

World Heritage in Young Southeast Asian Hands

A Workshop on the Introduction
and Evaluation of the
UNESCO World Heritage Education Kit
Sukhothai, Thailand 2000

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World Heritage in Young Southeast Asian Hands: A Workshop on the Introduction and Evaluation of the UNESCO World Heritage Education Kit, Sukhothai, Thailand 2000

Cover illustration by Thayada Krammee
Udomdarunee School, Sukhothai Province

Report compiled and edited by Beatrice Kaldun
Consultant for UNESCO

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Office of the UNESCO Regional Advisor
for Culture In Asia and the Pacific



UNESCO World
Heritage Centre



UNESCO Associated
School Project



The Thai National
Commission for UNESCO

World Heritage in Young Southeast Asian Hands

A Workshop on the Introduction
and Evaluation of the
UNESCO World Heritage Education Kit
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Cambodia
Indonesia
Lao PDR
Malaysia
Philippines
Thailand
Viet Nam

13-20 February 2000
Sukhothai, Thailand

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Introduction

The Young People's World Heritage Education Project gives youth a chance to voice their concerns and to become involved with one of the most vital issues of our time - - - the preservation of the world's diverse but disappearing cultural heritage. This worldwide project was launched in 1994 by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to raise awareness among students and teachers about World Heritage conservation and the responsibility that each of us has to cherish and preserve our common heritage.

The **World Heritage Education Resource Kit** was developed by UNESCO to provide teachers with a useful tool in developing innovative educational approaches for teaching the preservation and enhancement of World Heritage, and for students to learn, cherish and act in favour of their heritage, as well as that of other peoples and cultures, past and present.

**Opening avenues
for teachers and heritage conservationists
to build among youth the skills
for long-term preservation of
cultural and natural heritage**

The sub-regional workshop held from 13-20 February 2000 in the World Heritage Site of Sukhothai and Associated Cities in Thailand provided an excellent opportunity to bring together educators and heritage experts from Southeast Asia, to jointly discuss and assess how best to apply and adapt the Kit to their country-specific situations and needs.

Continued collaboration with one another will be essential if we are to implement in each country in this region a strong and effective strategy to instill pride in the heritage and commitment to its preservation in the youth of our societies.



Richard A. Engelhardt

UNESCO Regional Advisor for Culture
in Asia and the Pacific

The World Heritage Convention Concerning the Protection of the World Cultural and Natural Heritage

Section VI. Educational Programmes - Article 27 - 1:
The State Parties to the Convention shall endeavour by all appropriate means, and in particular by educational and information programmes, to strengthen appreciation and respect by their peoples of cultural and natural heritage...

The Young People's World Heritage Education Project gives young people a chance to voice their concerns and to become involved in the protection of our common cultural and natural heritage.



Patrimonito, a young heritage helper, was designed by students at the first World Heritage Youth Forum in Bergen, Norway in 1995.

The World Heritage Education project was launched in 1994 by the United Nations Educational, Scientific and Cultural Organization (UNESCO) under the title: Young People's Participation in World Heritage Preservation and Promotion. The Project seeks to encourage and enable tomorrow's decision-makers to participate in heritage conservation locally and globally, and to mobilize youth to respond to the continuing threats facing the survival of the World Cultural and Natural Heritage. Through this project youth are taught the meaning and significance of our common heritage, and are given the opportunity to learn about World Heritage sites, the history and traditions of their own and other cultures, ecology, and the importance of protecting biological and cultural diversity. Students learn how nations unite to save heritage cherished by the entire international community. The Project also aims to develop effective educational approaches and teaching materials by creating a synergy among educators and heritage conservation experts in order to incorporate World Heritage education into the secondary school curricula or encourage extra-curricula activities at heritage sites in the community.



The World Heritage emblem symbolizes the interdependence of cultural and natural heritage. The central square is a form created by humankind and the circle represents nature, the two being intimately linked. The emblem is round like the world and at the same time it is a symbol of protection.

The UNESCO Associated Schools Project Network (ASP) and the UNESCO World Heritage Centre (WHC) in cooperation with the National Commissions for UNESCO coordinate the Young People's World Heritage Education Project. Secondary schools through their teachers who are interested in and dedicated to developing the new concept of World Heritage Education are chosen to participate. The ASP national coordinator in each Member State assists these schools in introducing and developing this concept. Schools also collaborate with museums, heritage site managers and other interested individuals and organizations in their local communities.

The ASP network, created by UNESCO in 1953, is an international network of some 5,000 schools in 160 countries (as of February 2000) which work with UNESCO to adapt school curricula to address the most pressing issues of our time: human rights, peace, environment – and now, heritage preservation. The ASP network is designed to have a multiplier effect whereby its innovations are incorporated into the education mainstream for the benefit of other schools.



The Associated School Project (ASP) emblem symbolizes principles of innovative values-based education for all children in the world. The globe symbolizes the world, the dove stands for peace, one of the main goals of ASP, the boy and girl represent all youth and the book symbolizes education

With regard to the World Heritage Education Project the main challenge facing educators is how to integrate teaching of heritage into the existing secondary school curriculum. The Project inspires both students and teachers to explore heritage in a broad sense – beyond the traditional realms of history and geography and to incorporate concepts and exercises based on heritage-related themes into all parts of the curriculum.

To this end, UNESCO organizes and supports subregional and national training workshops that introduce this new concept to educators and heritage experts through the ASP network. The subregional workshop in Sukhothai held from 13-20 February 2000 was part of this series with a particular focus on the Southeast Asian subregion.

The Young People’s World Heritage Education Project features support activities and tools:

- **World Heritage Youth Fora**
- **International, regional/subregional and national workshops for heritage educators**
- **World Heritage Education Resource Kit**



Global	Regional: Asia-Pacific	Sub-regional: Southeast Asia	National: Southeast Asia
1995 International Youth Forum in Bergen, Norway	1997 Regional Youth Forum in Beijing, China 1998 Regional Youth Forum in Osaka, Japan	2000 Sub-regional Workshop in Sukhothai, Thailand	1998/1999 Cambodia Lao PDR Philippines Thailand Viet Nam

World Heritage Youth Fora aim to bring together students and teachers from different parts of the world, to give them opportunities to exchange experiences and ideas, and to train them in some basic skills of heritage conservation. Students have a chance to meet people from other countries, learn about their respective heritage, discuss common concerns and discover new roles for themselves in heritage conservation. Teachers have the opportunity to present and discuss new educational approaches, and to contribute to the development of World Heritage Education. Each Youth Forum is a catalyst to inspire the participants to help develop World Heritage Education, and helps to establish a network for further cooperation for its promotion on a regional and international level. The first forum was organized in 1995 in Bergen, Norway, followed by regional fora in other parts of the world (Croatia 1996, Zimbabwe 1996, China 1997, Japan 1998).

The World Heritage Education Resource Kit, entitled “World Heritage in Young Hands”, is designed to be a resource kit for teachers, since their role is vital for the success of World Heritage Education. Tested and designed in its final version to serve as a global tool, the Kit was initially published in English and French and was disseminated starting in 1999. Since that time Spanish and Arabic versions have been published and Chinese and Russian versions are under preparation. National language versions are produced in cooperation with UNESCO National Commissions. As of February 2000, the Kit has been translated into the following Southeast Asian languages: Cambodian, Filipino and Thai. The Kit uses interactive and interdisciplinary approaches to encourage teachers of various disciplines to share their knowledge about heritage conservation with their students by journeying through the world’s magnificent cultural and natural heritage.







World Heritage Education Resource Kit

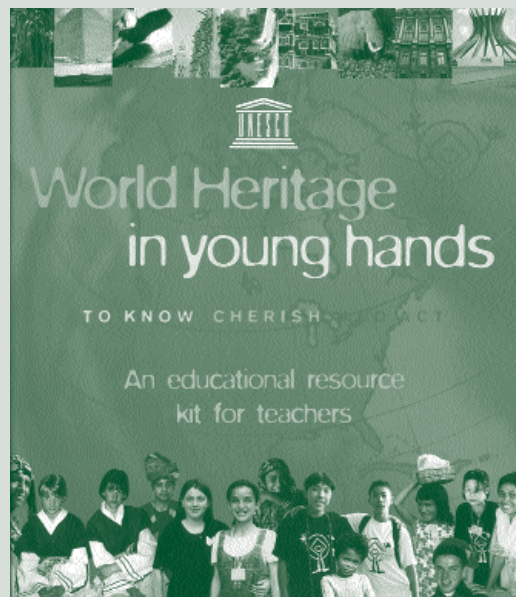
Through an interactive and multi-disciplinary approach, the Kit will help teachers in different disciplines and students to explore heritage in relation to legal framework, identity, tourism, environment and peace across the curriculum.

Education  **C**onservation  **R**esponsibility

As a concrete tool, the Kit provides background information and pedagogical guidelines; proposes classroom and extra-curricular activities and offers visual material, such as photographs, posters, World Heritage maps and thematic overhead transparencies for classroom discussions. At the end of each of the main sections cross-curricular approaches are suggested which can be adapted to different situations.

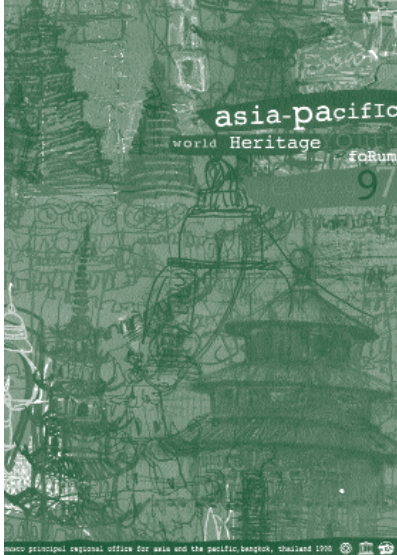
Contents of the Kit:

-  Educational Approaches to World Heritage
-  The World Heritage Convention
-  World Heritage and Tourism
-  World Heritage and the Environment
-  World Heritage and Culture of Peace
-  Resource materials



Summary of the 1997 Beijing Asia-Pacific Youth Forum

Following the international Youth Forum held in Bergen, Norway in 1995, an Asia-Pacific World Heritage Youth Forum was held in Beijing, China in September 1997. At this Forum UNESCO launched the Young People's World Heritage Education Project in Asia and the Pacific. The Beijing Forum became a springboard for the project to spread throughout the region.



The Beijing Forum was attended by almost 100 students and teachers from 20 countries across Asia and the Pacific – from Kazakhstan in the northwest to New Zealand in the southeast. Students and teachers met to share their experiences and ideas on World Heritage. They jointly discussed and refined issues of World Heritage Education and assessed the draft version of the UNESCO World Heritage Education Resource Kit.

The concept of World Heritage was introduced and the participants realized how critically endangered natural and cultural heritage are throughout Asia and the Pacific. The Beijing Forum empowered youth enabling them to become personally involved in the preservation of the region's and the world's heritage. The participants vowed to carry the message of the importance of World Heritage back to their own countries, home communities and schools.

