

MEETING DOCUMENT

Wadden Sea Board (WSB 37)

26 August 2022
Wilhelmshaven, Germany



Agenda Item: 5.3 Communication and Education

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The report presents the results of the evaluation of the Trilateral Education Work Programme 2019-2022 with a focus on a qualitative assessment of the IWSS network services and educational resources and how these contribute to achieving objective one and two of the Wadden Sea Strategy on Education for Sustainable Development and World Heritage Education.

The evaluation was carried out as an online survey among multipliers of Wadden Sea Education with a view to provide input for a continuation of the Trilateral Education Work Programme from 2023.

Proposal: The meeting is invited to note and comment on the report (and presentation) and agree on the proposal regarding the preparation of the continuation of the IWSS from 2023 (see end of page 5).



Photo by Henk Postma.

IWSS Evaluation Report 2022

Assessment of Services, Products & Management

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EDUCATION &
INTERPRETATION
FOR THE
WADDEN SEA
WORLD HERITAGE



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Publisher

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Content

1. Abstract	4
2. Conclusions & Recommendations	5
3. Introduction	6
4. Methodology	6
5. Results	8

1. Abstract

Following the *Wadden Sea Strategy on Education for Sustainable Development and World Heritage Interpretation*, a qualitative and quantitative evaluation of the Trilateral Education Work Programme is to be carried out prior to Trilateral Governmental Conferences.

In July 2022 this assessment was conducted as online survey among multipliers of Wadden Sea education. It comprised a quantitative and qualitative assessment of various topics, such as:

- The three relevant trilateral measures (trilateral networking offers, engagement in relevant cooperation at a global scale, and provision of trilateral education products) provided by the International Wadden Sea School (IWSS) - coordinated by WWF Germany in cooperation with CWSS - as facilitator of the Trilateral Education Work Programme.
- A rating on the contribution to the relevant objectives of the Education Strategy and a question on the number of visitors reached by the Wadden Sea visitor centres, guided tours, and other educational activities.

For a representative overall evaluation, 114 stakeholders of Wadden Sea education and World Heritage interpretation from Denmark, Germany, and the Netherlands as well as representatives from international and/or UNESCO related education networks and initiatives were contacted and 49 participated in the survey. While there are more visitor centres and education stakeholders in the Wadden Sea Region, statistically this result is satisfying.

Exchange, networking, and cooperation activities facilitated by the IWSS were rated as “important” to “very important”. Especially networking in its diverse forms is a topic which was very much welcomed by a lot of survey participants. A *Net Promoter Score* (NPS¹) of 56 can be considered a very positive sign, which is in line with the overall positive tonality of the answers and an obviously general positive perception (see Results).

The consistently positive ratings for both *importance* and *satisfaction* demonstrate the relevance of IWSS materials. Five out of nine of the materials in question were rated as “very important” or “important”. The remaining four materials were rated as “important” or “moderately important”. Not surprisingly there is a clear interest in updates and reproductions of IWSS materials.

The contribution of IWSS activities to the achievement of the objectives “Competent Multipliers” and “High quality information” were both rated with 4.2² out of 5 rating-stars.

¹ For a brief explanation of the NPS see question no. 10 in the chapter “Results”.

² Decimal and Thousands separators are used according to the British and American standard.

2. Conclusions & Recommendations

- The evaluation shows that the IWSS offers and activities are rated important by most participants and that the satisfaction with the offer and services is generally high. A continuation of IWSS activities on the achieved high level of performance can substantially contribute to the implementation of the Education Strategy and to a consistent trilateral World Heritage interpretation.
- There is a strong demand for networking activities in various forms related to Wadden Sea education and the IWSS is the only institution offering this on an international level in the Wadden Sea region. Additional on- and offline networking opportunities, a broader scope of topics and target groups and a consistent integration of international, trilateral, and regional activities could further raise the quality, attractiveness, and impact of the IWSS network- and service activities.
- The IWSS materials provide a larger, international perspective, which is an important contribution to an international understanding and awareness of the Wadden Sea World Heritage and Wadden Sea related sites. A stronger cooperation of regional representatives of Wadden Sea education with the IWSS coordination could further improve the compatibility of IWSS materials with the various national requirements and strengthen the cooperation and connection between the trilateral and national activities.

The past 3.5 years of IWSS activities within the framework of the Trilateral Work Program receive an altogether very positive assessment by the stakeholders of visitor information and Wadden Sea education. However, there are also a few shortcomings mentioned in the written feedback and constructive ideas given for the improvement of the IWSS, ranging from the scope of activities to the quality of the materials to the overall structure of the IWSS.

To prepare for the continuation of the IWSS from 2023 and beyond, it is proposed to arrange an extended meeting of regional representative of Wadden Sea education (Network Group Education and other relevant stakeholders) with the IWSS coordinator and CWSS to jointly revise the Trilateral Work Programme on the basis of the evaluation results and further input from key stakeholders.

3. Introduction

Founded in 2003 with a view to increasing the awareness of the trilateral Wadden Sea as ONE nature area, the International Wadden Sea School (IWSS) has since 2009 taken course towards Wadden Sea World Heritage education. Since 2014 it serves as a common programme for World Heritage interpretation in the three Wadden Sea countries. In 2018 the Wadden Sea Strategy on Education for Sustainable Development and World Heritage Interpretation has been adopted as a framework for trilateral and national Wadden Sea education and the IWSS – jointly coordinated by WWF Germany and the CWSS - is the key facilitator for the implementation of the Trilateral Education Work Programme. In 2023, the IWSS will celebrate its 20th anniversary.

The main aim and tasks of the IWSS are to provide educational resources with a focus on the joint World Heritage and to provide a networking platform for the exchange of experience and ideas among international colleagues concerned with Wadden Sea education.

To contribute to the assessment and decision-making process of the Wadden Sea Board concerning the future financing of the IWSS, a first evaluation has been conducted among stakeholders and users of the IWSS offers in 2016. Participants were asked to assess the importance and usefulness of various IWSS offers and indicate their satisfaction with the overall coordination and management of the IWSS. The report at hand presents and summarizes the results of the follow-up survey, conducted in July 2022.

4. Methodology

The questionnaire has been compiled in English by the IWSS coordinator in consultation with the Network Group Education and with support from the professional evaluator Lars Wohlers (www.kon-tiki.eu). Translations of the questions to German (by WWF) were provided for the German audience as separate PDF. Participants were encouraged to provide comments in either English, Danish, German or Dutch.

The evaluation is based on scientific criteria for thorough research (representability, validity, reliability). To achieve this an effort was made to reach as many potential IWSS-stakeholders as possible by using an open-online questionnaire (www.2ask.com). The invitation to participate in the survey was sent out to 114 mail-addresses from the three Wadden Sea countries, but also from various stakeholders on 12.07.2022. Whether and to which audiences the network partners and members of the Network Group Education have forwarded the invitation could not be recorded. The survey was closed on the 25th of July 2022. The results were merged in an excel file and the comments translated to English by the IWSS coordinator.

In total, 49 recipients participated. With 114 verifiable addressees, the response rate is $49:114=42,98\%$, which statistically is a very good rate. The total number of addresses included in this survey might have been more, as recipients were encouraged to forward the open survey to colleagues. Nevertheless, the authors believe that this factor probably has not influenced the response-rate significantly.

To condense the findings a SWOT-analysis was used to objectively classify the assessments regarding the IWSS-materials. Also, data to compile a Net Promoter Score (NPS) was collected. The NPS is a widely used, consistent indicator to measure the stakeholder's satisfaction and orientation regarding a particular organization or product.

