

MEETING DOCUMENT

Wadden Sea Board (WSB 32)

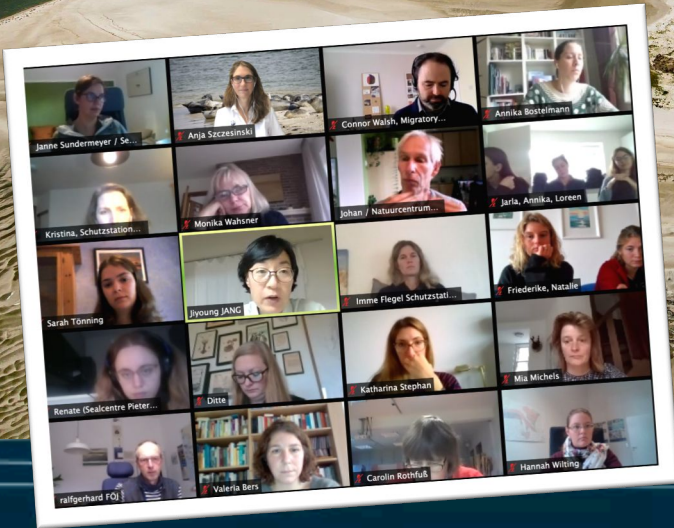
4 March 2021
Online meeting



Agenda Item:	5.6 Communication and education
Subject:	IWSS WorkshopReport 2020
Document No.:	WSB 32/5.6/3
Date:	18 February 21
Submitted by:	IWSS

The IWSS WorkshopReport 2020 covers the results of the workshop held online on 2 November 2020. Pages 02-04 give an overview of the general IWSS activities in 2020.

Proposal: The meeting is invited to note the document.



@Wartm Stock

IWSS WORKSHOP REPORT 2020

Towards a Wadden Sea
World Heritage Awareness

Virtual Meeting, 2.11.2020



1 Introduction

Communication of and raising awareness for the Wadden Sea World Heritage are essential factors for a broad acceptance and support of the long-term protection of the Wadden Sea as well as for the sustainable development of the adjacent region. The Leeuwarden Declaration 2018 recognizes this in paragraph 6,7 and 8:

6. Aim to enhance the awareness of the young generation of the Wadden Sea Region as a shared heritage through the development of appropriate educational activities and material as an integral part of World Heritage communication and education and **endorse** the Wadden Sea Strategy on Education for Sustainable Development and World Heritage Interpretation developed by the International Wadden Sea School network (Summary at Annex 2);

7. Continue to support the work of the International Wadden Sea School and the related network of people and visitor centers active in environmental education as essential for the shared World Heritage Site, taking into account the results of the recent evaluation process;

8. Encourage partners of the World Heritage Education Network to extend its network by establishing further partnerships between information centers and educational institutions to develop and produce high-quality educational material;

The 17th IWSS workshop was held as virtual meeting and joined by 31 participants from 23 institutions in the Dutch, German and Danish Wadden Sea Region as well as from abroad. The virtual format allowed a broad participation and interactive sessions in breakout rooms facilitated networking and group work. Although a virtual workshop cannot provide the same first-hand experience of Wadden Sea education as usually offered during IWSS workshops, the participants enjoyed meeting each other and exchanging experience and ideas.

The workshop covered two major topics: coping with COVID-19 and communication of the OUV. The report summarizes the various centres' activities and outcomes of the joint sessions.

Anja Szczesinski, WWF Germany

2 What's new in the Wadden Sea World Heritage world?

2.1 Trilateral Wadden Sea Education & IWSS

Products

New Satellite Poster



The Wadden Sea from above: The beautiful satellite image of the Wadden Sea has been reproduced as educational poster and is now presented in the World Heritage design.

The poster invites to explore the Wadden Sea World Heritage and the adjacent region from a space perspective. The high-resolution satellite image shows tidal flats, islands and sandbanks as well as tidal currents and estuaries. Polders, coastal towns and even offshore wind parks on the North Sea can be seen. Atmospheric images illustrate the outstanding properties of the world natural heritage such as “diverse”, “dynamic” and “original”.

The poster is provided free of charge for educational purposes in the Wadden Sea World Heritage Site.

(It may not be marked with a price and sold, as the rights for the use of the satellite image exclude commercial use.)

Cooperation Projects & Products

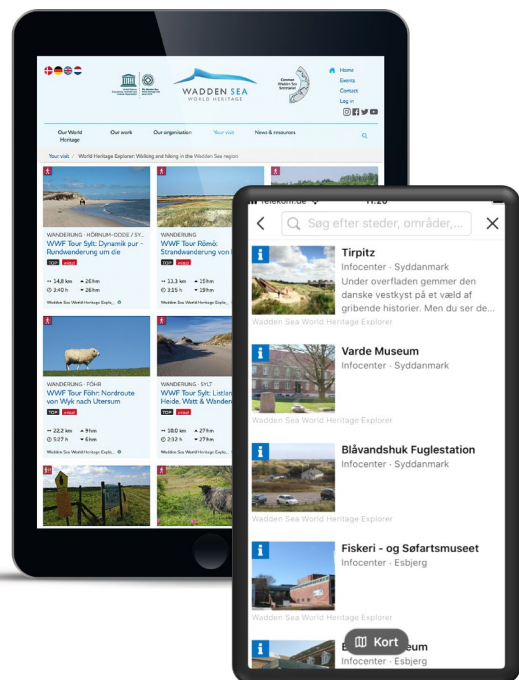
Hiking Platform: Wadden Sea World Heritage Explorer

In cooperation with the Common Wadden Sea Secretariat, the WWF has developed the "Wadden Sea Explorer" as a digital tour guide app. Funded by the Danish-German Interreg project NAKUWA, the app initially offers 25 tours in the North Frisian and Danish Wadden Sea region and shall gradually be expanded to the coasts and islands of Lower Saxony and the Netherlands. Already now, all visitor centers in the entire Wadden Sea Region as presented on the IWSS and World Heritage websites are included in the app and referred to in the various tour descriptions.