The Beijing Forum brought awareness of local and national heritage to a regional level, providing a unique opportunity for intercultural learning through social and cultural activities and visits to heritage sites. Student activities were designed to test and develop exercises for the World Heritage Education Resource Kit. The draft Kit was tested and evaluated, with both students and teachers giving suggestions on how to improve it.

One of the student activities focused on expressing cultural identities and seeing how one's identity is rooted in the heritage of the rest of the world. The students realized that heritage is living and changing, built by generations before us, with each generation adding a new layer to the culture with their thoughts, deeds and accomplishments.

The Beijing Forum also turned into a cultural melting pot, as participants shared their heritage and identity with others by displaying artefacts, clothes, paintings and posters. The participants became aware of their common heritage through this exhibition.





Visits to some of China's magnificent heritage sites were highlights of the Beijing Forum. Students and teachers had the opportunity to visit three World Heritage sites, as well as two sites nominated for inclusion in the World Heritage List and which now have been inscribed. Equipped with worksheets to test activities from the World Heritage Education Kit, students explored the Great Wall, Peking Man Site, the Forbidden City, the Summer Palace and the Temple of Heaven. Based on these experiences, students discussed in working groups and agreed upon recommendations on how to organize visits and how to better prepare sites for visitors, including young visitors.

The Beijing Youth Forum culminated with student-led workshops. A plenary session of all the students started lively discussions on environmental and cultural concerns, and how to increase involvement. Students in their working groups proposed solutions for issues at stake in heritage conservation and interpretation. The value of the student exercises and the discussions is that they enable students to get involved. Involvement can be through personal contribution to the preservation of the sites through volunteer work, preparation of exhibitions, performing arts or handicrafts, or by preparing for a career in heritage conservation and management. The views of the students were captured in guidelines and recommendations.

In separate sessions, teachers shared their views and experiences on heritage teaching and materials. The teacher participants expressed a strong commitment to World Heritage Education and looked forward to learning more about it. These discussions were then used to develop a Teachers' Plan of Action for World Heritage Education in Asia and the Pacific.

The teachers also suggested sub-regional networking to encourage joint projects and exchange of experiences and material between schools in neighbouring countries.

Country Reports – From Beijing to Sukhothai

A sub-regional World Heritage Education workshop was organized in Sukhothai, Thailand from 13-20 February 2000. At this workshop the ASP-coordinators were requested to report on the activities of World Heritage Education Project which each country carried out in the period since the project was introduced to the region at the Beijing Youth Forum in September 1997. Following are summaries of the country reports from Cambodia, Indonesia, Philippines, Thailand and Viet Nam. The full-text reports are included in the Annexes from pages 53 to 66.



Angkor World Heritage Site

Cambodia

Cambodia has struggled in the aftermath of the Pol Pot era to provide educational materials for students at all levels. Currently, there are some standardized texts for primary school students, but secondary school materials are largely local while format and content of the curriculum is left to the individual school.

In spite of these difficulties, the Ministry of Education has identified several key objectives for primary school, lower secondary and upper secondary all of which include components on heritage education. As a part of the core curriculum students must learn the fundamentals of Khmer heritage. Upper secondary school students learn about World Heritage, in addition to Cambodian national heritage.

At all levels, heritage teaching is grouped under the broader topic of social studies and Khmer language, and includes the study of society, civic rights and morals. Broad themes, such as culture and civilization, human rights and democracy, world concerns, culture and belief development, permeate the students' coursework at all levels of the curriculum. There is therefore ample scope for inclusion of World Heritage Education in the Cambodian curriculum. To move forward with this, a national workshop was held in 1999, to introduce the World Heritage Education Resource Kit, which has already been translated into Cambodian, to the Cambodian ASP schools.

Indonesia

Forty-two schools throughout Indonesia participate in the Associated Schools Project. However, ASP programme activities are not well coordinated and to date there is no special curriculum on World Heritage Education.

Indonesia participated in the Asia-Pacific World Heritage Youth Forum held in Beijing in 1997. Although the Forum strongly endorsed the use of the World Heritage Education Resource Kit, Indonesia has not yet started to do so because the Kit has to be translated into the Indonesian language before it can be widely distributed. Furthermore there is delay as the national ASP coordinator was appointed only in September 1999.

Despite these drawbacks, Indonesia has been involving students in the preservation and protection of the natural and cultural heritage through the teaching of history throughout the curriculum.

Student involvement in international programmes has been through the regular participation of students and teachers in regional and international student camps and competitions in mathematics, biology, physics and painting. Since the appointment of UNESCO educational and cultural advisors in Jakarta, there has been an increase in activities directed towards improving education for international understanding including education for peace, human rights and democracy.



*Borobudur Temple Compounds
World Heritage Site*



Komodo National Park World Heritage Site

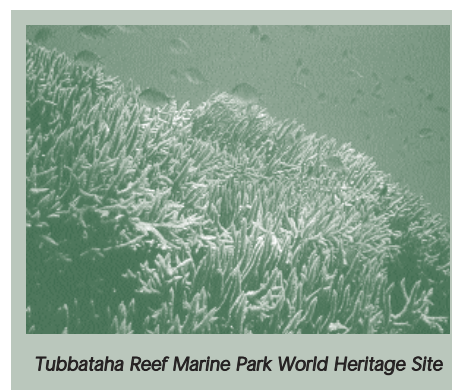
The following programmes are among those considered most urgent for Indonesia. Their success will depend on budget availability either from the national budget or from other sources:

- 1) Environmental preservation and protection: Both the marine and forest environments are very important in Indonesia. The Ministry of Education and Culture in cooperation with UNESCO should involve students in preserving and protecting the sea and the forests.
- 2) Student exchange at the national and regional levels: The Government of Indonesia supports activities for the exchange of students under bilateral or other arrangements and these opportunities should be continued and expanded.
- 3) Preservation and protection of the natural and cultural heritage: Secondary school students should be involved in the preservation and protection of the natural and cultural heritage. This programme can start with visits to heritage sites where they will learn the practical relevance of the history they study at school. Selected students can work together with archaeologists. In carrying out the programme the Indonesian National Commission for UNESCO will cooperate with the Directorate-General of Culture.

Philippines

In the past, through informal and non-formal education, Filipino students developed an idea of heritage education through visits to museums and cultural and historic sites. The active, deliberate involvement of Filipino youth in the World Heritage Education Project began in 1997 with the following initiatives:

- 1) One UNESCO ASP coordinator and two student leaders were sent to represent the Philippines in the Asia-Pacific World Heritage Youth Forum held in Beijing, China in 1997.
- 2) UNESCO ASP promotional materials (e.g. T-shirts, pins, stickers and youth brochures) have been distributed to more than 300 schools to communicate the goals and features of the World Heritage Education Project.
- 3) Translation of the World Heritage Education Resource Kit into the Filipino language. To date, about one-third of the Kit has been translated.
- 4) On-going trial of the World Heritage Education Kit in 5 ASP Schools, with initial feedback revealing positive responses from both teachers and students.
- 5) "Lakbay-Aral", a Filipino term meaning "Travel Study", enables young Filipinos overseas to undertake a journey home to rediscover the roots of Filipino heritage. The programme, conducted every year, is a two-week cultural immersion activity which consists of direct participation in traditional festivities, on-site lectures on Filipino heritage, guided visits to historical places, and interaction with Filipino students, members of the indigenous communities and government and community leaders.
- 6) Cultural heritage-related activities at 36 ASP schools. Some illustrative examples are:
 - **Adopt a Heritage Site** – students and teachers of the University of Northern Philippines in Vigan help in the preservation of Vigan as a World Heritage site.
 - **Walking Tour and Caruaje Ride in Walled City (Intramuros)** – The Intramuros administration and the Department of Education, Culture and Science have launched these two programmes. In one



programme, high school and college students tour the historic Old Manila, visiting San Augustin Church, old Spanish buildings, Fort Santiago, etc. to appreciate the Spanish legacy in the Philippine culture. In the second programme, a horse-drawn carriage takes the students to different historic sites within the Walled City.

- **Summer Floating Boat/Flying Plane, Educational Field Trips** – Cultural tours to Cebu, Bohol, Bulacan, Corregidor and Cordillera Rice Terraces are held during summer vacations by different schools, to enhance the professional growth of the members of the academic community. Eco-tourism in Puerto Galera and Boracay are also conducted during summer vacations or semester breaks.
- **Youth and Teachers' Cultural Exchange Program** – Study visits of ASP teachers and students in the Republic of Korea, Japan, Malaysia, Indonesia and Thailand usually include visits to historic and cultural sites.

7) Media Placement – Print, television and Internet have all featured stories on Philippines' cultural heritage and World Heritage sites.

Thailand

At present, there are more than 100 schools and educational institutions throughout Thailand participating in the ASP network. Those who are not yet members of ASP are also invited to participate in some activities such as the International Youth Seminar on the Conservation of World Heritage.

Thailand has also actively participated in UNESCO's initiatives with respect to the World Heritage Resource Kit as follows:

- Two students participated in the "Young People's World Heritage Forum" held in Bergen, Norway from 26 to 28 June 1995.
- Two students and a teacher participated in the Beijing World Heritage Youth Forum held from 15 to 21 September 1997 in Beijing, China.
- In the 1997 Exchange Programme among teachers from the Republic of Korea, Philippines and Thailand, the draft World Heritage Kit was introduced to teachers for experimental use.
- With funding from the Office of Environmental Policy and Planning, Ministry of Science, Technology and Environment and UNESCO, the Thailand National Commission for UNESCO has coordinated three activities designed to introduce the World Heritage Education Resource Kit to teachers and students:
 - The National Seminar for Educational Administrators to Promote Education for International Understanding and Peace: 22 to 23 June 1999, Ayutthaya Province.
 - The National Training Course for ASP network teachers on Teaching of the UNESCO World Heritage Education Resource Kit: 28 to 30 June 1999, Ayutthaya Province.
 - The National Youth Camps for the Preservation of Thai-World Heritage held in the four regions of Thailand, including Bangkok in 1999.

At the National Training Course for ASP network teachers on Teaching of the UNESCO World Heritage Education Resource Kit, the Kit was introduced to Thai teachers from all parts of Thailand who were encouraged to apply the Kit in their classrooms. The Kit has been summarised into Thai and many of the activities and worksheets have been translated. These were used during on-site visits to the World Heritage Site of Ayutthaya. These included tourism lessons, nomination of cultural and natural sites and visits to sites and museums. The teachers were invited to try these sheets before applying these activities in their schools. At the Youth Camps, a number of student activity sheets were also introduced to the students.



Historic City of Ayutthaya and Associated Historic Towns World Heritage Site



Thungyai-Huay Kha Khaeng Wildlife Sanctuaries World Heritage Site

The evaluation meeting to sum up the outputs of the project was held in early February 2000. According to the National Education Act, the concept of World Heritage can and should be integrated in Thailand's school curriculum. Thailand can make use of the Kit as a guideline for teachers who are uncertain on how to implement the World Heritage Education concept.

