

Observation Experience, Way for Sound Conservation and Eco-system of Agricultural Heritages

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The needs of "Observation Experience"

- **Aa agricultural heritage is an area where people's food security and livelihood were provided by direct producing or indirect trading and processing based on the farmers' knowledge system, farming skills, communal support, conserving their authentic agricultural system and its unique ecosystem. And the continuous threats and negative impacts on agricultural heritages from global warming, climate change, war and natural disasters are no foreign anymore and resulting all sorts of negative impacts for heritages and its eco-system.**
- **One of common conservation methods for global heritages is "observation experience" in the heritage area rather than "touch, take life of insect, animal, flowers etc. for fun and interest in the eco-system of heritage area. Jeju Haenyeo(female diver) and Boseong tidal flats(fishermen) were interviewed on their acknowledge level of eco-system and how to conserve, followed by sight visit to carry out an observation experience in the heritage area.**
- **The test result proved it was how their ancestors managed the food supply, leaving the young ones as way of respecting the value of life-form in the eco-system. It clearly marked the next step is to develop "Observation Experience" for each agricultural heritage to retain the eco-system and the value of the agricultural heritage.**

Introduction

What is usual "Observation Experience" program?

- Experiential observation/Participant observation/Direct experience
- Resource from: Jeonbuk Experiential Observation Learning Center in Korea
- Object: Visitors understand the "ecosystem" and "life value"
- Means: Information share, exchange, discuss, observation and participation



Why "Observation Experience"?

- Sustainability of heritages
- Minimizing the negative impact on environment
- Inheritance of heritages
- Community or resident led conservation and management based on

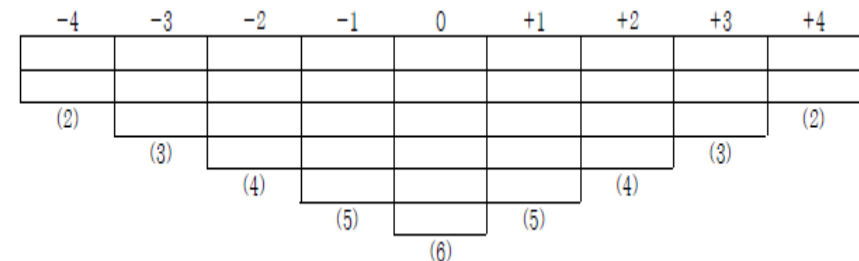
"**The OBJECTIFIED SUBJECTIVITY** of an Heritage thru **Q theory**"

- Sustainable tourism, contributed by/with local farmers or fishermen
- Continuous municipal heritage education program
- All year round heritage monitoring led by heritage(people)

