

**“Young People’s Participation
in World Heritage
Preservation and Promotion “**

**First European World Heritage
Youth Forum
Dubrovnik, Croatia,
25-30 May, 1996**



Why Dubrovnik?

The old town of Dubrovnik has been on the World Heritage List since 1979. In 1991 it was placed furthermore on the list of the World Heritage in Danger. Being a cultural centre, as well as the cradle of Croatian sciences and arts, Dubrovnik represents a unique example of a well preserved urban complex, with a regular distribution of streets and squares dating back to the periods of Renaissance and Baroque. The powerful earthquake in 1667 came as a turning point in the city's development. Dubrovnik is characterized by functional simplicity - from the mighty defensive walls and towers to the seemingly modest Rector's palace, reflecting moderation and wisdom, defenders of Dubrovnik throughout centuries. A network of consulates and trading stations all over Europe and the mighty naval fleet, maintained this little Republic in permanent contact with other nations and other cultures. These contacts have enriched both Dubrovnik's and Croatia's being, thus listing Dubrovnik among the eternal examples of the greatness of human spirit.



"Why, then, is it so important to preserve heritage? Because the disappearance of even the smallest cultural and natural heritage site or object means a loss for all the nations in the world. It is thus that care for heritage becomes an indispensable element of peace and co-operation between nations.

But, heritage is also part of our everyday life. When we visit monuments of historical significance or natural marvels, we help to develop tourism. Coming to Dubrovnik, we have also supported the economy of the city, making it possible to use part of such funds to protect its heritage. This means that tomorrow an even greater number of people will be in a position to enjoy the beauty of this World Heritage site. (Ana Šobat, professor from Croatia)

"We have gathered here to continue the task we took upon ourselves in Bergen... We are here to create the positive energy and to promote the idea of heritage as a component of peace and cooperation among nations, so that you who are aware of the importance of it, will be able to transfer these ideas to your friends and we all will unite in preservation of World Heritage." (Jasenka Zuvela-Splivak, project coordinator in Croatia)

"This will help the injured soul of Dubrovnik because the strength and the will of young people is the real cure." (participants from Dubrovnik)

"It is particularly interesting to be here in Dubrovnik when we remember the distant as well as the more recent history. We are today happy that it is possible for us to be gathered here in peace. I hope that this Forum will contribute to the restoration process of this city." (Ottar Bakas, student from Norway)

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World Heritage and Cultural Tourism

The First European World Heritage Youth Forum was organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Croatian Commission for UNESCO with the co-operation of the Rhône-Poulenc Foundation, the International Council on Monuments and Sites (ICOMOS), the World Conservation Union, the World Heritage Cities Organization and the World Heritage Fund.

Currently 469 sites from 104 countries figure on UNESCO's list of protected cultural and natural sites, considered of such outstanding value that they should be preserved as the heritage of all humanity. More than 145 countries have signed the UNESCO 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, making it the most successful international cultural and natural heritage conservation instrument in the world. Its main aim is to encourage protection, preservation and promotion of cultural and natural heritage for future generations in a spirit of international cooperation.

INTRODUCTION

First European World Heritage Youth Forum, Dubrovnik, Croatia, 25-30 May 1996

In 1994, UNESCO launched the international project "Young People's Participation in World Heritage Preservation and Promotion" for students between the ages of 12-18 years old with the aim to introduce, promote and safeguard the world's cultural and natural heritage. The project aims at reaching young people worldwide, its activities being carried out through the international network of the UNESCO Associated Schools Project. In just one year, the number of schools participating in this new project increased to more than 170 in 25 countries.

Why does UNESCO, devoted to building a culture of peace as part of its permanent mission, pay so much attention to education in favour of World Heritage? Culture, representing the foundation from which human beings develop, is transferred from one generation to another. Cultural heritage is a testimony to humankind's achievements which helps young people to understand their place in society and to build bridges between the past and the future. World Heritage Education offers them a better insight into relations between human activities and culture, of the splendour and importance of the natural heritage and our interdependence with nature. World Heritage Education contributes to a better understanding of one's own cultural roots, continuity and identity. Becoming familiar with the world's cultural and natural heritage means that we are increasingly aware of the diversity of the world's natural heritage and of the past and present interactions between people and the natural environment, of links between peoples and cultures. Understanding other cultures helps us to respect them, and thereby encourages tolerance and mutual understanding. This, in turn, is a cornerstone for the development of human rights and democratic values which is one of the main goals of UNESCO and particularly its Associated Schools Project.



In order to encourage teachers and students worldwide to take part in this Project and exchange their views on World Heritage, its importance and need for protection, the first World Heritage Youth Forum was organized in Bergen, Norway, from 24 to 28 June 1995. The success of this meeting and the enthusiasm it generated made it possible to initiate World Heritage Education in several regions. Thus, one year later, the First European World Heritage Youth Forum took place in Dubrovnik, Croatia, from 25-30 May.

Teachers and students from Associated Schools, representing 21 European countries, took part in the Dubrovnik Forum. The work was conducted in both plenary and creative workshops. In the plenary, participants were introduced to the goals of the Dubrovnik Forum, as part of the ongoing Project aiming at introducing young people to World Heritage as well as to problems and possible solutions which appear in this particular field of educational work. The students chose among six workshops inspired by the heritage of Dubrovnik and its region while the teachers worked in groups discussing educational approaches to World Heritage in classrooms, project implementation, development of didactic tools, etc. The students launched an "Appeal" to the European Ministers responsible for cultural heritage who met in Helsinki while the teachers discussed and finalized a Framework of Action for World Heritage Education for the period 1996-2001 thus establishing a solid reference for all those who want to continue or join the Project in the future.

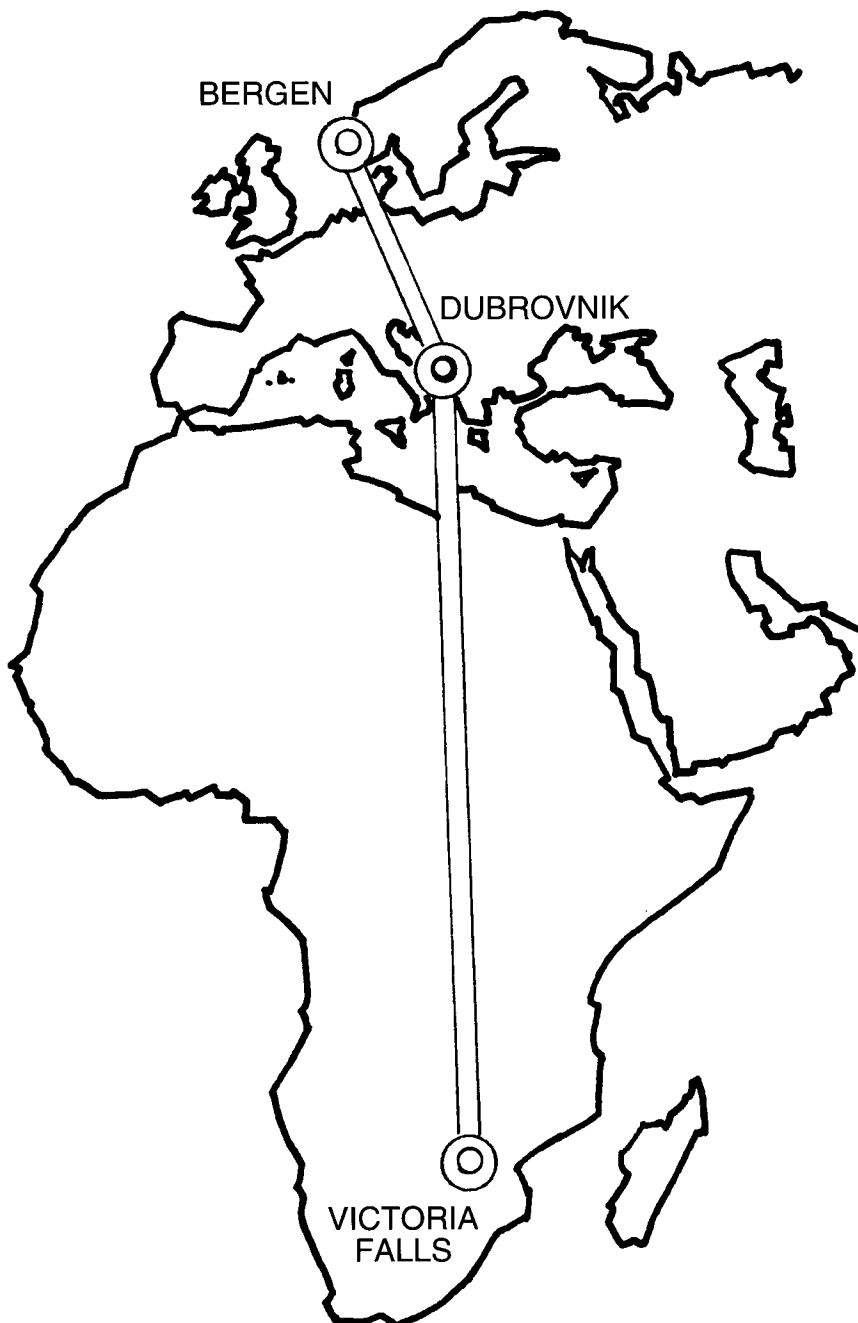
The preparation of the World Heritage Education Kit was the main focus of the Dubrovnik Forum. Both students and teachers expressed their belief that good teaching materials are as important as practical work outside the classroom and personal experience of the World Heritage sites. Visual materials such as slides, videotapes, computer programmes and CD-Roms, posters and photographs are considered essential for bringing World Heritage into classrooms. Some of these should preferably be produced by students themselves. The role of the teacher was emphasized. The students felt that teachers should be able to ensure the introductory part, facilitating the "exploration" of World Heritage rather than merely teaching it. To be able to achieve this, both teachers and students need good didactic materials to involve them in the subject.