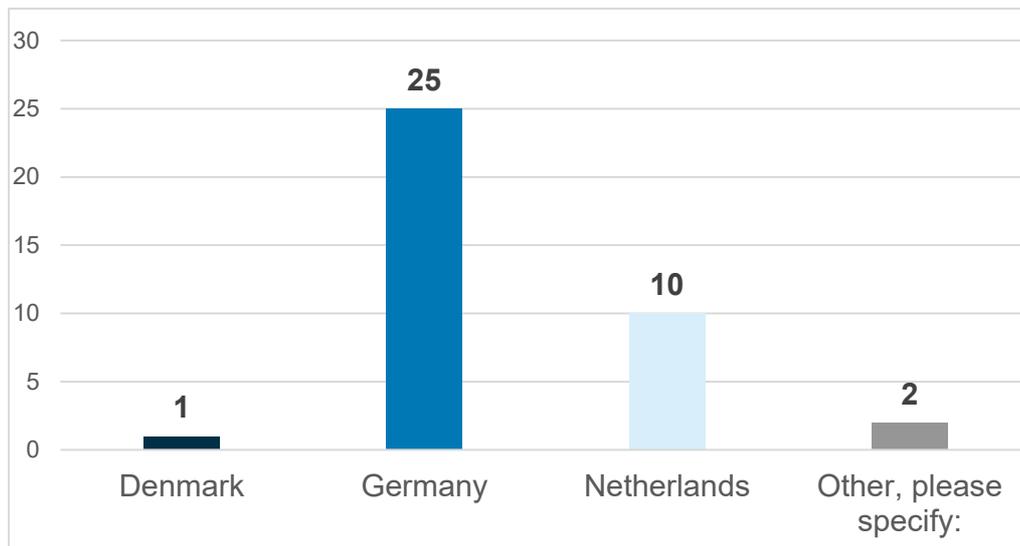
In order to achieve the highest possible participation, no mandatory answers were required. For this reason, the population of those who answered individual questions varies.

5. Results

The following pages present the main results of each question in diagrams and charts. User comments are summarized and evaluated at the end of the report.

1. In which country are you working? (N=38)

The participation rate in the survey varied among the three relevant countries and since the indication of origin was voluntary, the proportion of the information given here is relative. 25 participants indicated Germany as country in which they are working (of 65 German e-mail addresses contacted), 10 participants indicated Netherlands (of 20 Dutch e-mail addresses contacted) and 1 participant indicated Denmark (of 18 Danish addresses contacted). One respondent stated Great Britain and one China as origin. 11 participants did not state any origin.

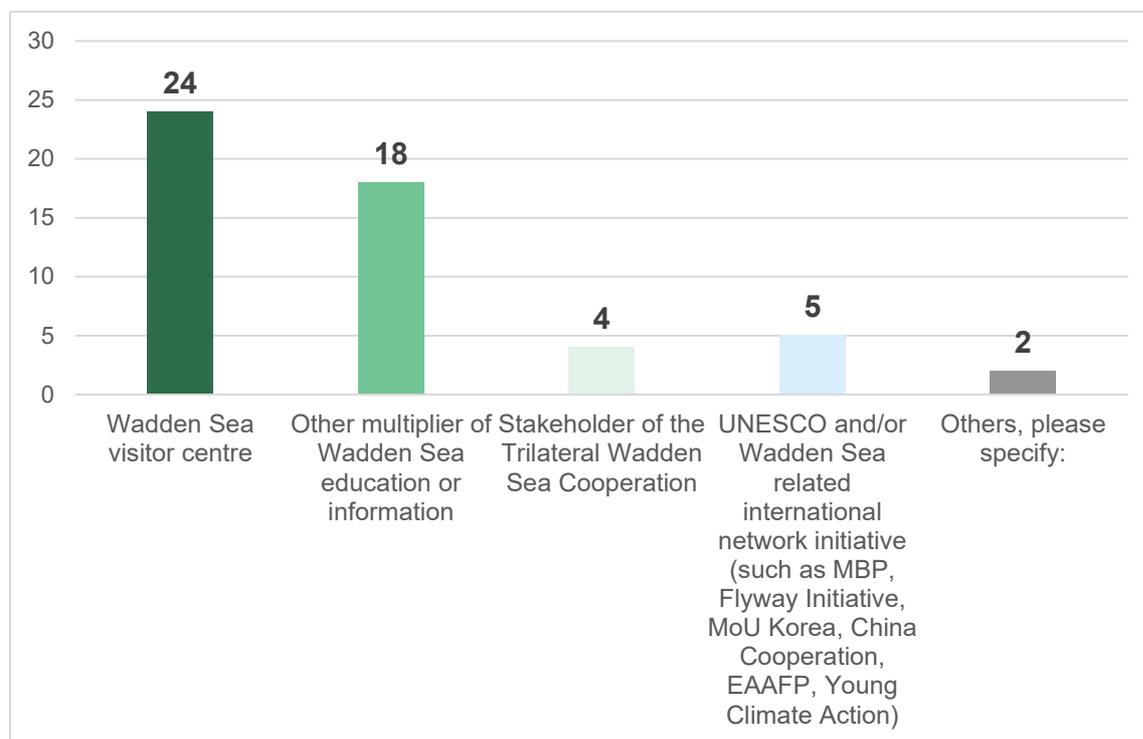


Other: UK, China

2. Which IWSS „user group“ or partner would you assign yourself to?

(multiple answers possible)

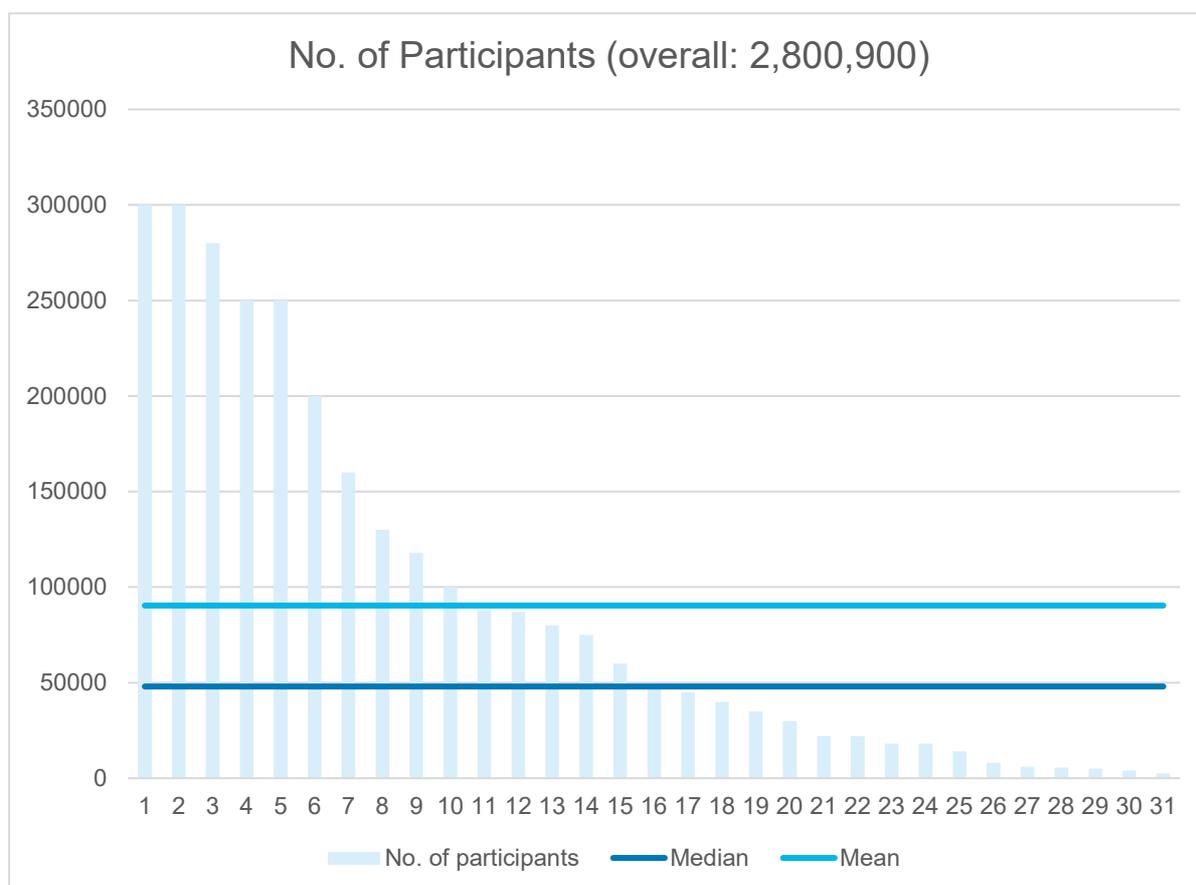
24 participants were (also) related to a Visitor Centre, which is about half the number of participants in the survey. 18 were “Other multipliers of Wadden Sea education” and 11 were either TWSC, UNESCO, international network initiatives or “Others”, one of which specified this to NGO.