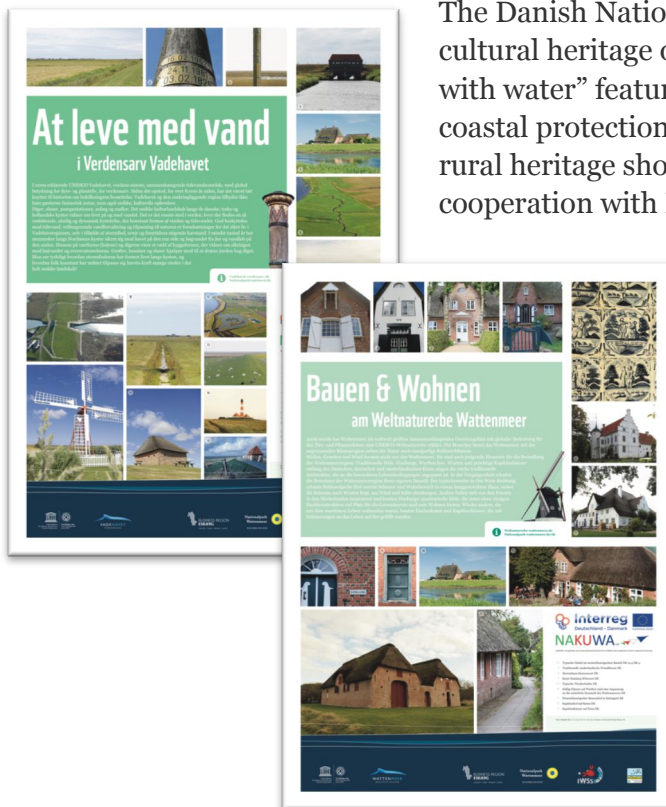
The Wadden Sea Explorer is available free of charge for [Android](#) and [iOS](#). All tours are also available online:

www.waddensea-worldheritage.org/explorer

Especially in times of Corona, visitors can find their way to exciting corners of the World Heritage even without booked and organized tours.



Cultural Heritage Poster



The Danish National Park has produced two posters on the cultural heritage of the Wadden Sea region: one on “living with water” featuring historic and current draining and coastal protection structures in the landscape and one on rural heritage showing characteristic housing styles. In cooperation with IWSS the posters have been designed in the same layout than the existing WWF/IWSS photo posters and thus continue the series of posters on typical features of the Wadden Sea World Heritage. As the posters have been produced within the framework of the Danish-German NAKUWA project, the focus is on the Danish and North Frisian Wadden Sea region and the posters are available in Danish and German online and in print on www.iwss.org/resources. The concept can be transferred to the Lower Saxon and Dutch Wadden Sea region upon demand.

Networking

Workshops

For 2020, two IWSS workshops were planned: One in March (the 2019 meeting had to be postponed due to an overlap with project meeting dates) and a second one in November. The March workshop was planned to take place in Denmark and numerous regional stakeholders were involved in the programme planning, which resulted in a comprehensive program with great opportunities for first-hand impression of nature and culture experience and networking. Unfortunately, the workshop had to be cancelled at short notice due to COVID 19 and the resulting restrictions.

With the overall improvement of the COVID situation over the summer new plans were made for the regular IWSS workshop in November. As the Danish partners requested to postpone a workshop in Denmark to 2021, a new program was compiled for a meeting in St. Peter-Ording and Tönning, Germany, compliant with the then current COVID regulations. Again, various regional stakeholders were involved in the planning of a diverse program full of nature experience and exchange opportunities.

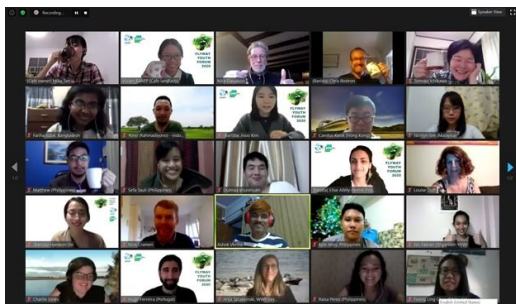
When everything was settled, the COVID situation became more serious again and within a short time span the regulations, including travel restrictions, were tightened. This made an international physical meeting impossible.

Thus, the program was changed again and the entire workshop was transferred to a virtual event.

Migratory Birds for People Network

The connection to the MBP network of visitor centres along the East Atlantic Flyway has been continued and the IWSS could provide valuable input for an educational resource (a big map showing the East Atlantic Flyway and a handbook for educational activities based on the map) that has been produced for network partners. Various ideas of our IWSS resources (flyway poster, migratory bird game, etc.) could inspire the cooperation and transferred along the flyway. Connor Walsh from the MBP coordination team took part in the virtual IWSS workshop and shared some of the results. For more information see <https://wli.wwt.org.uk/initiatives/migratory-birds-for-people/>