The UNESCO Associated Schools Project came into being in 1953 in order to help reinforce the role of education in promoting peace and international understanding. ASP schools are regular schools within national educational systems willing to participate in developing programmes of international cooperation in the area of human rights, protection of natural environment, understanding of cultural heritage and identities, world concerns and the United Nations system, etc. Currently, there are more than 3.800 such schools in 130 countries.

“Patrimonito” was born in Bergen, among students from throughout the world participating at the World Heritage Youth Forum in 1995. Since then, it has become the sign of the “Young People’s Participation in World Heritage Preservation and Promotion” project. The young participants, accordingly, identify themselves as “patrimonitos”.

Hosting the First European World Heritage Youth Forum in Dubrovnik has been an honour to our beautiful city, the “Pearl of the Adriatic”, one of the three outstanding sites on the World Heritage List in Croatia. Although, since 1992, on the World Heritage in Danger list, by coming here you have proved once again how important our common heritage is to all of us and that the young people of Europe do care about its protection. It was our privilege to be able to share your thoughts and ideas, your work and your enthusiasm. We can only hope that, as hosts, we helped you accomplish your mission.

(Dino Milinović, Secretary General, Croatian Commission for UNESCO)



Opinions:

What was of particular appeal to the young participants? Meeting young people from different countries who have similar interests and learning about each other’s heritage were certainly goals that were achieved thanks to the Forum. Almost all of the students suggested that they would talk with their friends and classmates to sensitize them to World Heritage and involve the local community through contact with newspapers, television and radio. Students admitted that they have difficulty envisaging their contribution on national and global levels; some suggested establishing permanent fora on the issue of World Heritage on a country level and proposed to work on restoration sites thus contributing directly to the safeguarding of heritage. At the European level, there were proposals to establish twin schools and pen pals. The e-mail and the Internet, which during the Dubrovnik Forum made it possible to establish rapid communication with students and teachers in schools all over Europe and the world, demonstrated the immense possibilities of exchanging experience and ideas through modern technology and putting it to use in the best interest of mankind. It was evident, however, that more frequent meetings at the national and regional levels are necessary in order to reach a level where projects in schools would be the continuing motors of learning and understanding. International workshops and summer camps seem to be a major starting point for many and their first encounter with World Heritage. The joy of the young people gathering in Dubrovnik for the First European World Heritage Youth Forum proved how important it is to meet each other, see each other and talk to each other. No mechanical communication will ever replace that.

WHAT HAPPENED?

The First European World Heritage Youth Forum in Dubrovnik signified the first launching of the "Young Peoples' Participation in the World Heritage Preservation and Promotion" on a regional level. This regional Forum will be followed by others in Africa, Latin America and Asia, in fact all over world. It also represented the welcome continuation of the discussions and conclusions reached during the World Heritage Youth Forum in Bergen in 1995 which was a huge success and a catalyst for further action; the intention of the European Forum was to go a step further toward establishing the Framework of Action during the period 1996-2001 and to develop a concept for the world Heritage Education Kit. How far both the teachers and students did come in Dubrovnik is presented in the following pages.

The dates at the end of May were chosen with regard to the simultaneous holding of two expert meetings in Dubrovnik, dedicated to cultural tourism and involving representatives of UNESCO, the World Bank, the World Monuments Fund, etc. In this way, it was possible to invite some of the eminent experts to participate in the work of the Forum. Mr. Henry Cleere, ICOMOS, and Mr. Lester Borley, Europa Nostra, have thus helped us to introduce the issues of World Heritage and Cultural Tourism to Forum participants and we wish to thank them for their generous contribution.

Events such as the Forum, bringing together young people from different countries, always involve more than simply paper work. Heritage, after all, is to be found all around us, as most of the national projects discussed in Dubrovnik clearly demonstrated. The organizers have, therefore, decided to pay as much attention to the events accompanying the official agenda of the Forum. One of the most important issues was to give young people enough place for their work, in preparation of Dubrovnik and accomplished during the Forum. Posters made by the students themselves, recalling the main issues of the Forum, were displayed in front of the conference rooms and the results from the creative workshops were presented on the last day of the Forum.

The exhibition in the shopwindows of the Dubrovnik Old City's main street (Stradun), where participating countries presented symbols of their heritage (each country was allocated one shopwindow) provoked sincere admiration both of the participants and the citizens of Dubrovnik. Part of the exhibition at the Sponza palace, where students' works from Dubrovnik and Split were presented, was inaugurated by the Lord Mayor of Dubrovnik, Mr. Nikola Obuijen, the one in the main street by Mr. Miho Katičić, Head of the Educational and Cultural Affairs in the city of Dubrovnik.

Various musical events accompanied the Forum, offered by the organizers as a special gift to the City of Dubrovnik which warmly embraced us all. With help from the French Cultural Institute in Zagreb it was possible to bring to Dubrovnik a renowned French ethno-



Preparing for the Forum in the streets of Dubrovnik

jazz group, "Fawzi". The Austrian Cultural Institute offered us one of the best European jazz musicians, Karl-Heinz Miklin and his trio, while the British Council and Berislav Janković helped out in bringing to Dubrovnik our old friend Allan Taylor, associated with UNESCO programmes in Dubrovnik since 1994, this time accompanied by Gilbert Todd. Folk music from Dubrovnik and Croatia was seen on the national Independence day, performed by the famous "Lindjo" folk company.

An evening at the theatre brought together students from the ASP schools in Dubrovnik and Split who offered us a playful introduction into the history of these two World Heritage cities and fragments from plays by the best known Dubrovnik playwrights, Marin Držić and Ivo Vojnović, under the expert guidance from Nina Hladilo.

Thanks to the Forum, the city of Dubrovnik was once again buzzing with life. TV and the media distributed the message of the Forum nationwide and a news flash was prepared by UNESCO for CNN. The Forum participants did not, however, rely on the media for keeping them informed - a diligent team of editors (Irena Horvatić, Ana Šobat, Goranka Marević and Rada Zlatoper) worked hard every night so that by morning the daily issue of Patrimonto Newsletter was ready for distribution.

Add to this warm southern evenings and the songs and late-hour conversation on the beach outside the hotel and you will easily imagine the atmosphere in which the Forum was held.



Tea Kvarantan, Višeslav Franić and Ivan Vidjen in national costumes from the region of Dubrovnik and Split in Croatia

The organization of the Forum would have been impossible without help from our colleagues and friends in Dubrovnik, especially Jelica Peković and Jozo Serdarević. Katja Nadramija, Anica Kisić, Dubravka Zvrko, Ana Opalić, Ana-Marija Bogišić, Maro Bijelić, Nenad Bobanac and Joško Božanić animated and helped out with the creative workshops. Lada Maleš and Damir Mrkonjić assisted in setting up and introducing the Internet workshop. Didier Happe and Matko Vetma from "Gradjevinar-Quelin" helped to prepare the restoration workshop. Finally, this is the opportunity to thank the organizing committee in Croatia: Nevenka Lonza, Jadranka Huljev, Smilja Celigoj-Grimani, Dubravka Maleš, Alida Matković, Ivanka Stričević, Vedrana Spajić-Vrkaš and the national Project co-ordinator, Jasenka Žuvela-Splivalo.

The organizers in Dubrovnik would like to thank UNESCO, in particular Breda Pavlić, Elizabeth Khawajkie, Sigrid Niedermayer, Maria Perers and Saurenne Deleuil for their continuous guidance and care beyond the call of duty. Our sincere gratitude to the Rhône-Poulenc Foundation and Caty Forget for making the Forum in Dubrovnik possible.

Our thanks also go to the Dubrovnik Archives and its Director Ivan Mustač, the Dubrovnik branch of the Croatian Television and the shopowners along the main street in the Old City.

Most of all, we would like to thank the students from Dubrovnik and Split for being such good hosts to their colleagues.

"In the nearly 25 years since the adoption of the World Heritage Convention by UNESCO's General Conference, we, the 184 Member States of UNESCO, have learned that the preservation of humankind's heritage - both cultural and natural - can be achieved only if local people worldwide are involved in this effort... We have also learned in the past years, mostly through environmental education, that young people can be - and indeed are - excellent teachers from whom adults can learn. When young people commit themselves to a cause, they become a formidable force in any society."

