the use of leisure time (4.3) and environment and nature education (4.4) are discussed as well.

Chapter 5 introduces the research methods of the study: qualitative research (5.1), interview (5.2), children and interview (5.3), reliability and validity of the research (5.4) and implementation of the interviews (5.5).

Chapter 6 presents the results of the research by themes: relationship with the nature (6.1), leisure and tourism (6.2), national parks (6.3) and questions for children (6.4).

Chapter 7 sums up the results of the study and gives more detailed proposals for development by themes: connections and parking facilities (7.1), nature experiences (7.2) and development of infrastructure and services (7.3).

2 Sipoonkorpi national park

2.1 Protected areas in Finland

There are different kinds of protected areas in Finland and those together form an important wide network of protected areas. Protected areas can be state-owned or privately owned lands. In Finland most of the protected areas are state-owned and managed by Metsähallitus' Natural Heritage Services. These areas can be established by law, statute or a decision by Finland's environmental administration. (Metsähallitus 2014 (1).)

According to Hemmi (2005, 220) protected area is defined in Finland as follow:

“Protected area is a special area formed by the nature protection law and the purpose is to protect the original entity of the nature or to conserve, maintain or restore special features of the nature, development processes, species, landscape or cultural environment. The protection is permanent and looks to the future. The use of the area needs to be planned so that it does not jeopardize the implementation of the nature conservation purpose.”

The aim of the protected areas is to conserve sufficient amount of representative ecologically viable sample areas of all the ecosystems and habitats as well as geographical variation and natural evolutions of these areas. Nature is not conserved only to preserve natural features but also to ensure the well-being of people and to preserve good living conditions. According to Hemmi (2005, 219-220) the tasks of the protection areas are:

- To maintain the typical Finnish original nature and to maintain habitats, natural formations and natural features in danger of extinction.
- To represent all the habitats in Finland as well as maintain typical animal and plant species and to safeguard the endangered species.
- To safeguard genetic inheritance of the nature and diversity of the ecosystems.
- To protect animal and plant species as well as geological and geomorphological formations, especially naturally rare or endangered or declining due to result of human activity.

- To protect the nature shaped by the culture of the olden days and the cultural landscapes as well as crop varieties and farm animal breeds in danger of extinction.
- To protect the natural succession of biotic communities and other natural processes in different stages of development.
- To support environmental education and common knowledge of nature.
- To serve recreation and tourism in terms of nature.

Almost all of the nature reserves, wilderness areas and hiking areas established on state-owned lands are included in the European Union's network of Natura 2000 areas. According to Metsähallitus (Metsähallitus 2014 (1)) the definitions of nature reserve, wilderness area and national hiking area are as follows:

- *Nature reserve*: established on state-owned lands by law or by a government regulation or on privately-owned lands by the decision of Finland's environmental administration.
- *Wilderness area*: established in accordance to the Wilderness Act on state lands in Lapland.
- *National hiking area*: established in accordance to the "Outdoor Recreation Act" on state land in different parts of Finland.

The following table shows the number and the size of all the statutory nature reserves, wilderness areas, national hiking areas, recreational forests, areas reserved for conservation by Government decision and public water areas managed by Metsähallitus in January 2013. (Table 1, Metsähallitus 2014 (2).)

Table 1. Protected areas managed by Metsähallitus. (Metsähallitus 2014 (2).)

Area type	Number of areas	Size of area (sq. km)
National parks	37	9,796
Strict nature reserves	19	1,535
Mire reserves	171	4,617
Herb-rich forest reserves	51	12
Old-growth forest reserves	91	98
Seal reserves	7	188
Other state-owned nature reserves	38	479
Privately-owned nature reserves	114	84
Protected areas established by Metsähallitus	24	8
STATUTORY NATURE RESERVES (total)	552	16,817
Areas reserved for protection in nature conservation programmes	1,714	7,704
Protected forests	327	514
Other protected sites	696	2,186
Wilderness areas	12	14,891
National hiking areas	7	355
Other recreational areas	23	1,402
Other areas	45	3,680
Public water areas (where not included above)		23,480
ALL AREAS OF LAND AND WATER		71,029

2.2 National parks in Finland

From the perspective of nature-based tourism national park is the most important conservation area type. There are 39 national parks in Finland (Metsähallitus 2015 (6)).

Sipoonkorpi and Bothnian Sea were established in 2011 and later on two new national parks Teijo (2015) and Southern-Konnevesi (2014) has been established (Maaseudun Tulevaisuus 2015). National parks are over 1,000-hectare protected areas and open to everyone. The primary purpose of the parks is to ensure the diversity of Finnish na-

ture. National parks are used for outdoor recreation and there are rules and regulations to ensure this does not hinder the nature conservation purpose. All national parks are established by law on state-owned lands and managed by Metsähallitus. The combined area of all the national parks in Finland is 9,789 sq. km (Ympäristöministeriö 2015). The largest national parks in Finland are Lemmenjoki National Park, Urho Kekkonen National Park and Pallas-Yllästunturi National Park in Lapland. (Hemmi 2005, 223-224; Metsähallitus 2012 (2).)

According to Hemmi (2005, 224) tasks of national parks are:

- The protection focused on the original features of inanimate and animate nature. Protection may also be focused on the traditional environment, biocenosis, landscapes and buildings formed by the result of human activity. Exceptions can be made from the general principle of protection on behalf of reindeer herding and natural sources of livelihood of the local people in case there won't be any essential or permanent damage to the conservation target. Conservation is the primary task of the park.
- To provide environmental education, general knowledge of nature, self and guided observation of nature within the limits of the conservation.
- To serve the scientific research and the monitoring of the state of the environment.
- To play a role as a common recreational destination and attraction open to all and to give opportunities for hiking and nature experiences.

Recommendable recreational ways are daytrips by foot, skiing, rowing or paddling, camping, wilderness trekking by foot or skies, guided trips and hikes for groups and nature and hike camps in large areas. Recreational ways like downhill skiing, competitive sports and off-road vehicle traffic that threaten the objective of the conservation are prohibited. Berry and mushroom picking are allowed in almost all the parks and angling and ice fishing in most of the parks. Mountain biking and riding are allowed on roads and special marked routes. There are exceptions like local people in Northern Finland have a right to hunt in national parks and based on the history of the area in-

side the Pallas-Yllästunturi National Park there are skiing slopes and ski lifts. Every park has its own rules of order so there is variation in the patterns of use. National parks serve tourism in two ways: tourists can move independently in the area and nature tourism entrepreneurs can bring groups to the area. (Hemmi 2005, 224-225.)

2.3 Introduction of Sipoonkorpi area

Sipoonkorpi National Park was established in 2011 and is located within the municipalities of Sipoo, Vantaa and Helsinki about 20 km from the centre of Helsinki as Figure 1 shows below. It is one of the most important and rare large forest areas close to the Helsinki metropolitan area. Sipoonkorpi has an important role in the conservation of the biodiversity in forests and it is also a Natura 2000 site. Natura 2000 is European Union project which aims to support the biodiversity (European Commission 2015). The area provides a habitat for almost eighty endangered and near threatened species. It became a Nature Reserve in 2006 and the size of the area is now 2,1 km² which is approximately the half of the size of Noux National Park (Länsiväylä 2015). The number of visitors increased from 51 000 in 2010 to 75 500 in 2011 (Metsähallitus 2012 (3)). According to Matti Hyhkö (Metsähallitus) the number of visitors in Sipoonkorpi has already increased to 94 000 in 2014 (Länsiväylä 2015). (Metsähallitus 2012 (1); Neuvonen 2010, 26.)



Figure 1. Location of Sipoonkorpi. (Metsähallitus 2015 (1).)

Sipoonkorpi is very fragmented area and consists of many different forest types, mires and cultural landscapes. Diverse terrain with large changes in altitude, open cliffs, spruce mires and small bogs are characteristic for the area. Some of the forests are valuable old forests and partly in their natural state. Also the area's flora and fauna is very diverse and abundant. Several endangered and rare plant, mushroom and animal species can be found there. The area is very rich with species and almost all of Southern Finland's forest mammal and bird species can be found there. The eagle owl in Figure 2 is the iconic animal of Sipoonkorpi and it lives in the rocky forests of the park. (Metsähallitus 2012 (1); Metsähallitus 2015 (5).)



Figure 2. The eagle owl, the iconic animal of Sipoonkorpi. (Metsähallitus 2015 (5).)

In the northern parts of Sipoonkorpi is located Byabäcken River Valley with its farmed hillsides, forested hilltops and cliff areas. The River Byabäcken is a tributary of the River Sipoonjoki and flows through the Natura site. The river is surrounded by fields and heritage landscapes, and meadows and forest pastures are used for grazing. The area's heritage landscape developed through the effects of traditional farming and Byabäcken River Valley is part of Sipoo's valuable cultural landscape. Hindsby village, which is situated in the area, is one of Sipoo's oldest villages. It was the largest village in Sipoo during the 1300's. The Hindsby forests and the lands in Byabäcken River Valley became the property of Metsähallitus in 1996. Earlier they were owned by an organisation called Svenska småbruks- och egnahem, the city of Helsinki and the Finnish Min-

istry of Defence. This heritage landscape was restored between 2001 and 2004 with EU Life funds. The farming continues still today and Metsähallitus rents out the fields to farmers who cultivate them. According to Raija Hentman (2010) Länsitie in the northern parts of Sipoonkorpi is one of the most beautiful country roads near the metropolitan area. (Hentman 2010, 242; Metsähallitus 2012 (1).)

2.4 Development of the services

Sipoonkorpi national park is still quite new and its services are limited but the area as well as its services will be developed during the next few years. On the north side of Sipoonkorpi there are information boards at both Byabäcken parking areas and two new information boards will be added to Storträsk and Bakunkärr in the near future. There are two campfire sites in Sipoonkorpi, one at Ängesböle at Byabäcken and one by Kalkinpolttaja Nature Trail. No marked trail lead to the campfire site at Ängesböle. Three dry toilets are located in the area: Ängesböle campfire site in Byabäcken, Kalkkiruukki lean-to shelter and Flatberget parking area. One camping site is located next to Ängesböle campfire site in Byabäcken and one a lean-to shelter by Kalkkiruukki Nature Trail. There is no waste management or services for disabled in the area. There are also five small parking areas near Sipoonkorpi. Kuusijärvi recreation services are also located nearby in Vantaa. All the services are marked on the map below (Figure 3). (Metsähallitus 2012 (1); Metsähallitus 2015 (3).)