Other: NGO

3. How many people (e.g. visitors and/or participants at guided tours) does your centre/organization/offer reach in “normal” years, i.e. on average before the COVID-restrictions?

From 49 survey-participants, 31 provided figures to this question and another 2 mentioned a couple of multipliers they have trained. The 31 survey-participants overall serve roughly 2,800,900 visitors in exhibitions, on guided-tours, etc. Since there is quite a deviation between the figures, it makes sense to mention the mean, which is appx. 90,000 and the median, which is appx. 48,000. Nevertheless, the providers of Wadden Sea education and interpretation together reach an impressive number of close to 3 million visitors.



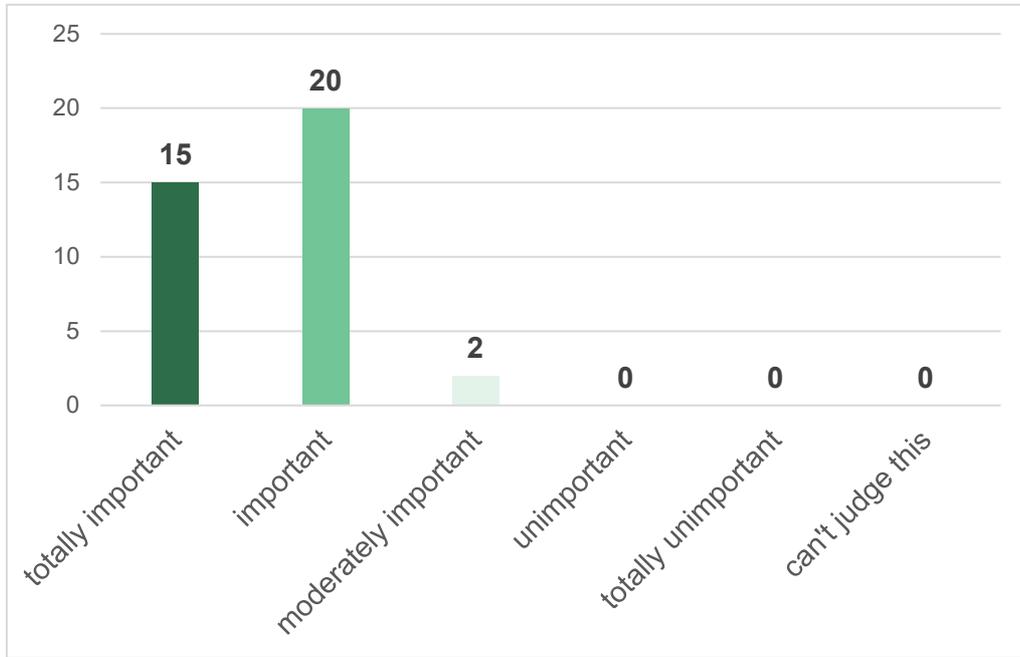
Additional answers:

- About 50 students in Workshops, 20 teachers in educational activities, more than 100 people from the World Heritage community
- 50 multipliers are trained every year

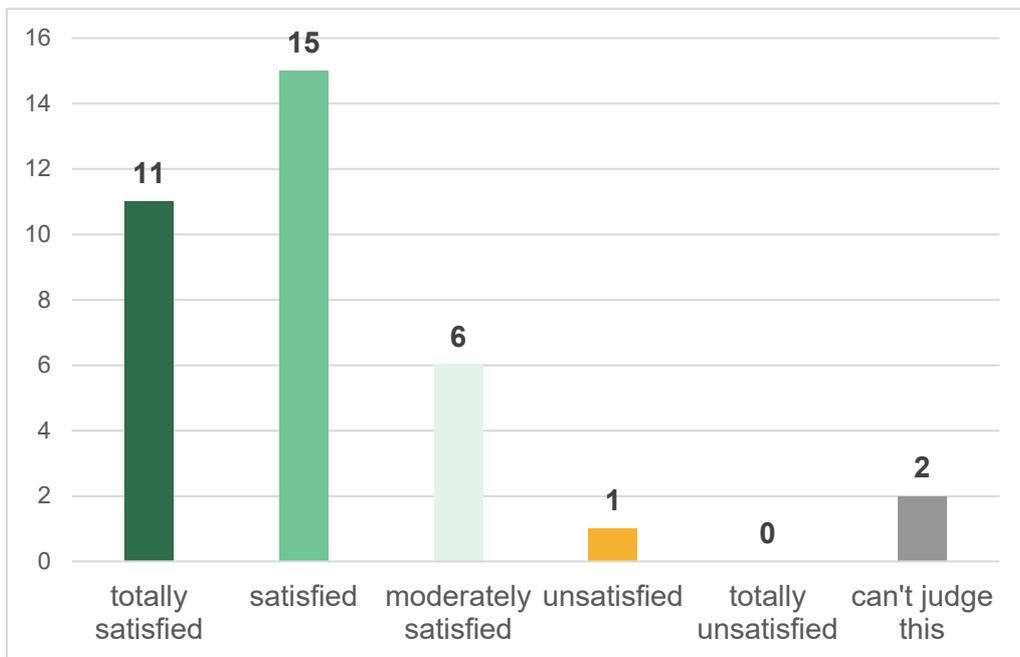
4. How do you assess the exchange and networking activities facilitated by the IWSS (workshops, etc.)?

The importance of and the satisfaction with the IWSS-activities are rated as “important” to “very important”.