(Breda Pavlič, UNESCO, excerpt from the opening address)



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1. Opening the Forum (from l. to r.): Mr. Pakiša Radica, Deputy-Mayor of Dubrovnik, Ms. Breda Pavlič, UNESCO, Mr. Božo Biškupić, Croatian Minister of Culture, Ms. Simone Bernhardt, Council of Europe, Ms. Elizabeth Khawajkie, UNESCO, Ms. Alida Matković, Croatian Ministry of Education
2. Participants in the conference hall of Excelsior Hotel
3. Mr. Nikola Obuljen, Lord Mayor of Dubrovnik and Ms. Breda Pavlič of UNESCO, inaugurating the students' exhibition at Sponza Palace
4. Lca and Tinkara from Slovenia and Stepanian from Armenia during the shopwindows exhibition in the Old City
5. Getting ready for another working day...
6. ...and saying good-bye: Enisa and Robert, participants from Bosnia and Herzegovina, receiving their Forum diploma

STUDENTS

Among the different assignments that the students had during the Forum, participation in six creative workshops was certainly one of the most appealing. There were, however, other important tasks for them to fulfill, such as sharing their concern about the protection of World Heritage and expressing their opinions on how international cooperation between students and schools can contribute to this goal. These concerns resulted in writing an appeal to the IV European Conference of Ministers responsible for cultural heritage, which took place in Helsinki immediately after the Forum. The students also took an active part in discussions about the World Heritage Education Kit.

Young Journalists

The aim of this workshop was to cover events in all other workshops and in the town of Dubrovnik itself, which, graced by various cultural events, became a big exhibition ground for the Forum. Participants concentrated on various ways to introduce and promote World Heritage in the media; interviews were conducted with city officers and restoration experts, local citizens, students at the Gymnasium, as well as with the participants of the conference on "Financing cultural and natural heritage and sustainable development" which brought to Dubrovnik experts from the World Bank, World Monuments Fund, etc.

"I must say that we had an interesting workshop which made a difference. Instead of staying together, discussing and learning about journalism, we were divided into groups and we went into other workshops to write a report... Of course, these reports also included some interviews. Some students interviewed people who had nothing to do with the workshops such as the Deputy Mayor of Dubrovnik." (Connie Dimech, student from Malta)

"On our way to the hotel, we entered the Gymnasium of Dubrovnik and were kindly invited by the headmaster of the school to be present at one of the lessons. Being interested in the way of thinking of Dubrovnik students, we were pleasantly surprised when the students in the class started to discuss the issue of World Heritage" (Stepanian Karen, student from Armenia and Tea Kvarantan, student from Croatia)

Young Restorers

The Old City of Dubrovnik, one of the three World Heritage sites in Croatia, was bombed during the war in 1991/92 and still bears the imprints of the tragic event. Since then, Dubrovnik has become a big "workshop" where all kinds of experts participate in restoration and reconstruction work. Thanks to the generous assistance of restoration professionals from "Gradjevinar - Quelin" (a specialized French-Croatian firm which participates in the restoration work), the students in this workshop were able to take part in some of the on-going work and learn more about the people involved in the restoration project and what you need to know in order to become one of the artists who care for our heritage daily.

"It is very interesting to see what's hiding behind and beyond a painting, a wall, a monument... This day has been full of necessary and important information for us and very useful to the students in the group. They enthusiastically learned about techniques which make it possible to restore a building." (An anonymous member of the journalist group, presumed to be Perrine Isola, student from France)

"The door on Stradun has been damaged during the war... The damaged part of the stone block is removed and replaced with a new one. For the damaged part of the door frame softer stones have to be used because of the need for decoration work and easier shaping. The stone, of course, has to be original..." (Odile Bouet Haddad, teacher from France)

Young Architects/Art Historians

How do we train our eyes to better understand the heritage around us? What is the role of architectural studies and art history in this respect? This workshop proposed a course in drawing accompanied by theoretical work and analysis of selected monuments (period, style) with an aim to compare and find parallels between the examples in Dubrovnik and those in other countries. Participants had the opportunity to spend a day working in the cloister of the 14th century Franciscan Monastery. In this perfect setting they were able to feel a piece of World Heritage employing all their senses.

"We were feeling its age by touching the wet stone in the rainy morning. ... Gregorian chant in the background and the atmosphere of the cloister inspired us to draw the architectural details of the monastery. We were happy to keep its spirit in our work. ..." (Diana Barzić & Lidia Lučev, students from Croatia)

"I - as a young journalist - visited the young architects workshop... The main topic was "Building styles". Can you imagine, that your house was designed by the Romans? During the centuries the styles changed and developed and they are still developing... At the moment all the students are drawing and I think they enjoy it very much, because they all are interested in architecture." (Eszter Palotai, student from Hungary)

Workshops

According to the questionnaires distributed after the Forum, the workshops were undoubtedly the most exciting aspect of the Forum in the eyes of students. The students enjoyed the group work which gave them the opportunity to demonstrate and practice their skills and get a firm grip on a part of heritage which, in the conference rooms, could not stir their imagination as it did when they were actually able to touch it with their fingers or discuss concrete measures for its preservation. Students chose among six workshops which represented different aspects of work initiated by the Dubrovnik students and teachers within the "Young People's Participation in World Heritage Preservation and Promotion" project during the 1994-95 period:

Maritime Heritage

There is more to heritage than just "monuments". There might be a beautiful old boat, a traditional type fishermen have used in your country, and a very particular model at that, typical for the little seaside town situated along the coast. This is also heritage. As guests of the Maritime Museum of Dubrovnik the students in this workshop worked on a model of an authentic traditional vessel from the Dubrovnik county region (the Neretvan *trupa*). They also created their own boat models from paper and learned about fishing and sailing and the role these activities still play in the traditional maritime community.

"In a city entirely made of stone like Dubrovnik one can easily imagine that there must exist a museum entirely of stone. And this is true. There is a museum entirely made of stone. It's the Maritime Museum. It is there that a group of young boat constructors decided to go. And we, young journalists, decided to pay them a visit... The young constructors are all seated around a table. Young people from all over the world. Different nationalities, different interests. Seated together, they are about to construct small paper boats typical of the Dubrovnik region." (Julia Alickaj & Eri Peci, students from Albania)

"The old boats today are replaced with modern ferry-boats, hydrofoils... all these ancient ships today exist on paintings and photographs or as a maquette in the museum. We should care about them because they are a kind of monument. We must preserve them for future generations..." (Jacinta Kusić, student from Croatia)

Surfing Internet for World Heritage

Forum participants talked about heritage and walked in a town which is heritage itself. Yet, they did not only linger in the past. The Internet workshop took students on Internet surfing to explore the possibilities of modern technology. Information and the need to exchange information are an important way to talk about and promote our heritage. Messages were sent from Dubrovnik throughout the world and messages were received from all corners of the world; the students in the workshop tried to contact other ASP schools as well in order to tell them more about the Youth Forum and the Old City of Dubrovnik itself. Numerous e-mail messages sent to Dubrovnik proved how quick, far-reaching and efficient computer communication can be.

A message was received from Maja Oelschlaegel, coordinator of the ASP in Germany:

Dear participants of the UNESCO Forum on World Heritage Education, the 101 ASP schools in Germany wish you a successful seminar with a lot of results we all can use to promote World Heritage Education here in Germany. We are going to prepare a special workshop on WHE during our annual meeting in September 1996. That will be our follow up to your conference. We would be very happy to receive information about what you are doing at the moment and a report about the seminar by e-mail.
e-mail: asp.coord@uni-bonn.de

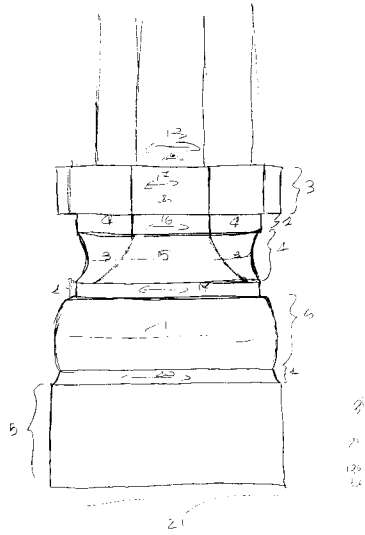
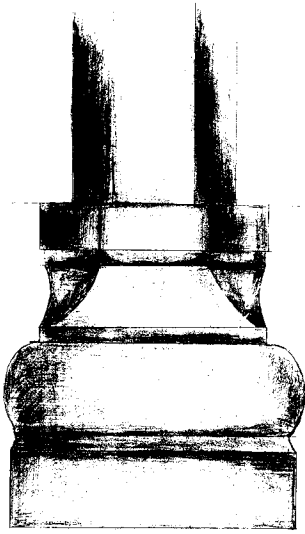
"I am interested in computers and I'm finding it more interesting because I've never seen the Internet before. During the workshop we found with the help of the Austrian delegation the Austrian World Heritage Home-page - this contained information on the heritage of Austria. Similar sites were found for nearly all the European countries." (David Beal, student from the United Kingdom)

"I use the Internet at home and it is really interesting. I want to see how do they do that in Croatia." (Markus Kern, student from Austria)

Young Photographers

Photographers explored the heritage all around them with cameras in their hands. Under expert guidance, participants of this workshop undertook to discover Dubrovnik for themselves and learn about the basic principles of the art of photography. They could record not only the untouched ancient beauty, but also its face scarred by the recent war, its inhabitants and their way of life. A selection of their photographs was displayed in one of Dubrovnik's art galleries at the end of the Forum.