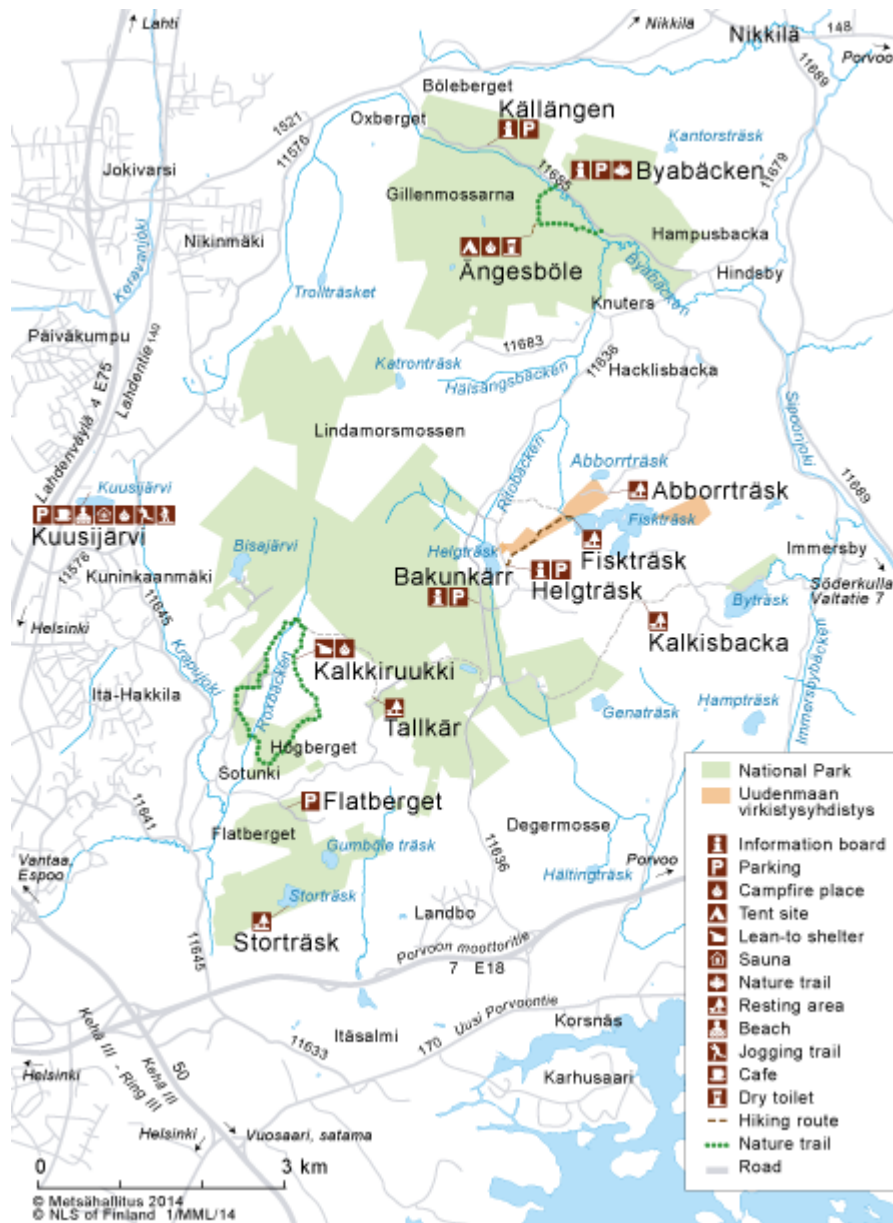


Figure 3. Map of Sipoonkorpi (Metsähallitus 2015 (1).)

There are two marked nature trails in the area and those are marked on the map in Figure 3: Ponu's Heritage Post Nature Trail and Sotunki Kalkinpolttaja Nature Trail. Ponu's Heritage Post Nature Trail is located in the northern parts of Sipoonkorpi at Byabäcken. It is 1,4 km long and there are six post boxes with fun post cards from different eras addressed from one forest animal to another along the trail. The aim of the post cards is to draw visitors' attention to the different parts of the surrounding heritage landscape and the species found there. Ponu's trail is marked with red markings on tree trunks. Kalkinpolttaja Nature Trail located in Kalkkiruukki area is 4,8 km long.

The trail has demanding terrain and there is one campfire site and one lean-to shelter on the way. (Metsähallitus 2012 (1); Metsähallitus 2015 (2).)

Sipoonkorpi National Park is most easily reached by car. There are two parking areas at Byabäcken in the northern part of the national park in Hindsby, two in the southern parts near Sotunki and one in the middle of the area in Bakunkärr. Location of the parking areas are shown on the map (Figure 3). These two parking areas are situated close to the nature trails. New parking areas by Länsitie road and Knutersintie road in Sipoo and by Tasakalliontie road in Vantaa have been under construction during the spring 2015 (Metsähallitus 2015 (7); Metsähallitus 2015 (1).)

There are connections by public transport from Sipoo to the northern parts of the Sipoonkorpi. Southern parts of the park (Sotunki) can be reached by bus from Helsinki city centre and during the weekdays from Tikkurila in Vantaa. There is approximately two kilometres walk from the bus stop to the closest nature trail. From Itäkeskus in Helsinki there are bus connections to Landbo (South of Sipoonkorpi) and from the last stop more than one kilometre walk to the southern parts of Sipoonkorpi park. (Metsähallitus 2015 (1).)

Several companies provide services in Sipoonkorpi area. Most of them provide nature and outdoor activities and guided excursions like hiking, snow shoe walking, canoeing, cycling and mushroom picking. Lodging, food services, nature school, treasure hunting, courses in survival skills and conference services are also available. (Metsähallitus 2015 (4).)

2.5 Management and utilisation plan

Metsähallitus has prepared the management and utilisation plan of Sipoonkorpi National Park. It is a manuscript which controls the recreation and other use of the park as well as protection of natural and cultural environment in the area during the next 10-15 years. The plan is ready and has been sent to the Ministry of the Environment for approval in December 2013. (Metsähallitus 2015 (8).)

The plan concerns Sipoonkorpi National Park and those areas Helsinki has handed over to the state and which are planned to be part of the park in the future as well as lands of Uudenmaan virkistysalueyhdistys and the privately owned lands. Key issues in the plan are roads and lanes to the park, signs, location of possible new trails and services, safeguarding natural values and cooperation with local residents and stakeholders. During the planning process Metsähallitus has arranged public events, collected feedback and proposals for development. (Metsähallitus 2015 (8).)

The number of visitors will increase in Sipoonkorpi hand in hand with awareness of the area and with the increase of population of the surrounding areas. The estimated number of visitors for year 2025 is 200 000. Hiking and outdoor activities in Sipoonkorpi differ from many other national parks in Finland as Sipoonkorpi area is situated very near the metropolitan area. In Sipoonkorpi daily outdoor activities and everyday physical activity play an important role. People who live in the surrounding areas are used to move in the park on unmarked trails and this already existing unmarked path network sets challenges for the planning process. Sipoonkorpi National Park will be developed primary as a day trip destination and trails and services will be developed to serve mainly day visitors. (Metsähallitus 2015 (9).)

3 National parks as a form of nature tourism

According to Hemmi (2005) understanding human relationship with nature is essential and basic requirement for developing nature travel. From the perspective of nature travel it is important to understand and study the connection between tourist and nature. (Hemmi 2005, 319.)

3.1 The human relationship with nature

The relationship with nature forms of intellectual and emotional features. Values and attitudes affect how the relationship will be formed. According to the environmental psychological research nature has positive impacts on human and the impacts are often fast and form without conscious thinking. These impacts have positive and comprehensive effects on physical and mental well-being. This is why nature is seen as an important part of wellness tourism and understanding the nature experience requires familiarizing with the relationship with the nature. (Hemmi 2005, 319.)

Tourist's relationship with nature often forms from the urban culture because most of the tourists are urban travellers. When living in urban environment travelling to the nature can be seen as a positive factor that offers resources and experiences. Tourist's relationship with nature is primarily emotional but also bound to situation, variable and can be even occasional. The human relationship with nature is one of his/her dimension on the world view and it forms step by step starting from the childhood. Education, experiences, observations, communication and changes in the life environments effect how the relationship will be formed. For an urban child the identity, knowledge and image of the nature is built through street culture, internet and television. These environmental factors can cause the nature to remain distant. In many contexts it has been found that to live normally human needs to have possibility to go to the nature. Human longing for nature can be inherited or learned. (Hemmi 2005, 320.)

According to Hemmi (2005, 328-329) nature can be experienced as a place which is positive, interesting or important in relation to other life situation:

- Nature is a place one can move from work or from everyday life actions and pressures.
- Nature offers experiences about togetherness of belonging to a larger entity.
- Nature is attractive and fascinating compared to build environment.
- Human actions are compatible with life in the nature. The rhythm of life of human and rhythm of nature match together.
- Nature can be seen as mystic, mysterious and mind-stimulating. (Hemmi 2015, 328-329.)

Human relationship with nature can be examined from the nature travel and nature sport point of view in four levels:

- *Nature as an absolute value* compares to its symbolic value. Nature is respected because it represents the life itself as well as continuity and permanence.
- *Nature as an observation and experience environment* compares to the relationship with nature experienced by senses. For those who spend time in the nature aesthetic and emotional experiences are important.
- *Nature as an operational environment* enables the possibility to physical activity like fishing, hunting and picking up berries and makes it possible to implement nature travel actions. Nature also provides challenges with finding and exceeding one's own limits. Nature gives a possibility to escape from the civilisation and from the everyday routines and it is also about looking for something new and unique.
- *Nature refreshes and renews* and this is one of the main motives for physical activities in the nature. (Hemmi 2015, 328-329.)

3.2 Definitions of nature travel and tourism

According to World Tourism Organization (2015) tourism and tourist can be defined as follow:

“Tourism is a social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes.”

“A visitor (domestic, inbound or outbound) is classified as a tourist (or overnight visitor), if his/her trip include an overnight stay.”

“A visitor is a traveller taking a trip to a main destination outside his/her usual environment, for less than a year, for any main purpose (business, leisure or other personal purpose) other than to be employed by a resident entity in the country or place visited. A visitor (domestic, inbound or outbound) is classified as a tourist (or overnight visitor), if his/her trip includes an overnight stay, or as a same-day visitor (or excursionist) otherwise.”