Viet Nam

Viet Nam's participation in ASP began in 1995. Currently, 14 schools have joined the ASP network. The ASP schools carry out many international educational activities dealing with the teaching of cultural values. These include heritage conservation activities.

In Viet Nam education in cultural values and heritage conservation is realized in two basic ways: through teaching and extra-curricular activities.

Subsequent to the Beijing Youth Forum in 1997, Viet Nam has carried out some effective activities for cultural values and heritage conservation education through the ASP network. These include:

- 1) Introduction of education in cultural values and heritage conservation content in the teaching programmes of some subjects such as: Civic Education (Preserving and bringing into play the national cultural heritage, class 7; Right and obligation toward the historical and cultural vestiges, class 8), Moral Education (Protection of public works and historical and cultural vestiges, class 4), Vietnamese language (Angkor Wat, class 4, The drawing of Ho village, class 5), History (The formation of the initial basis of national cultural identity, class 6, The development of national culture in 18th century and beginning of 19th century, class 8). These are lessons containing content on cultural values and heritage conservation through which students gain knowledge and understanding of national and global cultural heritage.
- 2) Organization of various activities to help pupils enhance their knowledge and understand their duty and obligation to contribute to conservation of cultural heritage. For example:
 - A design competition with themes such as world peace and the environment
 - Linking cultural and artistic activities for a national character with universal human values
 - Visiting historical remains, famous landscapes and World Heritage sites such as Halong Bay and Hue
 - Discussions after site visits
 - Cultural exchange between teachers and pupils from the ASP schools.

Teaching cultural values and heritage conservation to pupils is a necessary educational component in the Vietnamese curriculum. Its significance is to help students return to their historical roots, the creative source of our ancestors' accomplishments so as to strengthen national pride. This will, in turn, promote awareness regarding responsibilities to conserve the national and world cultural heritage. Moreover, it educates pupils to come to enter the 21st century, in a spirit of mutual cooperation and comprehension.

Some Proposals :

- 1) The teachers of Associated Schools in Viet Nam hope to receive UNESCO funding to translate UNESCO World Heritage Education documents into Vietnamese so that they have reference materials.
- 2) Teacher training workshops should be conducted with UNESCO sponsorship and the participation of UNESCO specialists on World Heritage.
- 3) UNESCO should facilitate exchanges between Vietnamese teachers and pupils with teachers and pupils of other countries in the region.



Purpose and Objectives of the Sukhothai Sub-Regional Workshop

From 13-20 February 2000, the Office of the UNESCO Regional Advisor for Culture in Asia and the Pacific together with the Thailand National Commission for UNESCO organized "World Heritage in Young Southeast Asian Hands: A Sub-Regional Workshop on the Introduction and Evaluation of the UNESCO World Heritage Education Kit".

Held in the World Heritage Site of Sukhothai, Thailand the workshop brought together more than twenty experts in education and heritage from seven countries in the region: Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Thailand and Viet Nam. The **PURPOSE** of the workshop was the introduction of the World Heritage Education Resource Kit, its assessment, evaluation and applicability to each country and the drawing up of action plans as to how education and heritage experts can work together to prepare the implementation of the Kit.



The UNESCO Regional Advisor for Culture in Asia and the Pacific and a selected team of expert trainers introduced the contents of the World Heritage Education Resource Kit as well as some of the Kit's many activities designed to be applied in the classroom as well as through extra-curricular on-site activities to enhance young people's knowledge of World Heritage, local heritage and conservation. Daily sessions were also devoted to on-site visits during which the experts acted as students or teachers to assess the applicability of Kit activities.

One of the trainers of the workshop, Ms. Kerstin Lundman, was sent by the Swedish National Commission for UNESCO. The Swedish National Commission for UNESCO has played a leading role in the implementation of the World Heritage Education Project since its beginning. Ms. Lundman's participation also exemplified the importance of international networking among schools as well as experts in the development and enhancement of the World Heritage Education Project. Ms. Lundman's impressions of and comments on the workshop are included throughout the following chapters of the report.

The participants represented different fields of competence (curriculum, heritage conservation) in their own countries and this was very valuable for the future project – if the World Heritage Education Special Project is to become something that is truly supportive for the preservation of World Heritage it should not only remain as a school project but also be of importance to many actors (schools, regional and local administration, tourist companies and authorities, environmental protection programmers, cultural policy makers, universities, researchers, site managers etc.) – K. Lundman

The **OBJECTIVES** of the "UNESCO Sub-Regional Workshop on the Introduction and Evaluation of the UNESCO World Heritage Education Kit" were to:

- Bring national heritage and education experts together who did not know each other prior to the workshop in order to forge possible working alliances for further implementation of the UNESCO World Heritage Education Resource Kit in the respective countries of the region;
- Introduce the UNESCO World Heritage Education Resource Kit to the countries in the Southeast Asia region, in particular to teachers and concerned educators of the ASP network, education curriculum planners, World Heritage and national heritage managers and other national stakeholders;
- Evaluate the World Heritage Education Resource Kit as to its applicability to individual Southeast Asian country requirements;
- Develop and formulate country action plans for World Heritage Education based on or inspired by the Kit and the activities of the workshop for implementation on both formal and non-formal levels.

To have these very clearly defined goals added great value to the Sukhothai workshop and made all participants focus on the same topics. – K. Lundman

International Exchanges

Swedish Participation in the World Heritage Education Project

Implications for Southeast Asia

by Kerstin Lundman

The World Heritage Education project was launched in 1994. Following the first International Youth Forum held in Bergen, Norway in 1995, the Swedish National Commission developed plans and activities to encourage Swedish schools, local communities and youth to participate in the World Heritage Education Project. The goal was to develop educational ideas and to create educational materials that could be used in all Swedish schools.

World Heritage for and by Swedish Students

Under the World Heritage Convention, Article 27, the State Party has the obligation to inform the public at large and schools of all types of their role in the protection and preservation of cultural and natural heritage. A World Heritage Education project involving schools can be a major contributor to fulfilling these obligations and therefore the Swedish National Commission for UNESCO decided to work in three stages:

- to create strong local networks at each Swedish World Heritage site
- to help the schools co-operate nationally and internationally
- to create an educational tool on World Heritage to be used in all Swedish schools

In order to create strong local networks in the areas where the Swedish World Heritage sites are located, stakeholders in each community were invited to form working groups. These included the local library, the site managers, schools, homeowners, residents, administrative and political decision makers, tourist authorities, etc. The idea was to form working groups that could ensure that World Heritage Education becomes a local commitment, which is also included in the local school curriculum and in non-formal education.

In this way the Swedish World Heritage Project can be seen as one way to ensure that Sweden fulfills the obligations according to Article 27 of the World Heritage Convention by ensuring local commitment to the Convention.

In order to stimulate local and national co-operation national teacher and teacher/student camps were organized – in May 1998, in August 1999 in Tanum and in May 2000 in Gammelstad. The teacher/student camps are financed locally and last for three days with workshops and seminars for the teachers and various creative activities for the students.

Following the successful First International World Heritage Youth Forum in Bergen in 1995, an international Youth Forum is planned for September 2001 to be held in the municipality of Karlskrona, Sweden, a World Heritage Site. Some 400 students are expected to come to Karlskrona and work on various aspects of the World Heritage Education Project. The Youth Forum is intended for secondary and upper-secondary students from ASP-schools that are already involved in World Heritage Education. Prior to the Karlskrona Youth Forum invitations are being sent out to encourage twinning of Swedish and other schools which shall jointly prepare themes and activities to be presented in September 2001.

This international youth forum will be an important step in the long-term development of the World Heritage Education Project to enhance conservation awareness and commitment among youth not only in Sweden, but in many countries in the world.

The World Heritage Education Resource Kit and its Assessment

1. Kit Contents

At the Sukhothai Workshop the participants were introduced to the World Heritage Education Resource Kit. Sections of the Kit were examined one by one with a critical eye as to how much or in which ways the Kit can serve as a tool for teachers, for students, for heritage conservationists as well as the local community in their respective countries and local situations in Southeast Asian countries. There was awareness that not all sections and every part of the contents will be directly applicable to each respective country situation.

The following is a summary of the introduction of the main sections of the Kit as presented at the Sukhothai Workshop followed by an assessment of the participants on the relevance and importance of each section:

1.1. Educational Approaches

"The teachers agreed the main challenge was to introduce and incorporate World Heritage education at all levels in all schools, for all students around the world." First African World Heritage Youth Forum, Victoria Falls, Zimbabwe/Zambia

The first section focuses on the various ways the concept of World Heritage Education can be taught with the focus on an integrated, multi-disciplinary approach that logically follows a path from local to global in the teaching about heritage. This approach allows teachers in different disciplines to introduce elements of World Heritage Education into classroom teaching as well as for incorporation of extra-curricula teaching. Proposed student activities concentrate on six main lines of action: (i) discussion (ii) research (iii) exercises (iv) visual sessions (v) World Heritage site excursions and (vi) role play. The challenge is to bring the global perspective into the local and to help students see the link between their local, provincial and regional heritage and the heritage of the world as a whole. An important element in this is on-site visits to (World) heritage sites and the use of Internet and/or communication.

Participants Assessment

It was recognized that the **Section on Educational Approaches** provides a very useful tool in the application of the Kit, but two major constraints were identified. World Heritage sites in the Southeast Asian subregion are not as numerous as in other regions, such as Europe, and so there is the problem of financial constraints in arranging on-site visits for students who may live in another part of the country far from a World Heritage site. However, local or national heritage sites can also be used as location for site visits. To facilitate this, it will be useful for the Kit to contain more concrete and specific guidelines on how to identify and use local heritage sites as educational resources.

Despite increasing technology, some Southeast Asian countries are only in the beginning stages of ICT use and are therefore not yet able to provide this particular networking tool to the students. This will change in due course, but until then these students have to rely on the traditional ways of communication, which excludes them from the global networking of E-mail and the Internet.

1.2. The World Heritage Convention

"...deterioration or disappearance of...the cultural and natural heritage constitutes a harmful impoverishment of the heritage of all nations of the world." Preamble to The World Heritage Convention

The UNESCO World Heritage Convention of 1972 is an important legal instrument that has become the cornerstone of the heritage conservation movement worldwide. The Kit section on the Convention introduces the background as to why and how the Convention was formulated. It also explains the purpose of the World Heritage Convention, which is to ensure coordinated international action to protect unique natural and cultural properties against the increasing threat of damage in a rapidly developing world. The Convention encourages countries to identify, protect, preserve and present cultural and natural heritage for the future generations in a spirit of international cooperation.

The Convention also includes one article, Article 27, that focuses on education (referred to on p.5) which is the justification for the development of the World Heritage Education Project.