East Asian Australasian Flyway Partnership

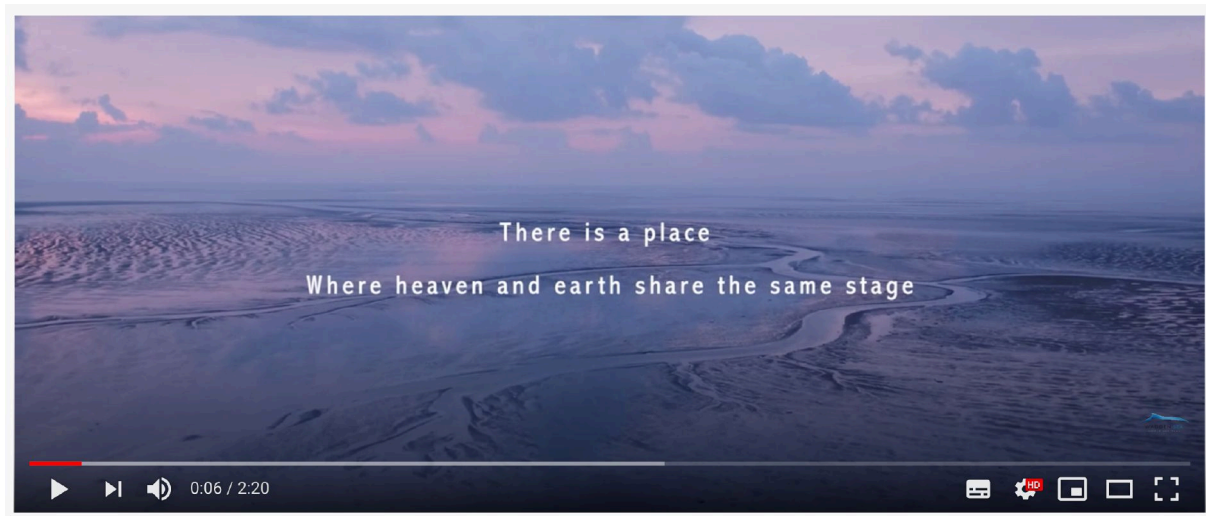


Networking activities have also been maintained with the East Asian Australasian Flyway Partnership and the World Café during the first online Flyway Youth Forum that was organised by EAAFP and Youth Engaged in Wetlands provided the chance to contribute ideas and experience from the Wadden Sea. In return, the great youth event inspired to arrange a similar youth forum for youths along the East Atlantic Flyway. First ideas

have already been collected and various partners involved. For more information on the Flyway Youth Forum see <https://www.eaaflyway.net/flyway-youth-forum-2020/>

2.2 Trilateral Wadden Sea - Brief news and selected activities of the Trilateral Wadden Sea Cooperation

New World Heritage Video



The Common Wadden Sea Secretariat, with support of the World Heritage Focal Points, the Task Group World Heritage and our partners, has published a new introduction video for the

Wadden Sea World Heritage. The 2-minute clip was produced together with the well-known documentary filmmaker Ruben Smit.

The video presents the Wadden Sea's Outstanding Universal Value as World Heritage site and is available online in English, Danish, German and Dutch:

Welkom in de Werelderfgoed Waddenzee

<https://youtu.be/jqExtl5btuk>

Velkommen til Verdensarv Vadehavet

<https://youtu.be/c5ItEpuvSwQ>

Welcome to the Wadden Sea World Heritage

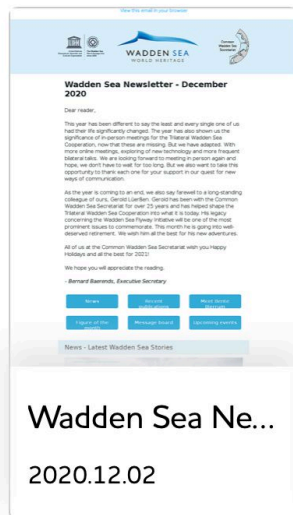
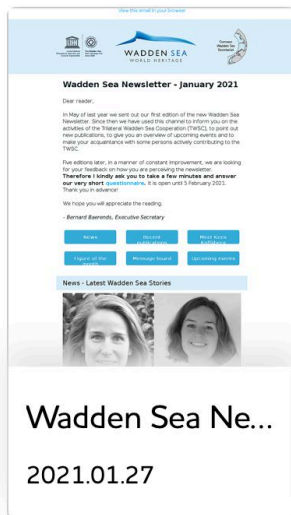
<https://youtu.be/JuJH6SL9f3w>

Willkommen im Weltnaturerbe Wattenmeer

https://www.youtube.com/watch?v=KEgu_Na48Ak

The video may be embedded by third parties on their websites for non-commercial use in an editorial context. This means the accompanying text should at least include that the Wadden Sea World Heritage is the largest tidal flat system in the world, where natural processes proceed largely undisturbed, extends along the coasts of Denmark, Germany and the Netherlands. The video file can be requested by institutions with a professional or scientific connection to the Wadden Sea or which pursue didactic goals in terms of environmental education. This includes you! CWSS would love to know, who of you would want to use it, to get a better feel of the reach and success of the clip. Therefore please send requests directly to Annika (Bostelmann@waddensea-secretariat.org).

Wadden Sea Newsletter



CWSS reintroduced and relaunched the Wadden Sea Newsletter (the first edition was sent out 27 May). The newsletter specifically addresses the various TWSC stakeholders. With it, we want to keep you informed about the recent activities and publications as well as upcoming (online) events. It is intended as additional means parallel to our website to point you to the newest developments of our Cooperation. The newsletter will be published regularly every other month.

If you haven't subscribed to the newsletter yet, you can do it here:

<https://www.waddensea-worldheritage.org/wadden-sea-newsletter>

Wadden Sea Cooperation Annual Report

An overview of the main activities of the Common Wadden Sea Secretariat (CWSS) and the Trilateral Wadden Sea Cooperation (TWSC) of the past year can now be viewed in a newly designed annual report. The report is a product of the Common Wadden Sea Secretariat and is available online:

<https://www.waddensea-worldheritage.org/resources/2020-annual-report>



Single Integrated Management Plan (SIMP)

Education is addressed in the SIMP as one of the fundamental activities to support management in the Wadden Sea together with science and research, monitoring and assessment, knowledge management, communication and partnerships. The NG-E supported the SIMP content development with useful information for managers regarding the Wadden Sea Strategy on Education for Sustainable Development and World Heritage Interpretation and the joint activities according to the Trilateral Education Work Programme provided by the International Wadden Sea School (IWSS).