Importance



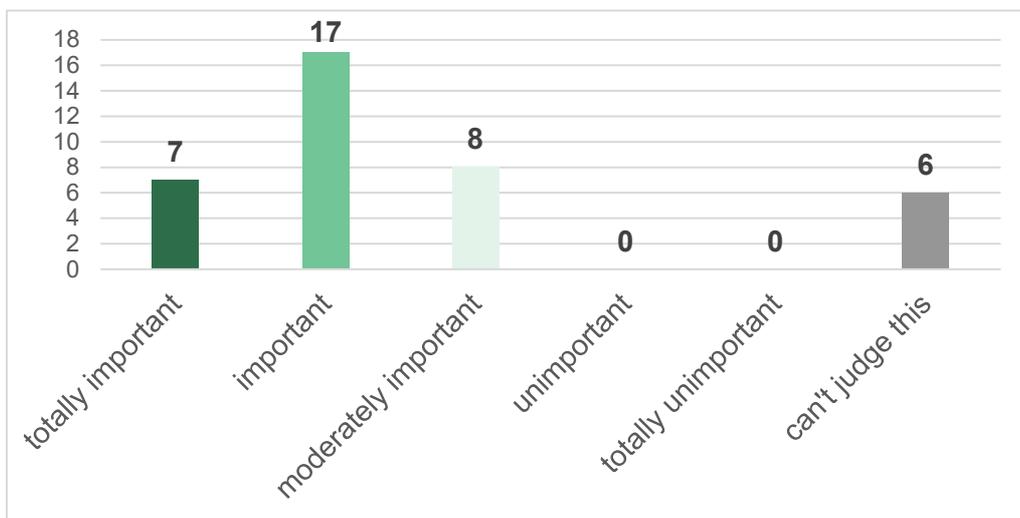
Satisfaction



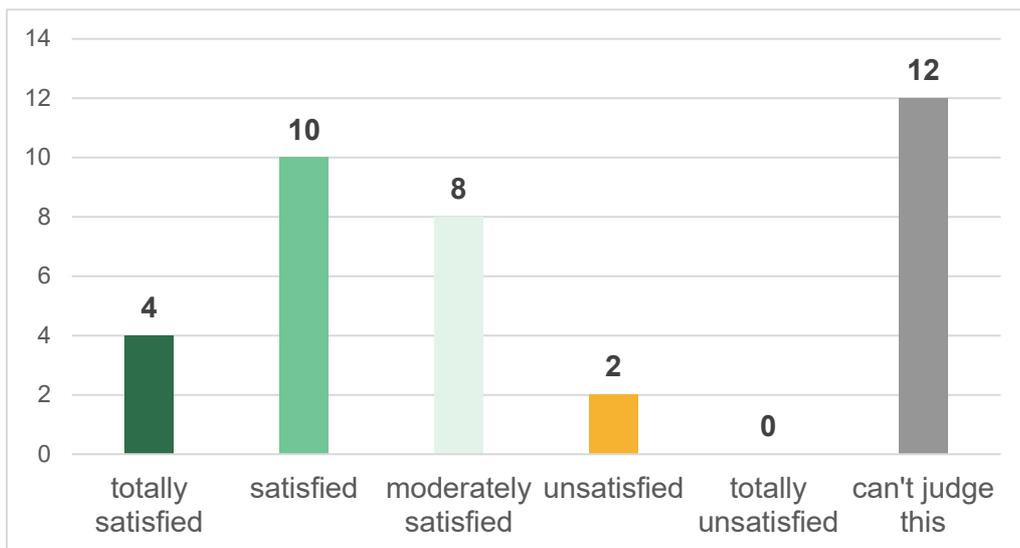
5. How do you assess the exchange and cooperation activities by the IWSS with Wadden Sea related World Heritage sites (e.g. Korean and Chinese wetland sites), international networks, initiatives and projects (e.g. Flyway Initiative, Migratory Birds for People, Young Climate Action) and UNESCO activities (e.g. World Conference on Education for Sustainable Development)

Importance and satisfaction are rated as “important” with a slight tendency towards “moderately important”.

Importance

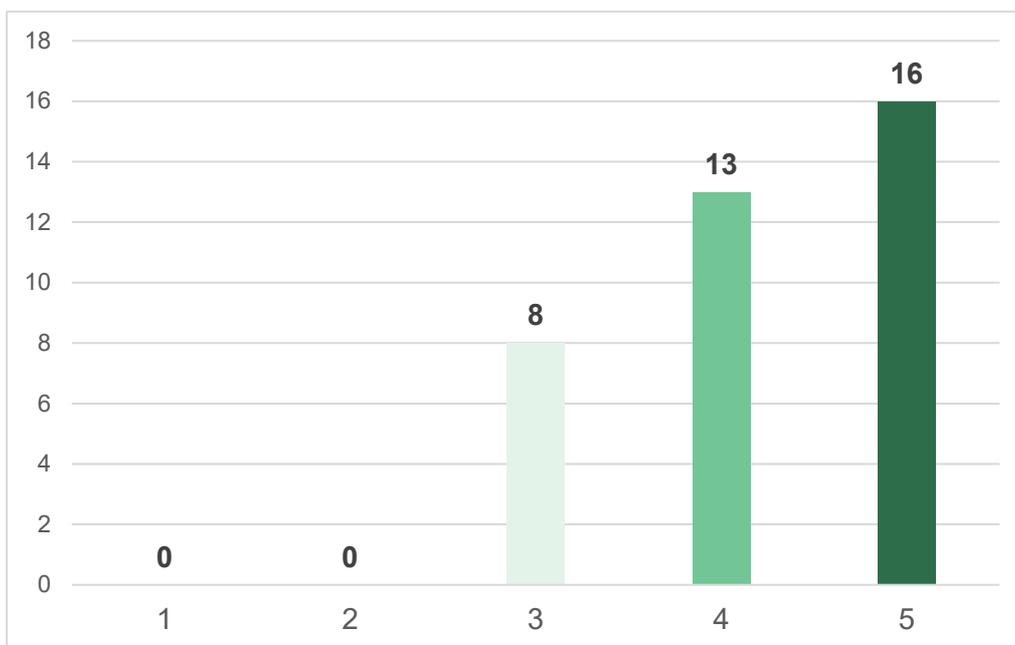


Satisfaction



6. How do you personally rate the overall contribution of the IWSS to the achievement of the objective “Competent Multipliers”?

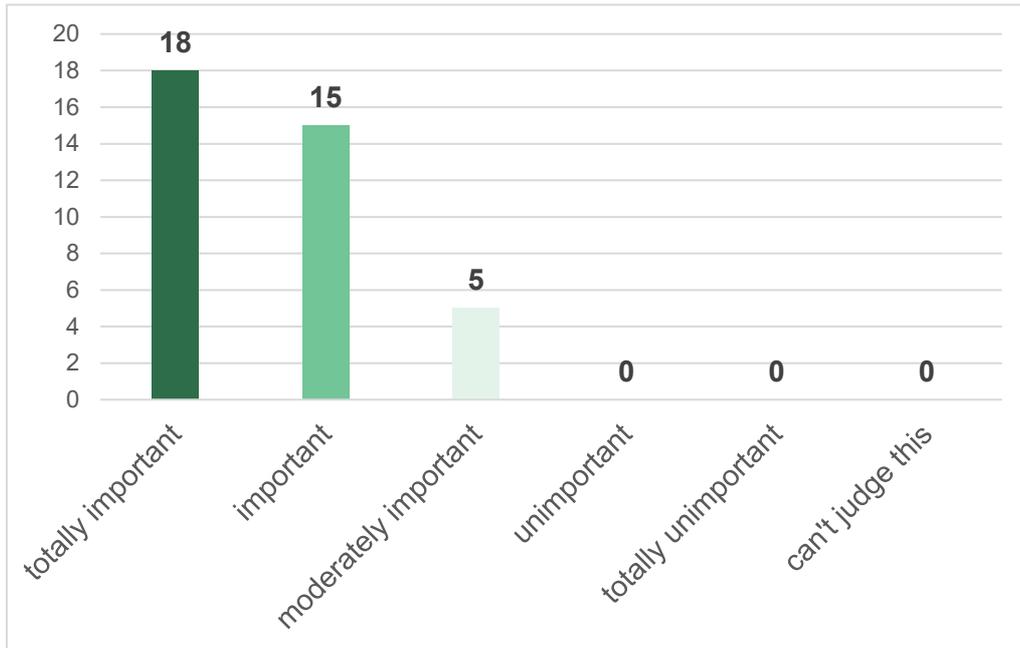
The contributors to this question (N=37) were given the common scale of 5-star-rating with 1 star representing the worst and 5 stars representing the best rating. On average a star rating of 4.2 was given, which the authors consider to be very good for the achievement of the objective.