The World Heritage Convention was adopted by UNESCO in 1972. To date, 161 countries have signed the Convention Concerning the Protection of World Cultural and Natural Heritage, or the World Heritage Convention, making it the most successful international cultural and natural heritage conservation instrument in the world. Responding to the increasing threats to heritage caused by poverty, neglect or ill-considered economic growth and development, the World Heritage Convention encourages countries to identify, protect, preserve and present cultural and natural heritage for future generations in a spirit of international cooperation. As of December 2000 there are 690 natural and cultural sites from 122 State Parties inscribed on the World Heritage List. In Southeast Asia there are 23 World Heritage sites, 14 cultural sites and 9 natural sites.

Participants Assessment

The participants confirmed the importance of the **Section on the World Heritage Convention**, but also agreed upon the need for teachers to receive more guidance and training in the details and the application of international conventions in general and the World Heritage Convention in particular. Participants also agreed that the teachers' knowledge about World Heritage sites is generally limited and that many do not know the World Heritage sites beyond their national or regional borders and are not aware of the many conservation problems faced by a World Heritage site.

Supplying the additional information to teachers, educators and others can be coordinated nationally, but assistance from UNESCO would be used to organize national workshops on the World Heritage Convention, its application and its implications.

The very concept of World Heritage is sometimes confused with the local, regional or ethnical cultural heritage of each country/group and I think that it has to be very clear for the future what this project really is about. Many of the articles of the World Heritage Convention on the signature states' responsibilities seemed to be unknown to the participants and many referred to UNESCO as being the responsible body for such things as information to the public and to schools, translation of the Kit, etc. – K. Lundman

1.3 Identity

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any." Mahatma Gandhi

The section on identity links the previous chapter on global heritage to the student's individual cultural identity. By becoming aware of the local heritage, which is all around them, students are encouraged to identify their own cultural roots, and to develop an understanding of the similarities and differences they share with their fellow students. This understanding in return encourages mutual respect.

The chapter also deals with the fact that visiting and even working on a local heritage site may not necessarily lead the students to immediate understanding of how their own identity is rooted in the heritage of the rest of the world. Students may readily understand why it is important to preserve their own national and ethnic heritage, but it may be difficult to see how others' heritage is linked to their own. The chapter includes an important guideline and image, to picture the world as a sea of cultural islands or as a sea of coral reefs showing that one layer or another beneath the surface, all cultures are connected.

Participants Assessment

The participants confirmed the importance of the **Section on Identity** and its usefulness to encourage students to understand more about who they are and the important role an individual person plays in the development of one's culture and heritage. However, participants reiterated the fact that many teachers, educators, and communities are not sufficiently informed and trained in local, national and in particular global aspects of heritage and identity. Limited materials exist and it requires coordination among educators and heritage conservationists to develop these tools. A concrete example is Thailand, which is currently undergoing an education reform that puts the responsibility of curriculum development and teaching approaches directly on the provincial and local school system. Each district or local community can therefore take this opportunity to include local identity and heritage into their teaching.

1.4 Tourism

"Can tourism save our patrimony or will tourism obliterate heritage?"
Richard Engelhardt, UNESCO Regional Advisor for Culture in Asia and the Pacific

The section on tourism looks at the paradox expressed in the students' pledge of the Bergen Youth Forum: "Tourism has both positive and negative effects on heritage sites and there is a need to ensure the former and to eliminate the latter." (World Heritage Education Resource Kit, page 125) This section puts forward both positive and negative effects of tourism for discussion emphasizing that tourism can be a way of learning about other cultures and discovering similarities as well as differences to our own culture. But it also looks at the need for a new type of tourism that acknowledges ecologically sustainable development as well as the participation of the local community. It looks at the tourist behaviour – the ill-behaved versus the respectful tourist – as well as at the management issues and responsibilities of a heritage site and in particular a World Heritage site in view of tourism.

Participants Assessment

The **Section on Tourism** was recognized as an important as well as useful tool for students. Workshop participants came from countries where there are World Heritage sites faced with the problem of rapidly increasing numbers of tourists, such as Angkor in Cambodia, Ayutthaya in Thailand or Hoi An in Viet Nam. The participants acknowledged the fact that while tourism seems to be an easy issue to teach, the chapter raises a number of difficult questions related to the effects of tourism including its relationship to economic development, both locally and nationally in all countries in the region.

1.5 Environment

"Nature may be interpreted in various ways - as a basis for scientific business endeavours; as a resource; something to look at, experience and enjoy; or as an artistic inspiration." President Nelson Mandela, October 1994

The section on environment introduces the topic of protection and conservation of the environment and the interactions between people and the environment. The natural sites inscribed on the World Heritage List together account for about 10% of the Earth (land and sea) which is currently cared for and managed as protected areas – plant and animal species, ecosystems, geological sites, ecological and biological processes, natural habitats. The chapter also introduces other international environmental conservation instruments addressing biological diversity, climate change, desertification, forests, endangered species of wild fauna and flora and wetlands. It also introduces UNESCO's Man in the Biosphere Programme (MAB) that helps to conserve biological diversity and which addresses conflicts between environment and development issues.

The chapter also stresses the importance of and gives ideas on local support for environmental conservation and the global role and future of environmental conservation.

Participants Assessment

The participants fully agreed on the importance and usability of the **Section on Environment** and noted that in Southeast Asia there are already natural sites included in the World Heritage List. Participants agreed that many issues concerning the teaching about environment and its conservation requires considerable knowledge about biology and earth science, which many of the teachers lack. Local knowledge of villagers, ethnic groups etc. can be very useful during on-site visits, but for classroom teaching specific environmental-focused background materials need to be developed, ideally with the assistance of UNESCO.

1.6 Culture of Peace

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." Preamble to the UNESCO World Heritage Convention

The final issue section of the World Heritage Education Resource Kit is devoted to the use of heritage education to promote a worldwide culture of peace. Just three months after signing the peace treaty that ended the Second World War, the constitution establishing the United Nations Educational, Scientific and Cultural Organization (UNESCO) was signed on 16 November 1945.

The chapter introduces issues for learning about peace and peace building through World Heritage sites – sites that symbolize peace, freedom and tolerance, and the importance of conserving and preserving these sites as carriers of these symbols. This chapter also looks at the issue of war and how to protect world heritage in times of war. A legal instrument is the UNESCO Convention for the Protection of Cultural Property in the Event of Armed Conflict from 1954 (the Hague Convention). Heritage education can serve as a tool to encourage mutual respect for tolerance, freedom and peace.

Participants Assessment

The participants emphasized the importance of including a **Section on the Culture of Peace** in the Kit. In particular the educators among the participants confirmed that the teaching and awareness raising of a culture of peace is the core of the work of ASP. The additional information gained through the World Heritage Convention and the World Heritage sites will improve the teaching of a culture of peace by pinning abstract concepts to concrete heritage sites that can serve as examples. Examples of World Heritage sites linked to war/peace – negative and positive – in one's country, neighbouring countries, the region or in the world can increase the understanding of youth not affected by war and can possibly help those who have experienced war come to terms with it. As stressed earlier, many of the teachers and instructors are not very familiar with the majority of World Heritage sites. The development of core study materials and sites that exemplify war/peace, freedom and tolerance, such as Auschwitz in Germany, Independence Hall in USA or Goree in Senegal, Africa, would be very useful and can be used globally in the ASP network and beyond.

During the Sukhothai workshop it was interesting to see the diversity of the region (languages, religions, history, cultures, etc.) and how differently the participants thought about things such as student participation, on-site classes, etc. I also realised that in some ways the research-oriented and active approach to education that is advocated in the Kit is very alien to many cultures where the aim of the school system is focusing more on giving students answers rather than letting them undergo the process of finding the solutions themselves. – K. Lundman

2. Kit Activities

The workshop was designed to combine thematic sessions introducing the Kit section by section with sessions in which the activities of the Kit were tested in the classroom and on-site. To this end workshop participants – educators/ASP coordinators, curriculum experts, heritage managers – were mixed into groups with different nationalities and different expertise. Each group and each person alternated between the role of teacher and the role of student while assessing selected activities of the Kit.

The aim was to encourage the participants to test the applicability of the Kit activities in their respective Southeast Asian country situation. Participants were asked to improve the activities where necessary as well as to create new activities for the classroom and for on-site visits.

The participants had trouble with the idea that they were at liberty to adapt the Kit in particular the activities of the Kit – not only translate it. – K. Lundman

It was explained to the participants that the Kit contents and activities are designed to serve as guidelines and a basic tool for educators, curriculum planners and ASP teachers, as well as heritage site managers and




others. The Kit materials are not fixed, but are intended to inspire educators to be innovative in the teaching of the importance of World Heritage, its conservation and preservation. The material should be presented in a way that is educational but also interesting, encouraging students to develop a life-long commitment and involvement in heritage conservation in the community.

The activities included in the Kit are based on six main lines of action:

 Discussion

 Research

 Exercises

 Visual sessions

 World Heritage site excursions

In addition, this includes museum visits as well as visits to local craft workshops

 Role play

This includes reviving history through drama and conflict resolution using role play

2.1 Participants Assessment of **Classroom** Activities

Participants felt that many of the activities in the Kit were too difficult to be directly applied by teachers and it was suggested that special technical guides and/or glossaries for teachers are needed.

In particular, student activities in the section World Heritage Convention that are directly concerned with the Convention and World Heritage sites posed a challenge to workshop participants.

Example: (visual session) Locating World Heritage sites [World Heritage Education Resource Kit; student activity 8; page 81] The activity was revised by the workshop organizers: 20 pictures of World Heritage sites were presented to the participants together with a sheet which requested each participant (in the role of a student) to write down the country where the site is located and the name of the site. Only a small number of participants were able to locate and name a majority of the sites correctly. This underscored the fact that even experienced and senior representatives of the ASP network do not have sufficient knowledge to teach about specific World Heritage sites.



Participants agreed unanimously that all activities concerned with teaching about the World Heritage sites and the Convention require simplification to be useful for teachers and ultimately, for the students. They also agreed that the use of photos/posters was preferable to the World Heritage Map or a plain text.

Activities that used a World Heritage site as an example for any of the issues addressed in the Kit, such as identity, tourism, environment or culture of peace and that feature a site outside Southeast Asia were considered as too difficult to be used, since the site, its problems or particular concerns were unfamiliar to the participants.



On the other hand, activities which apply role play were considered as extremely useful as students are given the chance to be involved, to localize and personalize the issues under discussion and thus to better understand the issue at stake and to actively assess and resolve a situation by slipping into the role of different stakeholders.



Example: (role play) Building a Highway through a World Heritage natural site [World Heritage Education Resource Kit; student activity 28; page 136] This activity was designed as a public hearing on the pros and cons for a road project passing through a World Heritage natural site. The stakeholders comprised of: (i) project director/developer, (ii) village chief, (iii) nature conservator, (iv) environmental activist/NGO, (v) Minister of Tourism, and (vi) moderator. In the public hearing each had to introduce their "personal" view on the road construction and possible benefits or negative effects for themselves or the group they represented.

