

# Wadden Sea Board

**WSB 18  
3 November 2016  
Wilhelmshaven**



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<b>Agenda Item:</b>	<b>7.1</b>
<b>Subject:</b>	<b>IWSS Evaluation</b>
<b>Document No.</b>	<b>WSB 18/7.1/1</b>
<b>Date:</b>	<b>18 October 2016</b>
<b>Submitted by:</b>	<b>WWF</b>

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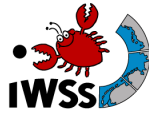
**Proposal:**      **The meeting is requested to continue its deliberations regarding the IWSS based on the present evaluation.**



INFORMATION

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EDUCATION &  
INTERPRETATION  
FOR THE  
WADDEN SEA  
WORLD HERITAGE



# IWSS Evaluation Report 2016

## Assessment of Services, Products & Management

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## Introduction

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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 program for World Heritage interpretation in the three Wadden Sea countries. 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, an evaluation has been conducted among stakeholders and users of the IWSS offers. 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 survey.

## Methodology

The questionnaire has been compiled in English by the IWSS coordinator with support from the professional evaluator Lars Wohlers ([www.kon-tiki.eu](http://www.kon-tiki.eu)). After consultation with and approval of the Wadden Sea Board, translations to German (by WWF), Dutch and Danish (Europäischer Übersetzungsdienst [www.eued.de](http://www.eued.de)) were made. 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.surveymonkey.com](http://www.surveymonkey.com)). The invitation to participate in the survey was sent out by mail on 12.9.2016 to the network of visitor centres in the Danish, German and Dutch Wadden Sea (58 addresses), to the users of the IWSS teachers lounge (1600 addresses, mostly teachers from Germany) as well as to the members of the Wadden Sea Board for participation and further distribution. Whether and to which audiences the network and members of the WSB have forwarded the invitation could not be recorded. Data were collected in 4 different surveys in English, Dutch, Danish and German for one week between 12. and 19. September 2016. The results were merged in an excel file and the comments translated to English by the IWSS coordinator.

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.

## Results

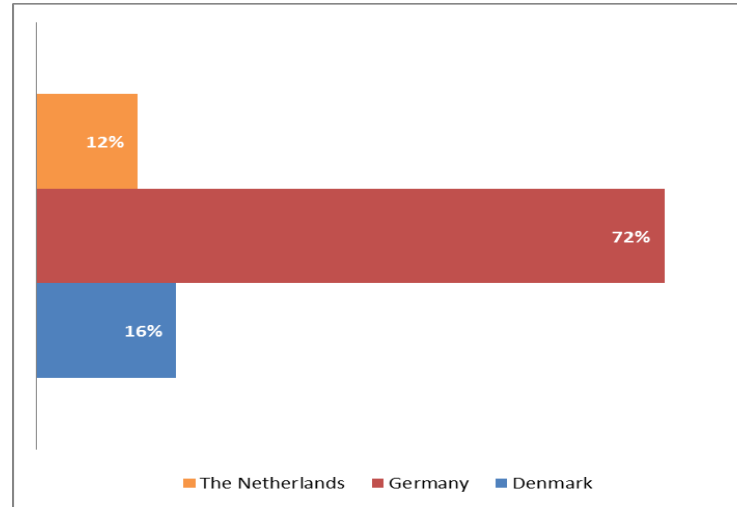
The following pages present the main results of each question in diagrams and charts. Where appropriate, user comments are listed. Conclusions are provided as comments.

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## General Information

Question 1.1: In which country are you/is your organisation based?

	Percentage	Count
Denmark	16%	18
Germany	72%	81
The Netherlands	12%	13
TOTAL	100%	112

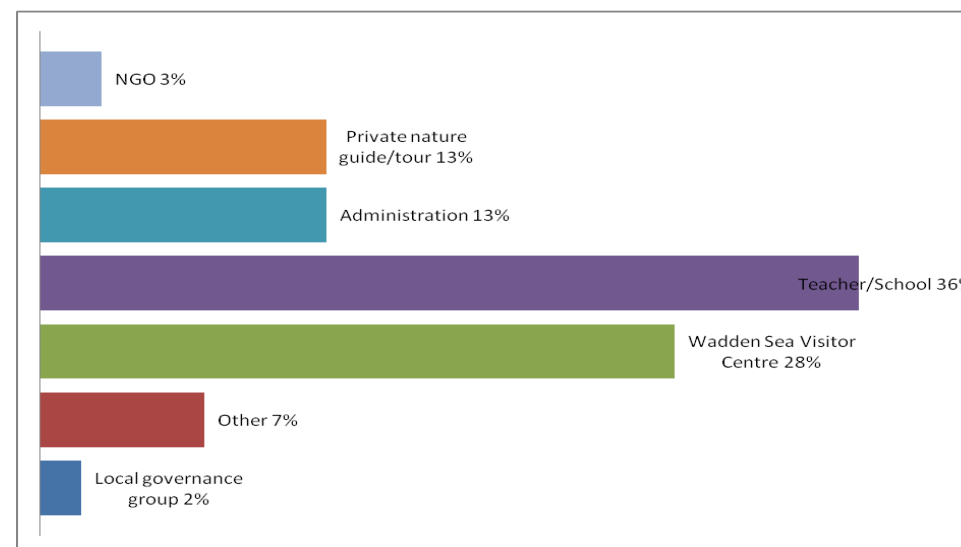


### Comment:

The strong participation from Germany can be explained with the distribution of the invitation to participate in the survey. The request was sent to 1500 users of the IWSS Teachers Lounge – most of which are teachers from Germany.

## Question 1.2: To which “user group” do you belong?

	Percentage	Count
Local governance group	2%	2
Other	7%	8
Wadden Sea Visitor Centre	28%	31
Teacher/School	36%	40
Administration	13%	14
Private nature guide/tour	13%	14
NGO	3%	3
<b>TOTAL</b>	<b>100%</b>	<b>112</b>



### Other (specified):

[DK]

- Overnight place for school camps
- Inter-institutional cooperation: Educational offer My Wadden Sea
- Accommodation – camping
- Seaside hotel, provides information on Wadden Sea National Park
- FLAG - West Jutland - (Fishing-business / tourism-related action-group of the EU, Ministry, Regions and Municipalities)

- Accommodation - camping and cabins
- Bicycle Rental

[NL]

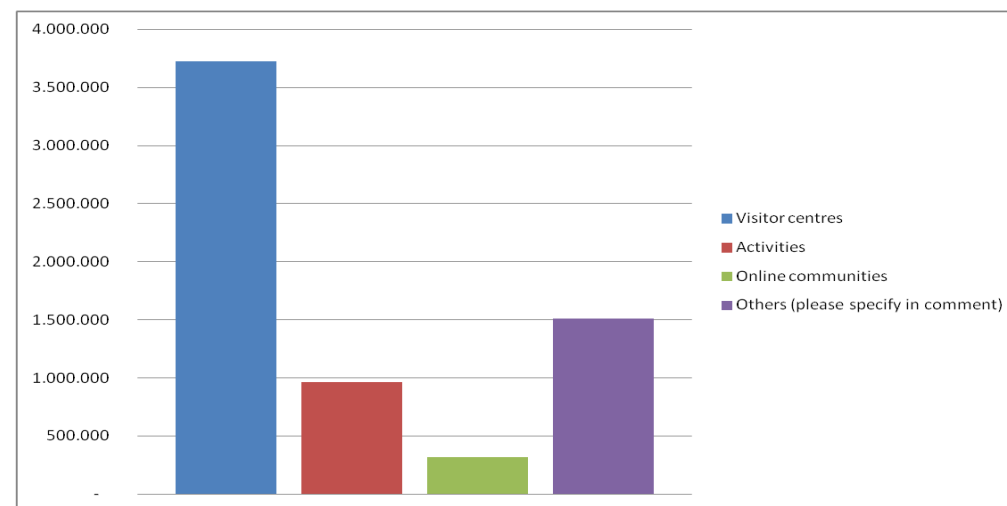
- Company providing education around the UNESCO World Heritage Site

### Comment:

The high representation of teachers can be explained with the distribution of the invitation to participate in the survey. The request was sent to 1500 users of the IWSS Teachers Lounge – most of which are teachers. This clearly illustrates the meaning of the IWSS for teachers: The material, primarily developed for visitor centres, reaches a large group of multipliers beyond the Wadden Sea and the visitor centres there.

### Question 1.3: How many people do you/does your organisation reach with Wadden Sea information per year (approximately)?

	SUM Total	Count
Visitor centres	3.727.871	40
Activities	966.544	72
Online communities	315.551	14
Others (specify in comment)	1.510.114	14



#### Others (specified):

[DE]

- Teachers in the context of Wadden Sea-related training courses
- Biology teachers in different grades
- I am a teacher in the Black Forest and I come to St. Peter Ording every year. In biology teaching, we are working on the curriculum biology in various national parks. The Wattenmeer is a large unit - also in the Black Forest.
- A class with which I take on class trips to Sylt
- Trade fairs
- Within the framework of teacher training.

[DK]

- We develop educational programs for kindergartens and schools. We provide courses for teachers and educators. When working with children with materials in the context of mitvadehav.dk, they also go out and visit

some of the institutions which are related to the Wadden Sea National Park/partner of the Wadden Sea Interpreters Forum. But we cannot count it, as they could just even use the website and book at the institutions or take off on their own. We have 90-100 teachers and educators in the course of the year.