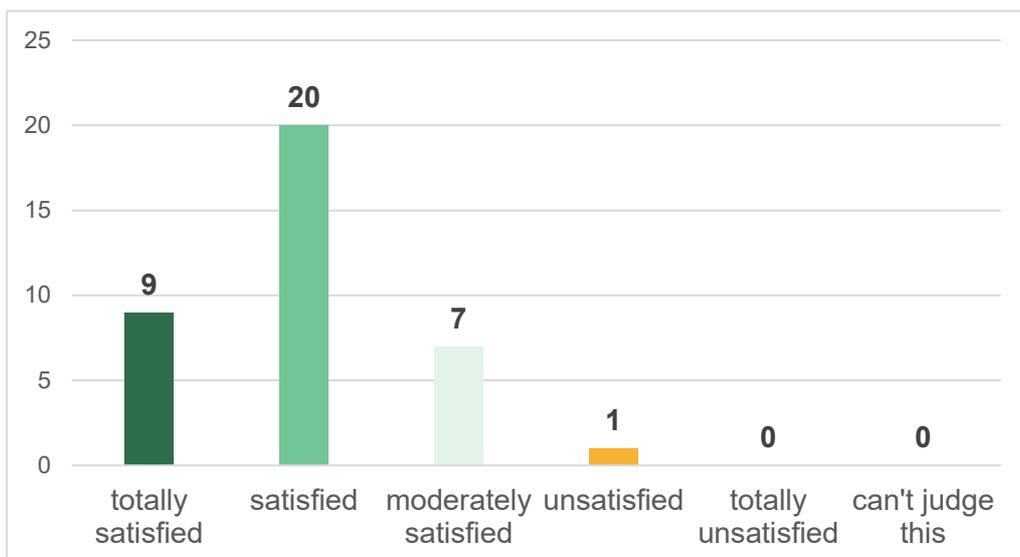
7. How do you assess the trilateral information, education and edutainment resources provided by the IWSS for World Heritage education and visitor information? For an overview of the resources please and available languages see <http://www.iwss.org/resources>

The importance of this work was rated between “important” and “totally important”, the satisfaction was on average “satisfied”.

Importance



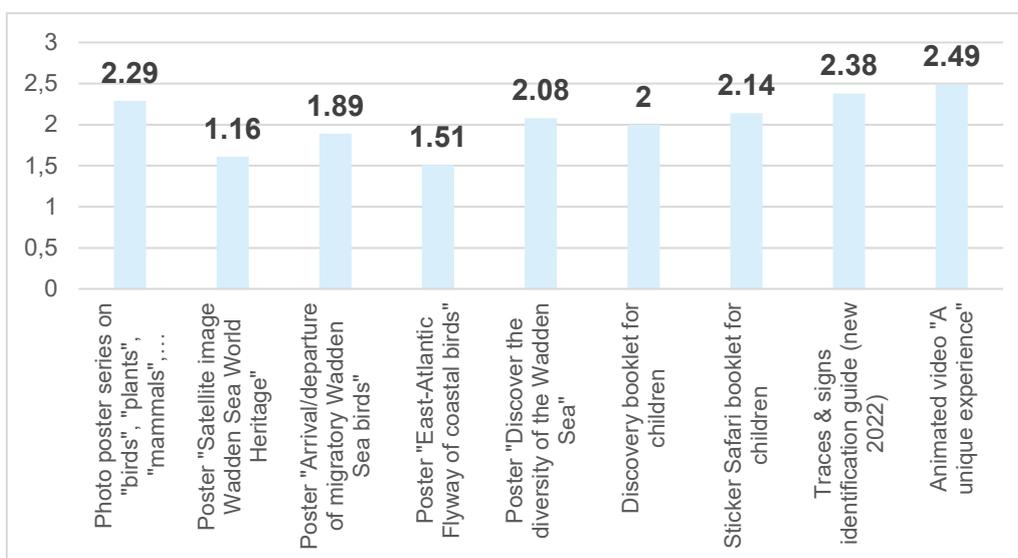
Satisfaction



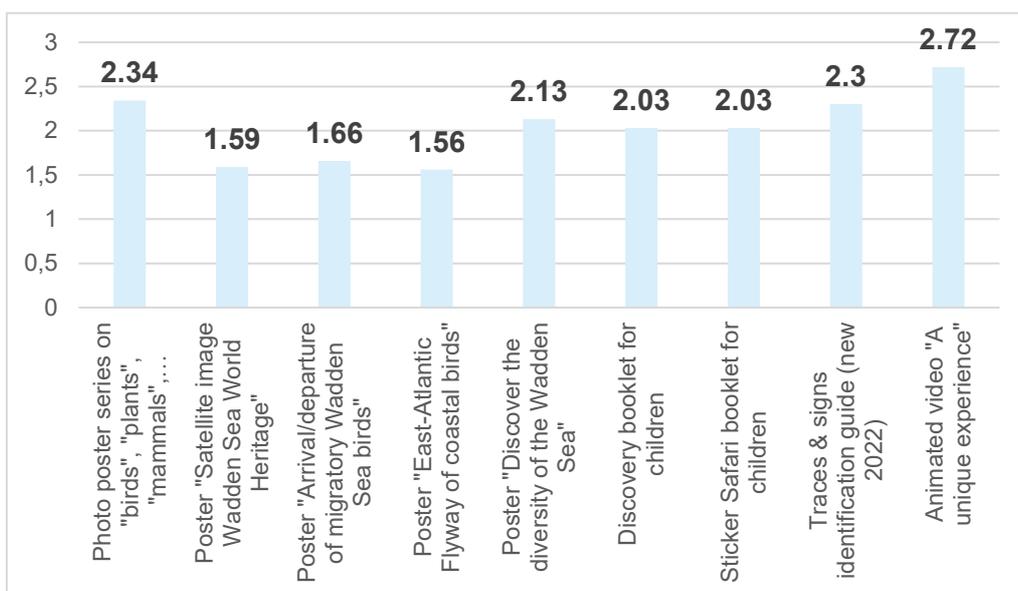
8. How do you assess the following current IWSS/World Heritage materials? (rated on a scale from 1 (totally important/satisfied) to 5 (totally unimportant/unsatisfied), thus, the smaller the mean-number, the better the rating, e. g. the poster “East-Atlantic Flyway of coastal birds” represents the best rated material)

The consistently positive rating as well of the importance, as of the satisfaction shows the relevance of the IWSS-materials. Five out of nine of the materials in question were rated as “very important” or “important”. The remaining four materials were rated as “important” or “moderately important”.