Q theory

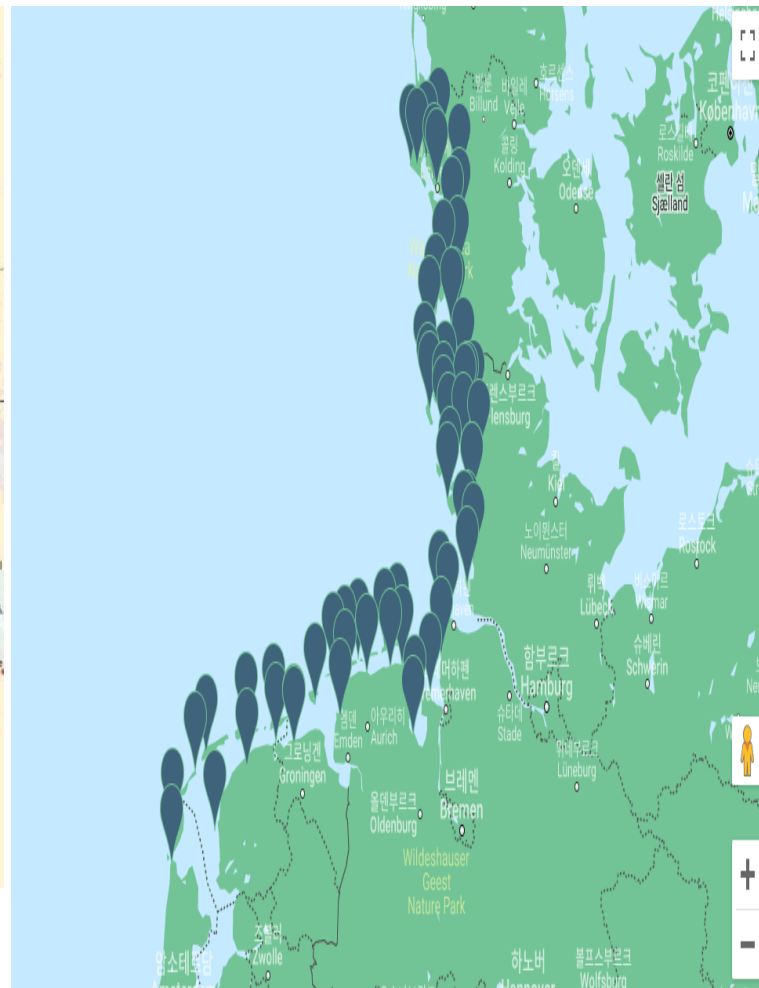
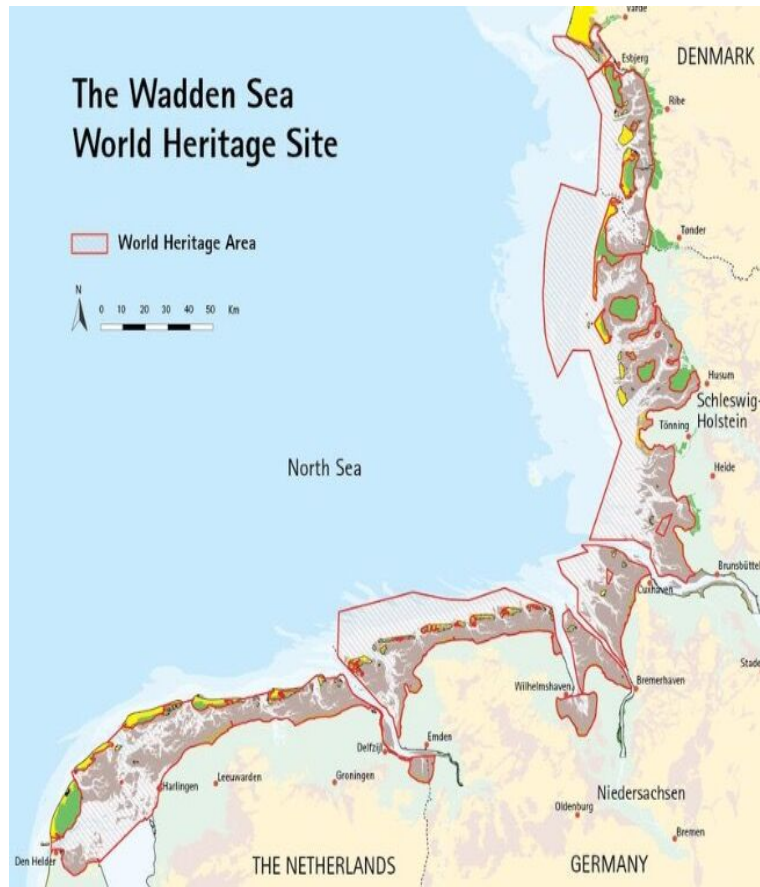
- To understand human subjectivity, including awareness, value, behave, devotion
- Then objectify the studied subjectivity
- of a phenomenon, being conceptualized or to establish an empirical theory
- To extract HERITAGE value among residents

Least agree Medium Most agree



Some examples of "Observation experience"?

- UNESCO World Heritage(1,199 site from 168 state, as of 07/2024)
 - : Cultural(933), Natural(227), Mixed(39)
 - : The Wadden Sea World Heritage(Natural Heritage, 2009, Denmark, Germany, Netherlands)



Criteria	Viii. Ix, x
Property	1,143,403ha
Visitor info-center	65
Annual visitor	15 million
Task	Education, publication

(ix)

to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;

(x)

to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.

How and what 『Wadden Seas』 do for sustainability?

3 states set “consensus environmental education goal”



65 visitor ctr run
“International Wadden Sea School”



1. Conservation
2. Sustainable Development
3. Environmental Education + Wadden Seas Biosphere Reserves

TRILATERAL EDUCATION STRATEGY



The “Wadden Sea Strategy on Education for Sustainable Development and World Heritage Interpretation” aims to provide a transboundary framework for environmental education and interpretation in the entire Wadden Sea World Heritage Site. It stands for ONE Wadden Sea, builds on local, regional and national strategies, concepts and individual activities – without replacing these – and provides an umbrella to promote the Wadden Sea’s Outstanding Universal Value in an international and interdisciplinary approach.

Resources from : Wadden Seas School <https://www.iwss.org/>

INTERNATIONAL WADDEN SEA SCHOOL



Founded by the Trilateral Wadden Sea Cooperation and nature NGOs in 2003, the International Wadden Sea School (IWSS) aims to raise awareness of the Wadden Sea as ONE shared nature area among multipliers and users of Wadden Sea education. The IWSS brings together environmental educationalists from Denmark, Germany and the Netherlands at annual workshops throughout the Wadden Sea Region. They share their experience and approaches to Wadden Sea education – from visitor centers and guided tours to online learning platforms and school programmes – and jointly develop ideas for translation activities and trilateral resources.

