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**INTERREGIONAL PROJECT**

**YOUNG PEOPLE'S PARTICIPATION IN WORLD HERITAGE  
PRESERVATION AND PROMOTION**

To be carried out by



**Associated Schools Project**  
(ED/HCI/ASP)

and



**World Heritage Centre**  
(WHC)

in cooperation with

- \* the Norwegian National Commission and others National Commissions of thirty countries.
- \* the City of Bergen.
- \* The World Heritage Cities Organization.
- \* The International Council on Monuments and sites (ICOMOS).
- \* The International Union for Conservation of Nature and Resources (IUCN).

and with the participation of

**Rhône - Poulenc S.A.**

This interregional project  
is launched within the framework of

- \* the Fiftieth Anniversary of the United Nations and UNESCO
- \* the Tenth Anniversary of the International Year of Youth
- \* the International Year of Tolerance
- \* Second General Assembly of the World Heritage Cities Organization
- \* and the Hundredth Anniversary of Rhône - Poulenc S.A.

**TERMS OF REFERENCE  
for 1994 - 1995**

As stated in Article 5 (a) of the World Heritage Convention the countries that have adhered to it are expected to "give the cultural and natural heritage a function in the life of the community and to integrate the protection of that heritage into comprehensive planning programmes" at the **local** and **national** levels. The preservation and promotion of each World Heritage site thus needs to be achieved through the joint effort of both the international community (represented foremost by UNESCO) and the respective local and national authorities.

Furthermore, its Article 27 states that "(i) The States Parties to this Convention shall endeavor by all appropriate means, and in particular by educational and information programmes, to strengthen appreciation and respect by their peoples of the cultural and natural heritage defined in Articles 1 and 2 of the Convention; and (ii) they shall undertake to keep the public broadly informed of the dangers threatening this heritage and of activities carried on in pursuance of this Convention."

Given its multi-disciplinary character, **the United Nations Educational, Scientific and Cultural Organization (UNESCO)** is certainly the best placed international organization to initiate through its mechanism and existing networks, notably its National Commissions, the **Associated Schools Project (ASP)**<sup>1</sup>, the World Heritage Centre (WHC)<sup>2</sup> and external partners such as the Committee's advisory bodies (ICROM, ICOMOS and IUCN) and **the Organization of the World Heritage Cities (OWHC)**, new forms of awareness-building among children and young people which, while continuing to reinforce ongoing education would also seek to acquaint them with the spirit and the practical implications of the **World Heritage Convention**.

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<sup>1</sup> The ASP, developed by UNESCO, is an international network of some 3.200 schools in 120 countries, designed to conduct pilot projects in order to reinforce the humanistic, cultural and international dimensions of education.

<sup>2</sup> The WHC, a UNESCO unit, serves as the permanent secretariat of the World Heritage Committee, which is the intergovernmental body responsible for the application of the World Heritage Convention.

In 1995 it will be 50 years since both the United Nations and UNESCO were created to ensure peace throughout the world by enhancing international cooperation in all domains and, in the case of the latter, particularly in the domains of education, science, culture and communication. To mark this important anniversary, UNESCO proposes to initiate through this joint action which involves different UNESCO units, and in close cooperation with the Norwegian National Commission, a number of other National Commissions for UNESCO and the Rhône - Poulenc S.A.<sup>3</sup> a pilot project entitled **Young People's Participation in World Heritage Preservation and Promotion** consisting of: (i) an interregional pilot project, to be carried out as of August 1994 in a select number of schools in 25 countries which are actively involved in the ASP, and followed by (ii) a Young People's World Heritage Forum, to be held from 26 to 28 June 1995 in Bergen, Norway, within the framework of the Second General Assembly of the Organization of World Heritage Cities. Assuming that the pilot project proves successful, an amplification of the present initiative, involving other countries and possibly other partners could be carried out in the UNESCO's next Medium-Term Plan 1996-2001.