- It is difficult to say how many visitors the (Danish) National Park has, but we are on the other side of a million.
- We hand out a lot of brochures, maps and we have our own walk with guide.
- Newsletters

[NL]

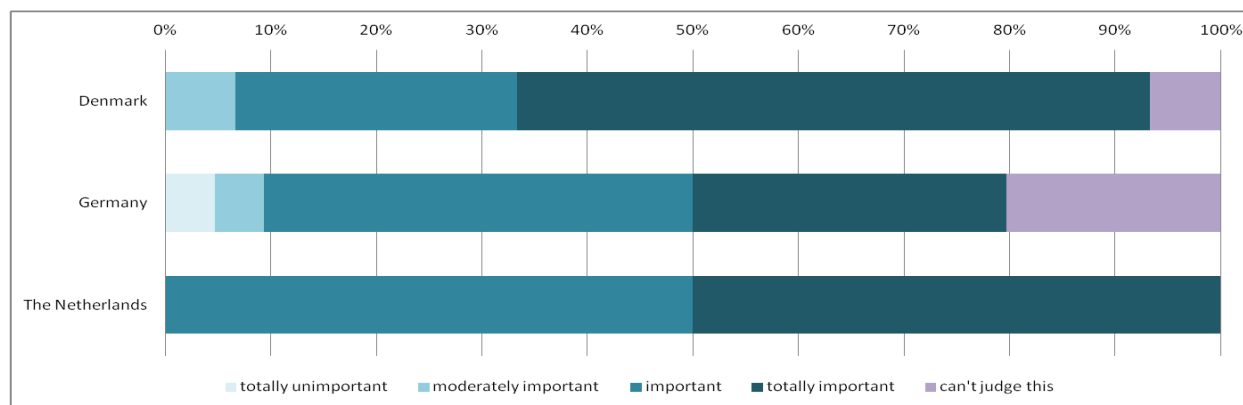
- We provide training and education for about 150 students and volunteers each year with in-depth information about the Wadden Sea area, particularly seals.

#### Comment:

Visitor centres certainly constitute the main multipliers of Wadden Sea information. However, the high number in the survey results is likely to some extent be caused by different staff members of the same institution taking part in the survey and state the same total number of visitors of their institutions. After visitor centres “others” reach the second highest number of people with Wadden Sea information and from the comments it can be concluded that teaching and teacher training play an important role in Wadden Sea information.

## Question 2. 1 How do you assess the exchange of knowledge and experience among international colleagues in general?

	Percentage	Count
totally unimportant	3%	3
moderately important	5%	4
important	39%	34
totally important	37%	32
can't judge this	16%	14
Total	100%	87



### User Comments:

[D]

- Unfortunately, is a matter of time, and therefore I only have a limited exchange at national level
- Important, but hardly takes place
- Should be much more frequent!!
- Important, especially as often not many colleagues are present for the local exchange
- An English-language exchange is particularly desirable in bilingual education
- Only joint efforts for conservation are successful in the long term

[DK]

- The schools' approach to learning is very different in the three Wadden Sea countries
- Nature is a common transboundary property
- Important, but we see it not work.

[NL]

- Depends on the concreteness and exchange between people in similar positions

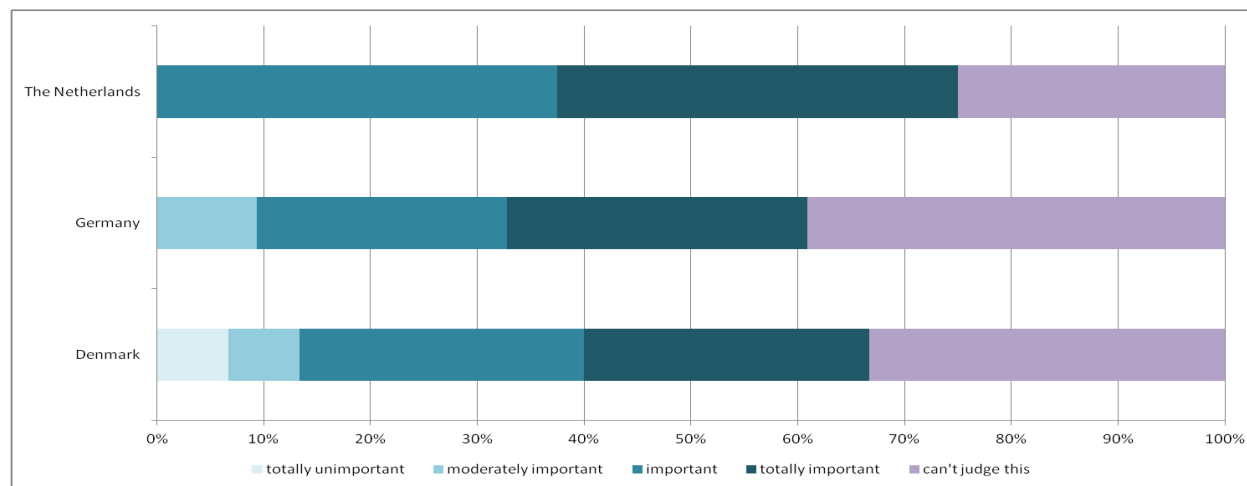
### Comment:

The exchange of knowledge and experience among international colleagues *in general* (see 2.2 for IWSS activities) is rated important to very important by the majority of participants (generally and also within the three countries). However, the comments suggest that it is not sufficiently taking place



## Question 2.2: How do you assess the exchange and networking activities facilitated by the IWSS (workshops, etc.)?

	Percentage	Count
totally unimportant	1%	1
moderately important	8%	7
important	25%	22
totally important	29%	25
can't judge this	37%	32
Total	100%	87



### User Comments:

[D]

- So far no participation due to lack of time and knowledge of English
- I am completely new.
- So far, there has been an international contact on the 'plastic bag' project on holiday.
- Important, especially as often not many colleagues are present for the local exchange
- unfortunately the date of the IWSS meeting often coincides with the obligatory training course for the Umwelt|Jugendherberge
- unfortunately we are usually short of staff and thus also time to participate
- I have been the head of the Nature Center Amrum for just two months

[DK]

- I have not had the opportunity to participate
- The economy must follow - otherwise?
- I have never taken part and therefore can not evaluate them. However heard much good about them.

[NL]

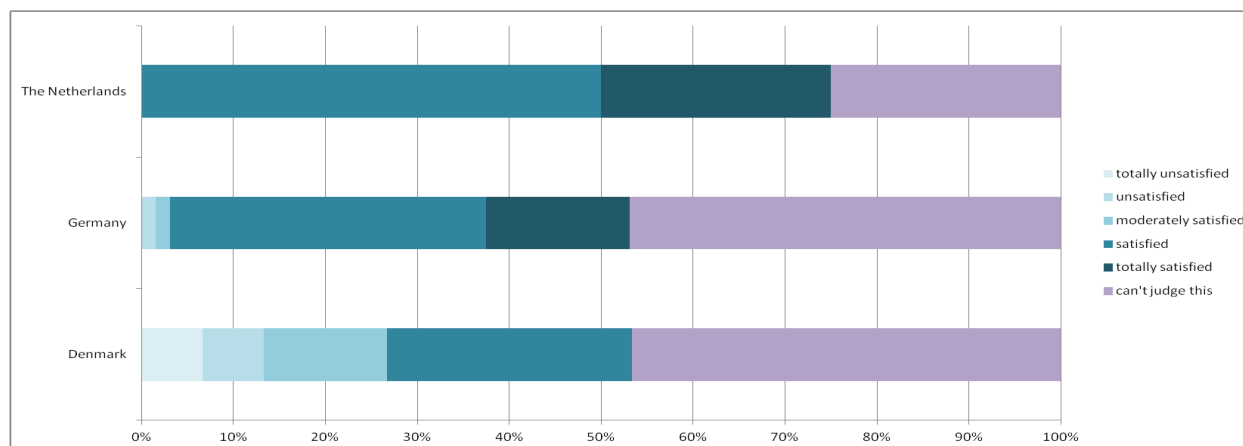
- Very important. Many people work on an island and concerning contact/exchange thus live on an island. The IWSS platform is very important and wonderfully inexpensive and accessible. It is also the only platform in this field in the Netherlands and international!!

### Comment:

The exchange and networking activities facilitated by the IWSS are considered moderately to totally important by 62% of the participants. Only one answer states that this is totally unimportant. 37% could not judge this, which distorts the results of those familiar with the offer. Taking into consideration only those answers that did judge, 98% of the participants consider the exchange and networking activities facilitated by the IWSS important, of which 45% consider it totally important.

### Question 2.3: How satisfied are you with the exchange and networking activities facilitated by the IWSS (workshops, etc.)?

	Percentage	Count
totally unsatisfied	1%	1
unsatisfied	2%	2
moderately satisfied	3%	3
satisfied	34%	30
totally satisfied	14%	12
can't judge this	45%	39
Total	100%	87



#### User Comments:

[D]

- More would be even better
- If a workshop is suitable for me, I will take part if I have time.
- Not yet sufficiently used

[DK]

- Do not participate in this framework. Participated as regional politician in cooperation earlier.

[NL]

- Sometimes too general, too little thematically focussed

#### Comment:

Almost half of the participants could not judge this question, most likely because they have not been in touch with an IWSS workshop etc. so far. Taken into consideration only those answers that rated (48), the satisfaction with the exchange and networking activities facilitated by the IWSS is high: Almost 94% are moderately to totally satisfied, of which 25% are totally satisfied.

Question 2.4 Can you very briefly give us one or more concrete example of your work that has been inspired by the exchange among international colleagues?

	Percentage	Count
No	66%	57
Yes	34%	30
Total	100%	87

[D]

- Project 'the plastic waste on the track' via the Kiel Research Workshop
- North Sea, Elbe, salmon population earlier and today
- Projects on hobbies, culture, environmental protection
- The National Park House Wangerooge has a new bird migration exhibition. Bird research can only benefit from an international exchange of information. In addition, the easy information dissemination in the form of illustrative games and worksheets is important for the combination of theory and practice in environmental education.
- No own project, but participation in other projects (such as Teaching Kit on sustainable tourism)
- Class trips in the Wadden Sea, discoverer's booklet
- Interactive family rally, many building blocks in our educational offer base on suggestions from the workshops
- Multilingual exhibition guide
- Coordinated applications, participation in Interreg projects
- Transfer of materials / modules to our offer of events & activities
- International Junior-Ranger Camps
- PROWAD, other INTERREG projects
- PROWAD; strategy for sustainable tourism in the Wadden Sea
- Game "Mein Leben als Seehund"
- Sailing trip on the IJsselmeer
- generally bird protection projects
- Coordination of exhibition contents and presentations with a view to a joint recognition in the entire Wadden Sea
- To learn the language of the foreign visitors (Germans, English speaking people) to be able to tell them more about the Wadden-Region and the natural live in and around the Wadden Sea.