A broad pool of [multilingual education and edutainment resources](#) are available, such as posters, discovery booklets, sticker books, and various games focussing on the Wadden Sea as an entity. They offer multipliers the chance to include a transnational perspective in their regional and local education activities.

The IWSS, coordinated by WWF Germany and the CWSS, constitutes the basis for World Heritage Site education and is in charge of the implementation of the trilateral World Heritage Site education programme.



Participant observation program operation

- Who decided the program: 3 state Common Secretariat
- Common Secretariat handle all matters including int'l relation
- Who run the program: inhabitants, visitor ctr staff(resident)
- Types of basic program:

Resources from : The Wadden Seas School <https://www.iwss.org/>

class trip(reservation)



Photo: A. Szczepaniak

Guided tours(site request)



Photo: FMUS

National Wadden Sea Education



Photo: Vadehavets Formidulerforum

Educational online platforms and various national resources provide didactic access and comprehensive learning opportunities for schools and other audiences.

Denmark

Mit Vadehav

Germany

Lernen & Erleben im Nationalpark Schleswig-Holsteinisches Wattenmeer

Lernen & Erleben im Nationalpark Niedersächsisches Wattenmeer

Lernen & Erleben im Nationalpark Hamburgisches Wattenmeer

Watt für Fortgeschrittene

The Netherlands

Waddenzeeschool

Teaching Material



What's Observation Experience of the Wadden Seas then?

Continuous education

Share information

Awareness

Participation



Photo: Nationalparkverwaltung Niedersächsisches Wattenmeer

Community impact, etc.

What I do as in one team

My direct action!

WADDEN SEA TEACHING KIT

Learning station 5 15

HOW DO VISITORS AFFECT THE LIVES OF THE LOCALS?

Six coastal inhabitants are interviewed and talk about the experiences they have had with tourists.

- RIBBE** 650 INHABITANTS
1.5 MILLION VISITORS A YEAR
- SCHIEEROMMINKBOD** 390 INHABITANTS
280,000 VISITORS A YEAR
- HALLIG HOEDE** 100 INHABITANTS
50,000 VISITORS A YEAR
- RISSUM** 22,500 INHABITANTS
1.0 MILLION VISITORS A YEAR

My wife and I have witnessed many changes in tourism. Since 1954 cottages have been heated with natural gas on Schiermonnikoog which has greatly extended the season. In 1962 the port was built, making arrival and departure much easier. In the past, the tourists came for a week. Today, many only stay for a couple of days to find some peace. Life on the mainland has become faster and more exhausting. Good for the economy here!

Siegfried R., 77, (Lindenslootweg/Steinwerd)

On Rana there are "tourist seasons": in summer, the island is full of happy people having a holiday. Shops and ice cream parlours come to life then. When the season is over, it returns to peace and quiet. That's a good balance. My husband and I are glad we have worked here all year. With many jobs in the tourism field the income is neither high nor stable.

Tanja R., 50, (Rana/Steinwerd)

TASK 10

- Choose one of the six interviewees. How is their daily life different to yours? Name at least three differences.
- Read through all the interviews. Work out the differences and similarities between life in the Wadden Sea and your life.

I'm doing my voluntary ecological year with WWF. I love it when tourists come to me, praise what we do and find it great how I promote our work. Unfortunately, there are some tourists who do not take us seriously, especially in the summer when so many are here. But the more people who are enthusiastic about the Wadden Sea, the more there are standing up for the National Park.

Annetmarie G., 20, (Houm/Steinwerd)

I rent out two holiday homes and explain to visitors about the Wadden Sea and its animals - one of the best jobs that I know. To live here is almost like a holiday. Only in the summer it gets a bit crowded when up to 800 people a day visit our little Hallig. Then I sometimes wish that it was less. But if they like it here then maybe they will come again sometime as an overnight guest!

Katja J., 42, (Riding Shop/Steinwerd)

I was born here on the island. It's nice and quiet and there is a lot of wildlife. In summer, tourists come and then everything's going well. We can meet new people and make good money. In a few years I'd like to have a part-time job at the hotel where my father works. But when I grow up I think I will go to the mainland. There are just more people there.

Jobb B., 14, (Schiermonnikoog/Steinwerd)

I have lived in the Wadden Sea since I was a child. We cycled at high tide to swim in the sea and played in the dunes. Today I live in Ribe. At low tide you can go from here by car or tractorbus right across the mudflats to Mando, a small island. In spring and autumn tourists come to Ribe to see the "Black Sun": thousands of starlings flock there and make incredible formations in the sky.