Importance

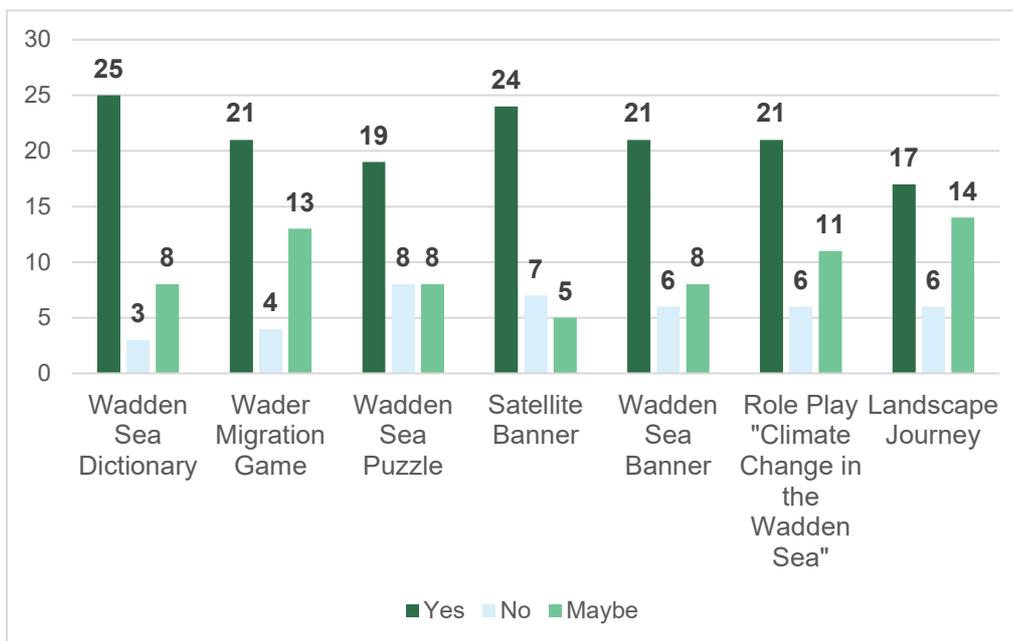


Satisfaction



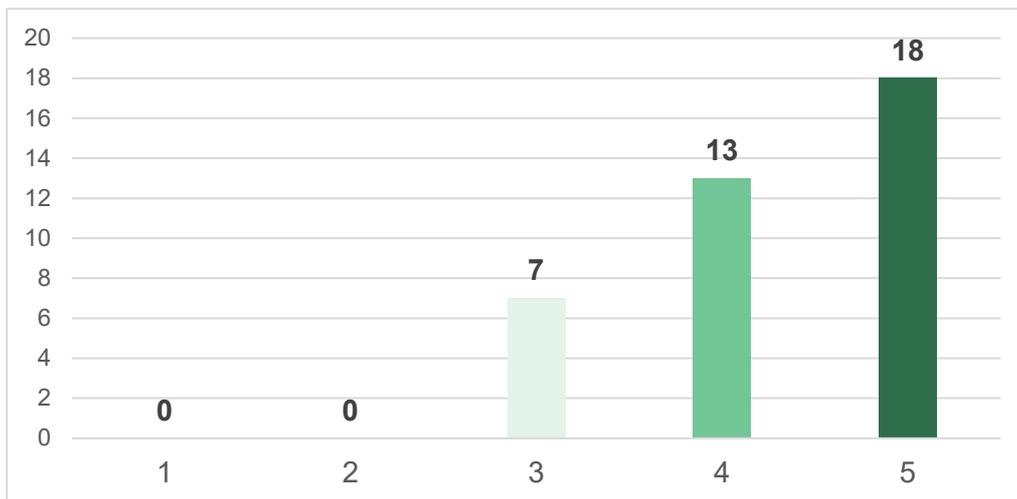
9. Are you interested in updates and/or reproductions of the following materials:

The response of those participants who answered this block (N=36), clearly shows interest in updates and reproductions of IWSS-materials.



10. How do you personally rate the overall contribution of the IWSS to the achievement of the objective “High quality information”?

This second 5-star-rating-question – again with 1 star representing the worst and 5 stars representing the best rating – was rated very similar as the question regarding the goal “Competent Multiplier”. On average a 5-star-rating of 4.3 was given, which the authors consider to be very good for the achievement of the objective.



11. Recommendation rate: On a scale from 1-10, how likely is it that you would recommend the IWSS offer to colleagues?

Based on the loyalty of clients, the NPS³ is a widespread indicator for the performance of different institutions, ranging from Industry and Commerce, to Zoos and National Parks. After a short calculation, as a result, one gets a figure between -100 and +100. While it is obvious that the indicator should not be negative, the evaluation of whether the result is not so good, or good differs between these institutions. From experience, the authors can say that the NPS found in this survey (=56) can be considered to be very solid and good.

³ The NPS assumes a subdivision of respondents into "promoters" who provide ratings of 9 or 10, "passives" who provide ratings of 7 or 8, and "detractors" who provide ratings of 6 or lower. Usually, users of the NPS perform a calculation that involves subtracting the percentage of detractors from the percentage of promoters collected by the survey item (...). The NPS is typically interpreted and used as an indicator of customer loyalty. https://en.wikipedia.org/wiki/Net_promoter_score (25.07.2022)

Qualitative Feedback - Summary

Comprehensive feedback has been given on six questions concerning the usefulness and unusefulness of the overall resources and services provided by the IWSS, concrete examples of work that have been inspired by the IWSS activities, requests for change, ideas for further support by the IWSS as well as general comments (page 20-32). With some breadth of possible interpretations and overlap of the answers, the major findings can be summarized as follows:

General positive perception: While there are hardly any generalizable statements regarding individual materials, there is a relatively broad range of positive feedback throughout the answers.

Feedback examples:

- IWSS is important
- It is also positive to hear the positive experiences which staff from local organization express when they have visited the other two countries and shared knowledge.
- I find most of the material for education very useful.

Outstanding topic: Especially the positive evaluation and the desire for networking (workshops, conferences, general exchange/meetings, etc.) stands out. Throughout the relevant questions around half of the respondents (14 out of 31) referred to such exchange and cooperation topics.

Feedback examples:

- The general networking and exchange platform broadens our view as staff in the educational field to different views and demands in the Wadden Sea region and abroad.
- Services: Networking meetings and joint training.
- I really like the international exchange between all of us because I can also gain something from other people working along the coast.

Tonality: The answers are almost all positive to very positive in terms of the style and atmosphere of the statements.

Feedback examples:

- Good inspirational work - thank you
- Communication through Anja specifically goes smooth, quick and clear.
- I very much appreciate the networking activities of the IWSS.

Larger Perspective: Different answers, especially again to the question of "Usefulness of overall IWSS resources", show the competence and importance of the IWSS to embed Wadden Sea education and interpretation in a more global context, which is sometimes lost "on site".

Feedback examples:

- The mere fact that there are multilingual products shows the users the transnational importance of the Wadden Sea topics.
- Wadden Sea Dictionary - we use this a lot with excursions for international tourists.
- Educational material that transmits the importance and value of the Wadden Sea as a world heritage site and the global values it represents, since IWSS is the institution with an expertise on this topic.

12. Which of the overall resources and services provided by the IWSS do you find most useful and why?

- Poster - high quality
Wader Migration Game - fun to play
- Services: Networking meetings and joint training.
Resources: The mere fact that there are multilingual products shows the users the transnational importance of the Wadden Sea topics.
- The flyway map is useful for MBP members, according to their local requirements. The human resources are an excellent partner in MBP.
- Wadden Sea Dictionary - we use this a lot with excursions for international tourist on Schiermonnikoog
Wader Migration Game - we use this with all school groups that visit our new information centre Het Baken
- I find most of the material for education very useful, can't name only a single one, apart from this I find the trilateral meetings very useful for knowledge and information exchange.
- The general networking and exchange platform broadens our view as staff in the educational field to different views and demands in the Wadden Sea region and abroad.
- Dictionary: good help for preparing tours in another language
Satellite poster: great as a gift for interested people
Wader migration game: good for kids as indoor activity
- Arrival/departure poster, as we focus lots on wading birds in a big project in the NL. The booklet for children is very nice too.
- Exchange of experience, knowledge, materials and didactics.
- "Das Seehundspiel" - the adaptation from the bird migration game for seals and seal centres. As a seal centre it is very frequently asked and right now everyone can play it since we have it established in our exhibition.
- Wadden Sea Puzzle; multifunctional applicable
- Educational material that transmits the importance and value of the Wadden Sea as a world heritage site and the global values it represents, since IWSS is the institution with an expertise on this topic
Educational material for trilateral use
Animated video: truly educational! provides important content in an entertaining way
- IWSS is a very suitable communication tool for all relevant stakeholders in the Wadden area. Communication through Anja specifically goes smooth, quick and clear. Also, when new educational tools are being developed, we normally get an update immediately. It is always appreciated to receive information about that. - So most useful = IWSS as a communication tool
- The Wadden Sea puzzle, the dictionary, the wader migration game and the posters. We use this very often in our educational work.