Nature travel is tourism in natural environment. It aims to follow all the sustainable tourism principles so that the natural carrying capacity will not exceed or biodiversity will not decline. The definition of nature travel includes several factors such as nature tourists who are interested in nature, nature-based tourism entrepreneurs, nature-based tourism products, nature-based tourism public operators and nature itself. (Hemmi 2005, 333.) According to Hemmi (1995) nature travel means travelling to interesting and natural state areas which can provide nature-based tourism products and where it is possible to observe and study nature, landscape and culture. (Hemmi 1995, 19.) Nature travel combines the recreational use of nature and travel. (Ohjelma luonnon virkistyskäytön ja luontomatkailun kehittämiseksi 2002, 7.)

Defining nature travel is not always easy. All activities that take place in nature do not have principles of conservation and this is why all the activities are not included in nature travel. Nature travel favors activities based on muscular movement like outdoor recreation and hiking. High volumes of tourists can ruin the nature but nature travel at its best seeks to maintain the nature. (Hemmi 1995, 19.)

3.3 Recreational use of nature

The original meaning of recreation has been defined as experiences which regenerate the body and mind so that people would be able to perform better at work. It is often seen as a recreation activity which is practiced during free time and of free will. Recreation can be divided into outdoor and indoor recreation. Outdoor activities can be defined as muscular strength of movement or just a stay outdoors as well as a general nature hobby. What is essential is that recreational activities are always experienced as voluntary. (Järviluoma 2006, 32-35.)

Recreation can also be defined as an experience and understood as an emotional state of mind with feelings of satisfaction and well-being. In this case internal sensations decide if we can talk about recreation or not. Recreation can be seen as a social institution as well. How recreation is experienced depends on many individual and social factors. For example age, gender, income level and residential area undoubtedly affect what kinds of activities are practiced during leisure time. (Järviluoma 2006, 32-35.)

Nature recreation is often compared to outdoor activities and it includes all the time spent as well as the activities during the leisure time in a natural environment like walking, running, skiing, cycling, landscapes admiration, nature hobbies, hiking, camping, swimming, hunting, recreational fishing, boating, recreation, berry and mushroom picking for one's own purpose and holiday accommodation as well as tourism and temporary stay in the nature. In some cases also movement with motorized vehicle is included in the outdoor activities. (Järviluoma 2006, 32-35; Ohjelma luonnon virkistyskäytön ja luontomatkailun kehittämiseksi 2002, 7.)

There is an overlap between the tourism and recreation and most of the tourism can be seen as recreation. Also the recreational use of nature is divided into the nature recreation in one's ordinary living environment and nature tourism. (Järviluoma 2006, 34-36.)

According to the "Luonnon virkistyskäytön valtakunnallinen inventointi"-survey between 1997-2000 95% of Finns go to the surrounding nature for outdoor recreation

purposes and 30 % of Finns do it with children. Nature and recreational use of nature has positive effects on people's health and well-being. Benefits of the outdoor recreation are mental, social and physical. (Ohjelma luonnon virkistyskäytön ja luontomatkailun kehittämiseksi 2002, 11.)

3.4 Nature as an attraction and nature experience

Tourism attractions are those things of which touristic attractiveness is formed and those may relate to nature, culture, history, leisure activities or other factors (Järviuoma 2006, 60). This study focuses on nature as an attraction.

The interest towards nature has increased while the population has concentrated in cities. For those who live in cities the possibility to sense the peace and quiet is a wonderful and refreshing experience. Nature changes according to the season, weather and time of the day. In Finland four seasons is a richness and all seasons and weathers are good for outdoor recreation. It is only a question how to weather oneself. (Vähätalo & Ruotsalainen 1996, 9.)

Experience can be defined as multisensory, memory trace leaving, positive, comprehensive and individual (Lapin elämysteollisuuden osaamiskeskus 2015, 3). Important, positive and memorable experiences can produce personal change. (Tarssanen 2009, 11.)

With the help of the experience triangle (Figure 4) it is easier to understand and analyse the experientiality of the product. The triangle describes an ideal and perfect experience product and all of the elements of experience are represented at all levels. Experience triangle is a tool to identify critical control points and shortcomings of the product. The model examines the experience from two perspectives:

1. The levels of the elements of the product.
2. The levels of experience of a customer. (Tarssanen 2009, 11-12.)

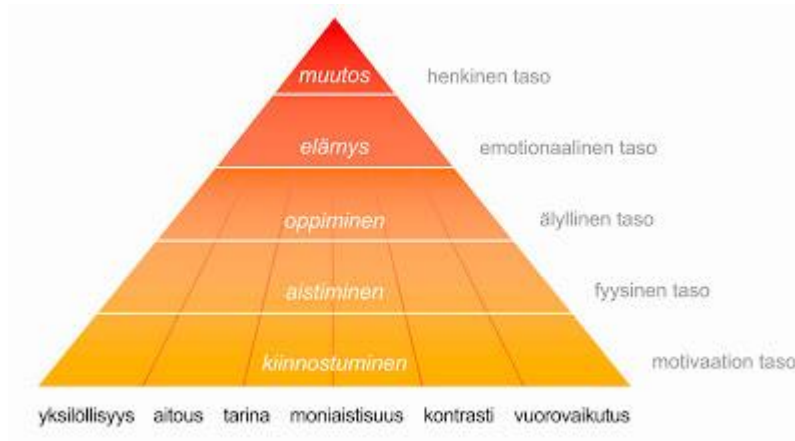


Figure 4. The experience triangle (Tarssanen 2009).

According to Tarssanen (2009) the elements of an experience are:

- *Individuality*: Individuality of a product means uniqueness so that exactly the same product cannot be found somewhere else.
- *Authenticity*: Authenticity means credibility of a product and the product is genuine if the customer experiences it as a credible and genuine.
- *A story*: The story is closely linked to the authenticity of the product. The story attracts the customer on an emotional level to benefit from the experience and this allows them to experience the product more intellectual and emotional level.
- *The use of multiple senses*: The use of multiple senses means that all the sensory stimuli have been carefully designed to confirm the desired theme and they support the view of the immersion of the product.
- *Contrast*: Contrast means the difference in the customer's point of view. The product has to be different compared to the customer's everyday life and he has to be able to experience something new, exotic and extraordinary. Person's nationality and culture needs to be taken account when creating the contrast.
- *Interaction*: Interaction is successful communication with the guide or other travellers but also with the product and its producers. Community feeling is often seen as an important part of the interaction. It is something felt together as a part of the community with a group of people or a family. (Tarssanen 2009, 12-15.)

In the experience triangle the vertical axis describes the customer experience: the experience of the awakening of interest, perceived conscious processing and further emotive the experience which leads to the change experience. In a good and functional product experience all the basic elements (described above) are involved in every level of experience:

- *The level of motivation:* The level of motivation raises interest in the customer and creates expectations for a product for example by means of marketing. Already the marketing of the product should be as individualized, multisensory, genuine and interactive as possible, not to forget the story either.
- *Physical level:* On the physical level customers experience and become aware of the product through the senses. A good product will ensure a pleasant and safe experience except for so called extreme experiences and adventures.
- *Intellectual level:* In the intellectual level customers process sensory stimuli adopted from the environment and act according to them, they learn, think and apply the information and form opinions. In the intellectual level they decide if they are satisfied with the experienced or not.
- *Emotional level:* The actual experience is felt on the emotional level.
- *Mental level:* In the mental level positive and strong emotional reaction may lead to change in personal experience, which leads to relatively permanent changes in customer's physical condition, state of mind or lifestyle. (Tarssanen 2009, 15-16.)

A conventional, frequently experienced and routine service product is not automatically experiential. When planning an experience product five key principles should be taken account:

- *To theme the experience:* It can be a gripping story which follows the product from the start till the end.
- *Harmonizing the impressions with positive references:* All the references should support the theme.

- *To eliminate all the possible negative references* that might affect the creation of a positive experience.
- *Selling the memories*: It has been studied that people are ready to pay for their memories more when there's an experience factor than when there's not.
- *Using the five senses*: The more senses the experience is perceived with, the most memorable it can become.

(Lapin elämysteollisuuden osaamiskeskus 2015, 3-6.)

3.5 Nature Travel in Finland

Finland is northern and distant country of which location itself can be attractive. Nature is interesting and the cycle of the seasons makes it versatile. Every season is different and this is an advantage when developing the nature travel industry. Finland has low population density and approximately 80 % of Finns are living in cities. Nature and the peace of nature in general level are the most important resources in the whole travel industry in Finland. Approximately 60 % of Finland's surface is forested and 10 % is covered by lakes. The northern wilderness areas in Finland have been described as the last wilderness in Europe. (Hemmi 2005 (2), 11-13, 50, 89.)

More than half of the incoming tourists in Finland have informed their primary reason to come to Finland is to experience the nature and therefore tourism based on the nature is one of the main issues in tourism development in Finland. The image of Finland is based on the modern periphery and most of the nature travel is the interaction between the core areas and peripheries. Finland is known by its nature attractions but at the same time kept as one of the top countries in modern technology. The most common images related to Finland as a tourism destination are lakes, forests, coldness, snow, sauna, reindeers, water, Scandinavia, Helsinki and lack of information. (Hemmi 2005 (2), 14-17.)

Climate is an important factor in Finland and it means the entity formed by long term weather. Finland belongs to the snow and forest climate type and variation of seasons

is typical. Instability of the weather and its weak predictability also sets challenges in nature tourism. (Hemmi 2005 (2), 44-45.)

Attractions of nature tourism vary significantly regionally. According to Hemmi (2005) nature travel in Finland focuses in Northern Finland and in Lapland. Nature as an attraction is the highest in Northern Finland and most of the largest national parks and other nature reserves are situated there. However there is plenty of potential in Southern Finland for shorter visits as most of the population is centralized there. (Hemmi 2005 (2), 112-113.)

Finnish Tourist Board has estimated that quarter of the travel is nature travel in Finland. Nature is an important factor also in ski resorts, camping sites, cottage holidays, snowmobile excursions and fishing and hunting as well. (Ohjelma luonnon virkistyskäytön ja luontomatkojen kehittämiseksi 2002, 7.)

4 Families as consumers of national parks

4.1 Definition of family

Backer, Schänzel & Yeoman (2012, 125) describe family as follow:

“The ‘family’ is conventionally regarded, at core, as two, different sex, partners who have children as the biological product of their relationship. Invariably these partners have undertaken a formal affirmation of their relationship-usually marriage. There is a presumption of a special relationship wherein the partners have ‘rights’ relating to each other and to children; particular roles are assumed, with men undertaking ‘instrumental’ and women more ‘expressive’ activities. Such a structural-functional family model implicitly ensures commitment, stability and the transmission of common values to following generations.”