Mette L. G., 24, (Ribe/Steinwerd)

- Look at the comparison of tourist and population numbers. Which places have the most tourists per population? Calculate the proportion and consider how tourism affects the lives of the local population in these places.

WADDEN SEA TEACHING KIT

What can you do? 18

WHAT YOU CAN DO TO PROTECT THE WADDEN SEA

BECOME A JUNIOR RANGER

Take part together with other junior rangers conservation tasks in the Wadden Sea or other protected landscapes. You'll become an expert on landscape, flora and fauna - at best right there where you live. Many states offer Junior Ranger programmes in national parks. Info you can find on the Internet under the key word "Junior Ranger".

CALCULATE YOUR ECOLOGICAL FOOTPRINT

For journeys there are climate footprints. An ecological footprint is for your life in general. You can calculate yours online, compare it with the average and find out what would happen if everyone lived like it. Maybe afterwards you will even want to reduce your footprint? Here is a calculator: <http://footprint.wwf.org.uk>

GET YOURSELF THE WWF EXPLORER BOOKLET „THE MUDFLATS ARE FULL OF WONDERS!“

Discovering the World Heritage Site and National Park Wadden Sea? (available in German, Dutch and Danish). The title alone tells you where it's about. If you want to know more about the mudflats, the WWF booklet will help you. In the pocket-sized 44 pages you will find information, advice, stickers and much more. You can get it in National Park Houses and Environmental Centres or on the Internet: www.naturentdecken-shop.de/WWF-Produkte

DISCOVER NATURE WITH YOUNG PANDAS - THE WWF PROGRAMME FOR CHILDREN

Many national WWF organizations offer programmes for children: As a "YOUNG PANDA" you can help us in joint activities to protect animals and their environment. For example, you can learn interesting facts about endangered animals and current conservation issues in the monthly members' magazine, and you can take part in exciting nature adventure camps. Information about YOUNG PANDA can be found at www.young-panda.de and national WWF websites.

PLAY FAIR IN THE NATIONAL PARK

In order to protect nature in the National Park you should follow a few simple but important rules. Even better: also convince your family, friends and classmates. The rules can be found in information centres, protection stations and on the Internet.

DO ONE-YEAR'S VOLUNTARY SERVICE

Once you're out of school you can take part in the context of voluntary service. Many states offer appropriate programmes such as the Voluntary Ecological Year or the Federal Voluntary Service in Germany. There are places everywhere, both in the countryside and in the city - and of course the Wadden Sea. Info: www.fog.de and www.bundesfreiwilligendienst.de and on the Internet with the keyword "Volunteering for Conservation".

CHOOSE NATIONAL PARK PARTNERS

Some people are especially committed in their work for the National Park. That's why they are allowed to use its logo. So you can easily recognize excursion boats, tour guides, accommodation and restaurants that are National Park Partners. If you use it, you are helping the environment and nature.

SHOP WITH AWARENESS

Where and how food is produced makes a big difference to its environmental impact. It is better to get products from regional and organic farming - preferably both at once. Pay attention to labels at farmers' markets, in shops and restaurants, or just ask.

TAKE CARE WHEN BUYING FISH

Some fish species are overfished, and many other animals are captured then left to die. Shopping guides from WWF and other organizations can help with your choice - whether at home or on holiday. By the way: locally caught fish is usually better than fish that has been transported long distances.

WADDEN SEA TEACHING KIT

Learning station 6 17

TOURISM AND NATURE PROTECTION - CAN THEY WORK TOGETHER?

Every year tourism brings billions of Euros into the German, Danish and Dutch Wadden Sea regions. Without the numerous tourists, many locals would not have work and would not make any money. However, many people visiting a very sensitive natural area means that it has to be protected.

To make this possible, tourism experts and conservationists from all three Wadden Sea countries got together and considered how they could create sustainable tourism. They came up with some sensible thoughts:

- Tourism and nature protection should go hand in hand. Everyone who works in tourism should ensure that the Wadden Sea is preserved.
- All interested parties, such as nature conservation, tourism and the local people, should benefit from having the World Heritage Site.
- The people who live in the Wadden Sea or visit it should know that they are in a particularly valuable landscape.
- The tourism industry should inform visitors about the World Heritage Site and advertise it.

To make that happen, certain things need to be done...

FIRST STRATEGIC GOAL

To ensure all stakeholders have a transnational understanding and appreciation of the values of the Wadden Sea World Heritage.

SECOND STRATEGIC GOAL

To ensure stakeholders take responsibility for and contribute to the protection of the 'Outstanding Universal Value' through involvement in tourism management and product development.