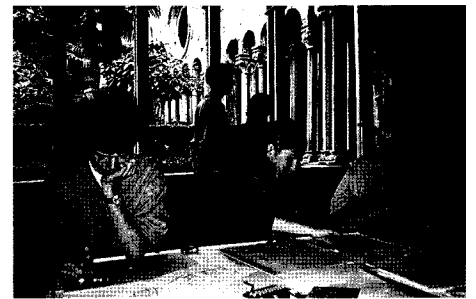
"We went up on the city wall and took hundreds of great pictures. The Old City, the islands, flowers, cats and all the "classic" views of the monuments. Despite the rain we had a great time!" (a participant from the young photographers' group)



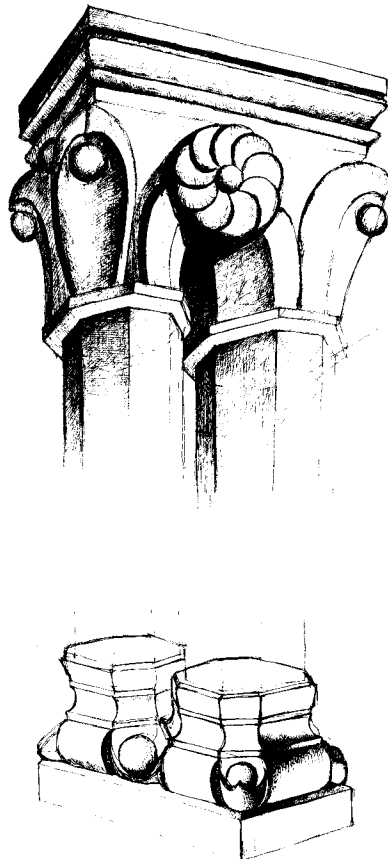
A column from the Franciscan monastery: drawing from the "Young Architects/Art Historians" workshop

Hello friends!
 Out best greetings to the Youth forum!
 Tuomarila School
<http://www.freenet.hut.fi/koulut/tuomari>
 Perkaanpuisto School
<http://www.freenet.hut.fi/koulut/perkkaa>
 Lintuvaara School
<http://www.freenet.hut.fi/koulut/perkkaa>
 Espoo, Finland.
 And from me personally
 Ilpo Halonen
 language teacher
<http://www.dlc.fi/~pohalone>

Message 43:
 From unesco(a)pfdu.hr Wed Jul 17 11:58 MET 1996
 Date: Wed, 29 May 1996 15:18:49+0200
 X-Sender: timo(a)mh.kiruna.se
 Mime-Version: 1.0
 To: Unesco(a)pfdu.hr
 From: Timo. Vilgats(a)kiruna.se (Timo Vilgats)
 Subject: Re: Unesco seminar in Dubrovnik, Croatia
 Hello!
 Please look at some pictures from above the artic-circle.
 Bye from Timo Vilgats teacher in Kiruna, Sweden

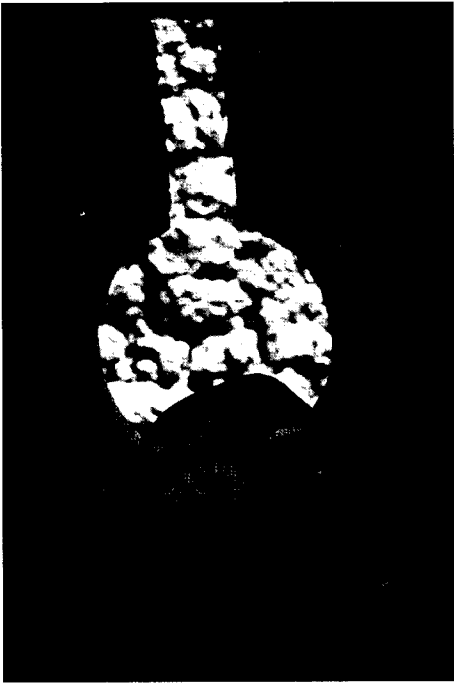


Students at work during the "Young Architects/Art Historians" workshop



◀ Franciscan monastery: drawing from the "Young Architects/Art Historians" workshop

Message 45:
 From unesco(a)pfdu.hr Eed Jul 17 12:00 MET 1996
 Date: Wed, 29 May 1996 07:11:29-0400
 From "Robert C. Herring" <rcherrin(a)TSO.Cin.IX.net>
 To: unesco(a)pfdu.hr
 Subject: Greetings from Cincinnati, USA
 To: The First European World Heritage Youth Forum
 From: Nativity School
 Cincinnati, Ohio USA
 We wish you nothing but success on the occasion of
 the First European World Heritage Youth Forum
 being held in Dubrovnik, Croatia this final week of May.
 It is by coming to understand who we are that we can
 insure a future with peace for everyone.



A paper-boat model from the "Maritime Heritage" workshop



Students at work during the "Maritime Heritage" workshop

Message 49:
 From unesco(a)pfdu.hr Wed Jul 17 12:00 MET 1996
 From: Bob Hofman <bobhof(a)esp.educ.uva.nl>
 To: Unesco(a)pfdu.hr
 Date: Wed, 29 May 1996 09:44:02
 MIME-Version: 1.0
 Content-transfer-encoding: 7BIT
 Subject: Re: Unesco seminar in Dubrovnik, Croatia
 CC: Peter. Obermeier(a)p4. Otter.nsn.ni.schule.de.
 Dear friends,
 At the moment there is a internet workshop held at the
 Uw> FIRST EUROPEAN WORLD HERITAGE YOUTH
 FORUM
 Uw> Dubrovnik, Croatia 25-31 May 1996
 It would be great if you could send some greetings down
 there.

 On behalf of all students and teachers of the Kruisherer
 Kollege in Uden, Netherlands I wish you a very pleas-
 ant workshop!
 Bob Hofman, Co-ordinator ICT

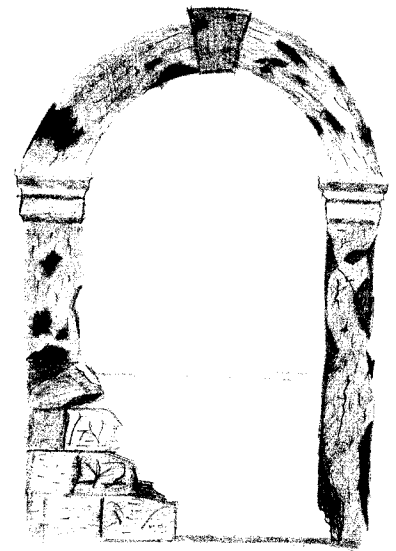
IF YOU WANT TO SEND ANY MESSAGE TO THE
 YOUNG PEOPLE OF EUROPE,
 PLEASE DO IT. WE ARE LOOKING FORWARD TO
 YOUR RESPONSE.

From Colegio Vocacional Monsenor Sanabria in San
 Jose, Costa Rica

Dear friends in far away Dubrovnik, we are enchanted
 and enhanced by your
 message from that marvellous city, which I visited in
 the early Eighties,
 when nobody dared to think of the war which struck
 that part of the world.

Keep on discovering our world heritage and let us share
 your impressions.

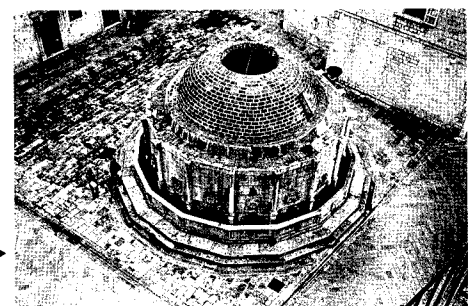
Frank Mittmann, Teacher from Osterholz-Scharmbeck,
 Germany, working now in Costa Rica
 Adios, hasta la proxima vez...



Getting familiar with the restoration work in the "Young Restorers" workshop



◀ "Young Restorers" in action along the Old City main street



▶ The church of Saint Blasius and the Onofrio Fountain, seen through the lenses of "Young Photographers" workshop

Students' Appeal to European Ministers responsible for Cultural Heritage

"...For what is the value of protecting and preserving heritage through specialized institutions and national legislation if we do not instill the reasons for protecting it in the minds of the young?" "In Bergen, your fellow students wanted to know what the mayors do to educate the youth and the general public about World Heritage; now you can ask the same of your ministers. Let them know that from now on you are sharing a part of their responsibility and that you are there to help them in their work."
(Mr. Božo Biškupić, the Croatian Minister of Culture)

When opening the Dubrovnik Forum, Mr. Božo Biškupić, the Croatian Minister of Culture, encouraged participating students to inform European Ministers responsible for cultural heritage at their IV Conference about the needs and concerns of young people. Realizing that their words would be heard by ministers from all over Europe, students took on the task of writing an appeal to the Ministers assembled in Helsinki. Students in smaller groups discussed the most important issues to be included in the appeal before agreeing on the final version of the Young People's Appeal from Dubrovnik.

European World Cultural Heritage Youth Forum
Dubrovnik, Croatia
26th.-31st. May, 1996

Young People's Appeal from Dubrovnik

We, the young people "Patrimonitos" (heritage protectors), as we call ourselves, are so happy to be here in the World heritage city of Dubrovnik.