2.3 News from the Wadden Sea Countries

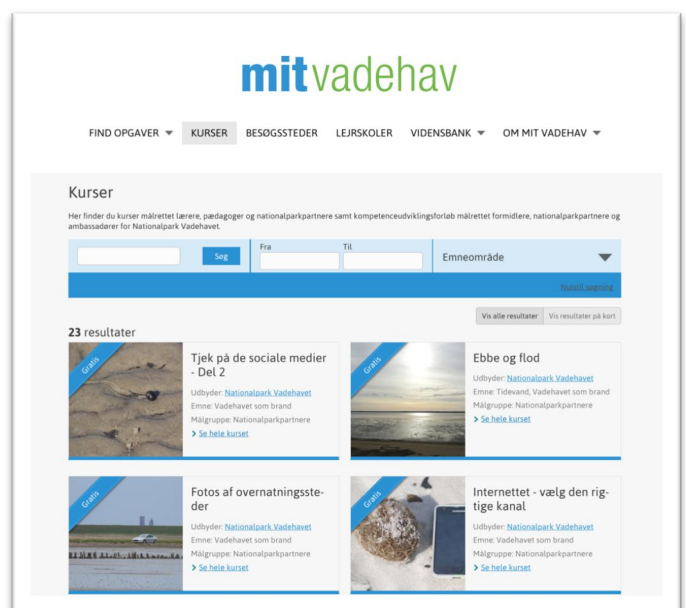
Denmark

Mit Vadehav – Relaunch of Educational Website

The educational website Mit Vadehav (“My Wadden Sea”) has been redesigned and relaunched as comprehensive education platform. The site offers lesson material, educational games and support material for all formal education target groups from pre-school to secondary school as well as a choice of (online) classes for non-formal education target groups such as National Park partners.

More information (in Danish):

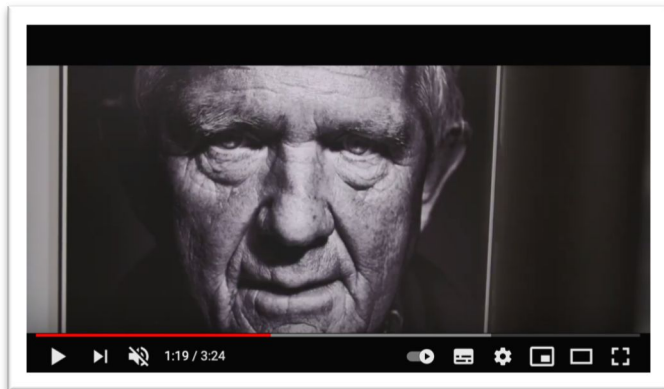
<https://www.mitvadehav.dk/kurser>



Wadden Sea Culture – poster, new films, photos and much more

Within the framework of the NAKUWA project the Danish National Park focused on Wadden Sea culture and produced a series of posters (see above), videos and professional photos related to the unique culture and where and how you can experience this.

The main film on Wadden Sea culture is available in Danish, German and English:



The Call of the Wadden Sea
<https://youtu.be/mUbWfVoj03g>

Kaldet fra Vadehavet
<https://youtu.be/pOhKcYzYr5I>

Der Ruf des Wattenmeeres
<https://youtu.be/QajTYSaMTn8>

Three further videos with nice music and no spoken language feature the Danish National Park as well as hiking and cycling experiences in the Wadden Sea region:

<https://projekt.contentpool.dk/de/nakuwa/video/>

A culture route has been developed with a special focus on the storm surge pillars along the coast. The pillars are presented as focal points for cultural and culinary explorations in the surrounding regions. A leaflet on the route is available in Danish and German:

Selected cultural highlights of the Danish and Schleswig-Holstein Wadden Sea Region are presented in a series of fact sheets and a new Culture Guide offers a comprehensive compilation of all “must sees”. Both the fact sheets and the guidebook are also available in Danish and German.

All NAKUWA project results can be found on <https://www.nakuwa.net/arbeitspaket-kultur-nakuwa> and <https://projekt.contentpool.dk/de/nakuwa/>



Germany Schleswig-Holstein

„Climate Change Workshop“ – Mobile offer for secondary school classes

The National Park Administration of Schleswig-Holstein has developed a multi-media “workshop exhibition” on climate change in the Wadden Sea for secondary school classes. Six modules focus on various aspects of climate change, the resulting sea level raise, the economic, social and ecological consequences for coastal area in general and the Wadden Sea in particular, adaptation strategies and what everybody can do to help protect the climate. The module on the Wadden Sea ecosystem uses the illustration of the IWSS poster “Discover and protect the Wadden Sea National Park and World Heritage Site”.

The modules are built in heavy-duty transport boxes and can be lend out by schools for the use in class. More information and a brochure for teachers are available online (in German):
<https://www.nationalpark-wattenmeer.de/wissensbeitrag/lernwerkstatt/>



Birds, Birds, Birds – Guides, Poster, Children Book and diary



A selection of new bird related offers and products has been produced by the National Park Administration of Schleswig-Holstein within the framework of the NAKUWA project. Besides a new qualification scheme for bird watching guides several print products have been developed to support bird related activities,

among which a brochure and map on where to watch birds in the National Park, a bird dictionary and diary, a childrens’s book and coloring pages.

All materials are bi-lingual German-Danish and available online as PDF on
<https://www.nakuwa.net/arbeitspaket-birdwatching-nakuwa>

Lower Saxony

Marine Litter Research Box

Katharina Stephan and Stefanie Lenz from the Lower Saxon Wadden Sea National Park Authority have worked on a „marine litter research box“ for educational use. The research box provides materials for educational units designed for children of all ages. However, the box can also easily be used for further target groups. The box was inspired by a similar project by the



Institute for Chemistry and Biology of the Marine Environment (ICBM), University of Oldenburg, and aimed to add more materials to it. The boxes have been distributed to all visitor centres in Lower Saxony. The visitor centres now have all of the needed tools to help children and visitors understand the pollution of our marine environments, the effects it has and finally, learn how to protect the oceans from further pollution.