THIRD STRATEGIC GOAL

To ensure the tourism sector provides consistent communication and marketing and promotes the high quality tourism offers of the Wadden Sea World Heritage Destination.

FOURTH STRATEGIC GOAL

To ensure nature conservation, tourism and local communities benefit from World Heritage Status.

TASK 12

- Texts in official documents are sometimes awkwardly worded. First read through the four strategic objectives and then the four statements in the text. Assign a statement to each strategic objective.
- Think about what measures could achieve the goals of the tourism strategy. Write at least one measure for each goal. Look again at the various holiday types and consider if the measures differ depending on the type.

TASK 13

- Create a promotional poster for a holiday in the Wadden Sea, which one of the holiday types of learning station 1 would like. Use as much information as possible from the stations and tasks that

The tourism strategy has been worked out jointly by the three countries in which the World Heritage Site Wadden Sea is located. Think about why each country has not considered tourism in the Wadden Sea individually. In addition, people from tourism and people from nature conservation have worked together. Think about what challenges there are when people work together from different countries or different sectors of work.

you previously worked on. How can the holiday which you are advertising be particularly climate-friendly and compatible with nature?

WWT-London Wetland Center

Resources: <https://www.wwt.org.uk/>

WWT	Wonders of Wetlands
Sites	10 in England
Objectives	Saving wetlands for wildlife and people
Operation	People's support, education and participation in the action
Why	<ul style="list-style-type: none"> • 35% wetlands have disappeared since 1970. • Wetland are disappearing 3 times faster than forests. • 25% of wetland species face extinction.



Biodiversity



It's this rich reservoir of biodiversity that makes wetlands vital for humanity and nature to thrive.

Carbon storage



Action to protect wetlands is a key part of the fight against climate change.

Disaster risk reduction



With climate and weather-related hazards becoming ever more frequent, we need our wetlands now more than ever.

Livelihoods



As a major source of employment globally, wetlands are ideally placed to deliver sustainable livelihoods. From rice farming to fishing, tourism to transport, wetlands host a diverse range of jobs that support entire communities.

Water & wellbeing



With record numbers of people being diagnosed with depression, anxiety and stress, ensuring we all have

WWT Learning Zone-resources



General teaching resources

Deliver key curriculum topics.



Pre and post-visit resources

Inspire learners before their visit and extend their learning back at school.



Self guided resources

Enhance the on-site learning experience.



Learning newsletter

Want to keep up to date with our latest learning resources and visit offers? Sign up to receive our termly newsletters.

[Sign up](#)

WWT Learning Zone-resources

Make your own mini pond

Create your own wetland habitat to encourage wildlife in your local area.

[Download activity sheet](#)



Who needs "Observation experience"?

- Heritages at risk(due to aging community, climate change, natural disaster, construction threat or zoning alteration, etc.)
- GIAHS + UNESCO heritage/Biosphere Reserves or **National Heritage list(may vary per state policy)**

Case 1 Jeju's 2 GIAHS and 3 UNESCO "HERITAGES"

Area	Jeju Island, Korea
Heritages	<ol style="list-style-type: none"> 1. GIAHS: Jeju Batdam(stone fence around dry field) AHS(2014) 2. GIAHS: Jeju Haenyeo Fisheries System(2023) 3. UNESCO ICH: Jeju Haenyeo Culture(2016)
Value	OUV of UNESCO, GIAHS inscription criteria, Rasar, Geoparks Network, UNESCO ICH
Connection between Hs	<ul style="list-style-type: none"> • Many Haenyeo dive in the morning and farm afterward • Additional heritages: Biosphere Reserves, Global Geoparks Network, etc.
Q theory finding	<ul style="list-style-type: none"> • Batdam managing is getting harder for my age. Once fallen, can't rebuild myself. So if I am offered a good price for my farmland, I would consider selling it. But again, I ought to inherit what I was passed down from my parents. • My mother-in-law worked from early morning(dive) to late evening in the farmland. My kids must not sell the land or build something in it for our family value. So I wish to find an answer how I can maintain my farming with many stop-by tourists in our village.