During this forum we became aware of the importance of preserving our heritage which we consider to be our treasure, and we discussed our ideas for protecting the World heritage with the young people from 23 different countries, including:

Albania	Armenia	Austria	Bosnia & Herzeg.
Bulgaria	Croatia	Czech Republic	Finland
France	Georgia	Germany	Hungary
Italy	Latvia	Malta	Norway
Portugal	Romania	Russian Feder.	Slovak Republic
Slovenia	United Kingdom	Zimbabwe	

From this forum we have examined more closely the work of UNESCO on World Heritage to prevent such gems from being destroyed.

We have some needs concerning preserving World's cultural and natural heritage as follows:

- More involvement of heritage in school curriculum starting from infancy.
- More similar youth forums are to be held in individual countries so more people from each country will be able to participate.
- More investment towards heritage preservation such as launching a media campaign.
- More priority given to ecological standards.
- More efforts and action in solving problems peacefully, as wars ruin our heritage.
- Important heritage sites to be preserved as well as popular and beautiful sites
- Decrease nuclear fission and instead increase nuclear fusion and other alternative energy sources.

Therefore please help us to continue in a similar spirit by promoting a better understanding and appreciation of UNESCO's efforts as to preserve World Heritage. We have not just been talking about peace but we have also been building peace. If you do not act according to international conventions then they are useless.

We started at Bergen Norway a year ago, we proceeded in Dubrovnik. Croatia, so let us continue as we are the ones who are inheriting the future.

70 "Patrimonitos" from 23 European countries, Dubrovnik, 30 May 1996

"We read all the ideas from the journalists' and Internet group and then we mixed the best and main ideas in an appeal which is going to be presented to governments. We all are full of enthusiasm and we want more action all around the world not just in Europe. We must start with action together now and the results are going to be perfect!" (from the joint students' declaration preceding the appeal)

"I really enjoyed the workshops and the group discussions. By the way, what about that Ministers' forum in Helsinki? I would like to know what happened, so that I can go and speak to the Maltese Minister personally so that the work on preservation starts as soon as possible. In Malta, being a small country, it would be relatively easy for me to go and speak to him." (a letter from Clifford Caruana, student from Malta)

Indeed, the answer from Helsinki arrived in Dubrovnik a few days later.

Helsinki, 31 May 1996.

To the European World Heritage Youth Forum, Dubrovnik, Croatia

The IV European Conference of ministers responsible for cultural heritage organised by the Council of Europe which is convened in Helsinki on 30-31 May 1996 greets the PATRIMONITOS in Dubrovnik.

In the Helsinki Conference 26 ministers from 25 countries and numerous international organisations were discussing the social and economic challenges and opportunities connected with cultural heritage. The importance of involving young people in the care, maintenance and protection of cultural heritage was unanimously recognised.


The Conference of ministers responsible for cultural heritage thanks the PATRIMONITOS for their valuable and enthusiastic work for the cultural heritage, and sends its warmest greetings to the young people. Only with the young people involved in the work will the cultural heritage have a future.

On behalf of the IV Conference of ministers responsible for cultural heritage

We remain,

Sincerely yours.


Pekka HAAVISTO
Minister of the Environment, Finland


Claes ANDERSSON
Minister of Culture, Finland

The participants of the First European World Heritage Youth Forum hereby thank the Conference of Ministers and in particular the Minister of Culture and the Minister of the Environment of Finland for joining us in our efforts.

World Heritage Education Kit

The students came with suggestions concerning didactic materials they would like to have available when learning about World Heritage. They also suggested that the following activities and issues be taken into account when further elaborating the World Heritage Education Kit:

- excursions ("we need to see the sites")
- participation in restoration projects/restoration workshops
- cooperation with local authorities and communities
- production of radio and TV programmes
- organization of heritage clubs
- visits to restoration workshops
- exchange programmes
- frequent gatherings of young people on national and international level

One aspect appears frequently: the need for the above activities to be conducted as much as possible through and by the students themselves. The students were also aware of the fact that their role is that of a pioneer and that they need to spread the results of and promote such activities outside the selected classrooms or schools, organize meetings and discussions on these topics, and possibly create a forum where their ideas could be continuously discussed. Students are expecting to see a newsletter/bulletin being produced after youth meetings; this, they feel, is the best way to share impressions and motivate others to work.

TEACHERS

PROJECTS

While the students were working in the workshops, the teachers spent most of their time presenting projects and proposing approaches and didactic materials which would enable them and their colleagues to promote and implement World Heritage Education. It was evident from individual presentations that heritage, in the minds of most of the participants, covers a wide range of experiences (including tasty food, such as the Slovenian traditional cake offered to all participants). It is a fact to be remembered: not all countries have their heritage inscribed on the World Heritage List; also, not all schools are close to a World Heritage site in their own country and can only approach the Project through their regional heritage. The abundance and the richness of these projects once again proved how important and desirable heritage teaching in school really is. Here are some of the outstanding features which were more or less common denominators in the discussion:

Interdisciplinary and cross-curricular approach

This represents one of the ongoing dilemmas of every heritage education approach in the classroom: most of the countries present at the Forum opted for a cross-curricular approach instead of simply introducing yet another topic in the often heavily loaded curricula. Some countries, indeed, seem to have difficulties when implementing projects that do not correspond to the prescribed national programmes. Those who, on the other hand, have worked more extensively on such issues, confirm the benefits of an interdisciplinary and cross-curricular approach.

- Portugal: "The small actions in the small universe which is my school have covered a large range of topics connected with culture and environment, understanding and peace: the richness of the oceans, the importance of plants in herbariums and flower-beds, the variety of cultures in studies of different peoples, the need to preserve the Earth with the help of exhibitions about our planet, reflections on war and peace in our newspaper and in national contests, the not-to-forget shameful Holocaust, the preservation of our historical places by studying, visiting, reproducing them and writing a monography of our small town, the study of important episodes from our history by dramatizing them, the international brotherhood in partnerships and exchanges between our students and students of European and African countries..."
(Maria de Fatima Goncalves, teacher from Portugal)

• Hungary:

In Hungary, World Heritage figures in the following school programmes:

- Environmental protection (1st semester in the 2nd grade; 1st in the 5th);
- Optional courses on World Heritage - 3 years - 2 classes/week;
- Aesthetics Education: art galleries in school corridors;
- "Let's bring World Heritage into our Classrooms", a decoration programme in classrooms displaying cultural and natural sites from all over the world.

• Czech Republic: The content of teaching the subject History of Civilization is understood in two terms:

in theoretical terms:

- a) evolution - setting up the specificity of the Czech cultural environment and its contribution to the world culture (architecture, music, art);
- b) comparison - definition of similarity between the evolution of individual geographical and cultural regions;

in practical terms:

- a) talks with the humanities specialists, based on multi-regional cooperation (egyptologists, architects, archaeologists, etc.);
- b) field trips (excursions): to famous cultural and historical places in the Czech Republic (historical towns, World Heritage sites) and thematic trips to other European countries (following Comenius' or St. Francis' of Assisi footsteps).

The lessons (thematic units) are designed as a combination of parts I and II and introduced as a multimedia teaching method (with the use of different works of art of a specific style, period and region), followed by field trips. (Auxis Ekologické Gymnázium, Prague)

Ownership of ideas and ownership of projects

It is clear that the results of heritage related activities will be better if students feel that they are the creative "owners" of the project and relevant "decision-makers" when it comes to its implementation.

• Norway: "The Explorer Model"

Based on a World Heritage project in an ASP school in Bergen, Norway, one of the Norwegian delegates presented a method of teaching which teachers in Norway have found useful. The objective was to sensitize young people to (world) heritage through their

own discoveries and then enable them to become actively involved in protecting and promoting it. Students were asked to pick a road they wanted to learn more about. Without studying it ahead of time, they each went out to their "own" road and explored it using all their senses. Upon return, they described the road with words, pictures, drawings. In this process, the students started asking further questions about "their" roads and went on to do an in-depth study and develop a project report. The teachers co-operating on the project - the Norwegian teacher, the public administration teacher and information technology teacher - functioned as facilitators, not lecturers, since much of the information the students needed had to be obtained outside the school (conservation authorities, libraries, adults who had lived in the street for a long time, etc.) The teachers found that their students took great interest in this project, they took responsibility for their own learning and that they got genuinely involved. (Gerd-Hanne Fossen, Norwegian National Commission for UNESCO)

• Bulgaria: "The Newsletter Project"

Our school carries the name of Vassil Aprilov and the students conceived a project concerning his contribution to the world culture. They gathered data, carried out research work in history, literature and philosophy, ethnology and archaeology then edited and published the school magazine, supposed to be the continuation of "Denitza" from the 19th century, all by themselves. Their magazine aims at promoting multicultural ideas and renewing the link between the past and the future and includes students' own art-pieces: sketches, comments on certain topics and their work on UNESCO projects, etc. The students circulate their product in all schools in the country. The magazine is now in its 5th year of existence and will be continued with the help of new generations of students. (Anna Gueorguieva, professor at the National Aprilov School, Gabrovo, Bulgaria)

Modern means of communication and media

The interest many students have shown in the Internet workshop and their call for modern audio-visual educational materials are clear indications of the need to link the past and the future through everyday work. We simply cannot talk any longer about promoting the principles of safeguarding our heritage without taking into account the possibilities modern communication can offer in this respect and the role of the media.