According to Statistics Finland (2014(1)) family is defined as follow:

“A family consists of a married or cohabiting couple or persons in a registered partnership and their children living together; or either of the parents and his or her children living together; or a married or cohabiting couple and persons in a registered partnership without children. A family with underage children refers to a family which has at least one child aged under 18 living at home.”

According to Statistics Finland (2014(2)) there were 576,000 families with children in Finland at the end of 2013 and 40 % of the population belong to a family with children. What is to be noted is that into the so called “the traditional family model”, a married couple with children, belong only 60 per cent of the families. Other family types cover the rest 40 per cent of the families in Finland: families with children where families of cohabiting couples, families with a mother and children, families with a father and children and families with children where parents are a registered same-sex couple. (Statistics Finland 2014(2).)

4.2 Family tourism

Still today there is not much research done about family tourism. Families with underaged children represent a significant proportion of the population and are an important

current and future market for the tourism industry. According to Carr (2011, 1) family represents one of the largest markets of today for tour operators and other vacation service providers. One of the limitations of the studies of families' holiday experiences is that the majority have tended to provide adult-oriented examinations and viewing children as passive objects and rarely collecting any information directly from them. Carr (2011, 11) states that there is a need to study both children in families and families with children to understand the experiences and desires of children in a tourism setting. It is important to understand the position and experiences of children in tourism as well as their position as active social agents who have the ability to directly and indirectly influence the purchasing behaviour of their parents. Although some research that studies the holiday experiences from the perspective of children is beginning to emerge, more work and studies is still needed. (Carr 2011, 1, 171.)

Backer, Schänzel & Yeoman (2012, 3) define family tourism as follow:

“A purposive time spent together as a family group (which may include extended family) doing activities different from normal routines that are fun but that may involve compromise and conflict at times.”

There is a need for quality time in most of the families and from an adult perspective it is viewed as a period of very clear set of activities and experiences, designed to demonstrate forms of loving behaviour, togetherness and care. All of these are understood as ways to strengthen the family bonds. It can also be seen that removing the family from the home and work environment the family holiday may offer a greater potential for family bonding due to less distractions of other issues. Studies also demonstrate that most of the children aged 8-14 would prefer spending their holidays with friends as well. (Carr 2011, 22-31.)

One of the main holiday motivations of parents is a desire to relax which is closely related to the desire to escape. It has been suggested that one of the key reasons parents undertake family holidays is to provide their children positive experiences. It can also be seen that parents are increasingly living through children and parents also seek to take their children on holiday may simply be that they enjoy spending time and engag-

ing in leisure activities with them. Parents also want to listen to the desires of all the family members and they want to be seen as good parents as well. (Carr 2011, 38-41.)

Children may also seek a holiday experience as a form of escape; escape from school-room, the burden of homework, heavy load of after-school activities and strict timeframes of everyday life. It has been argued that babies and children under school age from two to five years do not generally have specific holiday motivations or desires. On the other hand children aged 5-12 already have good language and social skills and also the school time gives them tools and opportunities to construct their own holiday desires and motivations. At this age play is highly attractive and children are drawn to holiday experiences and attractions like beaches, swimming pools and adventure parks that cater to this. Primary school-aged children also prefer holiday destinations and experiences which are familiar to them. According to studies children today have more power in family decision-making processes than before and more recently the voices of children have begun to be heard. (Carr 2011, 42-43, 52-56.)

4.3 The use of leisure time

There is no generally accepted definition for leisure time and it can be divided into objective and subjective. Objective leisure time can be understood the time that is left from work, sleeping, eating, etc. or it can be a group of leisure time activities. Leisure time is dependent on the individual, social, economic, cultural and historical links. A subjective definition of leisure time is the individual states of mind and motives. (Järviluoma 2006, 31-33.)

According to Kurki (2008) leisure time is time off from work and from obligatory housework and other obligations. The limit between so called half-obligatory household work and a full freedom of time is not very clear as for some cooking for example is a free time hobby and for others an obligation. The best way to measure leisure time is that it should feel free and at its best it is voluntary, motivating and inspirational. When we see leisure time as a state of mind it offers us a way to live, be, sense and experience. From this point of view leisure time has five functional dimensions:

- *A refreshing dimension*: play, hobbies, sports and amusement parks.
- *A creative dimension*: music, theatre, fine art, literature and folklore.
- *An environment-ecological dimension*: outdoor recreation, travelling, hiking, outdoor sports and spending time in the nature.
- *Festive dimension*: connects people and is contrary to everyday life, routines and to rational organization.
- *Solidaristic dimension*: voluntary work. (Kurki 2008, 19-39.)

Today, tourism as a dimension of our leisure time is more important than before. Every journey is related to leisure time and it enables self-realization and gives a possibility to an adventure. Tourism is human and it expresses interest and is a sign of openness. It enables to face, to interact, to communicate and feel cohesion. (Kurki 2008, 62- 63.)

From the parents' perspective family leisure includes work and fun and has been characterised as purposive leisure. The focus is on planning and facilitating leisure for the purpose of health, developmental and educational benefits for the children and the family as a unit. Another trend has been towards organised sports activities for children at the expense of free play. From the parents' perspective family holidays are seen as opportunities for quality family time away from everyday distractions and those are often the only time the whole family spends together for an extended period. (Backer, Schänzel & Yeoman 2012, 22-25.)

According to Statistics Finland (2015) the amount of leisure time has increased one hour per week in the 2000s. Finns have on average 6 hours 40 minutes free time daily. Time used to sports and outdoor activities as well as social interaction has remained the same for ten years. Men still have more free time than women and time used to household work will explain this difference. (Statistics Finland(1) 2015, 9,44.)

4.4 Environment and nature education (learning through experiences)

It is important to recognise that learning is not an activity that happens only during school hours or in the class room. The whole childhood is a time of learning and this

informal learning is a socially and physically interactive process between the individual and his or her environment. Tourism encourages free choice and active, experimental learning where children can learn through doing and seeing rather than through being told what to do. Also parents often give this reason for taking their children on holidays that they want to provide them educational experience. A wide variety of tourism attractions increasingly provide experiential learning options that allow children to do things in a way that transforms them from passive into active learners. This can be seen as fun, experiential, free-choice and spontaneous learning experience. (Carr 2011, 81-94.)

Environment education and guidance are one of the key objects for nature conservation areas all over the world (Hemmi 2005, 238). The Finnish Association for Nature Conservation has presented more of the teaching at schools should be relocated to the nature. Schools should also support more children's and young people's belief in their own ability to influence as the objective for environmental education should be to create faith for the future. If children learn to understand nature as a whole, which means all depend on each other (including a human), they would understand why we need to protect the environment. At the moment education is fragmented and the students won't get an overall view of the nature. (The Finnish Association for Nature Conservation 2015.)

Nature itself is an experience that evokes emotions and learning through experience is deeper than cognitive learning. Experience and adventure pedagogy is based on the comprehensiveness of learning and the learner and the focus is on the interaction and balance with nature. Especially the ability to solve problems and the ability to take responsibility will grow and develop via learning through experience. (Taloudellinen tiedostustoimisto, 2015.)

A working group of environmental education and awareness has drawn up a program and according to the program Metsähallitus has committed the environmental education into the guidance communication that takes place in national parks. In case there is no nature school in town the National Park visitor center could for example take the

responsibility for the environmental education. The new curriculum encourages taking lessons more and more outside also at schools. (The Finnish Association for Nature Conservation, 2015 (2).)

5 Methods

Research itself is a general term describing an activity that tries to find out things you did not know and things that no-one else knew either (Walliman 2011, 7). Research strategy means the entity of methodological solutions of the research. Research strategy as well as the choice of the research methods depend on what is being researched and what is the research problem. (Hirsjärvi, Remes & Sajavaara 2010, 132.)

According to Hirsjärvi, Remes & Sajavaara (2010, 134-135) there are three traditional research strategies:

- *Experimental research* measures the effect of one variable to be treated to another variable.
- *Survey research* collects data in a standardized format from the group of people.
- *Case study* is intensive data of one single case or a small number of cases in relation to each other.

Research methods used in this thesis are qualitative interviews; more specifically half structured theme interviews. Both, parents and children, have been interviewed. Qualitative interviews were chosen according to the purpose of the research. The aim of this research was to find out what nature means to families, what kind of experiences they have from the nature, how families spend their leisure time and holidays and what kind of experiences they have from national parks. The intention was to get deeper into the families' values and thoughts and try to survey meanings, ideas and wishes in order to develop the Sipoonkorpi National Park.

5.1 Qualitative research

Qualitative research aims to describe the real life as extensively as possible and it tends to work with a relatively small number of cases. According to Silverman (2005, 9) what counts as "detail" tends to vary between qualitative and quantitative researchers. Quantitative research typically seeks detail in certain aspects of correlation between variables.

By contrast, in qualitative research, “detail” is found in the detailed information of such matters as people’s understandings and interactions. Some believe that qualitative methods can provide a deeper understanding of social phenomena than would be obtained from quantitative data. (Hirsjärvi, Remes & Sajavaara 2010, 161; Silverman 2005, 9-10.)

Values are present in qualitative research as values affect how we understand the phenomenon researched. Objectivity is not possible to achieve in the traditional sense because the researcher and his/her previous knowledge are intertwined with each other. Qualitative research tends to find out or reveal facts rather than verify already existing truths or statements. These are the typical features of qualitative research according to Hirsjärvi, Remes & Sajavaara (2010, 164):

- The nature of the research is a comprehensive data collection in natural real life situations.
- The research favours people as instruments of data collection. The researcher trusts more his/her own observations and discussions than the data gained by using some specific measuring means.
- The use of inductive analysis: The aim is to reveal unexpected facts and due to this the base of the research is not to test a theory or hypothesis but to study the material as comprehensively and in detail as possible.
- The use of qualitative methods in data collection by favouring the perspectives and “voices” of the examinees. Methods used can be e.g. theme interview, participating observation, group interview and discursive analysis of different documents and texts.
- To choose the appropriate target group instead of using the random sample.
- The research plan might change during the research: The research is implemented flexibly and the plan can be changed according to the conditions.
- The cases are handled as unique and the material interpreted in accordance to that. (Hirsjärvi, Remes & Sajavaara 2010, 161,164.)