How Jeju Observation Experience Program has advanced

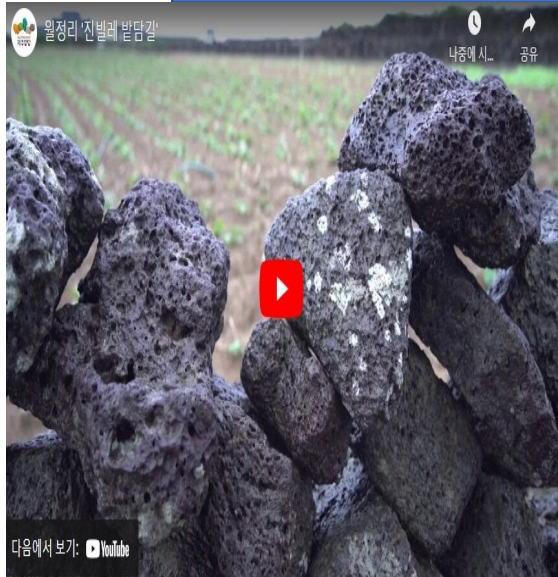
Batdam-gil (tracking course)

- 7 courses in the island
- Objects:
 - 1) Sustainable tourism
 - 2) Job opportunity
 - 3) Conserve of eco-system
 - 4) Heritage management
 - 5) Promotion of AHS
 - 6) Tourist satisfaction
 - 7) Local economic benefit
 - 8) Heritage tourism



- ### How it runs!
- 1) <http://www.jejubatdam.com>
 - 2) download guidebook
 - 3) surf the map, course, tourist attractions
 - 4) course story
 - 5) course detail

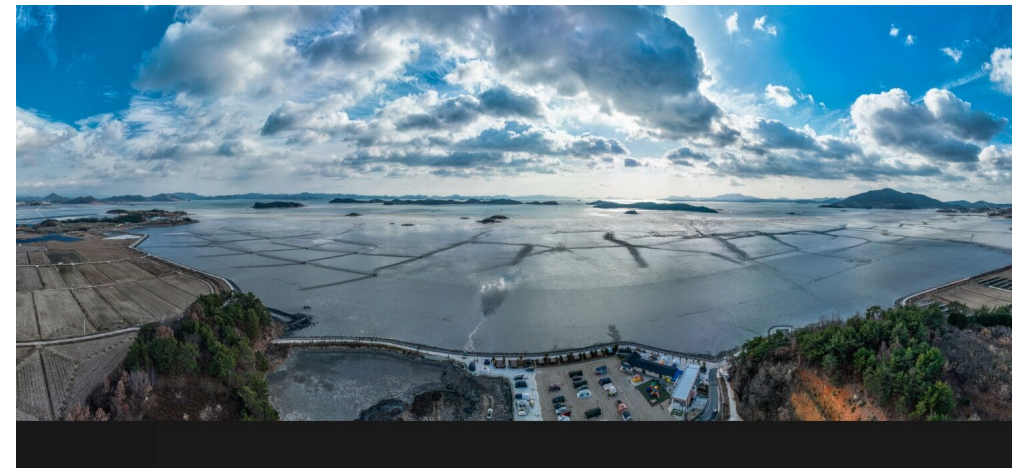
• Tourist attractions around Jinville Batdam-gil (Gujwa-eup, Jeju-si)



Who needs "Observation experience"?

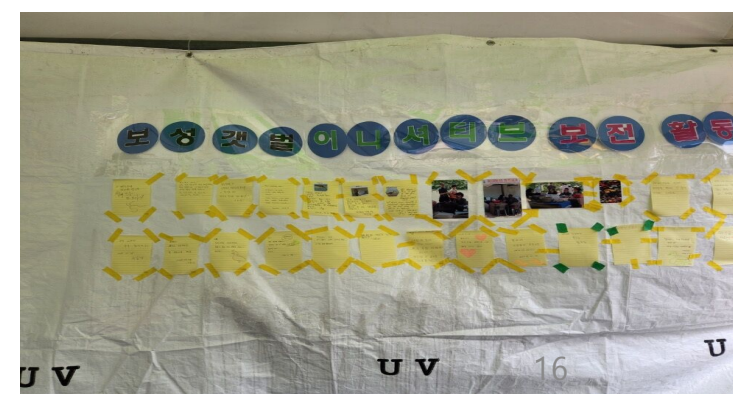
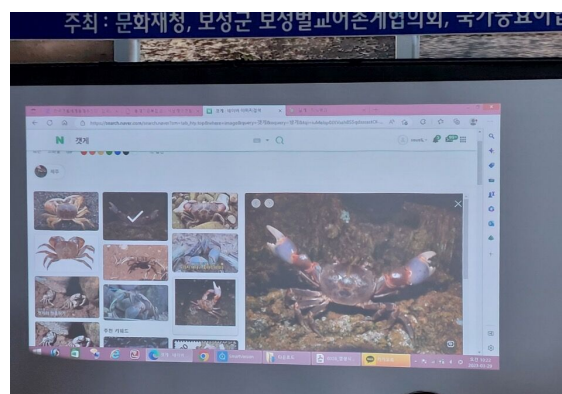
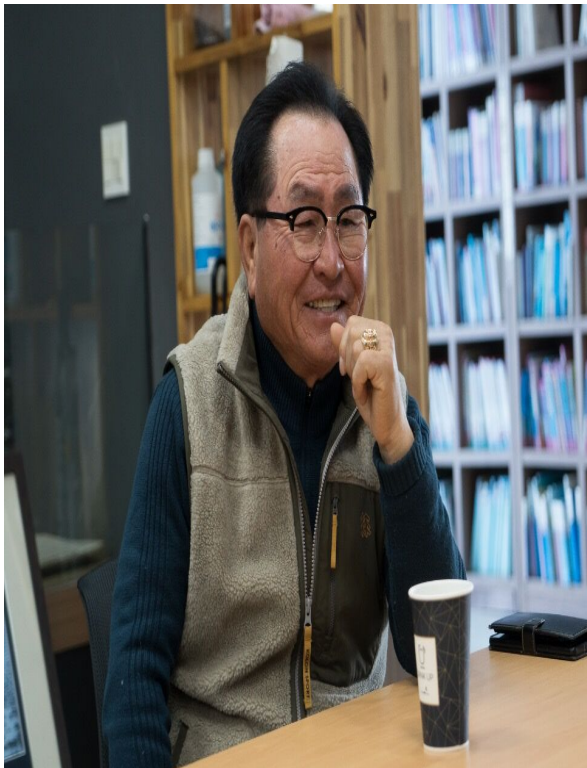
Case 2 Boseong's KIFHS and UNESCO "HERITAGE"