## I. THE INTERREGIONAL PILOT-PROJECT

The World Heritage Convention has been in vigor for the past 22 years and a constantly increasing number of cultural and natural sites have been included on the World Heritage List. Today's young people who are tomorrow's decisions makers, however, are mostly unaware of this important international instrument and the sites which it strives to protect.

Consequently, the World Heritage Centre and the Section for Humanistic, Cultural & International Education have begun an **interregional pilot project to develop world heritage courses (IRPWHC)**, within the framework of the UNESCO Associated Schools Project (ASP), and in collaboration with the World Heritage Centre (WHC). On the basis of the courses and materials which will thus be developed at the national level, UNESCO could produce as of 1996 a multi-functional **World Heritage educational resource kit** to be diffused internationally with the aim to encourage the development of similar courses world-wide.

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<sup>3</sup> Rhône Poulenc is the seventh largest chemical group and among the ten leading pharmaceutical companies in the World. It is present in 140 countries, and has an excellent record for its mécénat in culture, environmental protection and humanitarian actions. In 1995 it will celebrate its 100th anniversary and this project is one of the actions by which it wishes to mark this important event.

## 1. The Objectives

The **objectives** of the Project are as follows:

- (a) to sensitize young people to the importance of the **World Heritage Convention** and the **cultural and natural sites** in their respective countries and elsewhere, which are being protected and promoted under the World Heritage Convention.
- (b) to initiate and/or reinforce teaching about the World Heritage Convention and the listed cultural/natural sites and help produce relevant **educational materials adapted to different socio-cultural environments**;
- (c) to develop innovative **interdisciplinary/pluridisciplinary educational approaches, including extra-curricular activities (e.g. field visits to sites, conduct information campaigns in the community, etc.)**
- (d) to encourage the preservation of traditional skills (artisanat - hand crafts) needed for the restoration and maintenance of cultural World Heritage sites by awakening the interest for these among children and young people;
- (e) to incite interest in new skills and know-how which are indispensable for the safeguarding of cultural and natural heritage.
- (f) to ensure cooperation between participating countries including **thirteen bilateral twinning arrangements** in order to exchange information on educational approaches which are being developed and the corresponding teaching/learning material.
- (g) to provide concrete possibilities by which to reinforce young people's **sense of responsibility** to their cultural/natural heritage and to encourage them to participate actively in their societies' democratic decision making process;
- (h) to promote a dialogue on the importance of cultural and natural heritage between **young people** as future tax payers and **decision makers** and the **actual decision makers** at both the local/national and the international levels;
- (i) to contribute to UNESCO's efforts in preserving the World Heritage cultural and natural properties by helping the young people discover the ethical and civilization messages embodied in these sites thereby encouraging respect of other cultures, particularly in view of the **1995 International Year of Tolerance** and the **50th Anniversary of the UN and UNESCO (1995-1996)**.

## 2. Participants

Twenty five countries participating in the first part of this interregional pilot project, thanks to UNESCO (16 countries) and Rhône-Poulenc (9 countries) financial assistance. These have been selected because (i) they have adhered to the World Heritage Convention and have sites which participate in the Organization of World Heritage Cities, and (ii) have active Associated Schools Project networks.

The main participants of each country are (i) students (roughly 12 to 16 years old) and several teachers (geography, history, arts and others) from **at least one school** - preferably several schools (3 to 5) that have accepted to introduce the subject of World Heritage within their programmes or within the frame of extracurricular activities.

In 1994, the Project started with UNESCO funds in the following 16 countries:

<u>Africa</u>	<u>Asia and Pacific</u>	<u>Arab states</u>
(1) Senegal	(4) India	(7) Egypt
(2) Zaire	(5) Nepal	(8) Morocco
(3) Zimbabwe	(6) New Zeland	
<u>Latin America and Caribe</u>		<u>Europe</u>
(9) Ecuador		(12) Croatia
(10) Jamaica		(13) Spain
(11) Mexico		(14) Greece
		(15) Hungary
		(16) Poland

With supplementary funds provided by Rhône-Poulenc S.A., it will also be executed in:

(17) Bosnia-Herzegovina	(21) Argentina
(18) Brazil	(22) Lebanon
(19) China	(23) Russia
(20) Cuba	(24) Thailand
	(25) Vietnam

In the second stage, that is to say on the occasion of the Young People's World Heritage Forum, to be held in Bergen in June 1995 (see further), it is expected that other countries would participate as well, namely those which started experimenting with World Heritage education independently of this project.