2.2 Participants Assessment of **On-Site** Activities

Activities that are designed for on-site visits were tested under the framework of the Kit's section on tourism. Participants (in the role of students) noted that the information and guidance for students provided on the site typically is not adequate. It became very clear that exercises involving on-site trips can only be useful when sufficient site-specific information is provided to the teachers beforehand and/or provided to the students on-site. Basic information is required concerning many aspects of a site such as (i) facts and figures, (ii) conservation issues and (iii) explanation/interpretation. This information needs to be shared among educators and heritage conservationists. This particularly concerns the need for the site management to develop information material that is useful for youth and visitors alike and is ideally produced in the local language as well as other international languages, especially English.

Another issue was that the on-site visit itself along with knowledgeable guide or teacher is not sufficient to make the on-site visit memorable for the students. Suggestions to turn an on-site visit into a memorable event included the telling of legends and stories related to the site or to historical persons connected to the site, as well as live experiences of music or dance linked to the site or the surrounding area which will give students a better idea on how the site was in the past and still is part of the life of the community.



Testing of Student Activity Sheet [World Heritage Education Resource Kit: pages 46-47] During the site visits, workshop participants tested the Student Activity Sheet included in the Kit, which is designed to be filled out prior, during and after a visit to a site. The Student Activity Sheet was considered a useful tool, but some of the questions require adaptation to country-specific and site-specific needs, simplification or more detailed questions.

The workshop participants (in the role of teachers) tested their findings and experiences on-site with students and teachers from the local ASP/secondary school (Udom Darunee School). Participants (in the role of teachers) tested newly designed activities with the students.

The students from Udom Darunee School rated their on-site study visit as extremely interesting and useful, claiming that they learned in a few hours many issues and aspects about the heritage site and its conservation.

It was also interesting to watch one group of students who had already completed their student activity, passing on their newly gained knowledge to pupils of a visiting primary school thereby slipping naturally into the role of teachers.



A very stimulating part of the Sukhothai workshop was when the participants worked with students from the local secondary school. It was fascinating to see how easily the students adapted to the exercises and how they understood the pedagogical idea behind each exercise. – K. Lundman

2.3. Newly Designed Student Activities



Science education: environmental degradation – erosion

Objective:

to teach students about the complexity of the issue or phenomenon of erosion through on-site activities.

Other objectives:

to relate topics of erosion and conservation to World Heritage sites; to make students aware of their role and responsibilities with regard to environmental phenomenon; to make students aware of the inter-relationship of environmental issues.

Materials required:

paper, writing materials, a box, pictures of different kinds of erosion, and pictures of World Heritage sites showing erosion such as the Grand Canyon or ideally a Southeast Asian example.

Preparation:

background reading on erosion

Activities:

- 1) Storytelling: tell the story of the man who wanted to be the most powerful person on earth, and wanted to be the sun, etc.
- 2) Erosion Game: ask students to get cards from a box; each card has symbols for rain/wind/ice/feet/plants; show students a picture of a World Heritage site made of stone which is solidly built; ask the students: if you were the object on the card how do you destroy the site in the picture (Siguraya Fort); discuss the answers: which is more destructive? All can be destructive. Small problems over time can become big problems – relate this to the story, how rain can wear down mountains. Which is more common in your area? Show pictures of other World Heritage sites showing erosion (e.g. picture of Grand Canyon or ideally a Southeast Asian example)

Erosion and the World Heritage site:

observe and identify damage from erosion; discuss what kind of erosion caused the damage; discuss role of humans in the erosion process; discuss role of students/humans/local people in preventing erosion and preserving the sites; bring in the issue of conservation, what to do in the future; discuss the interactive nature of erosion – many factors contribute to erosion

Erosion in a larger context:

Show how the World Heritage site is like a symbol of the students. Discuss how students can help to preserve their way of life

Conclusion:

how to stop erosion – rain/wind/ice/feet/plants. The activity ended with the creation of a slogan: “small can become big” (little steps can have big results)

Group of participants that designed this activity:

Mrs. Hasnah Gasim, Indonesia; Mr. Khamphanh Philasavanh, Lao PDR; Mr. Victorino Manalo, Philippines; Mrs. Ngo Tu Hien, Viet Nam

Economics education:

Objective:

to introduce to students certain aspects of economics especially sources of income and income distribution through entry tickets to the World Heritage site.

Other objectives:

to show how people around the World Heritage site are affected economically by the site; to expose students to issues of economic equality; to expose students to methods of gathering economic information from the site.

Materials required:

pen and paper

Preparation:

none

Activities:

survey and identify the sources of income at the World Heritage site; list the income sources and describe – these include: entrance fees, souvenirs, food and beverages, accommodation, rental of bicycles, etc.; evaluate the income; rank who has the most income; discuss where the money is going. Is it going to local people? Discuss how many economic activities the World Heritage site generates; ask students to revert to their findings; relate these findings to economic principles of distribution and discuss economic advantages and disadvantages of the World Heritage site.

Alternative Activities:

discuss better ways to market the site and the souvenirs; carry out the information gathering on sources of income as a “...hunt” where students must bring a pre-determined number of items symbolizing the different income sources

Group of participants that designed this activity: Mrs. Hasnah Gasim, Indonesia; Mr. Khamphanh Philasavanh, Lao PDR; Mr. Victorino Manalo, Philippines; Mrs. Ngo Tu Hien, Viet Nam

3. Kit Evaluation

The Evaluation Report is based on the Evaluation Report Form included in the World Heritage Education Resource Kit (pages 27-37). The Evaluation Report Form was distributed to and filled out by the participants of the Sukhothai workshop and reflects the experience of the participants with the Kit during the workshop.

At the end of the one-week workshop, participants, in their mixed groups (mix of countries and expertise), were asked to evaluate the World Heritage Education Kit. Group members were selected earlier for workshop activities to get a good mix of cultural and technical backgrounds. There were six groups, and each had a minimum of three members. They gave both general and detailed assessments of the Kit and the selected activities conducted during the one-week workshop. Most of the workshop participants had never used the Kit before. The few who had used the Kit before were able to use their previous experiences in evaluating some parts of the Kit and activities. During the workshop a number of activities were tested with the participants taking on the role first as students, then as teachers. In addition, one session of the workshop was devoted to an on-site activity with secondary school students of a Sukhothai ASP school.

3.1 General Evaluation

The participants considered the Kit very useful. They commented that the Kit gave them ideas on how to teach World Heritage in their own countries, using new teaching methods, although some parts still need some “fixing” or improvement. They can also use the format as a guide for their lessons. The Kit is attractive and comprehensive, containing a lot of information on World Heritage Education.

Most said that the overall presentation of the Kit was good. It is well-structured, organized, and well-designed. The participants appreciated inclusion of adequate visual tools and study aids, high lighting of major concepts, and good publishing quality (paper material, readable attractive prints, pagination) However, they also commented that the Kit is quite overwhelming for teachers and should be simplified. It is also too bulky for them to carry around. They suggested that there be a cheaper edition because it is important that each school and all the teachers who will use the Kit have a copy.

Some of the **problems/obstacles** encountered by the participants in using the Kit include the following:

a. Content:

- The site examples are unknown to the teachers.
- Some pictures (not specified) are difficult to understand and don't correspond to the text.
- Too many examples are from European sites; more Asian examples are needed.
- Both teachers and students have difficulty understanding some examples (not specified).
- There is no accompanying student text.
- Some exercises (not specified) are not useful for students.
- Problem of language, because the Kit is currently in English or French.

b. Format/structure:

- It is quite difficult to use the activity sheets.
- Pages are easily lost when taken out from the folder.
- Too bulky.

Because of the above-mentioned problems in using the Kit, the participants made the following **suggestions** for the utilization of the Kit:

a. Content:

- The Kit should contain more photographs and examples of regional as well as international heritage sites
- The topics are already compact so there is no need to reduce or delete them. However, the examples should be familiar to each country. For example, if the Kit will be used in Southeast Asia, more details and examples should be given on Southeast Asian World Heritage sites.
- The on-site exercises should be easier for the students to understand and should ideally focus on sites near the school.

b. Format/structure:

- There is a need to simplify the presentation, instructions and the assessment forms. This is important so the teachers can easily understand and be able to use them effectively.
- Pictures should be labelled more clearly.
- The student activity sheets need to be revised according to the level of students.
- Translation of the Kit into various national languages necessary.

3.2 Practical Approaches

Most of the educational approaches proposed by the Kit are effective, i.e. integrated approach and visits to sites and museums. The participants were quite critical with regard to the use of the Internet. The reason for it not being effective is that although the Internet is efficient, not all schools have such facilities, and it is still new to some countries in the Southeast Asia region and in other parts of the world. The groups suggested using a variety of teaching aids such as videos, cartoons, slides and transparencies. One group suggested that material be put into CD-ROMs (whole Kit or basic outline) so it can be modified, filled-up and printed out as needed.

Site and museum visits give students good exposure to history and heritage. However, it was recognised that adequate site information and knowledgeable guides are lacking. It was recommended that there be a professional guide with sufficient information on the site to satisfy the curiosity of the students. Also, the sites and museums should have relevant and adequate information available to the visitors, probably in the form of brochures, posters and other information materials. There is also a need to use a country-specific approach to make the visits more effective. The only drawback with field visits is that most schools are located at a great distance from World Heritage sites or heritage sites, which means that the schools have to spend a lot on transportation. Some countries do not have the money to organize such visits.

3.3 Interest and Usefulness

The participants had problems in effectively answering the assessment on the level of interest of students, partly because not all of the participants had prior experience using the Kit. Of those who were able to answer, only one group answered it according to the instruction on ranking and on order of presentation. They were not able to understand the ranking method for level of interest. It is not clear whether they answered this part based on their workshop experience or on prior experience.

All six groups considered the Brief Descriptions of World Heritage sites, World Heritage Map and Laminated Photographs as useful.

Five out of six groups rated the Glossary and Contact Addresses as very useful.

All six groups rated List of Reference Materials as very useful.

Posters were rated very useful by five groups.

Stickers were considered useful by four groups, while two groups said they were not.

Thailand and the Philippines had already translated the Kit in a summary version into Thai and Filipino and had distributed them to youth camps in their country – so they already had prior experience with the Kit. Cambodia had recently translated the Kit, but the timeframe was too short for concrete results.

One session of the workshop was devoted to on-site exercises with the participants being the teachers and the students from an ASP-school in Sukhothai, Thailand (Udom Darunee School) being the test students. During that exercise the “teachers” developed new activities and approaches for an on-site visit to a World Heritage site. Five “teacher groups” were able to produce new material and/or develop innovative educational approaches favouring World Heritage Education (see pages 22 and 23).

The Kit was perceived by most as affecting a positive change in the attitudes and eventual behaviour of their students. Both teachers and students welcomed the new approach of learning History, Culture, Heritage, Mathematics, etc., beyond the classroom. They consider first-hand on-site experience as very useful and highly educational. The Kit provides for multi- or interdisciplinary integration of concepts, skills and values across the curriculum. Through the activities and the activity sheets, students become more aware of the importance of heritage sites.