5.2 Interview

When studying the human the qualitative interview is a unique data collection method as the researcher and the examinee are in direct language interaction with each other. In qualitative research the interview has traditionally been the main data collection method. The interview has many advantages like flexibility. Data collection can be controlled according to the situations and the order of the interview topics can be changed during the interview. Usually those who are planned to be interviewed will participate in the research and it is easier to contact them afterwards if needed than those who participate in the questionnaire. According to Hirsjärvi, Remes & Sajavaara (2010, 205-206) the interview is often chosen due to the following reasons:

- The fact that human is seen as a subject of the research situation wants to be emphasized. Human is the one who creates meanings and is the active party in the research. He/she needs to have the possibility to bring out issues concerning himself/herself as freely as possible.
- The case is rather unknown or there is only a little information available about the case. It is difficult to know the direction of the responses in advance.
- The research results (talk) are wanted to be placed into a wider context. During the interview it is possible to observe the expressions and gestures of the interviewee and the person might tell about himself/herself or about the subject more than the researcher is able to anticipate.
- It is already known in advance that the subject of the research will produce multifaceted answers to many different ways.
- The researcher wants to clarify the answers.
- The researcher wants to deepen the data. It is possible to ask arguments for the opinions or extra questions can be proposed.
- The research subject is sensitive or difficult. (Hirsjärvi, Remes & Sajavaara 2010, 204-206.)

Interview is one kind of a discussion where the researcher controls the discussion. It is understood as a systematic form of data collection. Interview is pre-designed and started and controlled by the researcher. Often the researcher needs to motivate the inter-

viewee and maintain the motivation during the interview. The researcher knows his/her role but the interviewee learns the role during the interview. The interviewee needs to be able to trust that the given data will be handled confidentially. (Hirsjärvi&Hurme 2001, 42-43.)

According to Hirsjärvi, Remes & Sajavaara (2010, 208-209) research interviews are divided into three different groups:

- *Structured interviews*: The interview is implemented by using a questionnaire form and the order of the questions is predetermined.
- *Theme interviews*: Theme interview is an intermediate between structured interview and open interview. It is typical that the themes of the interview are known but the exact form and order are missing.
- *Open interviews*: Open interview is also known as deep interview, informative interview, non-lead interview or non-structured interview. The researcher explores thoughts, opinions, feelings and understandings as those appear during the conversation. Usually open interview takes more time, needs several interview times and requires more skills from the researcher than other forms of interviews.

The interview is possible to implement as *an individual interview*, *a pair interview* or *a group interview*. The most common form is an individual interview. Pair interviews are often used when children and their parents are interviewed together. Group interview is an efficient form of data collection as the information can be obtained from several people at the same time. Usually group has a controlling effect on those being interviewed and these issues should be taken into account when interpreting the results and when drawing conclusions. (Hirsjärvi, Remes & Sajavaara 2010, 208-210.)

Interviews are recommended to be implemented in real-life environments because this way the interviews will give a more detailed image of real thoughts of the interviewee. It is also recommendable to record the interviews because it releases the interviewer to observe the interviewee. The recording works as a memory and by listening to the in-

interview afterwards it might give new points of view to take into account. After the interviews the data will be transcribed and analyzed. (Ojasalo, Moilanen & Ritalahti 2014, 106-108.)

5.3 Children and interview

The interest towards interviewing children has increased during the recent years. One of the main reasons is that specially in western countries children are seen equal to adults and they are also seen as individuals with their own values. They are heard and what they say is taken seriously. The minimum age in research interviews has been kept four years because younger children use many words which only have special meaning for the child itself. When interviewing children under four it is recommendable to collect data by using play, toys and drawings as instruments. (Hirsjärvi & Hurme 2001, 128-129.)

Childrens' interviews differ in many ways from the ones conducted for adults. What should be kept in mind is that the child is usually dominated by the adult and interview situation is not familiar for the child as it is for an adult. Children don't interview each other or adults. The vocabulary of children under school age is limited and it is recommendable to pose short 3-5 words containing questions. Also the words should be familiar for the child. Another fact is that it is difficult for a young child to concentrate for long time and due to this the interview should be short 15-20 minutes. The environment where the interview is implemented should be kept as neutral as possible because children might react to the environment stronger than adults. Young child can also shy away from the adult and might require one of the parents to be present. Small children tend to answer yes even though they don't know the answer and one way to find out that they have understood the question is to pose the same question in different ways. (Hirsjärvi & Hurme 2001, 128-130.)

According to Hirsjärvi & Hurme (2001, 131) the following things should be considered when interviewing children:

- The interviewer should not assume the child knows the concepts. The interviewer needs to find out if the child knows the main concepts by asking.
- The interviewer needs to show interest towards all the child wants to say.
- The interviewer needs to take the role of the researcher and most of the emotions should be kept in the background during the interview.
- The interviewer can't push but should tolerate what is heard.
- The interviewer needs to remember what the child has answered. Children's memory is very good and they remember what has been asked and what they have answered.

These issues might ease the interviews with children according to Hirsjärvi & Hurme (2001, 131):

- It can be hinted in the question that other children feel the same: "Some boys feel that they don't want to take their little brother to play with them. How do you feel?"
- Two options can be given in the question: "If your little brother pulls all the books down from the bookcase will you punish him or tell your mom?"
- By choosing words which don't effect on the negative answers that much.
- By avoiding question forms that indicate the child has done something negative: "What were you and your brother fighting about?"
- By presenting some positive act before the negative: "What are the nicest things at school? What are the less nice?"

According to Carr (2011, 175) the collection of data from children can be problematic as children tend to give answers to questions that they think adults would like to hear. Another problem is that children often speak a different language than the adults. To overcome many of these kinds of problems it has been suggested that researchers could use children as research assistants and informants who aid the entire research process rather than just research subjects. In this case children can be seen as co-producers of the research process and they also help to analyse and interpret the material gathered. This is important because the interpretation of the data collected may

differ from adult researchers and children, and it also develops trust between adult researchers and children on a larger scale. With children under seven years of age it is suggested to put more emphasis on visual rather than verbal content as the cognitive abilities are not as developed as those of older children. (Carr 2011, 176.)

Ethical considerations when researching children are usually related to child safety and the perceived danger associated with dangers. Parents must give their permission so that their child can take part in the research process and on the other hand the challenge is to identify when a child is capable of making his or her own mind up regarding participation in a research project and when guidance of a parent is required. (Carr 2011, 180-181.)

5.4 Reliability and validity

It is important to avoid errors in research and due to this the reliability of the research needs to be evaluated. *Reliability* means repeatability in the results, in other words the results can be repeated and the results are not random. Reliability of the research can be stated in many ways e.g. if two researchers come up to the same result can the result be seen as reliable. If the same person would be studied two separate times with the same result could the result be seen as reliable. Reliability can also be understood so that if the same result will be achieved by using two different methods can the result be understood as reliable. *Validity* means the ability of the research method to measure what was supposed to be measured. (Hirsjärvi & Hurme 2001, 186; Hirsjärvi, Remes & Sajavaara 2010, 231.)

In qualitative research reliability and validity have different interpretations. According to Sarajärvi & Tuomi (2009, 136) using the definitions of reliability and validity have been criticized within the qualitative research mostly because the definitions were born in quantitative research and the definitions mainly meet the needs of quantitative research. A detailed description of how to implement the research improves the reliability of qualitative research. It is important to describe the conditions and places where the data was collected as well as time used for the interviews, possible distractions, er-

rors in the interpretations during the interviews and also the researcher's own evaluation of the situation. (Hirsjärvi, Remes & Sajavaara 2010, 232.)

Hirsjärvi & Hurme (2001, 185) state that the reliability of the data depends on its quality. If only part of the interviewees have been interviewed or the audibility of the tapes is bad or transcribing complies different rules in the beginning and in the end or classification is random the data collected can't be seen as reliable.

5.5 Implementing the interviews

Theme interview was chosen in this research. The interview frame was half structured which made it possible to propose more focused questions and to depart from the interview frame. Four families were selected purposefully on the ground they already have visited one or several national parks with children as a family during the last two years. A half structured questionnaire was used during the interview and the interview was divided into three main themes: relationship with nature, leisure and tourism, and national parks.

All the four families live in Helsinki metropolitan area:

- Family 1: Mother and father, boys 2 and 5 years, live in Helsinki
- Family 2: Mother and father, girl 4 years, live in Vantaa
- Family 3: Mother and father, boys 6 and 8 years, live in Vantaa
- Family 4: Mother and father, boys 4 and 7 years, live in Helsinki

The first theme (Relationship with nature) includes questions about the meaning of the nature, time spent and most common activities in the nature and discussion about the most memorable nature experiences. The second theme (Leisure and tourism) concentrates on where and how the family prefers to spend free time and holidays and how much the nature influences their choice of destination. The third theme (National Parks) focuses on families' experiences from national parks in general but more precisely Sipoonkorpi National Park. In this section the suitable length of trails for chil-

dren as well as wishes and ideas how to develop the national park from the family point of view were discussed.

All the interviews were conducted during the spring 2015 between February and April. Interviews were carried out either at the home of the family interviewed or at the interviewer's home. Both parents were interviewed at the same time. Children were present and the atmosphere was relaxed and cozy. As children were present there were interruptions but it didn't significantly affect the interview situations as it was possible to continue after every interruption. The interview didn't always proceed hand in hand with the interview frame but it was ensured at the end that all the questions and issues were addressed before ending the interview. This requires accuracy and the interviewer need to stay up to date all the time. As the interview frame was not followed all the time it enabled to propose more additional questions and this flexibility brought depth into the study. All the interviews reminded more open discussion than clinical interview situation and this is probably why they lasted longer than expected in advance.

All the interviews were recorded and transcribed afterwards. The length of the interviews varied from 53 minutes to 1 hour and 12 minutes and all the interviews were conducted in Finnish language. The sound quality of the recordings was mainly very good despite the background noise of the children. There were no problems with the recordings or during the transcription stage. The number of transcribed pages varied from 9 to 17 pages per interview in total 53 pages. Later on the transcribed interviews were summed up as a form of a table by questions so that it was easier to pick up all the main points from the interviews.

Children aged 4-8 were interviewed in this study. Youngest child aged 2 did not participate the interview itself. Children were given a task beforehand. The parents were asked to advise the children to draw something about the national park they had visited recently. They were advised to draw something they liked the best there or remembered the best. During the interview the children were asked to tell about their drawings. Children were mainly interviewed first and then they were able to go to play. Children's interviews didn't closely follow the interview frame. With children the dis-

cussion was open and additional questions were asked depending on what they had drawn. Questions and setting of questions depended on the age of the child and the mood of the child. Questions like “What is in the picture?” and “What did you like the best?” were commonly proposed. The question frame didn’t play an important role as with the children improvisation is required.