- 1) Germany
- 2) Australia
- 3) Canada
- 4) United States
- 5) France
- 6) Italy
- 7) Japan
- 8) Norway

A total of 31 participant countries will meet in Bergen at the occasion of the First Young people's World Heritage Forum on World Heritage.

### 3. Proposed Methodology

Teaching about world heritage requires both cognitive (knowledge) and socio-affective methods (attitudes/behavior) as well as interdisciplinary/pluridisciplinary approaches.

For practical reasons, it is suggested that each participating country form a team which would carry out the project. Such a team could include, besides the teachers and representatives of the students involved, also several curriculum developers and one or more specialists in culture or the natural environment (possibly a member of the local or national branch of ICOMOS - the International Council on Monuments and Sites, which is an advisory body of the World Heritage Committee, or connected to the other advisory body, the World Conservation Union - IUCN).

It is also strongly recommended that the participating schools and the project team invite the municipal administrations of the World Heritage city (or cities) in their country to collaborate with them in the project, particularly in view of the 1995 Young People's World Heritage Forum (see further).

Since August 1994 UNESCO has been providing the National Commissions of the participating countries with basic information and material concerning the World Heritage Convention, the World Heritage List and information on specific sites. As this material is available so far only in English, French and Spanish, it is necessary for each participating National Commission, together with the ASP schools, to decide how best to use it and eventually translate it, if necessary, into local languages.

The purpose of the project being, above all, to stimulate the interest of the young people for the World Heritage "philosophy", the raison-d'être of the World Heritage Convention and its concrete manifestations, it is up to each local team to find the most appropriate presentation of the subject. What follows are suggestions which might be useful in this regard (a more detailed text is given in Annex 1).

For instance:

- \* Should the local team consider this feasible and necessary, they could prepare a questionnaire to be given at the outset of the course in order to determine: students' knowledge concerning their local/national cultural heritage as well as their world cultural heritage; students' grasp of the interrelations between their local/national cultural heritage and the world cultural heritage.

A second questionnaire could be prepared and completed by students at the end of the course in order to measure changes in knowledge, attitudes, etc. The summary of the findings, based on such questionnaires, could be then addressed to UNESCO and be presented at the Bergen Young People's World Heritage Forum in 1995.

- \* Teaching units and materials could be prepared for teachers of different subjects e.g. history teachers (situate in time the cultural/natural sites, taking into account the past, present and future), geography teachers (indicate where the cultural/natural sites are located), natural science teachers (encourage reflection on the state of the sites at present and action required to enhance them), language teachers (analyze content of the World Heritage Convention, invite students to prepare a "Students' Pledge" in support of World Heritage as explained further under: Forum) art teachers (encourage students to prepare drawings, posters, maquettes of cultural/natural sites in their countries as well as elsewhere, involve students in archaeological diggings, restoration projects) etc.

#### 4. Languages

Although each participating country will prepare its education material in its national language(s), it would be appreciated if each country could translate the material into one of the two working languages of UNESCO i.e. English or French in order to exchange it with one other country taking part in the project, and in order to submit it to UNESCO's international coordinator so that it can be taken into account when preparing material for international distribution.

#### 5. Bilateral Twinning

In order to reinforce cooperation between the participating countries and to enhance intercultural learning, twinning arrangements have been suggested by UNESCO to the following participating countries :

Ecuador	→	India	/	Croatia	→	Spain
Morocco	→	Mexico	/	Hungary	→	Nepal
Egypt	→	Greece	/	Jamaica	→	Senegal
New Zealand	→	Zimbabwe	/	Poland	→	Zaire

Further twinning possibilities are currently being discussed.