The participants perceive that students may enjoy the activities through the varied approaches suggested in the Kit. If the students do these activities often, their attitudes and behaviour towards World Heritage Education will positively change.

3.4 Results and Comments

The Kit requires modification so that it can cater to the needs and priorities of each specific country. Here are some of the suggestions given by the participants:

- An additional module can be added to highlight at least one cultural/natural heritage site per country, e.g. Sukhothai Historical Park in Thailand, Cordillera Rice Terraces in the Philippines, Borobodur in Indonesia, Angkor in Cambodia, Halong Bay in Viet Nam
- More country-specific pictures and examples would be more effective
- More relevant student activities; activities which require students to work actively in groups are preferred to passive exercises
- Provide a check-up quiz at the end of module
- Translation of the Kit into native languages
- Simplify so the students will enjoy learning

In order for the Kit to be relevant to the culture of a particular country, it has to be translated into that country's local language. If the users read the Kit in their own language, there will be fewer problems with comprehension, or even none. It will be easier for the teachers to use and adapt to their own situation, and will reach a wider audience.

If the Kit is available in many languages, it can also be used for foreign language teaching.

All the participants agreed that the Kit requires regional/country-specific adaptation and needs to be distributed to all secondary schools in the region. It was also strongly suggested that there be more UNESCO workshops/meetings such as this with education and heritage experts and possibly an extended expert group so that when specific needs and priorities come up they can be properly addressed.

It is also important to integrate World Heritage Education into the curriculum. Strong collaboration between teachers and experts should be established for the program to be effective. It is imperative for teachers to understand World Heritage Education – contents of the Kit – to be able to teach clearly and to pass this knowledge on to the students.

Action Plans

One of the main objectives and outcomes of the workshop was the development of country action plans or work plans for the national implementation of the World Heritage Education Project and the Kit. Plans were drawn up for a four-year period to guide each country in the implementation of selected activities of the World Heritage Education Project and its tool, the World Heritage Education Resource Kit in close coordination with national education and heritage agencies. The plans are prepared to implement various actions step by step according to the need and capabilities of each country.

Prior to the Sukhothai sub-regional workshop some of the participating countries had already translated the Kit into their national languages. These countries were Cambodia, Philippines, Thailand and Viet Nam. Following the workshop, Indonesia and Lao PDR plan to translate the Kit into their national languages.

Some of the participating countries, such as Philippines, Thailand and Viet Nam had already some experience with the application of the Kit in their local schools under the ASP network.

The working session on the country-specific action plans for the coming years was a very interesting part of the Sukhothai workshop where quite impressive ideas and approaches were formulated. – K. Lundman

The action plans/work plans summarize comprehensive actions to be taken by each country and focus on who shall provide the necessary expertise to do so: heritage managers and heritage experts, education and curriculum experts, the national ASP coordinator, other possible partners needed as well as the tools and materials required.

Following are the country-by-country summaries of the four-year Action Plans for Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Thailand and Viet Nam.

National Action Plans for 2000 - 2003

CAMBODIA

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2000	Revise the translated Kit and include local content	Provide documents, photos, maps	Teachers and students develop on-site activities	Organisation of Workshop for teachers in Siem Reap Province	Local authority Local community Publishing house	Student activity sheets Materials for workshops Posters
Year 2001	Training workshop for teachers in the whole country	Site information, professional advice, documents, photos, maps	Improve the content of the Kit and teachers and students on-sites activities	Organisation of Workshops	Local authority Local community Publishing house	Student activity sheets Materials for workshops Posters
Year 2002	Try out the revised Kit	Professional advice	Improve the content of the Kit	Organisation of Workshops and school activities	Local authority Local community Publishing house Business/ private sector Tourism offices	Materials for workshop Student activity sheets Posters
Year 2003	Curriculum development		Curriculum development	Organisation of Workshops Try out in schools and on-site	Local authority Local community NGOs Media publicity	Materials for workshop

National Action Plans for 2000 - 2003

INDONESIA

	Objectives/ Goals	Action to be taken by:					
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed	Venue
Year 2000	Adaptation of the World Heritage Resource Kit in Indonesian language version	To supply information on heritage sites	To supply information on curriculum related to cultural and natural heritage	To coordinate activities in order to reach the objectives	Provincial offices, NGOs, Universities	National Resource Kit on Cultural and Natural Heritage	
	Dissemination of National Resource Kits to schools and related institution	To provide information on national Kit	To improve information on selected schools to be sent the Kits	To disseminate national resource Kits			
	Review of the Kits; Preparation of the local content materials	To participate in the workshop	To participate in the workshop	To coordinate programmes and activities	Provincial offices, NGOs, Universities	•Improved national resource Kits	
Year 2001	Dissemination of national resource Kits to West Java & Jakarta province	To elaborate on "Banten Lama" cultural heritage sites	To elaborate and develop local content in national resource Kits	To coordinate implementation of the project	Provincial offices, NGOs, Formal leaders, Universities	•Local content Revised national resource Kits	Banten Lama & Ujung Kulon West Java
	Dissemination of national resource Kits to Coastal Java province	To elaborate on Borobudur, Prambanan cultural heritage sites	To elaborate and develop local content in national resource Kits	To coordinate implementation of the project	Provincial offices, NGOs, Formal leaders, Universities	Revised national resource Kits	Yogyakarta
Year 2002	Dissemination of national resource Kits to East - Java province	To elaborate on Trowulan cultural heritage sites	To develop/ elaborate the local content into curriculum	To coordinate programs and activities	Provincial offices, Universities, NGOs	Revised national resource Kits	Trowulan East-Java
	Dissemination of national resource Kits to Bali and Lombok Province	To elaborate on Bali and Lombok cultural and natural heritage sites	To develop/ elaborate the local content into curriculum	To coordinate programs and activities	Provincial offices, Universities, NGOs	Revised national resource Kits	Denpasar, Bali
Year 2003	Dissemination of the National Resource Kits to South - Sulawesi Province	To elaborate on Toraja cultural heritage sites	To develop/ elaborate the local content into curriculum	To coordinate programs and activities	Provincial offices, Universities, NGOs	Revised national resource Kits	Toraja
	Dissemination of the national resource Kits to Provinces (national level)	To elaborate on natural and cultural heritage at provincial level	To develop/ elaborate the local content into curriculum	To coordinate programmes and activities	Provincial offices, Universities, NGOs	Revised national resource Kits	Jakarta

National Action Plans for 2000 - 2003

LAO PDR

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2000	Promote World Heritage	Provide information on the preservation of World Heritage	Translation of the Kit Make textbooks	Seminars on the introduction of the Kit in Lao PDR Propaganda: Culture of Peace Festival: Culture of Peace		Posters and lists of World Heritage Sites
Year 2001	Implementation of the Kit	Focus on Lao PDR World Heritage Site(s)	Monitoring of teachers	Pilot project on using the Kit	Department of General Education (DOGE)	Observation sheet
	Feedback on the implementation	Evaluation			DOGE	Evaluation Sheet
	Consolidate knowledge on World Heritage		Revision and elaboration of definitive version		NRIES DOGE	
Year 2002	Consolidate knowledge on World Heritage	National Workshop	Revision and elaboration of definitive version			Publishing
Year 2003	Implementation of the Kit		Monitoring of teachers	Using the Kit in all ASPs (4 provinces)	DOGE	
	Nationwide implementation of the Kit		National workshop	National workshop	DOGE	

National Action Plans for 2000 - 2003

MALAYSIA

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2000	To establish collaboration between MOCAT and MOE which will include knowledge on Heritage Education	MOCAT to table a proposal paper to the effect	Baseline data (feasibility and application)			Proposal paper
	To disseminate information on Heritage Education (cultural & natural)	Give input concerning information on local heritage sites and facilities	Translate the Kit into Bahasa Malaysia incorporating data on local heritage sites		Malaysia Bureau of Translation	The Kit in Bahasa Malaysia
	To educate teachers, heritage officers (cultural & natural) and NGOs	Disseminate relevant information on heritage sites and the Kit	Disseminate relevant information on the Kit, across the curriculum		Museums: state, departmental and institutional NGOs such as Malaysian Heritage Trust, Malaysian Nature Society	The Kit Roadshow/ Exhibitions
Year 2001	To establish Young Heritage Clubs or Societies in schools – peace heritage sites	Organize workshops on heritage education for teachers	Facilitate and formalize workshops for teachers	Provide necessary logistics		The Kit materials
	To instill heritage awareness to the public	Organize road shows/mobile exhibitions, seminars, awareness campaigns through print and electronic media	Campaign through education, television		Local newspapers, special programs on TV	Posters, CD Rom, AV production, TV series

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National Action Plans for 2000 - 2003

MALAYSIA

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2001	To create awareness of cultural and natural heritage using translated Kit	Coordinate with schools for on-site activities	Training of trainers Organizing field visits to heritage sites: selected schools	Participate in the program	Local village committees, local NGOs, related government departments	On-site exercise sheets, the Kit folio posters
Year 2002	To set-up heritage centers or parks at designated sites	Identify sites and seek funding			State Economic Planning Units, State museums, State Education Departments, NGOs	Necessary paper work (proposals, plans)
	To promote heritage at national and international levels	Organize heritage festivities	Participate in the organization of the festivals		State governments, NGOs, Media, TV stations	Exhibition materials
Year 2003	To further promote awareness among the youth and review their participation	Organize youth forum camps on heritage	Participate in organizing the programs	Schools participate in the program	Ministry of Youth and Sports NGOs	Necessary workshop papers Posters Publicity materials
	To promote heritage protection program	Organize a campaign program, i.e. Heritage Day/Week/Month	Participate in organizing the program	Schools participate in the program	Relevant ministry and NGOs	Relevant materials Posters Publicity materials

National Action Plans for 2000 - 2003

PHILIPPINES

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2000	Organize: First Youth Heritage camp at a Heritage Site (April or May)		✓ main responsibility	✓ main responsibility	PNU /DECS other Heritage agencies UNESCO National Commission	Inputs for the Philippine Heritage Kit
	Conduct: World Heritage Community Workshop, Angono, Paete, Cotdi, Ueta	✓ main responsibility			Community NGOs UNACOM other Heritage NGOs	Inputs for the Philippine Heritage Kit
	Conduct: World Heritage Training of Trainers "Culture of Peace" (October)			✓ main responsibility	National agencies other NGOs	Inputs for the Philippine Heritage Kit Draft of Manual
	Organize: Mobile Museum Programmes	✓ main responsibility				Mobile Museum
	Prepare: Site information, and site materials for	✓ main responsibility			Local NGOs with Ilocos Norte government	Site information and site materials
Year 2001	PAOAY Conduct: Asia-Pacific Workshop for Indigenous Educators	✓ main responsibility	✓ main responsibility	✓ main responsibility	NGOs	
	Heritage Site Community Heritage Center (TINGLAYAN)	✓ main responsibility			Other NGOs	
	Finalize of Manual (possibly CD-Rom)			✓ main responsibility	UNACOM	Manual/CD-Rom
	On-Going: Mobile Museum Programme	✓ main responsibility		✓ main responsibility		
	Organize: Community Heritage Workshops (Taal)				Other NGOs	
	Participate in Sweden Forum			✓ main responsibility	Other NGOs	