Area	Boseong, Jeollanamdo province, Korea
Heritages	1. Boseong Ppeolbae(tidal flat carriage) Fishery System(2015) 2. UNESCO Natural Heritage Korean Tidal Flats(2021)
Value	OUV of UNESCO, KIFHS inscription criteria
Connection between Hs	<ul style="list-style-type: none">• Fishermen gather cockle for food and livelihood• Popular "Fishery Village Program" with shellfish catch
Q theory finding	<ul style="list-style-type: none">• Ppeolbae(tidal flat carriage) fishery has been the livelihoods for the area over 600 yrs. But "Fishery Village Program" has been so popular(many family tourist catch shell fish for enjoyment) recently, and cockle catch is down to 10%.• Local community ask for help, letting our livelihoods continue by understanding fishermen's desperate situation while securing visitors' motivation and touristic satisfaction.• We are afraid if we're seen as selfish fishermen on the other hand.• The COMMUNITY took an action, educating themselves, promote their heritage value and launch "Boseong INITIATIVE" following adapting Observation experience program.



How Boseong Tidal Flat "INITIATIVE" launched

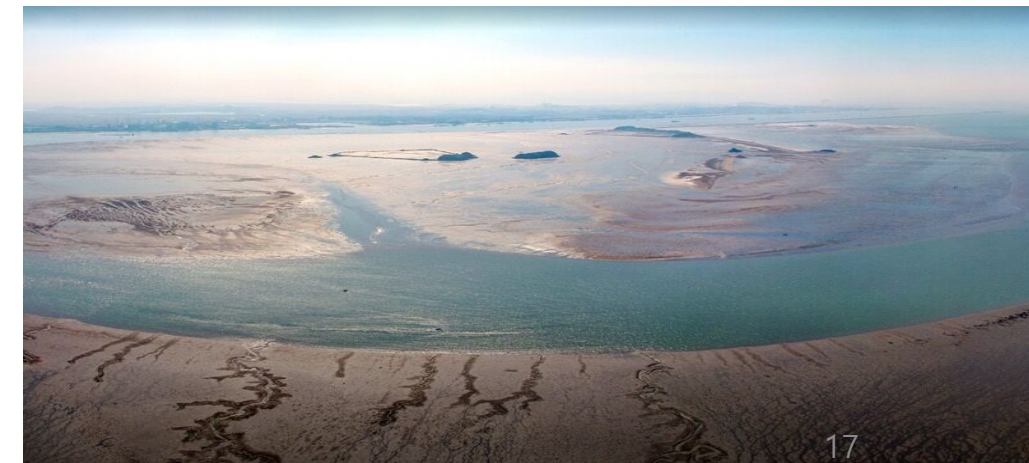
Step	Contents
1	Boseong Fishermen' Association agreed to start program
2	Residents awareness expand for 'heritage value'
3	Residents oriented conservation, promoting, guide for their 'heritage' started.
4	Participants agreed for "Boseong Tidal Flat INITIATIVE"
5	Networking is being developed



Who needs "Observation experience"?