[DK]

- Dissemination of experience in the Wadden Sea national park, cooperation on packaged tours
- perspective of the Wadden Sea, bringing better overview
- We were on a study trip to the national park in Schleswig-Holstein and got different ideas home - but also found that you can not just copy the German concepts in Denmark, there are the cultural variety in nature management for large.
- Knowledge and experience sharing and contradictory positions that bring own positions under fire. Can they be kept?
- World Heritage Interpretation
- self-management in the Wadden Sea

[NL]

- „Waddenzeeschool“ was inspired by „Mit Vadehav“; poster material, importance of unique outstanding values
- traveling photo exhibition "Faces of the Wadden Sea"
- The development of a new visitor center, especially interactive educational elements
- New methods as migratory bird game, mudflats puzzle. New teaching methods and materials in environmental education. Especially the internationalization of national programs. By this, it is much clearer for participants that the Wadden Sea and the nature and problems of the Wadden Sea extend far beyond national borders.
- Information for schools and packages for lectures, excursions program (mudflats, beach combing, bird trackers, etc).

#### Comment:

The list of examples shows that the exchange among international colleagues is generally inspiring and that various very concrete Wadden Sea projects, products and activities have been inspired by the exchange among international colleagues as facilitated by the IWSS.

## Educational Resources

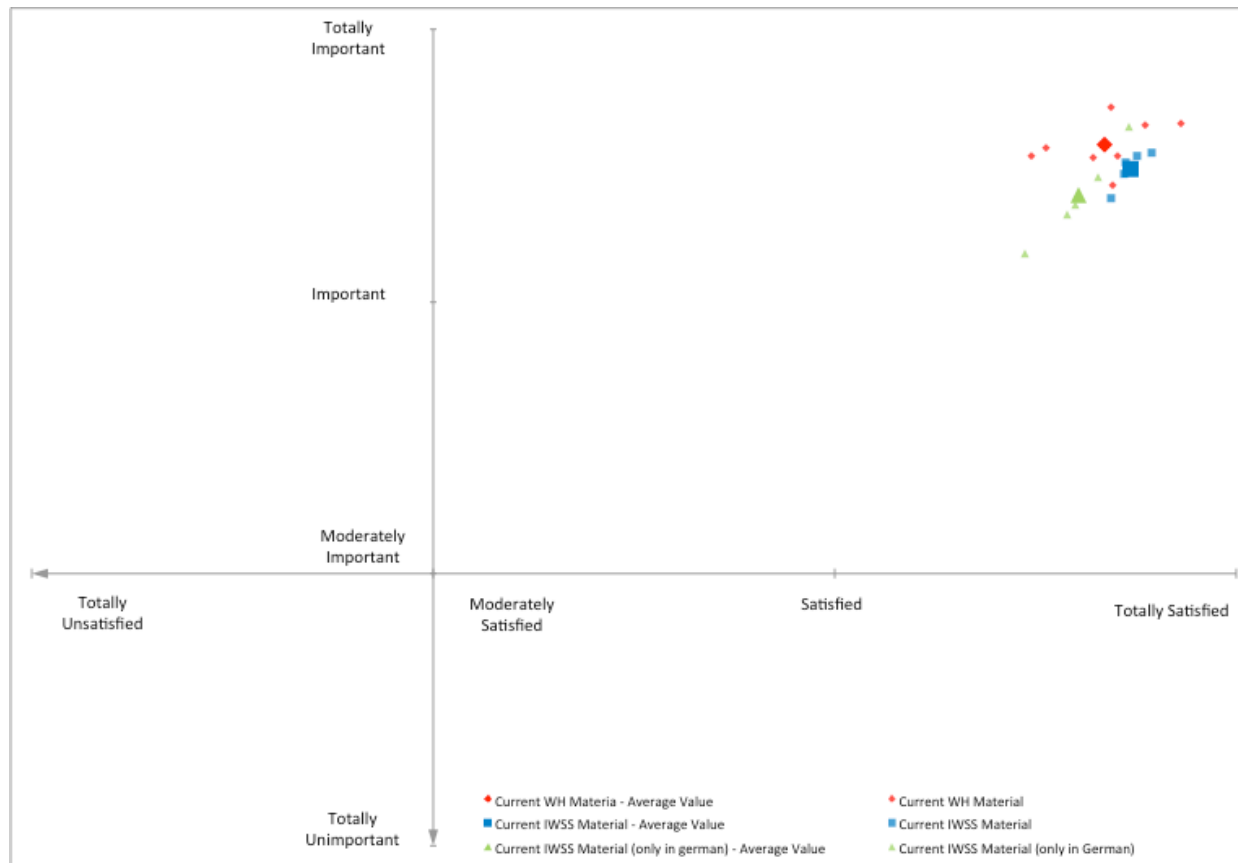
Question 3.1: How do you assess the following current IWSS/World Heritage materials in terms of importance and satisfaction for your work?

		Position	Average	Position	Average
<b>Current World Heritage Material</b>	Animated Video	3,84	<b>3,94</b>	4,26	<b>4,18</b>
	Flyway Poster	3,56		4,24	
	Guide for sustainable class trips	3,84		3,72	
	Large Wadden Sea Banners	4,13		4,66	
	Teaching Kit Sustainable Tourism	3,92		3,82	
	Wadden Sea Discovery Booklet	4,29		4,22	
	Wadden Sea Photo/Poster Series	3,82		4,11	
	Wadden Sea Poster	4,11		4,43	
<b>Current IWSS Material</b>	Landscape Journey	3,44	<b>3,72</b>	4,22	<b>4,34</b>
	Role Play "Climate Change in the Wadden Sea"	3,67		4,30	
	Wadden Sea Dictionary	3,84		4,38	
	Wadden Sea Puzzle	3,78		4,31	
	Wader Migration Game	3,87		4,47	
<b>Current IWSS Material (only German)</b>	Eel Game "Aal auf Wanderschaft"	3,39	<b>3,48</b>	4,00	<b>4,02</b>
	Seal Game "Mein Leben als Seehund"	3,65		4,14	
	Teaching Kit "Pause im Wattenmeer"	4,10		4,33	
	Trilateral Legend File "Sagenhaftes Wattenmeer"	3,31		3,94	
	Trilateral Recipe File "Kulinarisch Watt erleben"	2,94		3,69	

### Comment:

Both the importance and satisfaction with the current offer of IWSS and World Heritage material is rated very high. Of a maximum score of 5 the average importance reaches 3,7 and the satisfaction 4,2 (see also the SWAT analysis on the following page). The user comments explain this in more detail and also express critical aspects.

Score	Importance	Satisfaction
1	totally unimportant	totally unsatisfied
2	unimportant	unsatisfied
3	moderately important	moderately satisfied
4	important	satisfied
5	totally important	totally satisfied



Most significant are the votes for the Word Heritage-Materials, because here most participants voted. Roughly 66% voted, 25% ticked “Can’t judge this” and another 10% did not tick anything<sup>1</sup>. Also roughly half of the participants rated the general IWSS-Materials and those materials only available in German so far received the least votes.

What is interesting is that no matter which materials were rated the results are surprisingly similar (see graphic and chart). This is the reason why the graphic does not show the location for each single item but the summarized location for WH-, IWSS- and “only German”-material. Therefore it is suggested that the evaluations for each of the three categories (WH, IWSS, German Mat.) can be generalized regardless the particular participation rate.

**This detailed SWOT-analysis shows that the overall importance of the evaluated materials is relatively high (3,7 of 5) and the satisfaction is even higher (4,2 of 5) without major differences overall.**

<sup>1</sup> A problem of the online-survey-tool was that it allowed participants to leave out parts, which was not expected. Next time a tool that does not allow this will be chosen.

### User Comments Current World Heritage Material:

[DE]

- They reflect the entire Wadden Sea as a unit and have a horizont-broadening effect, since I have so far focused more on "my" Wadden Sea area.
- I would like the classes 1/2 to be more involved.
- I consider most of the materials to be valuable but they are little used by the guests.
- Implementation and selection of species on the Wadden Sea Poster very good
- You should be able to do more with the materials in lessons, e.g. a bird species recognition quiz or animal species by means of „Steckbriefe“ as accompanying material to the posters.
- There could be more thematically differentiated materials
- Good availability is very positive
- For children, the guests of tomorrow.
- very detailed information
- in the teaching kit there are very good worksheets for the pupils that, in addition to the textbook, convey the topic vividly
- I used the English learning cycle „Conny Crab“ and would be glad if I could use it again

[DE]

- Here it is similar, very good materials, but they are little in demand
- I have never seen it before, I find great
- The Wadden Sea Puzzle should be available again!
- Unfortunately the material is not much asked for in the seal station, but if it is used in groups, the participants are very satisfied
- We do not have any guided tours / educational offers yet where we can use the materials

### User Comments Current IWSS Material (available in German only)

[DE]

- I haven't seen most of it before, I find great.
- Seal game: very nice link between game and knowledge acquisition
- We do not have any guided tours / educational offers yet where we can use the materials

[DK]

- Wadden Sea discovery booklet has many competitors, e.g. Junior-Ranger brochure of the national park administration, and is rarely used
- Worksheets with differentiation are missing. Create material for inclusion pupils
- I like the vividness
- Partially more suited to younger students, also have a lot of use for material for older students.