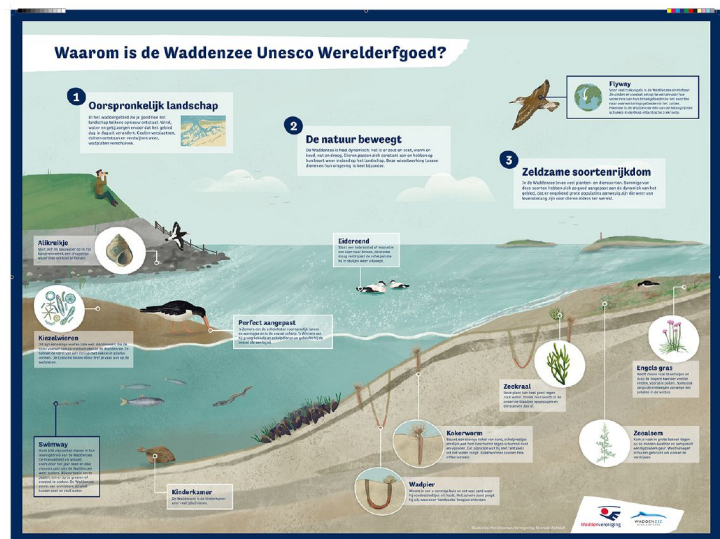
The „marine litter research box“ was funded by Niedersächsische Bingo-Umweltstiftung. ICBM, the BUND and the PlasticSchool thankfully helped in putting together the different materials. Additionally, Stefanie Lenz designed a new „logbook“ for the Junior Ranger program. The logbook is given to Junior Rangers and is going to help them track their progress and to document their adventures being a Junior Ranger at the Wadden

Sea. The Junior Rangers now can achieve further levels and thus become Junior Ranger Experts, Volunteer Rangers and Junior Ranger Teamers. The logbook accompanies the children on their way to the new levels and guides them through their on-going journey.

The Netherlands

Waddenvereniging: OUV Poster & Wadden Excursie Kit

The Waddenvereniging has developed a new poster that explains the three UNESCO criteria and the Outstanding Universal Value. The poster is designed to be used by the guides doing boat trips and other tours. For outdoor use, a waterproof edition has been made. Regular printed copies are available for interested visitors, training groups or pupils preparing a presentation, etc.



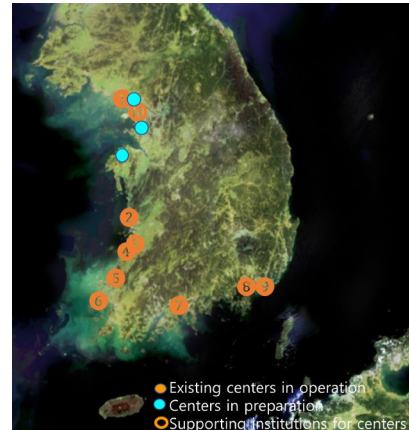
For self-guided discoveries a new DIY excursion kit has been compiled. It comprises the new OUV poster as well other new and already existing resources, including the Dutch IWSS discovery booklet “Het wad is vol wonderen” and a guide to spots where you can safely embark on coastal adventures. The discovery kit is available in the Waddenvereniging’s webshop and through some retailers in the Wadden area. The kit is very popular and offers excellent individual discoveries, which are a great value in current times with little possibilities for group activities.

Webshop: https://winkel.waddenvereniging.nl/WADDEN_Excursie_kit?search=excursie

2.4 News from the MoU Wadden Sea – Korea

Ji-Young Jang from the Korean organization EcoHorizon, who has been an active player in the MoU from the start, joined the IWSS workshop and reported about recent developments in the network of Marine Protected Area education center network in Korea:

“Our Network has launched for joint cooperation among the centers in 2011. The Network is a government-NGO governance organization, now headed by the Eco-Horizon Institute as a Secretariat. The network consists of a total 21 members. 4 organizations were added this year, the number of our network member increased to 21. 10 of them are in operation, and 8 areas are preparing to build new center and 1 is preparing remodeling. Three of them are newly designated as Marine Protected Area, while five are currently promoting to inscribe as World Heritage. And 5 organizations from NGO are also participating in the network to support them.



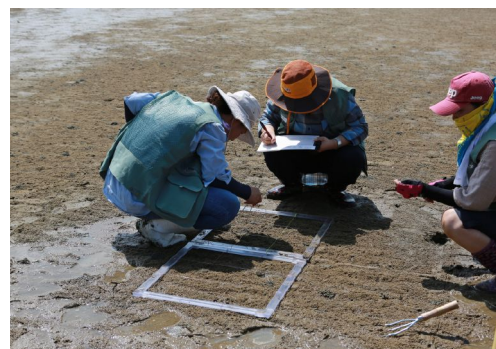
I would like to introduce some recent activities that our network is focusing on. The center network jointly developed and shared various education programs and materials. We jointly translated and developed Spoon-billed Sandpiper Teaching Kit from Hongkong Bird Society. Also this year, we are developing educational programs and materials for spotted seals.



And exchange and cooperation activities with the Wadden Sea are one of the most important activities in our network. With the outbreak of COVID-19, we are very sorry about the situation in which we cannot visit the Wadden Sea this year. As you know, our network has organized a study-visit to WaddenSea and a joint workshop in Korea by yearly. This year, in particular, we have prepared a program to invite DPRK delegates to the Wadden Sea, which has also become impossible for the time being due to the COVID-19.

Another important activity is the citizen monitoring program.

Citizen monitoring can be a very important item for promoting citizens' concern and participation, it can be way to contribute to the conservation of ecosystems. We have developed GetbolKeepers. Getbol means tidal flats in Korean. The GetbolKeepers mean two things. Firstly citizen surveyors who is keeping watching & protecting on tidal flat. Secondly Online platform for citizen monitoring on the tidal flats such kind of App, Website System. The developed application helps on-site monitoring for the citizen surveyor using smart phone. Since last autumn, over 130 citizens have participated in the simultaneous survey of water birds along our tidal flats.



