Task 2.6 The Arctic Resort
(Lead: UKCEH- Jan Dick)

www.eu-interact.org

Sustainable tourism at or near research stations
Relationship between WP2.6 and WP9

Determine actual and potential opportunity for tourism at INTERACT Stations...understand issues from researchers perspectives

WP2.6

WP9

...mechanisms to better educate tour companies and tourists ..... understand issues from tourist/associated businesses perspective

Deliverables
D2.12 Pocket guide on how to handle effects of tourism at research stations and in adjacent local communities (Month 30 – June 2022)
D2.13 Pocket guide for tourist on how to behave around research station, incl. their study areas and local communities (Month30 – June 2022)
Distribution of INTERACT III stations on a two-dimensional matrix (2D).

The vertical axis captured the interest of the station management in tourism and the horizontal axis the infrastructure of the station to service tourists.

Stations occupy all areas of the 2D space.
Station manager’s responses to joint WP2.6/WP9.2 survey.

Q3 Is it possible for tourists to access the station area?

Q5 Are tourists encouraged to visit the station area?

<table>
<thead>
<tr>
<th>Station</th>
<th>Q3 Tourists have access</th>
<th>Q5 Tourists encouraged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oulanka Research Station</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Kevo Subarctic Research Station</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Lammin-Suo Peatland Station</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Adam Mickiewicz University Polar Station – Petuniabukta</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ECN Cairngorms</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Skálanes Nature and Heritage Center</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Sudurnes Science and Learning Center</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Kluane Lake Research Station</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Sonnblick Observatory</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Greenland Institute of Natural Resources</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Abisko Scientific Research Station</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>International Ecological Educational Center “Istomino”</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Nicolaus Copernicus University Polar Station</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Polar Environment Atmospheric Research Laboratory</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Sermilik Research Station</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>DMI Geophysical Observatory – Qaanaaq</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Finse Alpine Research Centre</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>CNR Arctic Station “Dirigibile Italia”</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Arctic Station</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Pallas-Sodankylä Stations</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Research Station Samoylov Island</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Kilpisjärvi Biological Station</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Mukhrino Field Station</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Station Hintereis</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Czech Arctic Research Station of Josef Svoboda</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Litla-Skard</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Villum Research Station</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Kolari Research Unit</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tarfala Research Station</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Zackenberg Research Station</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>M&amp;M Klapa Research Station</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Polish Polar Station, Hornsund</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**INTERACT III: task 9.1**

Educating the tourists and tourist operators (Lead: AECO)

a) Generate greater awareness of the sensitivity of the Arctic to disturbance;
b) Value this unique environment; and
c) Ensure sustainable tourism.

- Work with tour operators to identify what additional educational resources would be beneficial and to identify and potentially refine any existing best practices for reducing impacts on the environment.
- Consider if measures and tools used to ensure sustainable tourism can be applied to research activities to ensure sustainable practices in station management (in collaboration with WP2).
- Delivery date: Month 36

**Association of Arctic Expedition Cruise Operators**

www.aeco.no  @ArcticCruiseOperators  @ArcticCruiseOper
Conclusion

• The results of this work confirm that the pocket guides must consider both the benefits and challenges of tourism in and around research stations.

• Aim of pocket guide to educate and alter behaviour
### Initial idea for the structure of the pocket guide for tourists

<table>
<thead>
<tr>
<th>Category of research</th>
<th>Aspects relevant to best practices for how research stations can make tourists respectfully aware of station operations</th>
</tr>
</thead>
</table>
| Vegetation           | Physical interference with equipment and monitoring plots  
                       | Human or vehicle tracks resulting in erosion  
                       | Spread of alien species  
                       | Other: |
| Air                  | Physical interference with equipment  
                       | Human sources of contamination, e.g., CO2  
                       | Vehicle/machinery sources of contamination e.g. NOx  
                       | Other: |
| Water                | Physical interference with equipment  
                       | Human sources of contamination, e.g., biological waste  
                       | Vehicle/machinery sources of contamination, e.g., oil  
                       | Other: |
| Biodiversity         | Physical interference with equipment, e.g., camera traps, acoustic recorders  
                       | Presence of humans disturbing animal behaviour  
                       | Vehicle/machinery disturbance to animal behaviour  
                       | Light pollution disturbing animal behaviour, e.g., moth traps  
                       | Noise pollution disturbing animal behaviour e.g. shy nocturnal animals  
                       | Drones disturbing animal behaviour  
                       | Other: |
Exercise today

Tell us your stories:
• What worked
• What did not work
• Horror stories
• Delightful stories
• Funny stories

and identify collective best practice on how to handle effects of tourism at research stations

INTERACT
Breakout groups each with four tasks

1. Tourist impacts on research that may need to be addressed

Please add others
Breakout groups each with four tasks

1. Tourist impacts on research that may need to be addressed
2. How best to address the potential impacts from tourism

Please add your example identifier and collectively identify best practice

<table>
<thead>
<tr>
<th>Vegetation</th>
<th>Station examples identifier (Station Name Number)</th>
<th>Best practice (describe shortly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nudge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nudge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
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<tr>
<td>Nudge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biodiversity</td>
<td>Cairngorms Jan Dick 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cairngorms Jan Dick 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cairngorms Jan Dick 3</td>
<td></td>
</tr>
</tbody>
</table>
Breakout groups each with four tasks

1. Tourist impacts on research that may need to be addressed
2. How best to address the potential impacts from tourism

3. Station example descriptions
Please complete the table of examples
Breakout groups each with four tasks

1. Tourist impacts on research that may need to be addressed
2. How best to address the potential impacts from tourism
3. Station example descriptions
4. Advantages of tourist presence

Please provide examples of positive experience of interaction with tourists

<table>
<thead>
<tr>
<th>Positive experience of interaction with tourist (describe shortly)</th>
<th>Station name/ reporter/ number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant income to the local people</td>
<td>Cairgroms Jan Dick  4</td>
</tr>
<tr>
<td>Source of participants for social science research</td>
<td>Cairgroms Jan Dick  5</td>
</tr>
</tbody>
</table>
1. Tourist impacts on research that may need to be addressed
2. How best to address the potential impacts from tourism
3. Station example descriptions
4. Advantages of tourist presence