[DK]

- It is a general problem that the materials express a German concept of nature, and it is difficult to be able to adapt it to Danish conditions. This means that the material is unsuitable for Danish schools.
- There is no material on culture - both on the islands and the mainland. Especially cultural landscapes behind the dikes should be focussed on.
- We do not have the materials. Some of them, we could wish for

[NL]

- The Wadden Sea banner should preferably also be available in poster format. The discovery booklet is perfect for schools, printing costs, however, are an obstacle.

[DK]

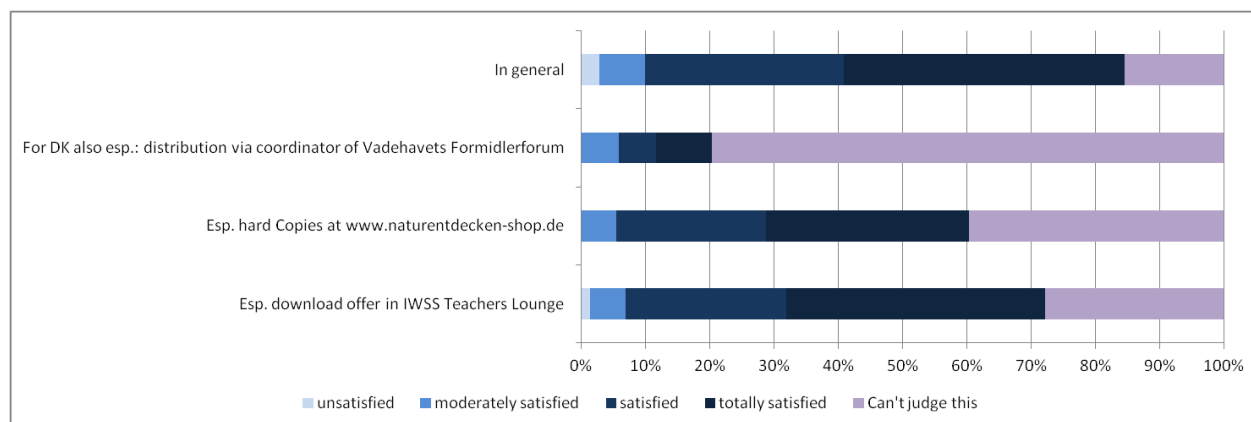
- The only thing I know is the puzzle, albeit in a different version than the one shown (the pieces were larger). Worked fine as entertainment for the kids at a show, but I do not think they got a lot to learn about the Wadden Sea when collecting it ....
- I do not have it and it is not on offer

[NL]

- In practice, many products are not as useful for us as we like to go out with school groups.

- Why are there so many things ONLY in German? Why are they not at least in English?
- The materials are to my knowledge not available in Danish, but for example. the seal games appears to be too Disney-like for Danish conditions.
- moderate knowledge of the material, so?
- Would like to get acquainted with them
- IWSS materials must be made available in English and translated into all languages.

### Question 3.2: How do you assess the possibilities to obtain the educational IWSS resources?



**Note:** The participants were asked to rate the possibilities to obtain IWSS resources in general to specifically rate the possibilities to obtain hard copies at [www.naturentdecken-shop.de](http://www.naturentdecken-shop.de) and downloads in the IWSS teachers lounge. In Denmark, there is also a possibility to obtain resources from the coordinator of the Wadden Sea Interpreter's Forum.

#### User Comments:

[D]

- I am only starting to use the IWSS website
- Absolutely satisfied

[DK]

- I think it is lumpy, and should work better with My Wadden Sea
- I do not know the German websites, but share an office with the Danish coordinator, and thus have easy access to the materials in Denmark
- I seek "answers" related to this area.
- If an institution has not been part of IWSS, you easily overlook the source of knowledge. And it's not super transparent, how to gain access to the material.
- Have heard nothing about it- could certainly be interesting. This is reserved for intermediaries who live off government grants?
- Outdated material

[NL]

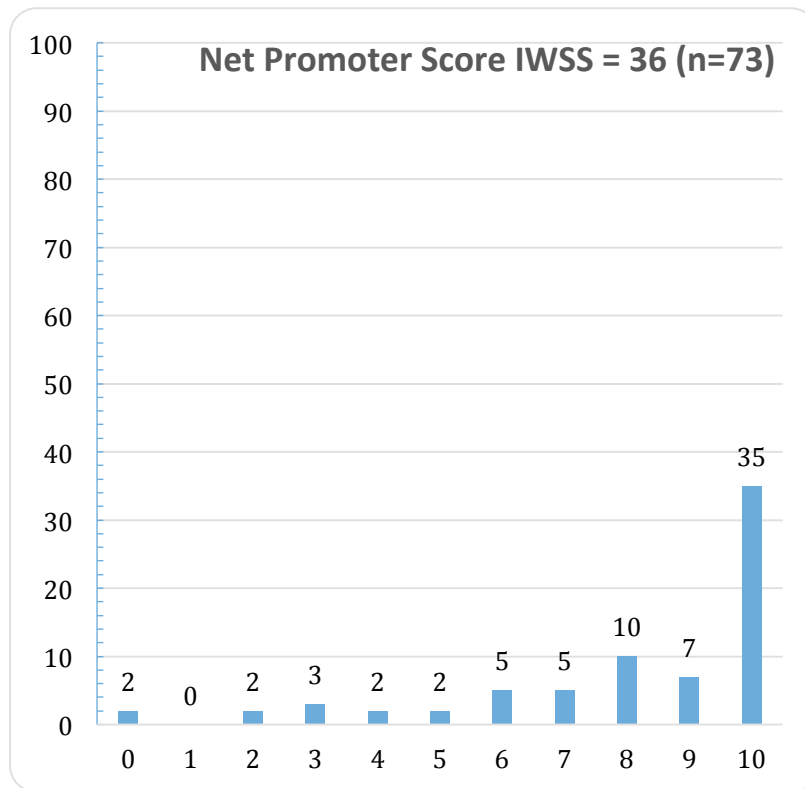
- Too little attention is risen for this

#### Comment:

The general satisfaction with the possibilities to obtain the educational IWSS resources is high. 82% of the participants are moderately to very satisfied. 15% cannot judge this and ratings reveals that Danish participants rate the general possibilities and especially the download offer in the IWSS Teacher Lounge unsatisfying, whereas the possibility to obtain the resources from the coordinator of the Wadden Sea Interpreters Forum is rated satisfactory to totally satisfactory. The comments suggest deficits in communication and integration in the nationally established education program.

## Management & Coordination

Question: 4.1: On a scale from 1-10, how likely is it that you would recommend the IWSS offer to colleagues?



### Comment:

The probability that someone recommends a particular organization to a third party (satisfaction) is considered to be a central indicator for the growth and thus the success of that organization. This so-called **net promoter score** (NPS) is calculated by subtracting the really and the rather dissatisfied stakeholders (0-6) from the really satisfied ones (9-10). Those who ticked 7 or 8 are considered to be rather passively satisfied and thus are not taken into account here.

The highest possible score is +100, the lowest possible -100. It depends quite a bit in which field of interest the NPS is evaluated. In general it is assumed that an organization with a clear two-digit NPS is very likely to further grow. In this context the **IWSS has an NPS of 36 which is** Nevertheless a closer look at the NPS of each of the participating countries reveals great differences between Germany (NPS = +65), the Netherlands (NPS = +29) and Denmark (NPS = -77). While on one side the Netherlands are pretty close to the good overall NPS and the German participants of the survey show a very good NPS, the Danish participants on the other side have demonstrated an extreme negative perception. This result needs to be discussed because the Danish participants make up roughly 20% of the survey<sup>2</sup>. On the other hand it has to be considered that without the Danish votes the transnational IWSS-NPS of the other 80% would have been even higher. A potential starting-point for such a discussion could be the following comment of a Danish survey-participant: *"My colleagues are working mainly with the culture of the Wadden Sea - and here there is not much to be learned from IWSS. But I imagine that there is an untapped potential here."*

<sup>2</sup> Actually it is probably less and thus the Danish NPS a little less extreme, because some participants voted very negative, but in their comments wrote that they were not familiar with the IWSS-material (*"I don't not know much about it, unfortunately."* Vote: 0/*"My impression from my very little knowledge of IWSS materials ..."* Vote: 3/*"I don't know it."* Vote: 0). This means that (a supposedly small number of) participants who admittedly don't really know about the issue somehow decided to participate in the evaluation which might bias the evaluation slightly in a negative way. Therefore, it would have been better if there was a "Can't judge this"-option for this question, too.



### User Comments (score 9 & 10)

[DE]

- Versatile, appealing materials!
- They are mature materials that are ready for use and are easy to use in The materials, which I have been lent by the National Park Office as a national park school, respectively in the "Wattpacket" have been very good!
- Elaborate and well-made material for environmental education, versatile
- Much is good to use in lessons
- I do recommend the offers of the IWSS teachers and other environmental education institutions and do it with pleasure.
- The World Heritage even deserves much more attention and this is only possible through multiplier such as the IWSS.
- The only educational project that covers the entire Wadden Sea in 4 languages with high-quality offers and the global significance of the Wadden Sea
- It greatly enriches the educational offer. In this way, professional interrelationships can be conveyed well and are helpful for all activities
- For the broad masses of environmental education facilities in the Wadden Sea it offers materials on central topics
- Extensive offer on Wadden Sea, transregional
- It enriches the teaching, but is often not right there, i.e. has yet to be ordered. This makes it easier to access existing materials ...
- Varied, well-structured and inexpensive educational materials
- I find it very good and use many materials very often, so I recommend it to all who are interested in it.
- The materials are all well suited for students.
- Active access to elaborated material also makes it easier for teachers to have access to the classroom. In addition, the information is professionally sound and well selected.
- Is a great, very helpful offer, which should be used by as many as possible.
- The offers are absolutely helpful, especially in the field of education
- great material
- Diverse, vivid material offer to support the experiences on site in the Wadden Sea
- The materials do not exist otherwise.
- ... a great help for an important topic ...
- Intelligent and scientifically well-researched materials, well adapted to the respective age groups and arouse curiosity, bring knowledge with fun

- The materials support the competence of the pupils, especially those who do not live near the coast.