Korean Getbol are also under the process of official evaluation to inscribe as a UNESCO World Heritage. But the UNESCO World Heritage Committee has been postponed until next year due to the COVID-19 too.

I would like to ask for the support of my friends from Wadden Sea so that we can succeed in the World Heritage inscription. I look forward to ending COVID-19 as soon as possible so that we can exchange and cooperation each other again.”

3 COVID-19: Challenges and Opportunities for Wadden Sea Education

CWSS offers a regular information service on COVID-19 and what is happening throughout the Wadden Sea World Heritage Destination. The overview is regularly updated by CWSS, using its network of public and private partners and can be found here:

<https://www.waddensea-worldheritage.org/news/overview-regional-regulation-and-activities-wadden-sea-world-heritage-destination-during-covid>



In the framework of the PROWAD LINK project several tourism businesses including visitor centres and private mudflat guides have been interviewed on how they cope with the situation. The videos can be found on

<https://www.youtube.com/channel/UCYRzxEiSHooIO34pDaiObsw/videos>

Just as the entire business and tourism sector, also all visitor centres and education activities had to cope with the restrictions following the COVID-19 pandemic and it was and still is necessary to adapt to the new demands on safety and hygiene.

In the course of 2020 many alternative offers and new ideas have been developed, challenged had to be overcome and chances could be used. Examples for such challenges and changes and new format as well as adapted concepts have been compiled by the workshop participants in three breakout groups with a special focus on exhibitions, outdoor activities and overall management. The results have been recorded as notes during the session in a shared online document and are presented below.

New formats and adapted concepts for exhibitions

- Sealcentre Pieterburen (Renate): a one way course through the brand new exhibition about seals allows visitors to experience the new attraction and find the answers to a quiz featured in a folder. See here for impressions of the new exhibition: https://www.youtube.com/watch?v=Q5M_ycBjl6U
- Schutzstation Wattenmeer Sylt (Dennis): a new audio guide has been developed to be used with your own smartphone. Tip for QR-Code generation: Use generator (e.g. <https://www.qrcode-generator.de>), poste it on google drive and short the link with bitly (bitly.com). Print and put in your exhibition. Advantage: no disinfectant is needed.
- Wadden Sea Centre Vester Vedsted (Klaus): The number of visitors in the exhibition was reduced to 9, bigger groups have to sit down. Audio guides provide explanations and lots of activities take place outside. Several exhibitions in Denmark have

successfully developed youtube lessons for children in the morning, e.g. Randers Reinskov: <https://www.youtube.com/watch?v=rIcwElenfic>

- Seal Centre Friedrichskoog (Janne): As the exhibitions are under construction, there is limited space for people and a one-way tour has been set up. Online courses are in preparation.
- Ecomare, Texel (Pierre): Visitors can buy tickets before the tours in different time slots, there are extra tours for small groups and more activities take place outside than inside. On the website a video-tour is presented.
- Schutzstation Hallig Hooge (Friederike & Natalie): exhibition tours were conducted in small groups (split school groups) according to the allowed number of people in exhibition, an audio guide is offered for the exhibition and online tools for groups have been developed so they can visit Hooge and the Wadden Sea visually. For a university course that was planned to take place on Hallig Hooge and had to be conducted virtually instead, a parcel with shells and snails has been sent to the students and online lessons were offered.
- Neuwerk (Carolin): the pre-tour registration process provided good interaction opportunities with the visitors.
- St. Peter-Ording (Kristina): workshops and guided tours along the aquariums were offered for small groups and social media posts were used to keep the visitors on track during the lockdown.

New formats and adapted concepts for outdoor activities

- New events: free tours with “pay what you want”, people like it and there were also some donations
- New ideas to show people things from a distance, e.g. stick to take pizza out of the oven
- Put special things and animals in a little box in the middle of the circle and people can come one by one and look at the animal/thing
- If teachers are allowed to come near their pupils, you can hand them out the animal and they can walk around to show it to their pupils
- Giving people tasks, looking for something small, something beautiful, something big, etc. then come together again and show and explain with distance
- Give nothing into the hands of the people, they themselves shall pick it up, seek it, etc
- Rallye tours, one by foot and one by bike, no guide is needed, backpack with materials can be picked up for a deposit; contents and materials will be disinfected after use
- No school classes, but families: different target group, need to adapt concepts
- Migratory bird days: Consultation with the manufacturers if and how the optics can be disinfected
- Ship tours: small groups, several stations on the ship with small aquariums and information material, further information via microphones

- We need adaptations for ‘classical’ mudflat excursions...let people do more themselves, give tasks to look for things, etc., use ‘long arms’ (pizza sticks or landing nets - 1,5 m long) to present crabs, etc.
- Waddenvereniging sells boxes for outdoor Wadden Sea education (Excursie Kit, see page 8), sold 200 already
- Virtual school tours published on YouTube (in Dutch): <https://www.np-schiermonnikoog.nl/doen/virtuele-excursies.htm>
- Look at different locations that also show World Heritage values but are Covid proof, such as salt marshes. or more sandy mudflats (where people don’t get stuck)
- Younger school groups have less restrictions but also less supervisors now, guides need to find a different balance between keeping order and doing the excursion.

New formats and adapted concepts for funding, management, etc.