6 Results

6.1 Relationship with nature

Parents were asked what meaning nature has for themselves and to their families. The main thing that came up was that nature is seen as a place where one can relax. It is a place to enjoy the feeling of the silence and no need to hurry. It has a strong restful factor and one feels that time spent in the nature has positive effects on stress relief. Also aesthetics and clean fresh air were mentioned as pull factors.

Every parent thought the question also through their children. For the parents it is important that children learn about the nature and also learn to respect and take care of the nature. More than one family mentioned their children enjoy being in the nature as they can run more freely than in the city. There are no cars to be watched out for, but one needs to pay attention to different factors as sharp drops etc. Children won't miss any toys in the forest as they find interesting spots and details from the nature. What nature can offer as a playground is enough for them. Two families mentioned children often ask "when do we go again" as they are so used to the forest trips and really enjoy their time there. If they haven't been there for a while they seem to miss the nature and the forest. It is also about being together as a family without interruptions and the fact is that parents are more present to their children in the nature than they are at home.

One family felt strongly that when they go to the nature it is also a change of scene as they live in the downtown area and it is not everyday life for them to go to the forest. In this case the change of scene was mentioned as an important factor. Another family told it's a hobby for the whole family and they go to the forest actively; they also consider it as an easy day program for the whole family. It's also a good way to spend time together as a family and can be seen as a combination of sports and outdoor activities. One family told they have more like a hikers and wandering relationship to the nature and they often take a tent with them and enjoy sleeping in fresh and clean air. For them it is an important way to escape from the everyday life and relax.

Time spent in the nature varies depending on families' residence and their possibilities to go to the nature as well as their own interest towards the nature. Family living in downtown feels it more difficult to go to the forest specially if not owning an own car. They are more dependent on smooth and fast bus connections to the nearby national parks. According to this study time spent in the nature varies greatly among the families. Most of the families spend time in the nature weekly if the nearby forests are taken account and more often during the summer as many of them spend time in the countryside during the summer holidays. One family told they go to the nearest national park regularly 2-3 times a month for a day trip and another family mentioned they go approximately 4 times a year for camping in a national park and 1-2 times a year for a hike or for a ski trek. The same family mentioned their children spend time in the forest every day due to the nature-oriented nursery.

Most common actions mentioned were walking and hiking. Two families mentioned picnicking and grilling sausages as they seem to be important for children as part of the forest trips but also important for adults as well. "Just to go there and spend time there" and listening to the voices of nature and silence were mentioned by two families. Other common activities are picking up berries and mushrooms, boating, skiing, canoeing, sailing, fishing, biking and orienteering. One family mentioned venturing and looking for treasures as an important action in the nature as their child likes it.

Families were asked to tell about their most memorable nature experiences either from their childhood or from their adulthood as a family or before the family time. One experience is clearly above others and it is connected with Northern Finland. Most common and most memorable experience seems to be a longer hike in Lapland. There are many reasons for that but especially beautiful sceneries, stunning nature, season variations like fall colours, silence, exit from everyday life, eating and sleeping in the nature, fighting against own strength and the special light in Lapland are the reasons why it is often the most memorable experience related to the nature. Those who have experienced ski treks mentioned the extreme weather conditions like storms and having only snow around all the time as one of the most memorable experiences. Hikes and ski-treks really can test one's own physical condition and when you get the feeling

you really survived regardless of the extreme weather conditions it feels good and makes you stronger in many ways. The memorable experience is often related to the feeling one remember well. Example like “the feeling of sitting by the camp fire looking at the fire and the good feeling” is one thing one can remember well as a detail. It is something that differs from the everyday life and is experienced outdoors. One parent mentioned downhill biking in Lapland and it is related to the mountains in Lapland and to the beautiful sceneries as well as the feeling one get from all that.

Other memorable nature experiences mentioned were swimming in a national park, a thunderstorm while camping, waking up in the morning while others are still sleeping and enjoying the silence, catching fish, overnight paddling trip in the sea and just listening to the voices of the nature.

With children parents explore the nature often through children’s eyes and listen to the voices of nature together with their children. Children may hear or ask about something what might be normal and so every day to you that you hardly notice them but when children ask about it also the parents start to pay better attention to it as well. Parents enjoy their children’s enthusiasm towards the nature and the joy of discovery and they also learn from children. Parents also enjoy when they notice a child is really admiring some scenery or they notice their child is enjoying the moment.

6.2 Leisure and tourism

Parents were asked how and where they prefer to spend their free time as a family, more precisely focusing the evenings and weekends. This depends on several factors as how much the family has free time together, how many hobbies the family members have, possible shift work and the season.

All the families interviewed like to go for day trips during the weekends and they also enjoy spending time outdoors. Day trips can be headed to the surrounding forests or to the nearby national parks but also to the museums or other cultural destinations.

Boating, visiting friends and relatives, camping in Noux National Park and scout camps were also mentioned.

Families were asked about how and where they prefer to spend their holidays and on what grounds they choose the possible holiday destination. The idea was to find out what is the meaning of nature when making the decision where to travel and where to spend a holiday.

Every family mentioned domestic travel as one of the most important ways of spending holidays as a family. Three families mentioned city breaks as a way of international travel and two families visit friends and relatives regularly during the holidays as a way of domestic travel. Spending holidays in a summer cottage is still a common way of spending holidays in Finland and this was mentioned by three families. One family told they also like to spend part of the holidays at home and go for different kind of day trips and other family mentioned spas as one way of domestic travel. One family told they prefer spending part of their holidays in Lapland hiking in the summer and ski trekking in the winter.

What came up is that also the opinion of a child counts when planning a holiday and choosing the holiday destination. One family mentioned it is important that the place is easy to be with children and children feel at home there. Other family told the choice of a destination is mostly made by the grounds of feeling. Families tend to search for a combination that pleases all the family members.

Meaning of nature varies from “not so important” to “very important” among the families when choosing a holiday destination. It depends what the family is expecting from their holiday and holiday destination. If the purpose is to have a city break and enjoy the culturally and historically meaningful sights and spots the nature does not play such an important role. Some of the families also think with small children it is not so easy to go to the nature for a longer period as the children are not able to walk long distances and parents think they do not get everything out of the nature themselves. Nature has a stronger meaning in domestic travel than it has when travelling

abroad and nice sceneries is one of the pull factors for nature travel in Finland. For one family nature counts a lot as they prefer spending part of their holidays in Lapland regularly.

6.3 National parks

Families were asked about their experiences as a family from national parks in Finland and abroad. They were asked to tell about their experiences and when and where they have visited the parks. This part concentrated the Sipoonkorpi National Park if family have visited the park but also focused on suitable routes for families as well as the emphasis was to find out wishes, thoughts and ideas parents have to improve the national park from the family perspective.

All families interviewed have visited Noux National Park and three of the families have experience from Sipoonkorpi National Park. One family has visited Koli National Park, one family both Urho Kekkonen National Park and Pallas-Yllästunturi National Park and one family has experience from two national parks in the USA. All the families interviewed had experience from day trips in national parks and two of the families have been camping with children in the parks. One family had just experienced a ski trek with two children under the school age and another family was planning a hike for the summer with two children aged 6 and 8.

Those families who have visited Sipoonkorpi National Park have only been on day trips there. Families have experience either from the Kalkkiriukki Nature Trail or from the Ponu's Heritage Post Nature Trail. One family had also experience outside the trails in Sipoonkorpi area. One of the families interviewed visit the park regularly, more or less once in two months and knows the trails quite well.

What came up is that it is not very easy to find one's way to the national park even if one have a car. Also finding a good available parking place can be difficult. Finding a good available parking place can also be a challenge especially during the popular sunny Sundays in autumn. One family had problems in finding a suitable route as there are

only two marked trails in the area. Another family mentioned they got lost from the trail as the trail markings disappeared. What should be noted is that Kalkkiruukki Trail might not be suitable for smaller children during the winter due to the very sharp declines which might be slippery. Unpleasant was that trash was left behind by some of the visitors. As positive issues families mentioned the nearby location, not yet crowded park, varied terrain with nice fire place and post boxes with cards.

Families hope for better guidance and signs to the park and more parking place. Also info boards related to the surrounding nature and history as educational purpose were mentioned by several families. Those could include for example recognition of trees or leaves.

A suitable trail for children is very dependent on child's age. For 2-5 years old 2 km trail would be enough but children aged 5-8 years 4-5 km would be suitable for a day trip. Variety of terrain and landscape was mentioned as an important factor by three families. Rocks and water were also mentioned as interesting elements as well as great views. With children it is also important that the trail is well organized and has interesting points and information points on the way. One family thought it would be good if one route could be accessible with trolley and another family hoped it would be possible to deviate from the trail.

When families were asked about their wishes and proposals towards national parks from the family point of view they had surprisingly lot in their mind. This topic was discussed more wider scale than concerning only Sipoonkorpi National Park and families were able to reflect on their experiences from other national parks as well.

Those families who have visited Sipoonkorpi National Park agreed that more parking space and better info boards are needed. Info boards should contain rules of the park including waste information as well as information about the trails and a map of the park. Only one of four families wished for toilets. Three families thought toilets are not necessary but if longer routes are planned in the near future a dry toilet could be considered at the starting point or next to possible campsites. For day trip purposes waste

disposals are not seen as necessary if there are good and clear waste instructions available for visitors. Only one family hoped for waste disposals but others thought those are not necessary or those could be placed near the parking place only. At the moment waste left behind seems to be a problem in the park.

Families who visit national parks regularly had clear ideas for improvement. These include more marked campfires and firewood with saw and ax. Along the Kalkkiruukki Trail there could be another campfire on the other side of the trail. Families wish all the information could be found easily from the Internet and it should be updated. Information about the trails, location of campfires with firewood, camping sites, drinkable water, shelters and wilderness huts are needed as well and a good updated map would help with that. New trails and possibly longer trails are requested. It would be good if the trails would contain variable and characteristic terrain and every now and then there would be scenery or some other interest like a climbing spot, a bridge, duckboards, a campfire or versatile and fun places to have picnic. Trails should be well marked and clean. One family proposed a rental hut inside the park.

Families who visit national parks less often hoped mainly clear routes and clear information about the park. They also appreciate good web pages which help them to get to know the park in advance and possibly to choose a suitable route in advance as well. There could be recommendations like certain route suites for children of certain age etc. One family suggested there could be a café at the starting point as it would be easier with smaller children and the family do not need to prepare the lunch in advance. They also hope attention would be paid to the quality of food and beverages as a very nice café surrounded by the nature could be seen as a pull factor as well.