- Italy: After the meeting on "Young People's Participation in the World Heritage Preservation and Promotion" at the Università Cattolica del Sacro Cuore in Milan, Italy, in February 1996, an environmental programme contest was announced in some of the schools in Lombardia. Among the project proposals received, a project elaborated by the Milanese school "P. Bottoni", has been selected for implementation. It involves a multidisciplinary and interdisciplinary approach and represents "a cognitive, historical and artistic urban itinerary of the architectural complex of Santa Maria delle Grazie in Milan". As such, the project is implemented in Art History, English, Italian and Drawing classes for two years. After developing particular aspects such as "monuments in the city of tomorrow", the "oral communication" and "presentation in a foreign language", the project foresees a multimedia presentation and video production representing a synthesis of particular experiences.

Crosscultural exchanges

"... Consequently, international efforts to secure global stability and peace depend on the development of global identity, i.e. on awareness of the self as a member of the world in which natural and socio-cultural systems are cared for and used interrelatedly and interdependently not only to preserve the past but to

secure the future. One of the ways to develop loyalty to the world as part of subjective identity is to know about and to feel for mankind's heritage as represented by the World Heritage List." (Vedrana Spajić-Vrkaš, lecturing on Heritage and Identity during the Forum)

This issue is crucial for a balanced World Heritage education programme. Heritage, on one side, is a matter of cultural identity for most people in the world, and a matter of respect for our ancestry and natural environment. Yet, knowing other cultures and learning to understand and respect them is a prerequisite for a peaceful and tolerant world of tomorrow.

- Northern Ireland: "The Coastal Guardian Project" This conservation programme in Coleraine brought together students from St. Johns Primary School, which is Catholic and the Christie Memorial School, which is Protestant. In co-operation with the National Trust, the Department of Education and others, draft material was prepared for teachers and students aged 10-12 which was evaluated during teachers' training and In Service involving participants from the two schools. Several Causeway visits were organised during the first year of the programme which led to further evaluation of the project in the second year and redrafting of previously used materials... (Anne Jack, teacher from Northern Ireland)

"In fact, it is with the small things that we get to the big important things of life. One small action here, a tiny project there and it's a group of people who change their mind, and then a community which starts facing the world differently." (Maria de Fatima Goncalves, teacher from Portugal)

Council of Europe:

"The great changes affecting society as our century draws to a close - whether full of hope like the process of democratisation in the east of our continent or full of danger like the rise in intolerance and social exclusion - mean that it is no longer possible to regard heritage as something immutable. Heritage can no longer be equated with "historic monuments worthy of preservation": it has grown to mean "cultural heritage with a wide range of social dimensions". We have moved on from the built heritage to cultural landscapes, from architectural heritage to the heritage of ideas and from historic monuments to sites of significance to the collective memory. We are discovering that heritage has an economic dimension as a creator of jobs, and a social dimension as a factor for integration.

At the same time, we cannot deny that heritage has also become an integral part of our identities at all levels, whether local, regional, national, European, international or global. As stressed by the Summit of the Heads of State and Government of the Council of Europe in Vienna in 1993, our common heritage is enriched by its diversity.

At the Council of Europe, we have launched various schemes designed to promote heritage awareness and thus help individuals discover other peoples and cultures, in particular:

-the European Heritage Days and

-the European Heritage Classes, which enable young people of school age to come together and join in experiences like the one we are beginning to share here, meeting and exchanging ideas around a specific site and theme."

(Simone Bernhardt, Assistant to the Director of Education, Culture and Sport, Council of Europe, excerpt from her address during the opening of the Forum)

Teachers' Appeal

We, the teachers from 23 countries participating in the First European World Heritage Youth Forum in Dubrovnik, Croatia,

conscious of the need to mobilize the present day generation through education to act in favour of protecting and promoting our common World Heritage,

we are making an appeal to our local and national authorities

– to commit themselves to an active participation in the actions as suggested by this framework of action until the year 2001 to introduce positive actions for World Heritage Education (WHE) in their countries.

– to facilitate the creation of a network to spread the idea of WHE in the framework of the Associated Schools Project at national, European, and international levels by making possible the exchange of ideas and of students and teachers.

– to contribute to the idea of WHE by organizing further meetings, summer camps, and related activities both on the national and the European levels and possibly including at least one country from another region of the world.

We are therefore urging our governments and in particular our National Commissions for UNESCO to do their utmost to develop new ways and means to introduce and reinforce WHE in school education as an effective means to contribute to an awareness of the common heritage of humankind.

We believe that this will lead to better understanding of one's identity, of the rich cultural diversity of Europe and the world and which will lead to a real culture of peace and tolerance for us and for future generations.

We also wish this appeal to be known as the Dubrovnik appeal to render honour to a World Heritage city whose motto is "Libertas" and which so generously welcomed us to the First European World Heritage Youth Forum and which, we hope, will be the beginning of a new era for the city and for all of us, citizens of one world.

World Heritage Education Kit

Based on the discussions at both the Bergen and Dubrovnik Youth Fora, UNESCO is in the process of preparing, in collaboration with some of the experts involved in the Project, a multi-media World Heritage Education Kit. It is designed to provide classroom teachers with both information on this new concept and practical teaching suggestions. The kit will present such topics as "World Heritage Convention", "World Heritage and Identity", "World Heritage and Cultural Tourism", "World Heritage and Environment", etc. It will provide ideas on how to organize effective field trips to WH sites and visits to museums and other places of interest. It will also contain useful resource material for everyone ranging from "low-tech" teaching aids such as the WH map, brief descriptions of WH sites, laminated photographs to "high-tech" material such as a CD-ROM and video. The Kit is expected to be produced in early 1997 and distributed on an experimental basis through the ASP network.

Teachers' impressions:

What do you think were the most positive aspects of the Dubrovnik Forum ?

"To realize that there is much interesting work done in many places and that Europe is full of wonderful people" (Marita Reuter, Finland);

"The possibility to share the views, to learn more about attitudes and effective ways of World Heritage education from each other, to get more ideas about activities in other countries and learn about the ASP network." (Tamara Meichsner, Germany);

"To have come in contact with very motivated people aspiring to a common goal: the World Heritage education. The possibility to find together solutions to problems we share." (Cristina Castelli, Italy)

"The feeling that one is not alone in teaching about World Heritage, noting common difficulties and a number of interesting solutions." (Louis J. Scerri, Malta)

"I thought I knew Europe, but my Europe turned out to be so small as compared with the one I found during one week in Dubrovnik." (Odile Bouet-Haddad, France)

"The possibility to participate in the preparation of the teaching kit and the Framework of Action and the exchange of views with other colleagues." (Marianna Bucsko, Hungary)

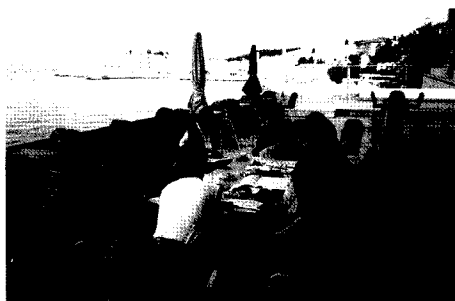
How can similar meetings be improved in the future ?

"Why not invite the ministers of Culture and Education to take part in them; their commitment would be stronger and crucial." (Maria de Fatima Goncalves, Portugal);

"Somebody who makes the national curriculum should be invited." (Michal Jon, Czech Republic);

"More workshop sessions for students." (Ann Jack, Northern Ireland);

"The main thing is to be able to organize small fora because of the live communication between students." (Anna Gueorguieva, Bulgaria)



Teachers at work during the Forum on the terrace and in the conference hall of the Excelsior Hotel

*Dedicated to all Patrimonitos:

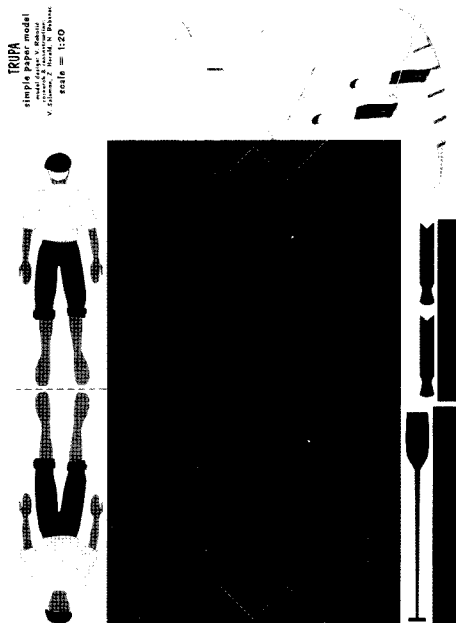
I want to sing a song for you
 I want to understand my friend
 Happiness you cannot find,
 You should make it by yourself
 With a smile for all people of the world.*

(Lea Šuligoj and Tinkara Tinta, students from Slovenia)



A night at the Dubrovnik City Theatre with students from Dubrovnik and Split tracing the history of their World Heritage Cities back to Roman emperors and Ragusa nobles.

TRUPA
OF THE NERETVA RIVER DELTA
PAPER MODEL



COPY IT!