[DK]

- Of course, I recommend it both for Danish - and especially German classes in the Danish school.

[NL]

- Important way of trilaterally exchanging knowledge and experiences and to tell an unambiguous World Heritage story.

### User Comments (score 0-6)

[DE]

- Especially the Wadden Sea dictionary is great!

[DK]

- Much has not been translated and is therefore not relevant. Pedagogical and didactic methods do not fit well in the Danish educational culture.
- My impression from my very little knowledge of IWSS materials is that they are prepared for a German school / nature school reality and simply translated into Danish. And that, for example, the species were selected that fit well in Germany, so that for example if we hand out posters sometimes have to explain when teachers ask: Why is this bird on? ... It is important in Germany.
- The workshop is an excellent idea, and it is important, but largely everything is only available in German, or according to the German positions, and it is simply of no use in Denmark.
- My colleagues are working mainly with the culture of the Wadden Sea - and here there is not much to be learned from IWSS. But I imagine that there is an untapped potential here.
- Much better material in Danish in My Wadden Sea. Outdated material that is often not available in Danish.

[NL]

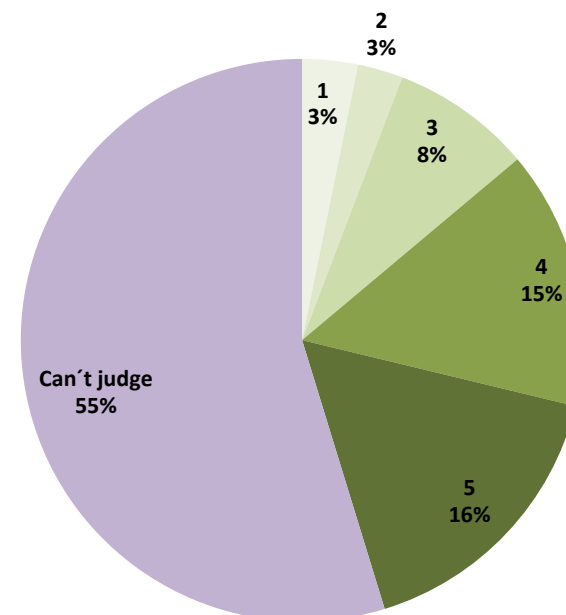
- Sometimes it is not yet sufficiently adapted to the Dutch education system. It mainly concerns internal aspects and less external adaptations.

## Question 4.2: How do you assess the overall quality of the IWSS coordination?

NOTE OF VALUES:

Can't Judge	0	Very Low	1	Very High	5
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	1	2	3	4	5	Can't judge
a	3	3	4	25	15	51
b	0	4	15	12	25	44
c	8	0	7	23	32	30
d	4	3	10	7	26	51
e	1	1	12	21	25	40
f	4	5	8	12	12	58
g	4	3	10	21	8	55
h	5	0	7	22	16	49
i	0	4	5	5	3	82
j	3	3	3	1	3	88
Total	32	26	81	149	165	548
Percentage	3%	3%	8%	15%	17%	55%
Percentage	13%		18%	69%		
Total % 1-5	45%					



### Comment:

average with 4 or 5 regarding the coordination-question. This is considered to be a good result. 13% voted with 1 or 2. If one looks at the data for each sub-question on the following pages it quickly becomes clear that it is mostly the Danish partner who voted negatively.

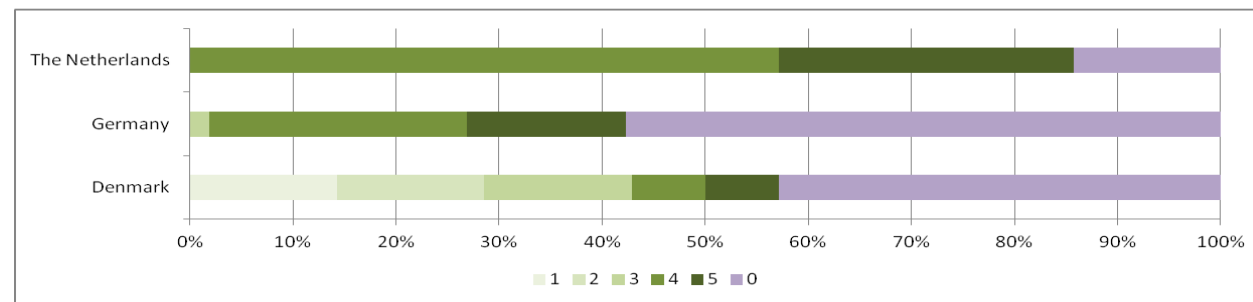
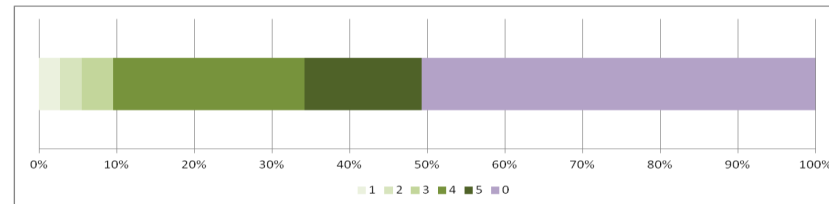
That more than half of the participants (55%) were not able to answer the questions under 4.2 can be explained by the high number of participants from user groups such as teachers or private nature guides, who are users of the IWSS offer, but not involved as much in the IWSS administration and management as e.g. visitor centres.

## a. Development & production of educational World Heritage material

NOTE OF VALUES:

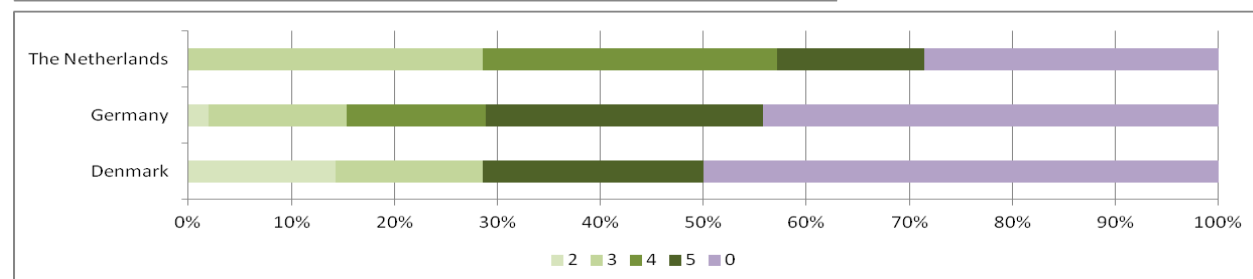
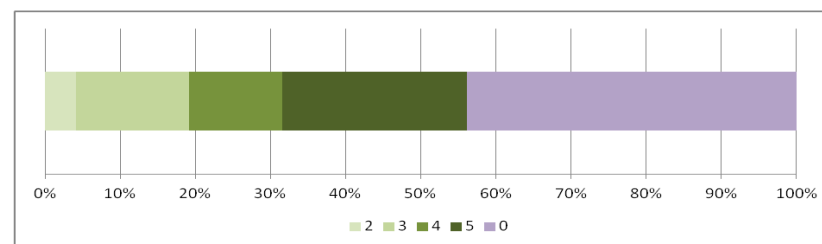
Can't Judge	0	Very Low	1	Very High	5
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	Percentage	Count
Can't judge	51%	37
1	3%	2
2	3%	2
3	4%	3
4	25%	18
5	15%	11
Total	100%	73



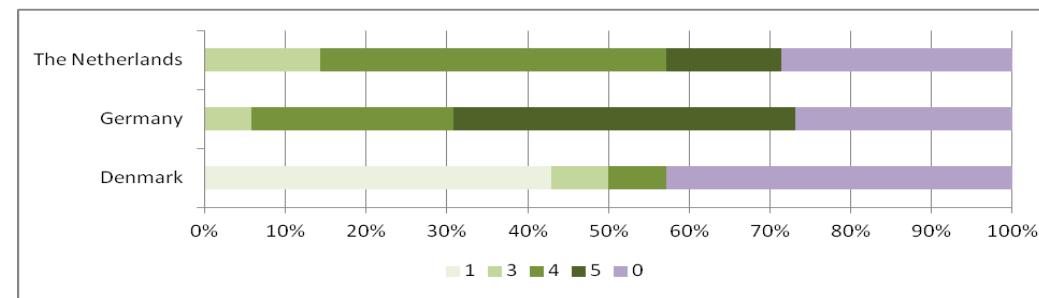
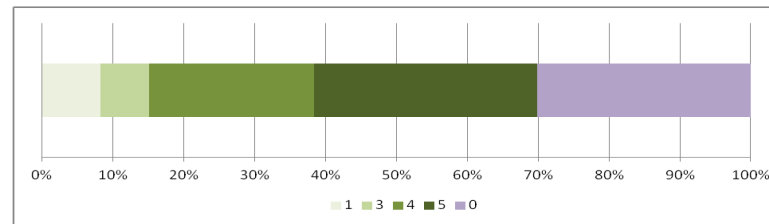
## b. Involvement of national stakeholders

	Percentage	Count
Can't judge	44%	32
1	0%	0
2	4%	3
3	15%	11
4	12%	9
5	25%	18
Total	100%	73