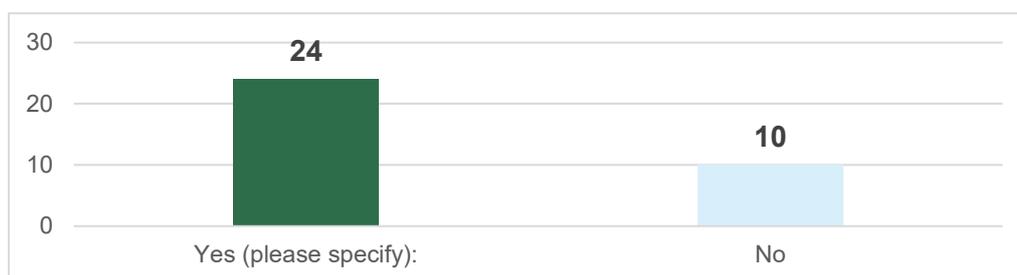
- They bring guides, nature rangers and other interpretation partners together
- Dictionary, Traces & Signs, "Auf Entdeckertour"
- All materials for practical use in environmental lessons, like the footprints of birds, for that cannot be found anywhere else.
- The education/edutainment games for instance the Wader Migration Game, it is very educative and easy to be understood by users at other places like China.
- The interactive activities, games, school class supplies
- The exchange between different Wadden Sea centres
- Materials for our visitors, educational videos, teaching materials
- The networking meetings. These provide both inspiration on a "small scale" on the level of individual experience designs up until the conceptual approaches of heritage that each country in its own way has to deal with.
- In terms of resources, I find the posters most useful, as we use them a lot as giveaways to multipliers during special events. I also think that the little booklets are very insightful, yet don't quite understand why they are not that much of interest to people in our shops. On top of that, I very much appreciate the networking activities of the IWSS and wish I could take part in the IWSS more often.
- The identification guide "Discover signs and tracks in the Wadden Sea", because it helps us as multipliers just as much as participants in our events.
- The education things, and the working together
- The network between the IWSS partners is, in my view, the most helpful in both exchanging materials and facilitating collaborations in the spirit of the IWSS.
- Trilateral Networking - for inspiration and best-practice experience; (Role) Games and posters for simple visual representation of complexity in the Wadden Sea area
- Wadden Sea Satellite Image: It gives a good overview of the area.
Traces and signs identification guide: Good to learn something new and extremely easy to use
- I really like the international exchange between all of us because I can also gain something from other people working along the coast. Also, the well thought through materials are very useful to visitors and staff. Please carry on with the current range of product and keep developing new products.
- Wadden Sea Dictionary is extremely helpful for international Tours!!
Many of the Games are used a lot in our work, as they are very solid, and we will use them also over the next years

13. Which of the overall resources and services provided by the IWSS do you find least useful and why?

- Are the products really used by teachers or only within the Wadden Sea multipliers? If not, the question is whether this track can be strengthened or otherwise sharpened even more towards multiplier activity.
- Wadden Sea species counts, e.g. seals, waders, are less relevant to our particular work in CEPA.
- Booklets to give away - we think it's a bit outdated to give away things because we want to minimise our waste of paper and waste of other materials
- Can't say.
- Some of the poster (Bauen und Wohnen am Weltnaturerbe)
- The video, as we generally only use materials on the spot, outdoors. We don't focus that much on young (schools) children.
- Well, overall every resource is useful. However, I once spread a survey via IWSS network to other Wadden area stakeholder and eventually I only did receive 5 responses. So, it is good that the network exists, however it might need a boost in order to create more interaction between stakeholders.
- The exchange of ideas and the very useful methods for our educational work. [Technical comment: Most probably this comment belongs to question 11]
- Too many printed materials, which over all follow German pedagogic principles, which in many (not all) cases are not so interesting in DK
- The posters with general information about the Wadden Sea, for there are several information from the national park authorities.
- All are useful but perhaps the Wadden Sea satellite posters? Because it is site specific, but we can still learn from them
- Some of the posters are
- Materials that are not suitable for the Dutch situation.
- Material must be easy to read for our visitors, especially children and young people. If there is a lot of text or difficult words, it is less applicable for us.
- Some material that is only available in one language, simply because then it cannot be used.
- I am not sure whether the international exchange with the other World Heritage sites is regarded very important in the local/regional education and information work. There is already so much knowledge / are so many local Wadden Sea experiences to communicate to the public, so that the international aspects of the IWSS work may not become or be made very visible. Though of course the collaborations between the WH sites are highly important, no doubt about that!
- The discovery book and the sticker book, because there are so many offers (some of them more attractive) in the bookshop.
- The games

- Traces & signs identification guide (new 2022) --> Great idea, but the traces are mainly limited to birds - transparent traces of mudflat organisms would be desirable
- Wader migration game: Everyone dies, which is for children frustrating
- Unfortunately, the posters of birds, mammals and so on are less popular, than a few years ago. I hope they are maybe still purchased and downloaded elsewhere. I do like the design and the content.

14. Inspiration: Can you give us one or more concrete examples of your work that has been inspired by the IWSS materials and/or network-services, including objective 3 of the education strategy (“Outstanding person-to-person communication”)?



- Concretely: programme design of the entry-exit seminar for FÖJs spending their year in Denmark. And more inconcretely: after each workshop or meeting there were situations that could be mentioned in later discussions, events as concrete examples to show possibilities, strategies, ideas from the other countries.
- The Flyway Youth Forum has benefited from the flyway map; the footprint guide has helped inspire other MBP members.
- The Wadden Sea Dictionary - it enables me to communicate person to person with groups of international students (from all over the world) and tell them about the Wadden Sea World Heritage.
The poster East Atlantic flyway - I always tell people about the flyway when I conduct guided bird tours
- We use for example the wader migration game, but also other materials, of course we also get inspired by IWSS materials of network-services.
- The satellite image proved to be a valuable part in our exhibition, providing an easy connection from the everyday life of visitors and students to the issues of the Wadden Sea and the world heritage.
- Kind of family rallye with experiments for the whole family - inspired by the discovery booklet for children
- The satellite photo (banner) we use always during excursions. People get an idea of the international scope and importance. Also, the poster of the East Atlantic flyway is good for explaining the distances that migratory birds cover.
- Latest workshop in Cuxhaven. And joining in activity during IWSS workshops in other areas of the Wadden Sea with other multipliers or stakeholders.
- Yes, it would be nice to have more about the marine mammals, especially seals.
- Role play on climate change: has inspired the idea of role plays even further
Focus on education and climate change: has inspired the initiative to integrate the Wadden Sea in the Young Climate Action for World Heritage project
- See point 12.

- In autumn we always play the migration game for birds with the classes, visited our visitor centre. In springtime we use the game for the seals. With our classes from primary schools we always use the Wadden Sea Puzzle. We also use the posters, when we visit the schools to inform about the Wadden Sea. We also use several times a year the "Pause im Wattenmeer".
- Using the dictionary saved an American wedding at a mudflat hiking tour
- The timetable of migratory birds is very useful in every lesson/event concerning migratory birds.

The Wadden Sea dictionary is helpful for all events with international guests.

- Due to the Yancheng Yellow Sea world heritage work on sustainable tourism development and nature school establishment, I had the honour and opportunity to contact Anja Szczesinski, who kindly provided professional advice and work calls with patience and care, for that we are ever grateful. We find the resources of IWSS especially helpful for starting a nature school in China, and we have translated some materials such as the wader migration game into Chinese for related colleagues, it is a great guidance for us, thank you Anja and IWSS!

The world-heritage-map is a great icebreaker at excursions

The dunlin-game is great!

I learned a lot at the IWSS-workshops about other perspective about certain topics

- Posters and photos we use in our temporary exhibitions
- Although I realize a limited number of people was involved: the workshop "heritage interpretation" has been a great inspiration on how to integrate the heritage theme into our educational developments. It put the focus fully on the personal experience of any participant to any event.
- I have used the Climate Change role game a few times and think it is very attractive for interested groups. It could be updated or even complemented with other topics such as loss of biodiversity or, in general, threats to the marine environment / to the Wadden Sea.
- Role play climate change, we have taken up as an idea and developed a role play for younger age groups.
- Difficult to describe an example, we just took ideas from the IWSS weekends
- Various IWSS materials are an integral part of our educational work such as Wader Migration Game, Role Play "Climate Change in the Wadden Sea", Landscape Journey, ...
- Engage participants to become part of the walk (nature interpretation)
- the sticker safari is a great product and sells very well in our small shop. Also the big satellite banner is fantastic.