The "Trupa" education kit with a description of life in the Neretva region from where this type of boat traces its origins

The renaissance atmosphere of the Clarissae Convent pervaded the evening concerts which included Allan Taylor and Gib Todd (Great Britain), Karl-Heinz Miklin Trio (Austria) and Fawzi (France) ▶



Caty Forget of the Rhône-Poulenc Foundation, Sigrid Niedermayer of UNESCO and Dino Milinović, Secretary General of the Croatian Commission for UNESCO, announcing winners in the "best shopwindow" contest: Eamon from Nothrn Ireland winning this one. ▶



◀ "Partimonitos' Newsletter": the team at work during late hours with Irena Horvatić leading the way



WHAT NEXT?

National level (Croatia)

In order to enhance World Heritage Education (WHE) a task force was set up recently. It involves the national WHE coordinator, the ASP schools co-ordinator, university professors, teachers and policy makers. A draft national programme for teachers is now being prepared including aims, objectives and methodology of heritage education. Teachers will attend training seminars with an aim to discuss ways of incorporating WH issues into the national curricula; this will be made easier once the forthcoming World Heritage Education Kit is available. It is expected that these efforts will result in a manual for teachers and activity sheets for students. Communication being an important precondition for implementing the project, the Ministry of Education has announced its willingness to help in order to link a number of Croatian schools (including the ASP network members) to Internet and in this way join the ever growing number of young people and schools communicating in this way.

Although ASP schools are largely involved in this first experimental phase, the project endeavours to involve other institutions (from pre-school to university) as well. The programmes implemented with the Museum Documentation Centre create extra curricular activities for all age groups of students in order to familiarize them with different types of museums, and the means of collecting, protecting, researching, documenting and presenting the collections. Using museums as multimedia classrooms, the "Museum School Service" is focusing the young generation's attention on the importance of heritage, its place in the present and its role for the future.

The Croatian Commission for UNESCO will support summer heritage camps for young people, such as the "Pharos" workshops in the island of Hvar. An effort is being made to convert this particular venue into an international camp within the framework of the "Young People's Participation in the World Heritage Preservation and Promotion" thus contributing to the regional and sub-regional development of the Project. (Alida Matković, Croatian Ministry of Education and Sports)

Regional level (Europe):

During the Forum, it was decided that it would be beneficial to establish a data base for collecting examples and project reports from the various schools involved in World Heritage Education, and publish a calendar of World Heritage Education related events twice a year. In order to facilitate the work of gathering and distributing this material, one of the countries in the region involved in the project should be responsible for the coordination work on a rotation basis. The Norwegian National Commission for UNESCO has agreed to take on the role of the European programme coordinator for World Heritage Education for the current two year period (1996-97).

By autumn of 1996, each country involved in the project will be asked to send project descriptions to the European programme coordinator (the Norwegian National Commission for UNESCO). In order to limit the work involved with the data base, it was agreed that the project descriptions would have to be brief and to the point. The intent is to provide enough information to give other schools ideas of work which they could do and also promote cooperation between schools in various countries.

For 1997 the goal is to have each country designate a national World Heritage Education coordinator. As the project extends to many schools in each country, project descriptions should be sent to the national coordinator for registration who in turn would be responsible for selecting projects that can be included in the European data base. Countries involved will also be encouraged to send an overview of activities which they are planning within World Heritage Education. Of particular interest are those activities in which other schools can participate as well. (Gerd-Hanne Fossen, The Norwegian National Commission for UNESCO)

The role of the WHE national coordinator:

- setting up the national data base on World Heritage Education
- instigating and receiving reports from the ASP teachers (at least twice a year)
- cooperating with the regional coordinator
- organizing national-level meetings at least once a year
- providing training for the ASP teachers participating in the project.

Connie Dimech from Malta writes in her local newspaper after the Forum: "Although there is only one heritage which belongs to everybody, there are many identities. This is why this heritage helps so that the people of all the countries can be joined together to form a better world. This aspect helps us to respect other people and to feel responsible for all those sites which are not ours. ... It is very important that the generation formed by youth and children, who are the men and women of tomorrow and the future rulers, will be educated and taught in favour of the protection of World Heritage, both locally and globally."

Global level

(The role of UNESCO):

Regional World Heritage Youth Fora

Following the successful European World Heritage Youth Forum, UNESCO will continue to organize regional Youth Fora. The First African World Heritage Youth Forum will take place in Zimbabwe. Other youth encounters are foreseen to be held in French speaking Africa, Asia and the Pacific, Latin America and the Caribbean and the Arab States.

Regional WHE Frameworks of Action

One of the objectives of each regional Forum will be to elaborate a World Heritage Education Framework of Action, similar to the one agreed upon in Dubrovnik, so as to facilitate the participation in the Project of all Member States in the region, and the organization of special activities for both teachers and students (workshops on World Heritage issues, heritage vacation camps for students, etc.) Such a Framework will also help to monitor and evaluate activities underway. The role of UNESCO Headquarters and Field Offices will also be instrumental in lending technical and financial assistance (particularly under the UNESCO Participation Programme) in support of the Framework of Action. Special emphasis will be placed on launching sub-regional pilot projects within regions such as a "Nordic project", a "Mediterranean project", a "European World Heritage Cities Project", a "World Heritage Natural Sites Project", etc. Efforts will also be made to establish links between the different regions and encourage the twinning of schools and joint interregional projects.

International Communication Channels

UNESCO will ensure that information concerning the "Young People's Participation in World Heritage Preservation and Promotion" is regularly included in the World Heritage Newsletter, in the ASP Newsletter and Bulletin as well as in other periodicals and publications. Information will also be accessible on Internet.

Partners

The ASP network will do much of the experimental and innovative pilot work in close co-operation with National Commissions for UNESCO and Ministries of Education, Culture and the Environment. The Project is a very mobilising one and calls on many experts from the main NGOs involved with heritage protection, university professors, etc. The Project also calls for considerable funding. It is fortunate to have a major donor such as the Rhone Poulenc Foundation (France) while attracting more support from other sources such as NORAD (Norway). As the project continues to expand it is hoped that more resources can be raised in the future.

(Elizabeth Khawajkie, UNESCO)

Youth Forum for Southern and Eastern Africa (Victoria Falls, Zimbabwe)

Mr. S.S. Chishiri, Assistant Secretary General of the Zimbabwe National Commission for UNESCO and Mr. D. Dijaković from the UNESCO Harare Office who are members of the Organizing Committee for the Southern and Eastern Africa World Heritage Youth Forum, attended the European Forum in Dubrovnik. The scope of their visit was to observe the organizational details involved in the Forum preparation and implementation. This resulted in the preparation of the provisional agenda for the Youth Forum in Zimbabwe which will take place in September 1996 at the Victoria Falls World Heritage site. The World Heritage Education project will be presented to African students and teachers from more than 20 countries and discussed further. Students' activities will correspond to the African environment and heritage.

The end of apartheid in South Africa, the existence of SADEC (Southern African Development Community) and expected creation of a similar regional body for Eastern Africa are the best indicators of the prosperity and potential for the Project development in Africa. In such an environment, the First African World Heritage Youth Forum in Zimbabwe will promote further co-operation and exchange among young people in order to increase their awareness about heritage and tradition.

FRAMEWORK OF ACTION FOR WORLD HERITAGE EDUCATION (WHE) IN EUROPE 1996-2001

Teachers examined the proposed draft Framework of Action for World Heritage Education in Europe 1996-2001 and finalized it. The Framework was designed to serve as guidelines to follow-up actions to the Dubrovnik Forum and within the context of the UNESCO ASP/WHC Interregional Project on "Young People's Participation in World Heritage Preservation and Promotion". However, since the Framework covers a six-years period, it is obvious that it will remain flexible in order to meet arising needs and priorities.

Objectives

To mobilize the present day generation of young people to act in favour of protecting World Heritage globally and locally;

To develop new ways and means to introduce/reinforce World Heritage Education (WHE) in school education;

To create a new synergy amongst students, teachers, educators, heritage specialists, conservationists, etc. at local and national levels in support of World Heritage education and raise additional resources in support of WHE;

To establish an effective network to exchange information on World Heritage Education results in Europe (in countries which are State Parties to the UNESCO 1972 Convention concerning the Protection of the World Cultural and Natural Heritage) and facilitate communication with participating schools and experts; and to contribute to a better understanding and appreciation of UNESCO's efforts to conserve, protect and promote World Heritage.

Expected Results by the year 2001

- The development of draft versions that would offer national World Heritage Education in cross curricular approaches and national strategies for furthering the process of introducing/integrating appropriate new curriculum;

- Effective European co-operation in conducting pilot projects, producing and diffusing World Heritage educational materials, intensive school twinning between countries in Europe, as well as in other parts of the world;

- Organization in each European country of at least one WHE teacher-training workshop or summer camp for young people on specific topics e.g. a workshop for students and tourist organizations to develop a young people's handbook, a workshop for media ex-

perts and students to produce articles, etc in favour of World Heritage;

- Introduction/integration of WHE as reflected in this Framework of Action and the development/application of assessment techniques;

- Better understanding and appreciation of UNESCO's efforts to conserve, protect and promote World Heritage;

- The setting up of a European World Heritage Education Coordinating mechanism (on a rotation basis for two-year-periods) in close co-operation with UNESCO (ASP/WHC);

Modalities of Action

Prior to the Dubrovnik World Heritage Youth Forum (May 1996), UNESCO invited Member States to reflect on this proposed Framework of Action and arrange for their teachers and students attending the Forum to make concrete proposals for this Framework. In Dubrovnik the participants proposed the following:

National level

- Identification of UNESCO Associated Schools to conduct, in the pilot phase, experimental activities in favour of WHE;

- Nomination of a national WHE Coordinator and WHE Task Force (with representatives from National Commissions for UNESCO, Ministries of Education, Ministries of Culture, appropriate historical/natural conservation bodies, university professors, ASP teachers, student representatives, etc.);

- Utilization and assessment of UNESCO World Heritage Education Kit (to be prepared in 1996 and produced and distributed in 1997);

- Planning of WHE workshops, youth encounters, etc. at national, sub-regional and/or international levels;

- Elaboration of national WHE Framework of action and working calendar and submission to WHE regional

coordinator (to be designated after Dubrovnik Youth Forum).