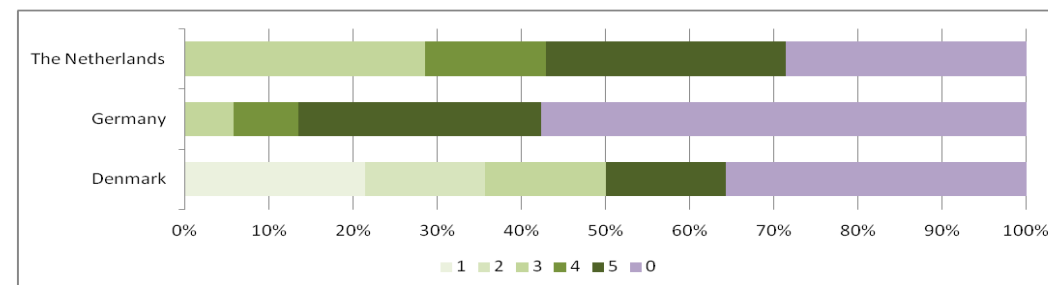
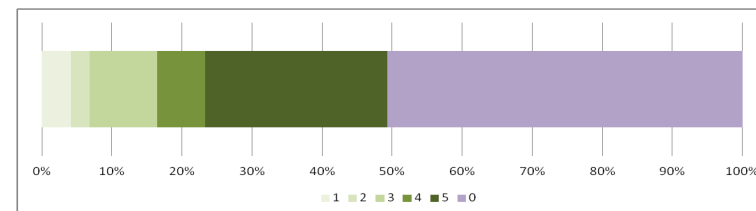
### c. Consideration of a cross-cultural understanding of pedagogic and didactic methodologies

	Percentage	Count
Can't judge	30%	22
1	8%	6
2	0%	0
3	7%	5
4	23%	17
5	32%	23
Total	100%	73



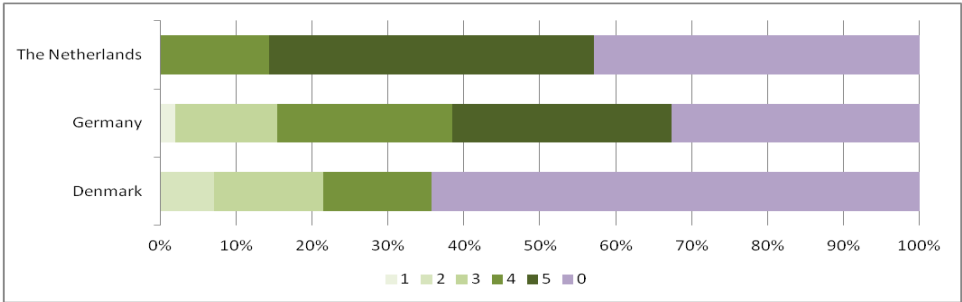
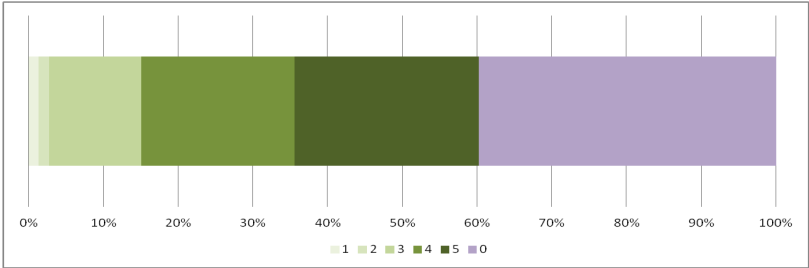
### d. Consideration of demands for materials in national languages

	Percentage	Count
Can't judge	51%	37
1	4%	3
2	3%	2
3	10%	7
4	7%	5
5	26%	19
Total	100%	73



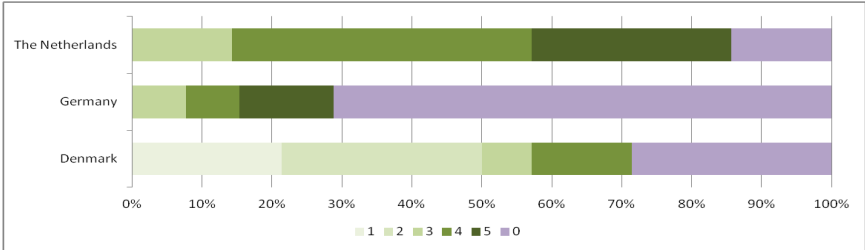
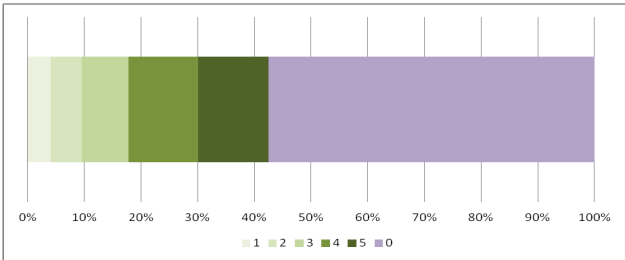
e. Organisation of the annual IWSS Workshops

	Percentage	Count
Can't judge	40%	29
1	1%	1
2	1%	1
3	12%	9
4	21%	15
5	25%	18
Total	100%	73



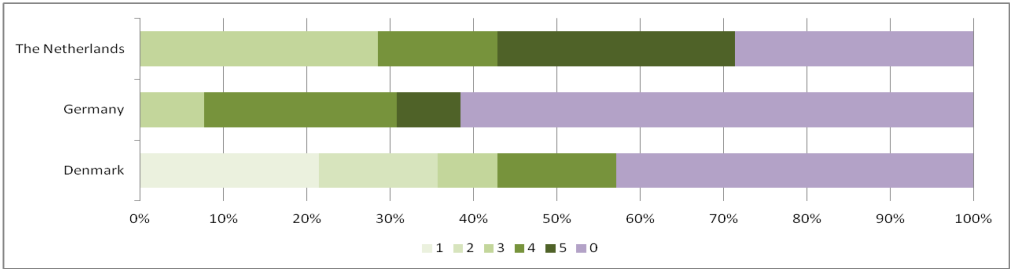
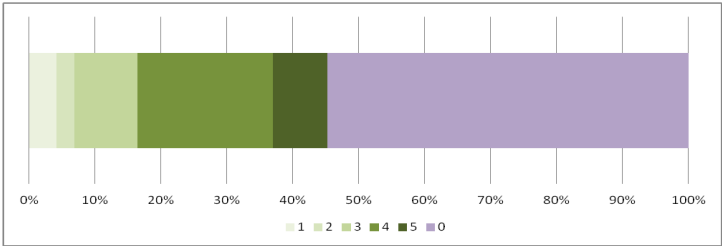
f. Overall communication

	Percentage	Count
Can't judge	58%	42
1	4%	3
2	5%	4
3	8%	6
4	12%	9
5	12%	9
Total	100%	73



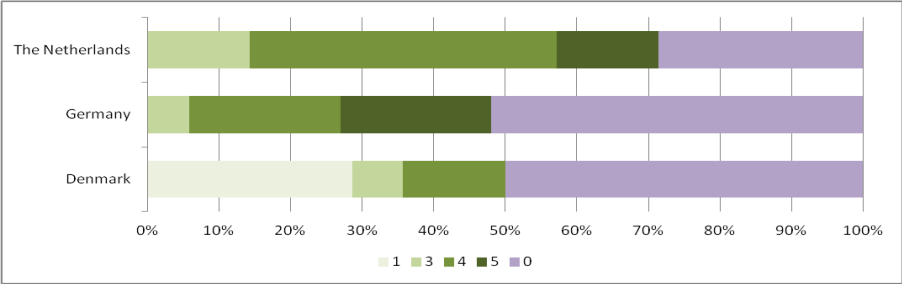
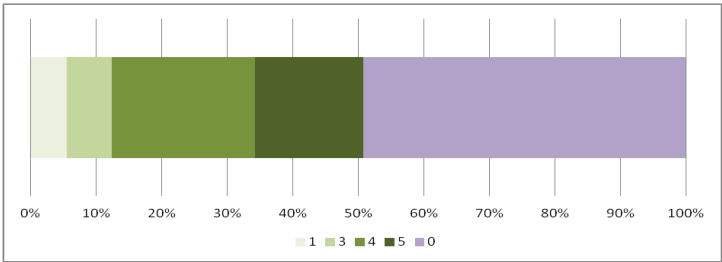
g. Overall management and financing

	Percentage	Count
Can't judge	55%	40
1	4%	3
2	3%	2
3	10%	7
4	21%	15
5	8%	6
Total	100%	73



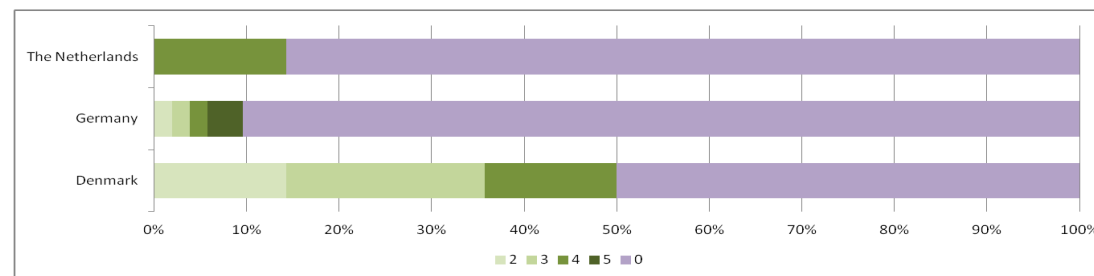
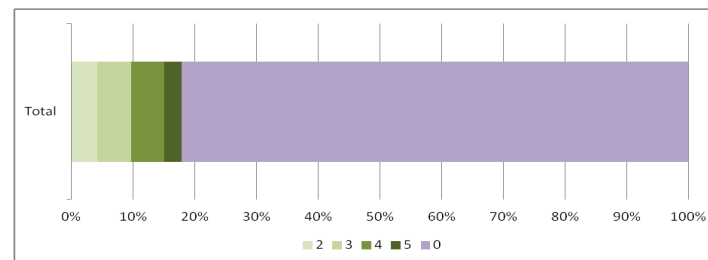
h. Reporting & Evaluation

	Percentage	Count
Can't judge	49%	36
1	5%	4
2	0%	0
3	7%	5
4	22%	16
5	16%	12
Total	100%	73



## i. Representation of IWSS in and connection of IWSS to the trilateral Wadden Sea Cooperation

	Percentage	Count
Can't judge	82%	60
1	0%	0
2	4%	3
3	5%	4
4	5%	4
5	3%	2
Total	100%	73



### User Comments:

[DE]

- I found the German contact partners very cooperative and extremely accommodating.