#### 6. World Heritage Material for International Diffusion

On the basis of the educational material and approaches developed by the twenty five countries taking part in this interregional project, and enriched by other similar experiences (the US/ICOMOS and other World Heritage teaching kits; PATRICOM material etc.), UNESCO will undertake to produce World Heritage teaching/learning material which is adaptable to different circumstances.



## II. YOUNG PEOPLE'S WORLD HERITAGE FORUM

The first part of the interregional pilot project explained in the preceding pages will be followed by a two-and-half day meeting to be held from 26 to 28 June 1995 in Bergen (Norway), a city having within its premises the World Heritage site Bryggen, and whose municipal authorities are active members of the Organization of World Heritage Cities. The purpose of this gathering will be to assess the results of the first phase of the project and to launch an appeal for the world-wide development of World Heritage awareness-building through schools and extracurricula activities.

The meeting will be organized by UNESCO in cooperation with the city of Bergen, the Norwegian National Commission for UNESCO and other Norwegian authorities, the Organization of World Heritage Cities (OWHC) and other partners including public and private sponsors. It will take place for two days at the end of June, i.e., immediately before the beginning of the Second General Assembly of the Organization of World Heritage Cities which will be held from 27 June to 1 July 1995 in Bergen.

The Forum will consist of:

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|-------------------------------|--|
| <b>June 26</b><br>(whole day) | a one-day discussion by the representatives of the (whole day) schools (2 students and 1 teacher per school) on World Heritage preservation, promotion and their understanding of priorities regarding World Heritage (to be organized possibly as a simulated municipal council or whatever form the schools will propose as the most appropriate);           |
| <b>June 27</b><br>(afternoon) | a public debate on the above topics between the schools' representatives and the mayors of the World Heritage cities, who will come to Bergen for their General Assembly. This is planned as a major event, to be held in the presence of the Director-General of UNESCO and distinguished personalities of Norway, the media, and guests.                     |
| (evening)                     | the inauguration of an exhibit of maquettes (paper, wood, etc.) representing WH sites, which the participating schools have been invited to make as part of the preceding pilot project, and which will be integrated in a photo/poster exhibit of the World Heritage cities, organized jointly by the OWHC, the World Heritage Centre and the City of Bergen. |

**June 28** a half-day presence (as observers) of the  
(morning) schools' representatives at the opening  
session of the 2nd General Assembly of the  
OWHC.

## 1. The Forum Debates

As indicated above, there will be two debates on the importance of World Heritage preservation and what this means in every day life: (i) a debate among the young people (from various parts of the world) themselves and (ii) a debate on the same between the young people and the mayors of WH cities. In both cases the debate will be animated/moderated by one or, preferably, two moderators. The scenarios for these debates are being prepared by the organizers.

At the end of the second debate, it is envisaged that the Director-General of UNESCO and the most high-level personality of Norway attending the event would entrust the participating schools with a certificate entrusting them the mandate to become the "pioneers" in their respective countries in developing World Heritage awareness-building activities and programmes. This will be accompanied with the adoption of a **pledge**, placing World Heritage Education (awareness-building) within the context of UNESCO's promotion of the culture of peace which will be signed by the schools' representatives and given to the Government of Norway and/or the Mayor of Bergen and/or the Director-General of UNESCO with the request that it be addressed to the governments of all Member States of UNESCO, and that appropriate actions be incorporated in UNESCO's Medium-Term Plan for 1996 - 2001.

## 2. The Exhibit

The organizers of the Forum are preparing for the occasion a presentation of the cities which have World Heritage sites, consisting of (i) a photo-exhibit of the cities with explanatory texts in English, French and Spanish, and (ii) an exhibit of maquettes (small-size models) of World Heritage sites done by the schools participating in the project.