- zoom and online meetings, seminars and workshops have a positive side as they are time saving both in transport and shorter meetings are more to the point.
- Challenging to establish new projects without physical interaction
- Not just international but also national collaboration is restricted with this new way of working.
- It is very clear that for the programmes to be effective it is necessary for schools/ groups to be present in the centres/on excursion. Distance/e-learning cannot substitute the real thing.
- Schools spending more time outdoors during school time is not always possible in all countries.
- Can we expand local council support to spend more time in the visitor centres as part of the standard curriculum? Can we strike while the iron is hot here?
- Funding: conservation work is funded by the income from the visitor centres, so while the centres were closed there was no income. Increased membership numbers are necessary to fund the conservation work. An increased amount of working time was spent on online information and marketing focused on contacting members and asking for support. Making access to the visitor centre a bonus of support, rather than the main reason.
- Increased interest from citizens with regards to nature and natural landscapes and engaging and “using” them
- New guests have less understanding of how to engage in natural environment in a safe and non-destructive way, it is an opportunity to increase peoples’ understanding of and support for nature,
- Rømø - increased numbers of visitors collecting rubbish on the beach - “feel good” factor
- In Germany, once nature was reopened there was a huge increase in visits with more tourists and longer visits. More Germans spent their holiday in Germany. In particular on Sylt, more visitors during the summer even despite the fact that we had hardly any groups or school classes. We saw more cars and traffic on the island than

ever, because a lot less people were willing to travel by train (due to compulsory mask wearing)

- In Denmark there was also a marked increase in the number of 'local' tourists, which was essentially new.
- In the Netherlands there were also new visitors and many new Dutch visitors - worse on the mainland than on the islands.
- There was a good summer - but now everyone is facing another unknown number of months of uncertainty.
- Challenges with political support turned into an opportunity to gain more support. Visibility of our sites, skills, facilities for the benefit of society as a whole - we must take this momentum and use it to get politicians/decision makers to understand the value of these sites. Is it really viable for these sites to rely on income from visitors, when they serve such an important function in a world that is affected by these types of events (potentially increasing).

4 The Wadden Sea's Outstanding Universal Value

The second interactive session focussed on the Wadden Sea's OUV and how the core values of the World Heritage can be communicated in an even better way.

The topic was introduced with a film explaining the concept of UNESCO World Heritage Sites and some background information on the Wadden Sea's OUV was provided in the meeting document.

English: <https://youtu.be/IOzxUVCCSug>

German: <https://youtu.be/eUFESc9-uyE>



English: <https://www.waddensea-worldheritage.org/becoming-world-heritage>

Danish: <https://www.waddensea-worldheritage.org/da/vejen-til-verdensarv>

German: <https://www.waddensea-worldheritage.org/de/erlangung-des-welterbestatus>

Dutch: <https://www.waddensea-worldheritage.org/nl/hoe-wordt-een-gebied-werelderfgoed>

How to convey the OUV message?

In order to find 5 breakout rooms were offered focusing on different target groups. The participants were free to choose any of the rooms and contribute to the following two questions:

- What does the term OUV mean for our target group?
- Which tools are helpful for transporting the message?

The results were compiled and the product ideas prioritized in a second step. This compilation provides the basis for the further planning of new products and tools to be realized in the framework of an IWSS project with additional external funding. The further concretizing of the product ideas will be discussed during a special focus workshop in early 2021.

Target group: children (school classes primary school)

The OUV means...

- that the pupils come into contact with the waddensea environment
- experience the special features with all senses on their own that you will get wet feet..

Helpful tools & activities for transporting the OUV message:

- outdoor activity / excursion
- Memory Game
- make infos part of simple but fun games
- give them time outdoor..not only listening to the teacher
- let them do as much as possible by themselves (search for animals, feel, fishing) and make a little competition out of it
- movies
- waddensea laboratory, experiment
- feeling the environment - from heart, head and mind

Target group: youths (school classes secondary school)

The OUV means...

- a global perspective?
- personal experiences...
- Transnational importance, so it's not a small local thing
- wilderness? untamed nature?
- Making (geological) concepts such as dynamic livable, especially if they're difficult to show in a limited time

Helpful tools & activities for transporting the OUV message:

- maps, satellite images, optical tools...
- Less is more -- focus on a message
- A tool that makes processes visible (example a movie/animation/app that shows changes in landscape over time, a series of historic maps of sandbars/ sandbanks) and usable on excursions
- How can it compare to Greta Thunberg and Friday Climate Strike?
- School-friendly materials first; sciences appeal.
- Sink feet in mud
- Watch shells moving
- Connect knowledge with emotions

Target group: families with (young) children

The OUV means...

- how important it is to protect the environment for your children and the next generations
- that the children understand that they are the next generation
- what should they protect and why is it so important?
- what could they learn from the environment for their daily life?
- what has the wadden sea to do with me and my life?
- to realize how special and sensitive the wadden sea is
- what is already done by others for protecting the wadden sea and what can i do?

Helpful tools & activities for transporting the OUV message:

- simple language for the children
- examples and pictures
 - “Wimmelbuch”, picture books
 - pictures map
 - learning more about the world of a seal family: children book, fairytale, fairytale hour by a reader
- games
- family activity, exploring together
- simple experiments, e.g. climate change wadden sea
- love letters to animals and plants from the wadden sea
- exhibitions guide for families
- comparisons to things that you know well
- did you use plastic today? what kind of?
- make it visible by using different methods (e.g. add colours)
- creative methods like painting or handcrafts
- upcycling things you find in the wadden sea
- short sentences, making dialogues (to ask questions in between, so everyone is working together)
- use all senses: hear, touch, taste,...
- audio & video-files (might be available on internet already)

- for example: a journey from a lovely animal like seals or noony geese, like in the video: <https://www.youtube.com/watch?v=1iJbo3fhJFk> [produced by the filmteam of wallace and gromit]

Target group: Middle ager & Best ager

The OUV means...

- ongoing development/ formation of landscape
- high biodiversity
- tides
- migratory birds rely on Wadden Sea
- special/important site on same level as Grand Canyon etc.
- needs protection/ invaluable - trilateral cooperation
- integrity: largest UNBROKEN mudflat system

Helpful tools & activities for transporting the OUV message:

- species examples: oysters, migratory birds
- map
- vocabulary - translation of OUV into understandable language
- visual, funny explanation to hand out

Target group: political, touristic and other stakeholders

The OUV means...