More than one family suggested climbing place for children that suits for the national park environment. Info boards with information about the typical fauna and flora was suggested by all the families interviewed. One family suggested a nature quiz and another family info boards with tasks and questions. One suggestion related to this issue was the possibility to use smart phones as a tool when searching information. Another family mentioned it would be important to renew the stair railings and emphasize that

dogs needs to be kept on leash as it is not nice or safe for the children if dogs are kept free.

6.4 Questions for children

Children were asked to draw something beforehand; something they remember about their trip to national park or to some other nature destination. They were given so called “free hands” to draw something that comes in their mind. As the interview situation was homelike and happened in a home environment and most of the children already were familiar to the interviewer the threshold to talk and tell was lower than it would have been in some other official environment. Mostly the interviews started with children and after that they were free to play while the parents were interviewed. Children were asked to tell about their drawings and several additional questions were asked outside the interview frame. The aim was to find out what they remember the best, what they liked and what they did not like.



Figure 5. Ski trek in Lapland – Pallas-Yllästunturi National Park 1.

The two children who had been on a ski trek drew both mountains in Lapland and their own family skiing. It can be noted that from the child's point of view the mountains are huge. The younger child drew also sun and another person who they met during their trek (Figure 5.). The older child drew mountains and their family skiing as well but also sun and blue sky (Figure 6.). Notable is that he also remembered the snowmobile with a sled and that there was a dog in the sled. He also drew reindeers, wilderness huts, ravens and willow grouses. When the child was asked who drove the snowmobile he answered the Santa Claus or Santa's elf as he looked like it and talked with a funny voice and he also had own reindeers he went to see. Children liked they had friends in the evenings and during the nights in the wilderness huts who they played cards and spent time with. Both children thought the best was the rises and falls but also sleeping and climbing to the mountains and to the trees. The most boring things were eating and strong headwind as it makes the skiing heavy.



Figure 6. Ski trek in Lapland – Pallas-Yllästunturi National Park 2.

One child didn't want to draw in advance but during the interview she asked for pen and paper and wanted to draw. She drew a rock, sea, beach and a treasure (Figure 7). She told the treasure is on the rock and there is also a whale which is stuck there. She told about another treasure – pirate ship key and diamonds. For this child treasure hunting is an important action in the nature and this shows how child's imagination and fairy tales can be taken to the nature.



Figure 7. Treasure hunting.

Family who had visited Yosemite National Park in the USA during the past year had recently been looking for photos and due to this it was easier for the children to remember the visit. In this case only the older child was interviewed due to the young age of the younger child. This child drew a mountain, a candle, a butterfly and an elevator (Figure 8.). Children are standing on a high stone and they are having fun. In the middle of the picture there is a cracked mountain and a bridge. He also drew feelers just for fun which tells about the child's ability to use one's imagination and mix the reality and imagination in the same picture. The nicest thing was when he suddenly saw a deer in an Indian Village. The deer was tame and the child thought it was very exciting. They also saw a forest fire and the terrain was very dry at the time.



Figure 8. Yosemite National Park - A cracked mountain.

Both of the children draw beforehand from their recent visit to Sipoonkorpi National Park. In the first picture there are mushrooms, blueberries and trees (Figure 9.). One of the trees has been cut down and he has drawn a red tick to show that it is wrong. He told that those people who were grilling sausages by the campfire before them proba-

bly had cut down the tree due to lack of firewood. Children know it is wrong and this is why there are red and green signs showing the right and wrong in the picture. He and his brother are walking on the trail. Notable is that there are different berries in the picture as well as different mushrooms: chanterelle, porcini and fly agaric.

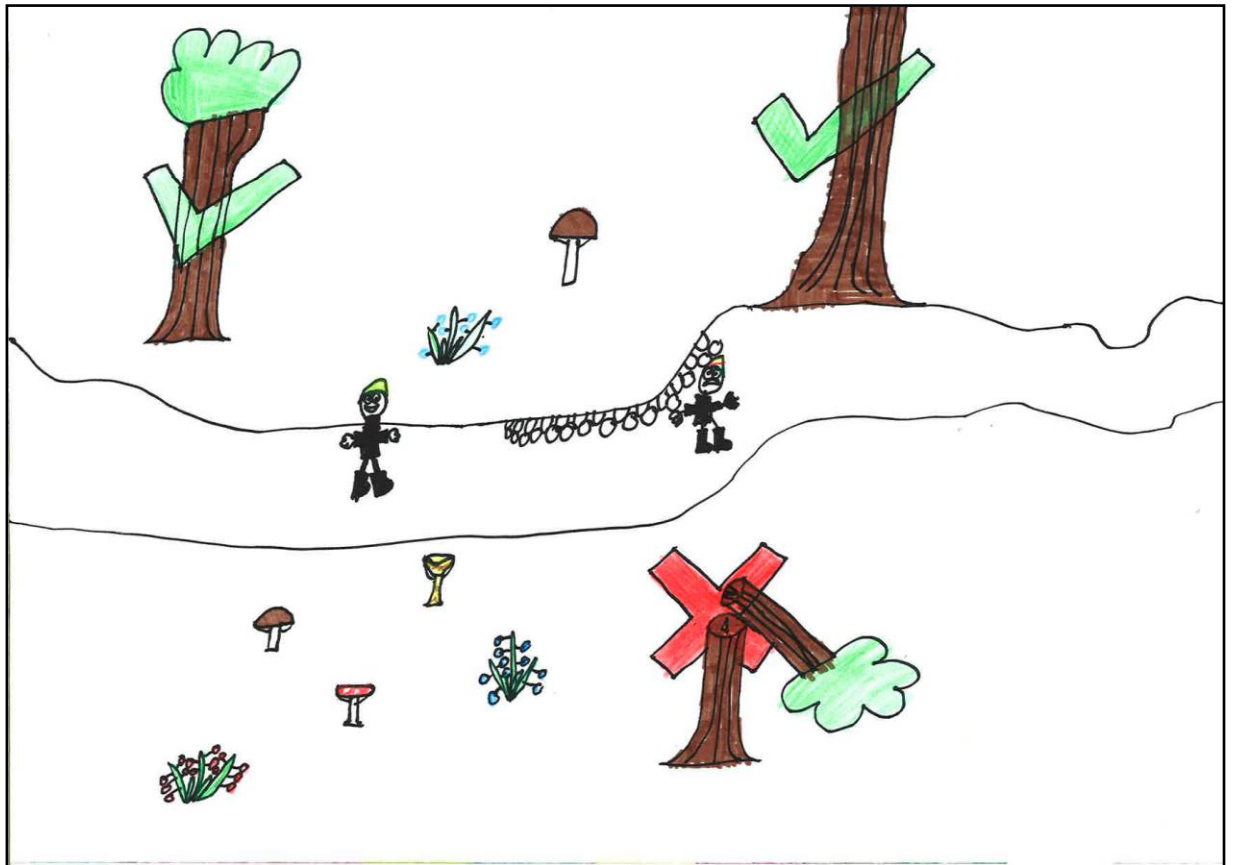


Figure 9. Sipoonkorpi National Park – right and wrong.

In the other picture there are mushrooms and blueberries as well (Figure 10.). The child has drawn himself and his brother walking on the boardwalks. These two pictures reflect the family and their actions in the nature: walking and picking up berries and mushrooms. Children told the nicest things in the nature are picking up blueberries and grilling sausages by the campfire. They also remember one time they were camping while there was a thunderstorm around the area and it was very exciting for both children and parents.

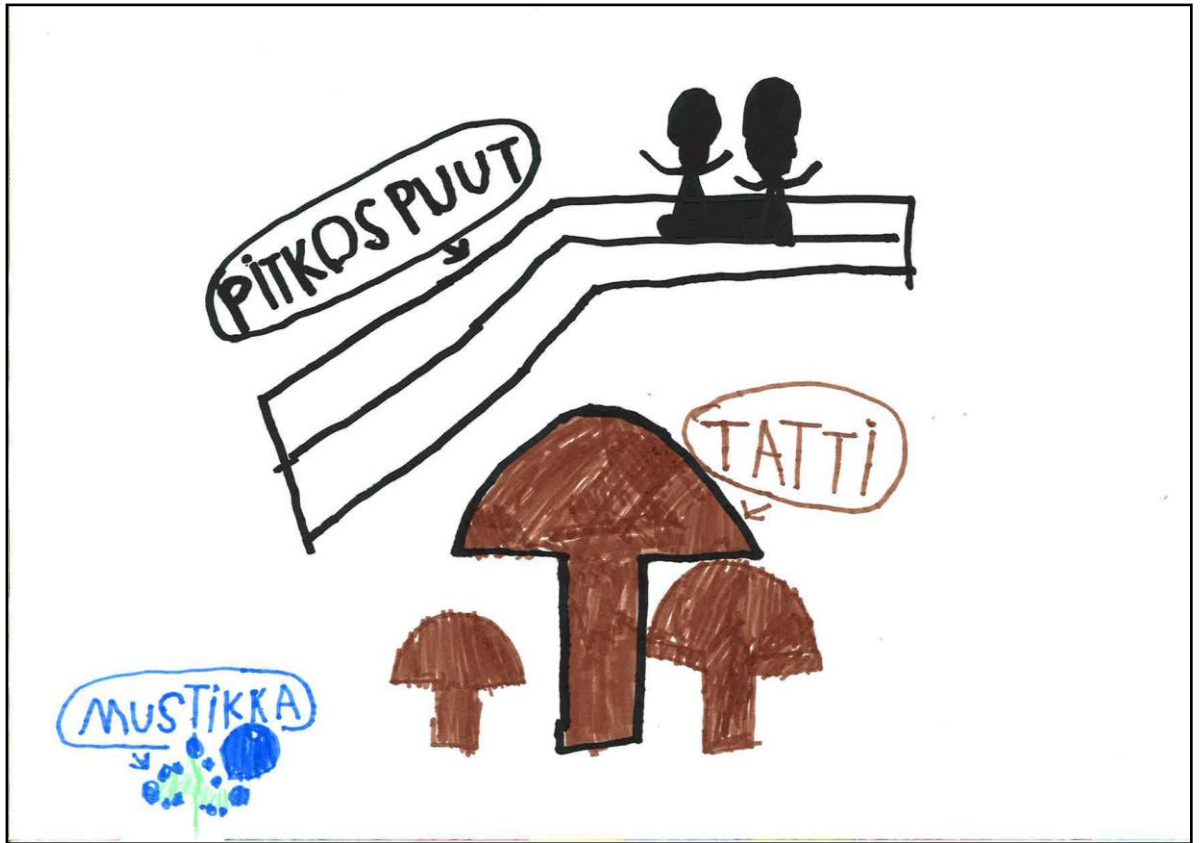


Figure 10. Sipoonkorpi National Park – a day trip.