This exhibit will be inaugurated by a distinguished personality from Norway (hopefully, the Royal Princess Martha-Louisa, whose patronage would be given to the exhibit) immediately after the debate between the mayors and the school representatives, in the presence of the Director-General of UNESCO, the mayors and other distinguished guests.

The photo-exhibit will then be shown also in Paris, during the General Conference of UNESCO (October 1995) and at the United Nations, in Geneva (end of 1995) and New York (Spring 1996). Thereafter, it will be available for visits to World Heritage which may wish to have it.

The exhibit of maquettes (models) produced by the participating schools will remain in Norway, as a gift to the

City of Bergen.

Should a sponsor be found, a special **exhibit catalogue** would be prepared, to accompany the photo-exhibit, esp. for its presentations in Paris, Geneva and New York.

UNESCO

ASP/WHC

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***SUGGESTIONS FOR EDUCATIONAL APPROACHES TO BE TAKEN TO  
DEVELOP***

***WORLD HERITAGE COURSES***

In implementing the UNESCO interregional project to promote young people's participation in world heritage preservation and promotion, it is expected that educators and teachers will explore and develop a wide range of innovative approaches. In the modern age of telecommunications and informatics, it is sometimes a challenge to awaken and sustain the interest of young people in the past and in the cultural/natural sites in their communities and countries. Furthermore, preserving and enhancing not only one's own cultural heritage, but also the world cultural heritage, requires both knowledge and attitudes—cognitive and affective methods.

Hence, in an attempt to facilitate meeting such a challenge, the following proposals could be taken into consideration.

The world heritage courses would be best designed from an interdisciplinary/multidisciplinary perspective and involve a team of teachers from the various disciplines—history, geography, science, language, art, etc. A three-dimensional time frame should be foreseen covering the past/present/future. The basic idea is to help young people "relive" the past, understand better their cultural identity, the impact of the past on their present-day life style and values and imagine the future both with and without their present cultural heritage.

In enabling young people to study about the cultural/natural sites on the UNESCO World Heritage list in their countries as well as elsewhere, taking as an example the Pyramids of Egypt, approaches could include the following:

<i>SUBJECT</i>	<i>PAST</i>	<i>PRESENT</i>	<i>FUTURE</i>
History	Reflect on way of life during period of construction, situate achievement for that epoch.	Reflect on customs carried over from the past, relive the past civilization, dress, cooking, etc. Study UNESCO Convention, World Heritage sites, UNESCO action.	Egypt without the Pyramids.
Geography	Describe environment at that time.	Examine environment today, pollution, effect of urbanization, population growth, tourism.	Tomorrow's prospects.
Science	Means used to build (math calculations)	Impact of air pollution.	New pyramids (Louvre, Paris).
Art	Build a maquette of the site of the pyramids.		

With regard to methodology, in addition to the cognitive approaches, a wide range of other techniques could be used. Simulated exercises could be planned whereby the students recreate and relive the past such as an all-day camping expedition to the site of the pyramids where students eat the food of former times, tell ancient tales and legends, sing songs from the past. Interviews could be made with grand-parents and parents to learn how the site of the pyramids has evolved in modern times. A local architect could be invited to the school to explain how they were built and measures taken to preserve them. Creative activities such as producing a maquette of ancient pyramids as well as modern pyramids for functional purposes could be made. Visits to local museums could be made in order to learn more about the way of life then and compared to today. In brief, a variety of in-school and out-of-school activities should be envisaged. Efforts should also be made to involve as many different members of the community as possible in the project including the local mayor.

Evaluation should be an integral part of the project in order to measure its effectiveness. Some type of a questionnaire could be designed at the outset of the project for students to ascertain the extent of their knowledge and feelings concerning their local/national/world heritage. Another questionnaire (or other instruments) could be elaborated at the close of the project in order to measure its impact on both teachers and students and eventually parents.

Teaching units should be prepared indicating clearly objectives, activities, methods, material to be used or to be developed, time-table, evaluation.