Case 3 Shinan's 4 KIFHS and UNESCO "HERITAGE"

Area	Shinan, Jeollanamdo province, Korea
Heritages	<ol style="list-style-type: none"> 1. Shinan Heuksan Skate Fishery System(2021) 2. Shinan Tidal Flat Octopus Bare-hand Fishery System(2018) 3. Shinan Tidal Flat Cheonilyeom Salt System(2016) 4. Shinan Intertidal Zone Seaweed Fishery System(2023) 5. UNESCO Natural Heritage Korean Tidal Flats(2021) 6. Various Shinan Wetlands
Value	OUV of UNESCO, KIFHS inscription criteria, Wetland Protection
Connection between Hs	<ul style="list-style-type: none"> • Community depend on fishing for food security and livelihood • Popular "Fishery Village Program" with shellfish catch • The largest tidal flat of UNESCO Heritage Korean Tidal Flats
Q theory finding	<ul style="list-style-type: none"> • Shinan County is formed by 1004 small islands, and the sustainability of fishery system is most important for our life. • Visitor's direct catching experience should change its style. • We need to persuade and ask for help of visitors not to over catch and collect our income sources of fish and seaweeds, etc., for it can leave us economic issue. • VALUE of each heritage with what to offer to public, municipal strategy, expanding the various value to UNESCO ICH(Intangible Cultural Heritage) should be designed in the SHINAN Observation Experience Program.



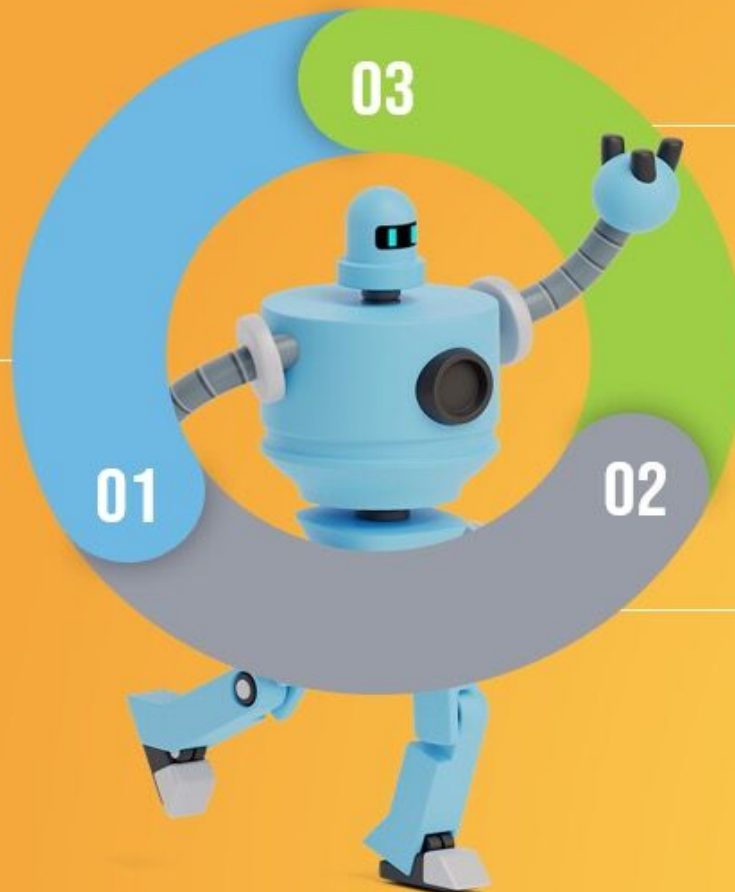
AHS Observation Experience Program

How can AHS develop "Observation Experience program?"

ROADMAP TO AHS OBSERVATION EXPERIENCE

AHS as National Heritage List

- KIAHS not in "National Heritage List" by The Korea Heritage Service yet.
- Various national level policy and strategy is provided for National Heritage(many are dual list with UNESCO) protection policies.
- ERAHS → FAO GIAHS → member states



AHS Observation Experience Program promotion/education

- Tourists visit AHS with eco-guarding agenda
- Success and failure of program at ERAHS

Consensus Heritage Value

- Community's will and motivation for conservation/management/utilization of AHS Observation Experience program
- Q theory research(N=30~50 stakeholders)
- Theoretical review, exchange, modification

What AHS gain from "Observation experience"?


Sustainable
livelihoods



Eco-cultural
Heritage tour



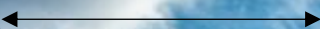
Sustainable heritage and
its ecological value



Many thanks from Jeju
Batdam(stone fence around dry
field to farm) Agricultural System

Jeju Haenyeo(women diver) Fishries System





Shinan-Kangjin intertidal seaweed system





Thank you for your time and see you at ERAHS in Jeju, 2025!