Regional level

- Setting up of a mechanism to coordinate **WHE-Europe**;
- Production/distribution of annual WHE-Europe Calendar of Events announcing new initiatives such as workshops for teachers, summer camps for students, etc.

- Production/distribution of WHE Directory of National Coordinators and Participating Institutions (data bank to be kept up-to-date on an annual basis) to facilitate schools twinning, bilateral and multilateral pilot projects and events.

- Organization every year at the invitation of member states of several:

European WHE workshops for teachers on specific facets such as innovative methodology for WHE, the need for interdisciplinary approaches, the role of extracurricular activities for WHE, assessment tools for WHE, etc.; and

European WHE summer camps for students aimed at reinforcing cultural identity, mutual respect, increased appreciation of World Heritage cultural and natural sites, providing outlets to take an active part in the conservation, protection and promotion of sites, preparing campaigns to help save and protect sites, discussions about threats facing sites, the positive/negative effects of "cultural tourism", etc.

Sponsors

- UNESCO (Associated Schools Project and the World Heritage Centre in collaboration with Sectors and Units)

- National Commissions for UNESCO, Ministries of Education and of Culture

- Government Aid Agencies, e.g. NORAD

- NGOs e.g. ICOMOS

- private sector, e.g. Rhône-Poulenc Foundation

BERGEN/NORWAY - DUBROVNIK/CROATIA - VICTORIA FALLS/ZIMBABWE

The long and winding road: Patrimonito is on the road again and heading for Africa. The World Forum is behind us, the European Forum recently came to an end, the African Forum is assuming the task of promoting the goals and ideas of the young people who have so far participated in this project. As Zimbabwe is getting ready to host the Project, we wish our colleagues in the Southern hemisphere all the best with their Forum. A piece of Bergen and Dubrovnik will surely also be coming to Zimbabwe. Along with Patrimonito.

Camilla's message

"Camilla (one of the Norwegian students who attended the Bergen Youth Forum) said she learned a lot about World Heritage at the Forum, but perhaps the most important thing she learned was that without love and mutual respect, nothing can be done. She said she wished she could have been at the Dubrovnik Forum ... The amazing thing, she said, was that in spite of age, culture, language, religion and color, those who had travelled all the way to Bergen had more or less the same ideas of what they could do for the World Heritage.... As a small symbol of the connection between Bergen and Dubrovnik we have brought a little piece of Bergen for you here in Croatia. This is a model of the wharf in Bergen which is also inscribed on the UNESCO World HeritageList. These houses are somewhat like us - each one is different yet when you put us all together we become one". (Ottar Bakas, student from Norway)

"After Dubrovnik: dedicated to all my friends who I met and who I'll never forget.

My friends were very interested in what I've done in Dubrovnik. I think I've managed to stir up their interest and they all read the materials from the Forum. Of a great benefit was the fact that we were able to distinguish the meaning of all that was said and discussed about our role in the future challenges of World Heritage. All of us, being young architects, restorers, journalists, became definitely aware of the specific knowledge about the protection of the cultural monuments and the intimate motivation to be a real PATRIMONITO. Now we believe that the cultural heritage maintains the sense of belonging to the world and perpetuates the rising of the human thought and spirit." (Elvira Stefanova Tzokeva, National Aprilov School, Gabrovo, Bulgaria)

Rhône-Poulenc: Our actions in favour of World Heritage

Rhône-Poulenc, the 8th biggest pharmaceutical and chemical group in the world, is devoted to the mission of improving the world in which we live. Our sponsoring activities testify to this mission. This civic responsibility is implemented mainly through the Rhône-Poulenc Foundation and is being carried out in four main directions:

- the preservation of World Heritage
- education
- research and scientific partnerships
- humanitarian actions.

Our partnership with UNESCO is part of our endeavours to protect heritage in order to preserve nature and artistic creations for future generations. This refers in particular to the restoration of monuments and sites worldwide and our support for the pilot project "Young People's Participation in World Heritage Preservation and Promotion". Since this partnership started in 1995, we have appreciated the commitment of UNESCO experts and supported countries, in particular young people and teachers, to assure the succes of this educational project. In the name of Rhône-Poulenc, I wish the participants of the Dubrovnik Forum and all those who will join the Project in the future, every success in advancing a multidisciplinary and innovative heritage education. (Caty Forget, Rhône-Poulenc Foundation)

"Patrimonito's travel from Bergen to Dubrovnik

Last June when Patrimonito was born, participants from 30 countries gathered in Norway. One year passed and now the First European World Heritage Forum is going on and Patrimonito is hurrying up to join us. At the airport in Norway he could not pass the registration because he forgot his ticket. He tried to walk to Dubrovnik, but then he realized that in this way he would not even reach Zimbabwe. So, he sat on the road and did not know what to do. At that moment he saw an atomic bomb and asked it to take him to Dubrovnik. "With pleasure", said the bomb, but on our way we must bomb some places." "Is it dangerous?" asked Patrimonito. "Everything will be dead around", answered the bomb with a smile. "I won't come with you" said Patrimonito, "it will be better to take a taxi." Well, I think he is coming and we must be ready to meet him in our country, in our city, in our hearts." (Stepanian Karen, student from Armenia)

A letter from Gaius Aurelius Valerius Diocletianus, the Roman Emperor

"Hello Patrimonitos and Patrimonitas, I, the Roman Emperor Diocletian, can only say this: I have never ever enjoyed myself so much as on this very day of May 27 in the year of 1996 in Dubrovnik. I have come with my citizens to present what has happened in my Palace after I died. It took me ten years to build it, from 295-305 AD and I hope these 1700 years of its existence will not be the last ones. I have heard that there is an organization called UNESCO and that they have the same opinion as I have about my palace: they are trying to preserve it. I thank them from the bottom of my heart. On behalf of myself and my wife Prisca."

(students from Split in Croatia)



Ingvild and Višeslav teaming up for a farewell song



Ottar, Tea, Shephard Chishiri, Ingvild and Višeslav: from Bergen to Dubrovnik to Victoria Falls

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“... The (World Heritage) Convention is based on certain fundamental elements. Perhaps the most important of these is the recognition that all manifestations of the heritage are important, but that there are certain parts of national heritage that are more important than others: they are the heritage of humankind as a whole, and not just of the country or region in which they are located. It is therefore the responsibility of all the countries of the world to ensure that these are afforded adequate protection, preservation, and presentation. The most conspicuous result of the Convention has been the creation of a ‘World Heritage List’ of cultural and natural properties that possess ‘outstanding universal value’. At the same time, the countries on whose territories they are situated enter into a commitment to protect, to preserve, and to present these properties on behalf of all humankind.” (Henry Cleere of ICOMOS, lecturing on ‘World Heritage: Issues and Solutions’, at the Dubrovnik Youth Forum)

‘How can we define cultural tourism? I suggest that it may be defined as ‘that which involves people in the exploration or the experience of the diverse ways of life of other people, reflecting their social customs, religious traditions, and the intellectual ideas of a cultural heritage.’ That cultural heritage is, of course, made up of the interaction of the manmade and natural environment, and it is important for us to be aware of this broader concept of the heritage, which goes far beyond reverence for monumental buildings themselves.

... This concept has of course been recognized for some time. The Venice Charter of ICOMOS in 1964 stated in Article 1: ‘The concept of an historic monument embraces not only the single architectural work, but also the urban or rural setting in which is found the evidence of a particular civilisation, significant development or an historic event.’ (Lester Borley of Europa Nostra, lecturing on ‘Cultural Tourism & Heritage’ at the Dubrovnik Youth Forum)

In conclusion, may I restate what is UNESCO's most fundamental mission: to contribute in all parts of the world to peace and prosperity through international co-operation in education, sciences, culture and communication. The Organisation's present focus is geared more than ever to bringing about a culture of peace, as opposed to a culture of violence, aggression and war. Learning about World Heritage in schools can be one of the most effective ways to make the culture of peace become reality, i.e., a way of life for each and every one of us. If you have doubts about this, please consider the link by which:

Knowing about World Heritage Sites

(cultural and natural)

leads to

Knowing about other peoples, their cultures, and about natural environment

which leads to

Respecting other cultures and nature

Greater tolerance of difference in our lives, societies

which leads to

Less conflict and less violence

and to peace and prosperity.*

(Breda Pavlič, UNESCO, excerpt from the opening address)

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