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National Action Plans for 2000 - 2003

PHILIPPINES

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2001	Conduct: Second Youth Heritage Camp			✓ main responsibility		
	Conduct: Second Training of Trainers		✓ main responsibility			
Year 2002	Conduct: Third World Heritage Education Youth Camp			✓ main responsibility	Other heritage agencies	
	Conduct: Third Training on World Heritage Education – tourism, heritage, environment	✓ main responsibility	✓ main responsibility	✓ main responsibility	Other heritage agencies	
	On-going: Development of material for site	✓ main responsibility				
	Mobile museum	✓ main responsibility				
	Community workshops			✓ main responsibility		
Year 2003	Organize: Fourth World Heritage Education Youth Camp			✓ main responsibility	Other heritage agencies	
	Conduct: Fourth Training on World Heritage Education – tourism, heritage, environment		✓ main responsibility	✓ main responsibility	Other heritage agencies	
	Nomination of new World Heritage Sites	✓ main responsibility	✓ main responsibility	✓ main responsibility	✓ main responsibility	
	Mobile museum	✓ main responsibility				
	Community workshops			✓ main responsibility		

National Action Plans for 2000 - 2003

THAILAND

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2000	To obtain knowledge and understanding of Thai natural and cultural heritage and that of the world	World Heritage National Heritage Local Heritage	National curriculum primary and secondary levels	Primary, secondary and vocational schools	Department of Curriculum and Instruction Development Department of G.E., ONPET-OPE, VO. ED FA Thai National Commission	Modified World Heritage Kit
	To raise awareness of and to encourage participation in heritage conservation		Local curriculum school base	Local ASP	Local institutions	Pamphlets Brochures on sites Posters
	To help the community realize the value of local wisdom					
	To modify World Heritage Kit	Community heritage	Community curriculum	ASP in community	Institutions in communities	Community resources
Year 2001	To obtain knowledge and understanding of Thai natural and cultural heritage and that of the world	World Heritage National Heritage Local Heritage	National curriculum Extra curriculum	ASP	Teacher institutes Universities Technical institutions	Setting Kit Pamphlets Posters Data collected
	To raise awareness of and to encourage participation in heritage conservation		National curriculum Extra curriculum	ASP	Teacher institutes Universities Technical institutions	Teacher sites training
	To raise community awareness of local heritage		Setting up local museums Extra curriculum	ASP	Teacher institutes Universities Techno institutions	Local museum

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National Action Plans for 2000 - 2003

THAILAND

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2002	To obtain knowledge and understanding of Thai natural and cultural heritage and that of the world	World Heritage National Heritage Local Heritage	Educational reform Extra curriculum	ASP	Higher education level Volunteer Guide	Teacher's Manual Guideline Newsletter
	To raise awareness of and to encourage participation in heritage conservation	World Heritage National Heritage Local Heritage	Educational reform Extra curriculum	ASP	Higher education level Volunteer Guide	Teacher sites training
	To raise community awareness of local heritage			ASP	High education level Volunteer Guide	Radio and TV programmes
Year 2003	To obtain knowledge and understanding of Thai natural and cultural heritage and that of the world	World Heritage National Heritage Local Heritage	Educational reform Extra curriculum	ASP	High education level Volunteer Guide	Provincial teacher training: media, video, slide, handbook
	To raise awareness of and to encourage participation in heritage conservation	World Heritage National Heritage Local Heritage	Educational reform Extra curriculum	ASP	High education level Volunteer Guide	Site training for students
	To raise community awareness of local heritage	World Heritage National Heritage Local Heritage	Extra curriculum	ASP	High education level Volunteer Guide	Job training in community

National Action Plans for 2000 - 2003

VIET NAM

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2000	Disseminate information about World Heritage Education Resource Kit	Cultural experts	Education experts	Teachers	Teachers	Articles in newspapers Information on TV and radio
	Translation of the Kit	Cultural experts	Education experts		Experts from concerned ministries	The Kit in Vietnamese
Year 2001	Organize: National seminar on the introduction of the Kit	Cultural experts	Curriculum developers Education experts	Teachers	Policy-makers in concerned ministries	
	Conduct: Heritage Tourism Tour	Heritage experts	Curriculum developers Education experts	Teachers	Heritage site managers	
	Development/ adaptation of curriculum and non-formal education materials	Cultural experts and researchers	Education experts Researchers Curriculum developers		Non-formal educators	Experimental curriculum Non-formal education materials
Year 2002	Training course for formal education teachers	Heritage experts	Curriculum developers		Teachers, Educators	Reports Guiding materials
	Training course for non-formal education teachers	Heritage experts	Curriculum developers		Teachers, Educators Community managers	Reports Guiding materials

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National Action Plans for 2000 - 2003

VIET NAM

	Objectives/ Goals	Action to be taken by:				
		Heritage Managers	Curriculum Development Dept.	ASP Coordinator	Other partners	Tools/ Materials to be developed
Year 2002	Experimental implementation of newly-developed curriculum and materials in ASP and some non-formal education classes		Curriculum developers	Teachers and students	Community managers/ Facilitators	Recommendation on the completion of Curriculum Materials
Year 2003	Completion of curriculum and materials	Heritage and cultural experts	Curriculum developers	Teachers		Curriculum materials
	Application of the curriculum and material in all schools and non-formal classes		Curriculum developers Educators	Teachers and students	Education and Community managers	

From here to the Philippines and on into the Future

The Office of the UNESCO Regional Advisor for Culture in Asia and the Pacific is planning to organise the next sub-regional workshop in late 2001, to provide the possibility of a follow-up for this year's participants and other countries in the region to discuss, share and evaluate their activities and actions since Sukhothai.

It is foreseen that the forthcoming sub-regional workshop will be organized in the Philippines with the support of the Philippine National ASP Coordinator and the UNESCO National Commission of the Philippines.

The workshop in 2001 will coincide with the UN International Year of Dialogue Amongst Civilizations, which will feature a series of festivals on culture and natural heritage for young people at World Heritage sites. Within this framework, a performing arts festival will be organized in the Philippines in conjunction with the workshop.

These activities will ensure that heritage sites continue to have a life in the community and that they contribute to the transition into a culture of peace.

I found the Sukhothai workshop very interesting and educational for me, too, and some of the ideas put forward I will try to incorporate in the work within my national network for schools in Sweden. – K. Lundman



Criteria for the inclusion of cultural and natural properties in the World Heritage List

Cultural criteria

The criteria for the inclusion of cultural properties in the World Heritage List should always be seen in relation to one another and should be considered in the context of the definition set out in Article 1 of the Convention which is reproduced below:

“monuments: architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding universal value from the point of view of history, art or science;

groups of buildings: groups of separate or connected buildings which, because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science;

sites: works of man or the combined works of nature and of man, and areas including archaeological sites which are of outstanding universal value from the historical, aesthetic, ethnological or anthropological points of view.”

A monument, group of buildings or site – as defined above – which is nominated for inclusion in the World Heritage List will be considered to be of outstanding universal value for the purpose of the Convention when the Committee finds that it meets one or more of the following criteria and the test of authenticity. Each property nominated should therefore:

- (i) represent a masterpiece of human creative genius; or
- (ii) exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology monumental arts or town-planning and landscape design; or
- (iii) bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared; or
- (iv) be an outstanding example of a type of building or architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history; or
- (v) be an outstanding example of a traditional human settlement or land-use which is representative of a culture (or cultures), especially when it has become vulnerable under the impact of irreversible change; or

(vi) be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance (the Committee considers that this criterion should justify inclusion in the List only in exceptional circumstances and in conjunction with other criteria cultural or natural);

Natural criteria

In accordance with Article 2 of the Convention, the following is considered as “natural heritage”:

“natural features consisting of physical and biological formations or groups of such formations, which are of outstanding universal value from the aesthetic or scientific point of view;

geological and physiographical formations and precisely delineated areas which constitute the habitat of threatened species of animals and plants of outstanding universal value from the point of view of science or conservation;

natural sites or precisely delineated natural areas of outstanding universal value from the point of view of science, conservation or natural beauty.”

A natural heritage property – as defined above – which is submitted for inclusion in the World Heritage List will be considered to be of outstanding universal value for the purposes of the Convention when the Committee finds that it meets one or more of the following criteria and fulfils the conditions of integrity set out below. Sites nominated should therefore:

- (i) be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of land forms, or significant geomorphic or physiographic features; or
- (ii) be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals; or
- (iii) contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance; or
- (iv) contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.

World Heritage Sites in Southeast Asia

Cambodia

Year in which Cambodia adhered to the World Heritage Convention: 1991

Angkor World Heritage Site (cultural site; inscribed in 1992; criteria: i, ii, iii, iv)

Angkor is one of the main archaeological sites of Southeast Asia. Stretching over some 400 square kilometres, including forested area, the Angkor Archeological Park contains the splendid remains of the different capitals of the Khmer Empire, from the 9th to the 15th centuries, including the famous temple of Angkor Wat and, at Angkor Thom, the Bayon temple with its countless sculpted decorations. UNESCO has set up a wide-ranging programme to safeguard this symbolic site and its surroundings.

Indonesia

Year in which Indonesia adhered to the World Heritage Convention: 1989

Borobudur Temple Compounds World Heritage Site (cultural site; inscribed in 1991; criteria: i, ii, vi)

This famous Buddhist temple, restored with UNESCO's help, is built in three layers – a pyramidal base with five concentric square terraces, a cone with three circular platforms and at the top, a monumental stupa. The walls and balustrades are decorated with bas-reliefs, covering a total surface of 2,500 square metres. Around the circular platform are seventy-two openwork stupas, each containing a statue of Buddha.

Prambanan Temple Compounds World Heritage Site (cultural site; inscribed in 1991; criteria: i, iv)

Built in the 10th century, this is the largest Shiva compound in Indonesia. Rising above the centre of the last of these concentric squares are three temples decorated in reliefs illustrating the epic of the Ramayana, dedicated to the three great Hindu divinities (Shiva, Vishnu and Rama) and three temples dedicated to the animals who serve them.

Sangiran Early Man Site World Heritage Site (cultural site; inscribed in 1996; criteria: iii, vi)

Excavations here from 1936 to 1941 led to the discovery of the first hominid fossil at this site. Later, 50 fossils of Meganthropus palaeo and Pithecanthropus erectus/Homo erectus, were found – half of all the world's known hominid fossils. Inhabited for the past one and a half million years, Sangiran is one of the places most important to the understanding of human evolution.