7 Conclusions and suggestions for development

Many of us are living in urban environment and especially family life can be busy and hectic nowadays. Not only parents but children as well need time to relax and get away from all the noise and hustle. Nature is commonly seen as a place where one can relax and escape from the everyday rush and the noise of traffic. Things like silence, fresh air and scents are kept in value. To spend time in the nature is healthy and good for your own wellbeing. As our everyday life is often very scheduled it is good that sometimes you can just let the sense of time disappear and enjoy the unhurried and restful feeling.

In Finland the most common action is just to go to the nature and walk there. Picking up mushrooms and berries can easily be combined to walking especially during the autumn. For parents it is important that children learn about the nature and learn to move in the nature at their early age. Parents hope children would learn to understand, respect and take care of the nature and they feel it is important to teach them these issues.

7.1 Connections and parking facilities

Families interviewed are used to day trips during their leisure time mainly during the weekends. Good connections, availability of parking place and variety of nature trails could tempt more families to nearby national parks like Sipoonkorpi.

How often families spend time in the nature varies a lot depending not only on their interest towards the nature but also facts like home location, possibility to use a car, children's age, free time available for the whole family and number of other hobbies. Smooth bus connections to nearby national parks would help those who do not have a car of their own. And those who have a car need to be able to trust that they can find a place for their car if they decide to go to the national park. Otherwise they might choose some other destination to spend their leisure time. As national park is not usually one's nearby forest an effort to get there needs to be done. Smooth bus connections and well-guided and marked parking areas help with that. For most who live in

the metropolitan area Sipoonkorpi is easier and faster to reach than Noux National Park and due to this it has potential to become very popular among the citizens.

There are many families living in Helsinki area who do not own a car and are thus dependent on other means of transportation like buses, trains, tram and metro. Especially for those living in downtown area or other urban area it would be even more important to have a possibility to spend time in the nature as a form of recreation. For those without car possibilities it would be vital to have smooth bus connections. It concerns other people as well, for example those tourists who would like to visit one Finnish national park during their short visit to Helsinki area. One of the families told they once took a direct bus from Helsinki city centre to Noux National Park and thought it was a very easy way to get there. Could something like this be an option for Sipoonkorpi during the weekends for instance? It would not only serve for citizens but also tourists as well.

7.2 Nature experiences

The most memorable nature experiences are often related to national parks in Northern Finland. Longer hikes are seen as opposite of one's everyday life in urban environment. It is like an exit to a totally different world where one can enjoy the stunning nature, test one's survival skills and physical condition and also experience extreme conditions. In addition to this the most important reasons for longer hikes seems to be to relax, rest, release stress and just to enjoy everything nature has to offer.

Nature experience is often a sum of many things and might consist of several very small things. When you go to the nature with children you start to look around with the eyes of children. To see a bird or some other animal is an experience for a child. For a child living in urban environment it is not everyday life to see animals and thus it is special for them. Picking up berries and mushrooms and tasting them might be an experience for children as well if they don't do it often. Children also enjoy the same things as adults: beautiful sceneries, silence and water as an element. They enjoy the freedom of no need to watch out for cars all the time and the excitement what they can

find after climbing the hill. They listen to the voices of nature and ask questions. One important thing is that in the nature you are together and doing the same thing together as a family and in a way it creates feeling of togetherness.

As the most memorable nature experiences often include spending night in the nature a new nice camping site might attempt families to spend more time in Sipoonkorpi. Camp sites would require campfire facilities with firewood and dry toilets.

Seasons were also mentioned several times during the interviews. In Finland four seasons with their variations can be seen as an experience themselves. Every season nature looks different and it is interesting to see how the nature changes. Nearby national parks tempt families mainly during the summer and autumn but not so much during the winter time. During the winter the safety of the trails is important and actions to improve the safety should be considered.

7.3 Development of infrastructure and services

Families who have visited Sipoonkorpi had many ideas for improvements in their mind. First of all they were worried about the lack of the parking facilities as the parking especially during the sunny autumn weekends has been quite wild. They also hope for better signs to Sipoonkorpi and to the parking areas.

As there are only two marked trails in the area more trails are requested. It would be preferable if there are different trails with variety of length and terrain. For smallest children two kilometres is suitable and for children around the school age four to five kilometres would be long enough for a day trip. Adults and older children wish for longer, five to ten kilometre trails as well. When spending time in the nature with children it is important to have a varied terrain and the possibility to deviate from the path. The more interesting points there are on the way the better. These points might include water as an element, cliffs, bridges, boardwalks, nice sceneries, varied landscape, interesting and varied fauna and flora and nice places to have picnic on the way. More than one campfire would be recommendable for a trail more than two kilometres and

the location of the campfire could be planned so that it is not in the beginning nor at the end of the route but rather halfway. As children love climbing there could be climbing places for children next to the trails so that they would harmonize with the surrounding environment. These could be placed next to the campfires for example.

Educational purpose seems to be important among the families and parents seek to teach their children to understand and respect the nature already at their early age. All families interviewed came up with the idea of info boards which are already in use in some national parks in Finland. Every now and then there could be an info board with information and pictures about the surrounding nature – typical flora and fauna. There could be for example one route with boards with tasks like “Can you find this tree from the forest?” and children go search for it. Other option suggested was a nature quiz. One family suggested the possibility to use smartphones as a tool for searching more information relating to the info boards. Metsähallitus could involve environmental organizations and other environmental non-governmental organizations to plan the environmental education that takes place in national parks. One idea would be to involve also schools of the surrounding area into the planning process.

Those families who are used to spend time in the nature do not need a café or a restaurant to Sipoonkorpi. It's the same with toilet facilities and waste management. Families who need to make more effort to get to Sipoonkorpi would prefer all the mentioned before, and these facilities might indeed tempt more visitors to Sipoonkorpi. This contradicts the fact that many of those who visit Sipoonkorpi regularly enjoy the silence there as there are not as many visitors yet at the same time and hope to keep it that way. Many of them are worried that the park will be crowded in the future. Some of the families suggested waste containers could be located next to the parking places and clear waste instructions are needed due to the waste left behind in the nature.

All families mentioned better and clearer information about the park is needed. Info boards needs to be renewed and those should include map of the park with trails, information about the trails and facilities and rules of the park.

Web pages are important as many want to plan their visit in advance. Updated information about the routes, paths outside the routes, location of campsites, shelters and campfires is needed. Two families mentioned the lack of firewood on campfires and hoped this could be taken care of and updated information about this issue could be found from the web as well.

In addition to the campsites, could it be possible to have a rental hut also in Sipoonkorpi? It would be a solution for those who want to stay overnight but don't have a tent of their own or want to stay overnight during the winter.

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Attachments

Attachment 1: Questions of the interview in Finnish

Luontosuhde

1. Kuvaile mitä luonto merkitsee teille ja perheellenne?
2. Kuinka usein keskimäärin vietätte aikaa luonnossa?
3. Kuvaile mitä yleensä teette luonnossa?
4. Mitä ymmärrätte käsitteellä luonnon virkistyskäyttö?
5. Kertokaa joitain erityisesti mieleen jääneitä luontokokemuksia/-elämyksiä?

Vapaa-aika ja matkailu

6. Miten ja missä mieluiten vietätte vapaa-aikaa perheen kanssa?
7. Miten ja missä mieluiten perheenne viettää lomaa?
 - o Millä perusteilla valitsette mahdollisen lomakohteen?
 - o Mikä on luonnon merkitys lomakohteen valinnassa?

Kansallispuistot

8. Onko perheellänne (lasten kanssa) kokemuksia kansallispuistoista Suomessa tai ulkomailla?
 - o Missä ja milloin olette käyneet ja millaisia kokemuksia/elämyksiä teillä on?
9. Onko Sipoonkorven kansallispuisto teille tuttu?
 - o Oletteko käyneet perheen kanssa?
 - Kyllä: Mihin aikaan vuodesta? Mitä piditte siitä?
 - Ei: Kiinnostaisiko käydä?
 - Millä matkustitte/matkustaisitte paikan päälle?
10. Millainen reitti on mielestänne hyvä lasten kanssa?
 - o Sopiva reitin pituus?
 - o Mitä toivoisitte reitin varrella olevan? (Toiveita, ajatuksia, ideoita, opetus-tarkoitus?)
11. Mitä tulisi mielestänne erityisesti huomioida lapsiperheen näkökulmasta Kansallispuistoa ja sen palveluja kehitettäessä?

Kysymyksiä lapsille:

Lapsia pyydetään kertomaan piirustuksesta joka annettu ennakkotehtäväksi:

1. Kerro mitä piirtämässäsi kuvassa on.
2. Oletko ollut kansallispuistossa metsäretkellä? Muistatko missä ja kenen kanssa?
3. Mikä retkessä on kivointa? Mitä siellä voi tehdä?

Attachment 2: Questions of the interview in English

Relationship with nature

1. Describe what meaning nature has to you and to your family?
2. How often do you spend time in the nature?
3. Describe what do you usually do in the nature?
4. How do you understand the concept of recreation?
5. Describe some especially memorable nature experiences you have had?

Leisure and tourism

6. How and where do you prefer to spend your leisure time with your family?
7. How and where does your family prefer to spend holidays?
 - On what grounds do you choose the possible destination?
 - What is the meaning of the nature when choosing the destination?

National Parks

8. Does your family have experiences (with children) from National Parks in Finland or from abroad?
 - a. Where and when have you visited and what kind of experiences do you have?
9. Is Sipoonkorpi National Park familiar to you?
 - a. Have you visited with your family?
 - i. Yes: What time of the year? What do you think about it?
 - ii. No: Would you be interested to visit?
 - iii. How would you/did you travel there?
10. What kind of route you think suites best for children?
 - a. Suitable length?
 - b. What do you wish to see/experience along the route? (Wishes, thoughts, ideas?)
11. What do you think should be especially taken account from the family perspective when developing the national park and its services.

Questions for children:

Children are asked to tell about their drawings that have been given as a pre-task.

1. Tell me what is in the picture.
2. Have you been on a forest trip? Do you remember with who and where?
3. What do you think is the most exiting in a forest trip? What can you do there?