15. Is there anything that you would like to change regarding the IWSS profile, structure and/or scope of activities?



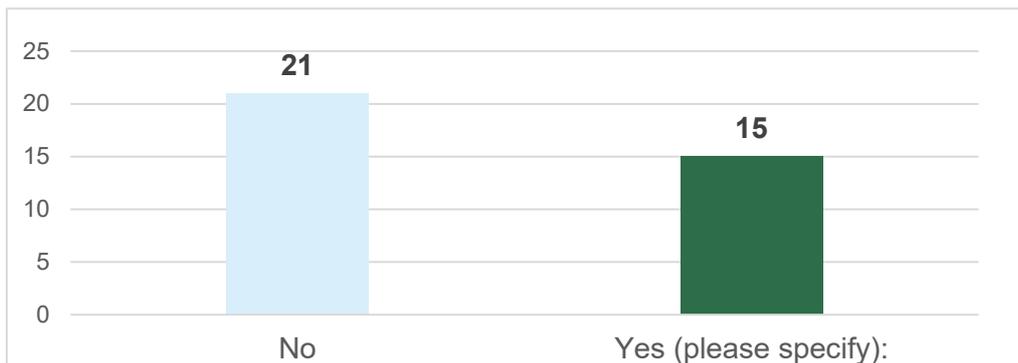
- The dates for workshops too rarely fit into my diary ;-)
- Perhaps more frequent reminders of the resources available would help us remember them and connect other parties to them.
- More on species / more on climate adaptation
- The IWSS is Anja S and Anja S is the IWSS. You're doing a great job, let's make that clear. But it makes the IWSS sort of vulnerable too. How do we incorporate the work of IWSS more and spread responsibilities/work? Just a thought. Sharing thoughts and ideas for new materials only works when we meet. And that is not always possible or handy. We have to meet in person to achieve that. The distance is not helpful.
- Perhaps a bit more practical training in the workshops.
- The IWSS could provide even more educational material and services (for all age groups), since they are needed very much especially in the area of Education for Sustainable Development.
- More intense exchange in regard of useful methods and useful materials for educational work. Perhaps small working groups for special topics (animals, litter, climate, dynamics ...)
- More focus on working with kids, youth, students, and nature guides/rangers and bring them across borders. Activation of the target groups. Do something with them. Set up projects. Knowledge sharing. Intercultural understanding. Inspire to be proud of the Wadden Sea.
Less focus on producing printed materials.
More focus on new technologies in nature interpretation.
More focus on culture and the cultural landscape - continue focus on nature, of course.
- Some materials are German only, which is a bit difficult for foreigners in Asia to read, but many are available in English as well. If there's time and resources to translate all materials into English, it will be great!
- More possibilities for networking at country level (not only trilateral)
- More exchange, also virtually / digitally
- More workshop or events aimed at providing base means (this could be anything from educational approaches to very practical recording of visual means, or even the visual means themselves) that each can use as a source of

inspiration to integrate into their locally adapted programs.

Furthermore, I think the IWSS could benefit from choosing an approach like "heritage interpretation" as their advised method to get the concepts of heritage across. Although I realize this could come across as "defining how it should be done", I really think that either relatively small or new/inexperienced experience providers could greatly benefit from an educational framework to get a concept like heritage across.

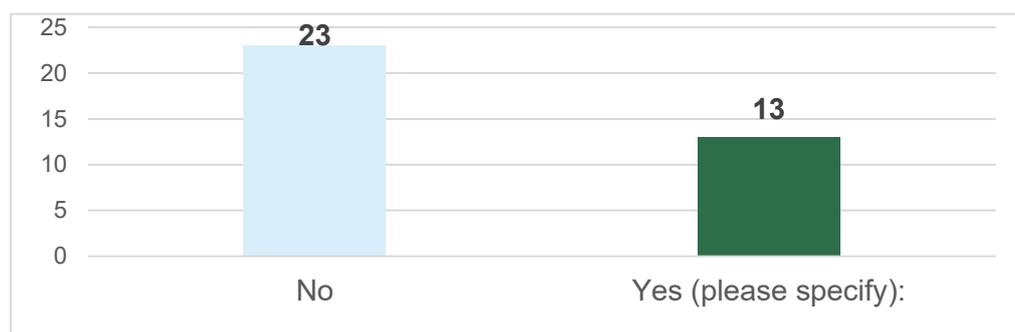
- Maybe to publish a small book about the nonhuman and human history of the Wadden Sea area? There is much in common, and it doesn't exist.

16. Is there anything where the IWSS can support your activities even further?



- Cross-country offers with language training.
Language education holiday with focus on nature observation in Denmark
- New Wadden Sea - education materials; nature experience like mudflat excursions, for presenting the Wadden Sea as a protected area and world heritage site are always welcome, not only for children, also for adults
- Work on heritage interpretation. Exchange ideas and ways to work on a deeper meaning and understanding of the natural value of World Heritage Wadden Sea
- Training the trainer and implementation in local stakeholders/centres is more needed
- Materials for target group kindergarten
- To develop more new methods or materials for our work. This support was very good during the last years, but perhaps more materials and methods are possible
- Initiative projects, as mentioned in Q15, which can bring kids, youth, students, and staff (nature rangers etc) across border, where do something, learn things understand the Wadden Sea culture and nature. Knowledge sharing.
- Video-productions about different groups of animals in the Wadden Sea. For use in the exhibitions of the Wadden Sea visitor centres.
- Professional conferences on coastal protection and education are always helpful
- Answer would be along the lines of what I said in question 15
- Ideas for group/school activities are always welcome!
- Continue to provide good material.
- Only I don't know how.
- I believe we need to do more to make visitors aware of the climate crisis. Maybe tool like VR (virtual reality) glasses are an opportunity to grasp the forecasted rise of sea levels!? Overall, we need to transport the message in new ways to young and old people.

17. Do you have any comments concerning any of the IWSS activities?



- Networking is very valuable. Environmental education faces different challenges in NED, DK and GER. This results in various approaches which, again, can be fruitful in the neighbouring countries.
- As in various places/centres people swop jobs or responsibilities, we deal with new faces and ideas regularly. For a part that is good but sometimes not helpful.
- The IWSS is the only education network in the Dutch situation. So it is vital for the Dutch Wadden Sea education services.
- I hope, we will have further support, it is necessary for our work. The IWSS always is a competently and friendly partner.
- IWSS is important, but also underfinanced. IWSS could do a lot more and attract more funds and money to create more activities,
- It is positive with the passion which the coordinator show.
- It is also positive to hear the positive experiences which staff from local organisation express when they have visited the other two countries and shared knowledge. Study tours are very popular.
- On the other hand, there is also an understanding of and respect the professional level in the publications produced by IWSS.
- It`s difficult to receive information about news regarding the Wadden Sea (Bachelor & Master theses, ...).
- When the covid is over in China and international trips become possible again, we would like to organize students and staff group from Yancheng Wetland Institute to visit Wadden Sea!
- In general, I really appreciate the positive vibe and approach that surrounds all activities. On top of that even more so the open way that the IWSS is currently approaching the questions as asked in this questionnaire and reaching out to their community.
- Go on, it is very helpful and important to share information and to keep in contact
- Good inspirational work - thank you
- The IWSS gives a great opportunity to get to know people in all three countries of the Wadden Sea. Thank you!

- Maybe we can exchange knowledge and experience with other museums about web-based audio guides, so everybody's smartphone becomes an audio guide in National Park centres along the coast of the Wadden Sea.
- IWSS is great. There are many offers for networking, but unfortunately too little capacity to intensify networking and gain added value from it for one's own work.