[DK]

- IWSS is generally not known in DK
- It might be hard everyday to think the other nations into it all, but it MUST be done. As it is now it feels as if it is the German first and then we have others try to find out about the cover schemes and so on. It's not professional.
- It is a problem that the materials will be prepared in German instead of English. It is much simpler for the national park to translate from English to Danish, since we can use a governmental agreement on the translation. When

the material to be processed into Danish, the desire often very late, making it difficult to find time and money to the task. On the other hand, we are good at helping each other in the intermediary circuit and the national park in Denmark, when we e.g. help one to translate the four photographic series posters to Danish.

- Stop! There is much I do not know anything about. I want the knowledge! How do I get it?
- Generally, there is not much information about World Heritage in Danish - it's a little sad when it's 2 years ago Denmark was appointed.

[NL]

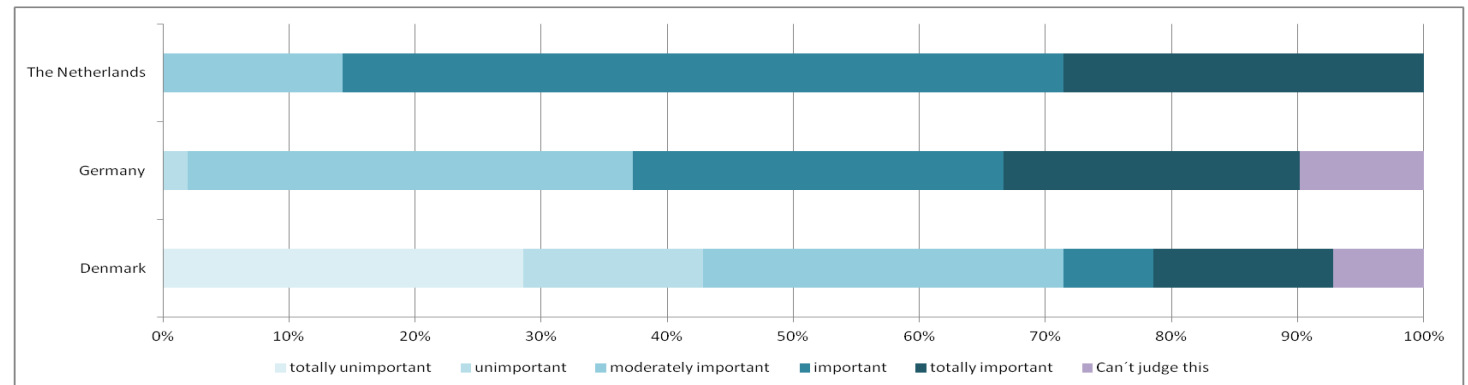
- By the good coordination of Anja Szczesinski we stay involved in IWSS and we are well informed of important developments and new products.

# Outlook

Question 5.1: As how important would you rate the following planned IWSS activities?

a. Exploration of possibilities to develop a small collection of educational merchandise articles to support the financing of World Heritage Education.

	Percentage	Count
totally unimportant	6%	4
unimportant	4%	3
moderately important	32%	23
important	28%	20
totally important	22%	16
Can't judge this	8%	6
Total	100%	72



[DK]

- It is not IWSS's job to make merchandise. Let private companies make money and avoid use of public money to compete with private companies.

- With current budgets will no Danish schools be able to afford to buy merchandise.
- No educational institution has funding for merchandise.

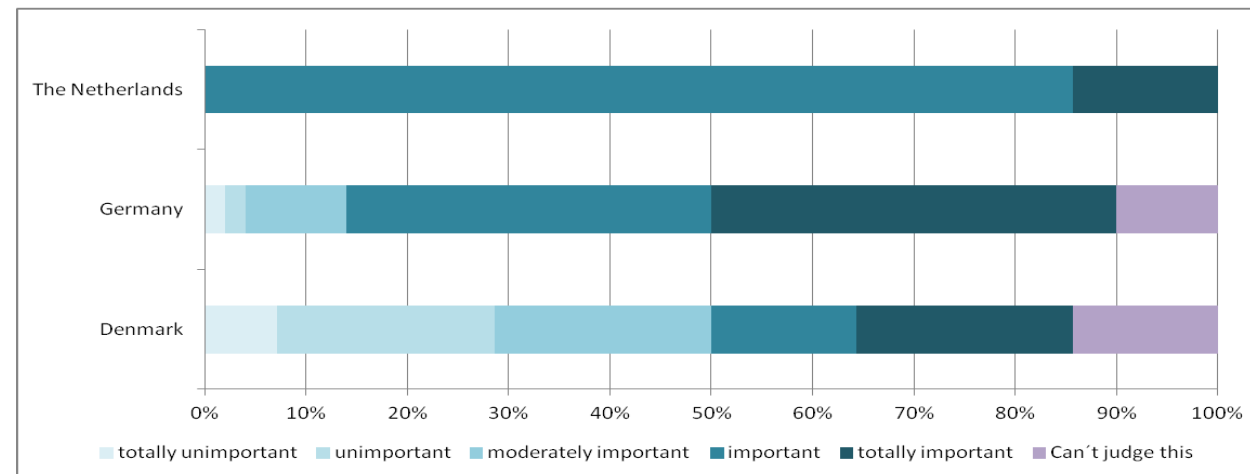
## Comment:

The idea of developing educational merchandise to support the financing of World Heritage education is generally rated important. 60% consider it moderately important or important and for 22% this is even very important. 10% - especially in Denmark - consider this (totally) unimportant. The Danish comments suggest that merchandise is on the one side not considered a task of the IWSS and on the other side educational institutions do not have the financial possibilities to afford it.



## b) “Streamline” and “internationalise” existing offers for bird-related education

	Percentage	Count
totally unimportant	3%	2
unimportant	6%	4
moderately important	11%	8
important	37%	26
totally important	34%	24
Can't judge this	10%	7
Total	100%	71



[DK]

- We are World Heritage, so the children should also learn why exactly the birds are so important worldwide, e.g.
- We have to constantly be at the forefront to satisfy conscious and unconscious needs for teaching!

- Focus on the cultural heritage and particularly cultural landscapes in all three countries.
- Streamlining is difficult when not taking into account national curricula

### Comment:

The idea to “streamline” and “internationalise” existing offers for bird-related education is rated important by the majority of participants. 9% consider it unimportant or totally unimportant. The Danish comments support the meaning of internationally focused bird resources but also outline the difficulties to streamline offers for different national demands. Furthermore, the aspect of a focus on the cultural heritage and especially landscapes is risen by one Danish comment.

## Question 5.2: New Media and innovative educational tools

a. Do you use any of the below listed new media in your educational or interpretive work?

	Yes		No		Total	
	Percentage	Count	Percentage	Count	Percentage	Count
Apps	33%	23	67%	47	100%	70
Blogs	13%	9	88%	63	100%	72
Others	21%	10	79%	37	100%	47
Social Media	54%	39	46%	33	100%	72
Video Games	11%	8	89%	63	100%	71
Total	27%	89	73%	243	100%	332

If yes, which:

[DE]

- Facebook (17)
- Etwinning
- Blog about school's activities on saveocean.com
- Blog on own website
- Tumblr
- Utopia.de
- Nordsee Blog
- Nabu Voelführer-App
- Kosmos Vogelführer App
- Vogelstimmen App
- Beachexplorer App (6)
- Whatsapp
- Fischratgeber App, CodeCheck App
- Apps that e.g. prepare for contest "Big challenge"
- Geocaching
- Within the framework of the exhibition, video games offer playful access to themes
- Own Video Game in exhibition

- Video Game Energetika
- Online game z.B. ecoocean (sustainable fisheries)
- Online media
- digitale rallyes (qr-code-tour)
- iPad + Beamer
- DVD's, presentations on computer
- websites and paper

[DK]

- Facebook (8)
- Instagram (4)
- Hjemmeside
- Own blog
- Youtube
- [www.olejacobsen.dk](http://www.olejacobsen.dk)
- Nationalpark Vadehavet DK app
- Apps: photo-related, and visits related - but only to the extent that I visit a new place, I don't keep them thereafter.
- National Park has an own app.
- Own app (visitor centre)
- Our website is still an important part of our communication. In addition our leaflet about the national park as well as our annual magazine, which is available free of charge.
- Danish subtitles for NDR 3's broadcasts, which often show Wadden Sea features etc.