- the integrity of the site as a whole
- more interconnectivity between all three states – especially with regard to political planning - better communication down into the working/expert/network group
- difficult to convey the message to these more varied groups (easier to convey to tourists), who have a political agenda
- better focus on integrity/management of the site, rather than the detailed animals/landscape facts
- build the story on the three criteria, but more focus on the management of
- The OUV is unknown to locals and local stakeholders - ditto the understanding of the responsibility we all have (to use the OUV only to attract tourists not to give those tourists the understanding of the importance of maintaining the sites integrity)

Helpful tools & activities for transporting the OUV message:

- better lines of communication between the political work and communicators – i.e. interpreters and local stakeholders
- opportunities to collaborate with the expert groups
- online or actual workshops with different trilateral expert/network groups
- break down barrier between the communicators (IWSS) and the expert groups

- how climate crisis plays into the integrity of the site
- a system for helping tourism stakeholders understand that they have a part to play in maintaining the integrity of the site
- improve our communication skills to be better able to communicate with different sectors, speak their language
- how do we engage positively with a negative message, how can we be constructive in our dealings
- skills development: helping communicators/multipliers become better at political work, in a positive constructive way, e.g. not STOP CLIMATE CHANGE - but LET'S SAVE THE CLIMATE; solutions based not just finger pointing.

Prioritizing the tools to be realized

Participants were asked to mark the most important tools with a maximum of 5 marks per center/institution. Results are shown as sum in brackets.

- Skills development (14)
- online or actual workshops with different trilateral expert/network groups (9)
- Vocabulary - translation of OUV into understandable language (9)
 - WHS word finder (update IWSS dictionary with WHS vocabulary)
- Visual, funny explanation to hand out (9)
- fact sheets on each column/criteria (7)
- A tool that makes processes visible (example a movie/animation/app that shows changes in landscape over time, a series of historic maps of sandbars/ sandbanks) and usable on excursions (7)
- children book, fairytale (6)
- OUV experiments (6)
- “Wimmelbuch”, picture books (6)
- Memory Game (5)
- audio & video-files (4)
- simple show on OUV
- overview on existing OUV offers (4)
- pictures map (1)
- poster/illustration (1)

5 Feedback

At the end of this first online workshop the participants were asked what they liked about the workshop and what we can improve for future workshops.

Positive aspects

- Expertise of participants
- Breakout rooms and working together in groups (6x)
- zoom works ok for this meeting....
- Nice to meet each other again! (3x)
- Atmosphere
- Duration of segments
- The short presentations of Claus/ Renate Connor/ Korea.....
- Concrete workshop questions
- Sharing thoughts simultaneously on a doc (2x)
- Good solution during covid19 for meeting up
- Interesting new ideas.
- Exchanging ideas, we can learn from each other (3x)
- Happy to see that there are some new Ideas and Projekts in Corona-Time not just "we can't now"
- Very good and muddy
- All the different informations about the other centre and work that was inspiring
- Everyone's engagement - well done all for being so active despite the circumstances
- Google presentation worked well along side Online meeting
- Choosing by myself in which small group I want to work
- possibility for a get-together despite that situation
- Evaluation via google docs
- Interaction worked really well: breakout rooms as well as the google document!
- Professional zoon conference
- Discussing what tools we would like, great to know more is in development
- We did have a get-together in spite of covid!
- I learned so much about the work of other exhibitions

Room for improvement

- Split up the meeting in two or three shorter sessions
- A little bit more time for the working groups
- It is difficult to get interaction in big groups
- More ways to interact maybe? I miss the informal part (2x), but don't know how to create that.
- The coffee was cold and biscuits too few ;-)
- It was a bit long, since we're mostly sitting now it takes a lot of energy.
- I would like to see more visual examples of the colleagues work if possible. It's interesting to hear but even more interesting to see
- It would be nice to have the information more visuell like in ppt because then it's easier to follow
- A little more time in the breakout groups next time (3x)
- Max 4-5 hours online in a day

- A little more time for breaks would be nice
- Preference for personal meeting
- More equally proportioned groups
- Would be nice to really have time to write down the feedback in a calm area

Next workshop

A virtual workshop on the further concretizing of is scheduled for 17.2.2021.

The next IWSS partner workshop is planned as physical meeting to take place in Denmark in week 45 2021. Details on the date and location will be settled in spring.

6 Participants

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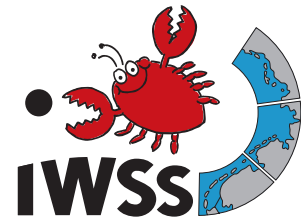
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IWSS WORKSHOP

Draft Programme

2nd November 2020
Virtual Workshop via zoom



Pre-workshop preparation:

Participants are asked

- *to compile examples of solutions how the centres adapted to the Covid-19 situation and identify tools, offers, etc. that proved to be helpful (to be shared with the group during the workshop)*
- *to write short paragraphs on new offers and relevant developments (to be included in the workshop report; 1 case from each region will be selected to be shared during the workshop)*

8:15 Optional introduction to zoom: How to use the digital conference tool

8:45 Arrival in the online conference room, meet & greet old and new colleagues

9:00 Opening of the workshop & introduction of the participants

9:30 **What´s new in the Wadden Sea World Heritage world? Part 1**

Information update Trilateral Wadden Sea Cooperation & trilateral education work programme

10:00 **Wadden Sea education in Covid-19 times**

Exchange of experience with new formats and adapted concepts

- Exchange in virtual working groups
- Coffee break with networking opportunities
- Presentation and discussion of working group results

12:00 Lunch break

13:00 Welcome back & introduction to the afternoon program

What´s new in the Wadden Sea World Heritage world? Part 2

Information update national education work programmes

13:30 **How to convey the OUV message?**

Introduction to a new IWSS project on OUV communication

- Collection of ideas in virtual working groups for tools and offers to help multipliers of Wadden Sea World Heritage education communicate the Wadden Sea's outstanding universal value
- Coffee break with networking opportunities
- Presentation and discussion of working group results

15:30 Conclusions and further development of trilateral IWSS products and network services

16:30 End of the program & farewell