[NL]

- Facebook (3)
- Twitter (4)
- Instagram
- YouTube
- LinkedIn
- Hiking apps, beach findings app
- video game on "vogeltrackers" website. But very expensive and can not compete with professional games
- self developed video game
- touchscreen in visitor centre

### If no, why not?

[DE]

- Too little experience / no reference (6)
- No suitable medium known (8)
- Lack of capacity, no time (18)
- Waste of time
- Hardly enough time for the encounter with the real nature.
- No demand (yet) (3)
- For schools only on the meta-level teaching subject
- Chat-exchange with Chinese partners has only been moderatenein
- Printed media is sufficient (4)
- Students are too young; many social media only allowed for a higher age (2)
- Not available for all students alike (4)
- no own experience and too many negative stories
- Focus is on nature experience (5)
- no adequate equipment at school (2)
- I generally reject it
- Missing content and lack of presentation medium
- too boring - prefer to be in nature
- mostly too committed to their own idea
- Video games are no longer up to date and too static

[DK]

- Concept of social media is not in place - coming in 2017
- I have enough to read
- We use our website or facebook instead of social media
- Lack of time
- it is not our target audience (2)
- Concept not in place but see huge opportunities in gaming
- We have not considered this.
- Never used it, not my generation. But my grandchildren. I seek material for them?
- Not familiar (2)

[NL]

- laborious and little response
- communication takes place via website
- lack of capacity
- Not yet developed
- Not available

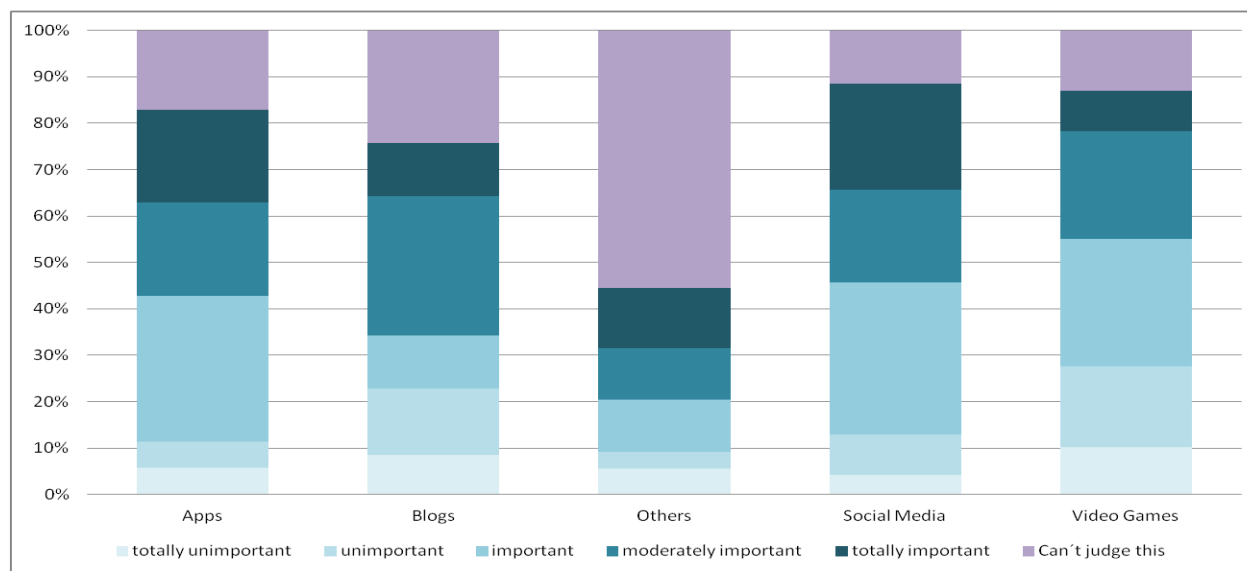
### General comments:

- Temporary trailers and games for the "Zugvogeltage" in autumn (materials of the National Park administration)
- Streaming - live pictures and movies are the future

### Comment:

The answers on which new media are used for education and interpretive work respectively why new media are not being used reflect a broad scope of media being used and reasons for not using them. Besides a generation question this is certainly also a question of suitable media and available equipment. The answers suggest that new media do play a role in education and interpretation (and might gain in importance in the future), but that classic nature experience in many cases overweighs the importance of media and that "conventional" printed material is sufficient.

b. How important would you rate new media and innovative educational tools for your work concerning Wadden Sea education or interpretation?



[DE]

- In my seminars, I consciously prefer to work face-to-face as alternative to monitor pedagogy. A Wadden Sea-related video game I do not know.
- Possibly more effective through central offices; if single facilities have the capacities, why not.
- We prefer the analogue experience.
- For example good to project photos to the wall
- We attach greater importance to cooperative learning forms

[DK]

- I think there is room for technology, but we should look at how the children themselves find to use it in nature (I've often seen them use the phones but NOT for games or apps!)
- Run as far as possible!

**Comment:**

For Wadden Sea education, new media and innovative educational tools are rated moderately to totally important by the majority of participants with apps and social media reaching highest scores in “totally important”. Obviously, Wadden Sea education is generally open for innovation and sees a potential in new media. The comments support this but also highlight the importance of analogue experience and cooperative learning.

### Question 5.3: Do you have any further comments?

[D]

- I am enthusiastic about the work of the IWSS of which I am profiting for my own educational work. It clearly illustrates the cross-border element of the Wadden Sea.
- I will now deal in detail with the offers of the IWSS!
- The materials are helpful for teaching! Great to be maintained!
- The materials enrich our events (whether for the young or old)
- Overall, I regard the IWSS as a co-ordinator of trilateral education work and the creation of educational materials as an indispensable element in the world heritage.
- More communication, information, new events and trainings, more valorisation National Park partnerships, more information on events in neighbouring national parks communication Nds / HH / SH

[DK]

- If IWSS is to have a future with Danish support, then it is a precondition that the activities are delivered on time, in Danish and in an educational form that is relevant for Danish lessons. It has not been the case and much material is knowingly and with pointing fingers and therefore IWSS is considered unnecessary and old-fashioned in DK.
- The project itself is enormously important. It is a great benefit for the multipliers - on a very professional level - and it MUST not be underestimated how important it is. Multipliers are frontline communicators with both children and adults concerning our World Heritage, and it should by no means be forgotten. Therefore, it is also truly important that the materials take so

much effort for development and are being developed as good as possible from the start. They are certainly not now. We cannot get around that we have different views and attitudes to nature, communication and learning in our three countries. And neither should we. It can be beneficial, and the difference can be used. But it requires that agreement are made on the development of materials – i.e. the basic material to be made in English, it must be decently planned, and involve the different countries (in time). I think that new materials must be agreed upon at the annual workshop so that all the people who are out there in nature and culture on a daily basis can bring their experience into play. It should not come from top down.

- "Wadden Sea Education" at university level located in Ribe as soon as possible.
- I would really like to engage in IWSS if there comes a little more culture into. And it will be good with an international network along the coast.
- I was surprised to find it.
- More effort should be made when translating the questionnaire into Danish, as the language in its current form has linguistic glitches and is open to misinterpretation. In the worst cases it can make data misleading??

[NL]

- It is of great importance that the network platform IWSS and the education development platform IWSS continues to exist. It is the only platform in the field of education! Earlier national initiatives in the past 30 years have unfortunately always lasted at most a few years for short-term financing. It is of the utmost importance that the IWSS structure is maintained. The existing structure can run with the current (minimum) financing but any easing would be nice. A project for a longer period of, for example, 5 or 10 years is required. Annual wrangling over subsidies is inefficient and frustrating.

### Comment:

The comments stress the importance and appreciation of World Heritage Education and the IWSS but also outline the unsatisfactory situation from the point of view of Danish participants. From that point of view the organisational structure and performance of the IWSS need to be improved to better meet the national demands.

## 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. Especially teachers in Germany give a very positive feedback and highly appreciate the provided resources, both the materials primarily developed for visitor centre and also the actual teaching resources.

However, the evaluation also shows a considerable dissatisfaction by Danish participants with the structure and output of the IWSS. The national Danish demand for educational resources is not met from their view and the continuation of the IWSS in the current way is not supported. The difficulty to meet the demands of different educational systems is also shared by some answers from The Netherlands, although the criticism there is of a rather informative than complaining nature.

A difficulty of the IWSS as it currently works is certainly the high demand, to provide educational resources that work for all three countries and thus need a cooperative approach in the development, while at the same time the capacities to actively cooperate were and are quite limited both in Denmark and The Netherlands.

From the evaluation at hand it can be concluded that the differences in the national education and interpretation cultures and systems are considerable and thus can hardly be served to the same extent with the same materials, especially if these are more complex. However, the assumption was, and basically still is, that such problems should be possible to overcome, considering that in the end it is ONE joint World Heritage site, and that since more than 35 years there is a strong trilateral cooperation for the protection of the Wadden Sea. Given that, some aspects of the evaluation are deeply discouraging, while others confirm the IWSS approach.

To overcome these perceived shortcomings, there seem to be now two possible ways ahead:

1. One option would be to closely examine, in cooperation with our national partners, what measures need to be taken to make the output of the IWSS more relevant for all three Wadden Sea countries and how it can be better geared to the needs of each individual country. In this way we would build on the established foundation of the IWSS but improve its delivery so that it can better fulfil its role as a service provider for the entire Wadden Sea World Heritage. This is in line with the need to take account of the World Heritage Property as one entity also in environmental education, which was the underlying rationale of the IWSS and sets it apart from strictly regional or national educational activities.
2. The alternative option would be for the IWSS to reduce the scope of its work and focus strictly on certain core products. To achieve this, a differentiation between Wadden Sea wide trilateral “World Heritage core products” (rather simple publications such as the Wadden Sea poster “Discover and protect the diversity of the World Heritage Site and National Park” or the banners with the satellite image or the

Wadden Sea poster) and the “national” World Heritage material could be helpful. The IWSS could focus on the trilateral core products – making sure that these meet the demand of all countries and are published in all three languages. The development of more complex World Heritage education resources could and should then take place on a national level in the three countries. The focus of the IWSS could, given the extremely different viewpoints on it, thus shift from a comprehensive umbrella program for World Heritage education to a basic exchange and service platform, providing basic information and outreach material (thus fulfilling the demand by the UNESCO to ensure an appropriate World Heritage education at least on a very basic level as far as it would then still be a joint programme) as well as an exchange platform for multipliers to inspire World Heritage education in the entire Wadden Sea.

The annual IWSS workshops – a valuable offer according to most replies – should continue in any case to serve as an exchange platform.

If the second option is chosen, the name „International Wadden Sea School“ should also be reconsidered. A title comprising the words “World Heritage”, “interpretation”, “service”, “platform” or “forum” could be more appropriate, however, it should reflect that just a very basic core may remain which would be a trilaterally coordinated one.

WWF suggest to choose one of the options and to spend time and thought on the restructuring of the IWSS to ensure both a valuable – at least basic – World Heritage interpretation offer and a long-term support of the three countries cooperating in the Trilateral Wadden Sea Cooperation in order to make the best possible use of the foundation provided by the work of the IWSS while also optimising delivery.