Komodo National Park World Heritage Site (natural site; inscribed in 1991; criteria: iii, iv)

These volcanic islands are inhabited by a population of around 5,700 giant lizards, whose appearance and aggressive behaviour have led them to be called "Komodo dragons". They exist nowhere else and are of great interest for scientists studying the theory of evolution. The rugged hillsides of dry savannah and pockets of thorny green vegetation contrast starkly with the brilliant white sandy beaches and blue waters surging over coral.

Ujung Kulon National Park World Heritage Site (natural site; inscribed in 1991; criteria: iii, iv)

This national park, located in the extreme south-west tip of Java on the Sunda Shelf, includes the Ujung Kulon peninsula and several offshore islands, and it encompasses the natural reserve of Krakatoa. In addition to its natural beauty and geological interest – especially for the study of inland volcanoes – it contains the largest remaining area of lowland rainforests in the Java plain. Several species of endangered plants and animals can be found there, the most threatened of all being the Javan rhinoceros.

Lorentz National Park World Heritage Site (natural site; inscribed in 1999; criteria: i, ii, iv)

Lorentz National Park is the largest protected area in Southeast Asia (2.5 mil. ha.). It is the only protected area in the world which incorporates a continuous, intact transect from snow cap to tropical marine environment, including extensive lowland wetlands. Located at the meeting point of two colliding continental plates, the area has a complex geology with on-going mountain formation as well as major sculpting by glaciation. The area also contains fossil sites, which record the evolution of life on New Guinea, a high level of endemism and the highest level of biodiversity in the region.

Lao People's Democratic Republic

Year in which Lao People's Democratic Republic adhered to the World Heritage Convention: 1987

Town of Luang Prabang World Heritage Site (cultural site; inscribed in 1995; criteria: ii, iv, v)

This town reflects the exceptional fusion of traditional architecture and urban structures built by 19th and 20th century European colonial rulers. Its unique township is remarkably well preserved, illustrating a key stage in the blending of these two distinct cultural traditions.

Malaysia

Year in which Malaysia adhered to the World Heritage Convention: 1988

Kinabalu Park World Heritage Site (natural site; inscribed in 2000; criteria ii, iv)

Kinabalu Park, in the State of Sabah on Borneo, is dominated by Mount Kinabalu (4,095m), the highest mountain between the Himalayas and New Guinea. It has a very wide range of habitats and has been designated as a Centre of Plant Diversity for Southeast Asia. It is exceptionally rich in species with examples of flora from the Himalayas, China, Australia, Malaysia, as well as pan-tropical flora.

The Gunung Mulu National Park World Heritage Site (natural site; inscribed in 2000; criteria i, ii, iii, iv)

Important both for its high biodiversity and for its karst features, Gunung Mulu National Park, on the island of Borneo in the State of Sarawak, is the most studied tropical karst area in the world. The 52,864-ha park contains 17 vegetation zones, with some 3,500 species of vascular plants. The park is dominated by Gunung Mulu, a 2,377 m-high pinnacle karst, which is said to be the most cavernous mountain in the world. At least 295 km of explored caves are home to millions of cave swiftlets and bats. The Sarawak Chamber, 600 m by 415 m and 80 m high, is the world's largest known cave chamber.

Myanmar

Year in which Myanmar adhered to the World Heritage Convention: 1994

No site yet inscribed on the World Heritage List.

Philippines

Year in which the Philippines adhered to the World Heritage Convention: 1985

Baroque Churches of the Philippines World Heritage Site (cultural site; inscribed in 1993; criteria: ii, iv)

These churches, located in Manila, Santa Maria, Paoay and Miag-ao, the first of which was built in the late 16th century by Spain, are unique. They represent the fusion of European Baroque as reinterpreted by Chinese and Philippine craftsmen.

The Historic Town of Vigan World Heritage Site (cultural site; inscribed in 1999; criteria: ii, iv)

Vigan, established in the 16th century, is the best-preserved example of a planned Spanish colonial town in Asia. Its architecture reflects the coming together of cultural elements from elsewhere in the Philippines and from China with those of Europe to create a unique culture and townscape without parallel anywhere in East and Southeast Asia.

Rice Terraces of the Philippine Cordilleras World Heritage Site (cultural site; inscribed in 1995; criteria: iii, iv, v)

For 2,000 years, the high rice fields of the Ifugao have followed the contours of the mountain. The fruit of knowledge passed on from one generation to the next, of sacred traditions and a delicate social balance, they helped form a landscape of great beauty that expresses conquered and conserved harmony between humankind and the environment.

Tubbatha Reef Marine Park World Heritage Site (natural site; inscribed in 1993; criteria: ii, iii, iv)

The park covers 33,200 hectares, including the North and South Reefs, and is a unique example of an atoll reef with a very high density of marine species. The North Islet serves as a nesting site for birds and marine turtles. The site is an excellent example of a pristine coral reef with a spectacular 100-metre perpendicular wall, extensive lagoons and two coral islands.

Puerto-Princesa Subterranean River National Park World Heritage Site

(natural site; inscribed in 1999; criteria: iii, iv)

The Puerto-Princesa Subterranean River National Park features a spectacular limestone karst landscape with its underground river. A distinguishing feature of the river is that it emerges directly into the sea, and the lower portion of the river is subject to tidal influences. The area also represents a significant habitat for biodiversity conservation. The site contains a full "mountain-to-the-sea" ecosystem and protects some of the most significant forests in Asia.

Thailand

Year in which Thailand adhered to the World Heritage Convention: 1987

Historic Town of Sukhothai and Associated Historic Towns World Heritage Site

(cultural site; inscribed in 1991; criteria: i, iii)

Capital of the first Kingdom of Siam in the 13th and 14th centuries, a number of notable monuments, which illustrate the beginnings of Thai architecture, can be seen in Sukhothai.

Historic City of Ayutthaya and Associated Historic Towns World Heritage Site

(cultural site; inscribed in 1991; criteria: iii)

Founded in about 1350, Ayutthaya became the second Siamese capital after Sukhothai. It was destroyed by the Burmese in the 18th century. Its remains, characterized by its *prang* or reliquary towers, and gigantic monasteries, give evidence of its past splendour.

Ban Chiang Archaeological Site World Heritage Site (cultural site; inscribed in 1992; criteria: iii)

Considered the most important prehistoric settlement so far discovered in Southeast Asia, Ban Chiang was the centre of a remarkable phenomenon of human cultural, social and technological evolution. The site presents the earliest evidence of farming in the region and of the manufacture and use of metals.

Thungyai-Huay Kha Khaeng Wildlife Sanctuaries World Heritage Site

(natural site; inscribed in 1991; criteria: ii, iii, iv)

Stretching over more than 600,000 hectares along the Myanmar border, the sanctuary, which is relatively intact, contains examples of almost all the forest types of continental Southeast Asia. It is home to a very diverse array of animals, including 77% of the large mammals (especially elephants and tigers), 50% of the large birds and 33% of the land vertebrates to be found in this region.

Viet Nam

Year in which Viet Nam adhered to the World Heritage Convention: 1987

The Complex of Hue Monuments World Heritage Site (cultural site; inscribed in 1993; criteria: iii, iv)

Established as the capital of unified Vietnam in 1802, Hue was not only the political but also the cultural and religious centre under the Nguyen Dynasty until 1945. The Perfume River winds its way through the Capital City, the Imperial City, the Forbidden Purple City and Inner City, adding natural beauty to this unique feudal capital.

Hoi An Ancient Town World Heritage Site (cultural site; inscribed in 1999; criteria: ii, v)

Hoi An constitutes an exceptionally well preserved example of a Southeast Asian trading port from the period of the 15th to 19th centuries. Its buildings and its street pattern reflect the influences, both indigenous and foreign, that combined to produce this unique heritage site.

My Son Sanctuary World Heritage Site (cultural site; inscribed in 1999; criteria: ii, iii)

Between the 4th and the 13th centuries a unique culture developed on the coast of contemporary Viet Nam which owed its spiritual origins to the Hinduism of India. This is graphically illustrated by the remains of a series of impressive tower temples in a dramatic site that was the religious and political capital of the Champa Kingdom for most of its existence.

Ha Long Bay World Heritage Site (natural site; inscribed in 1994; criteria: iii)

Ha Long Bay, located in the Gulf of Tonkin, includes some 1,600 islands and islets forming a spectacular seascape of limestone pillars. Because of their precipitous nature, most of the islands are uninhabited and unaffected by man. The exceptional esthetic value of this site is complimented by its great biological interest.



Borobudur Temple Compounds World Heritage Site



Baroque Churches of the Philippines World Heritage Site



Komodo National Park World Heritage Site



Ujung Kulon National Park World Heritage Site



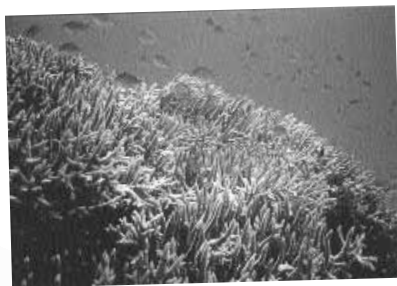
Rice Terraces of the Philippines Cordilleras World Heritage Site



Prambanan Temple Compounds World Heritage Site



Historic Town of Sukhothai and Associated Historic Towns World Heritage Site



Tubbatha Reef Marine Park World Heritage Site



Thungyai-Huai Kha Khaeng Wildlife Sanctuaries World Heritage Site





Angkor World Heritage Site



Town of Luang Prabang World Heritage Site



Ban Chiang Archaeological Site World Heritage Site



Ha Long Bay World Heritage Site



Sangiran Early Man Site World Heritage Site



The Complex of Hue Monuments World Heritage Site



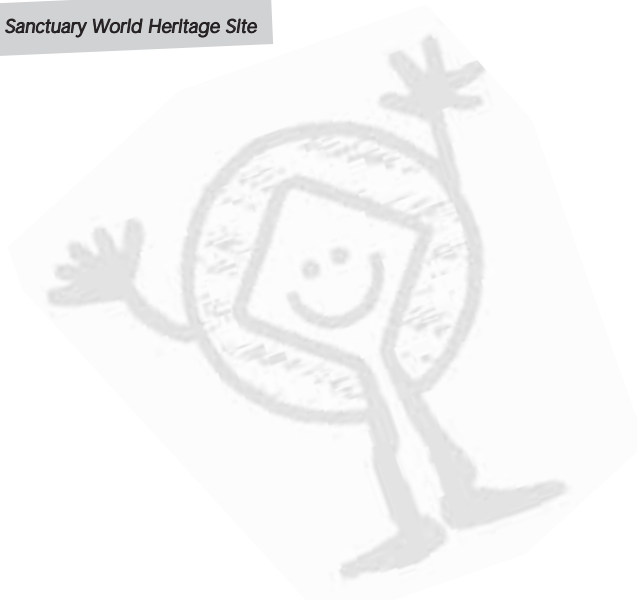
Hoi An Ancient Town World Heritage Site



Historic City of Ayutthaya and Associated Historic Towns World Heritage Site



My Son Sanctuary World Heritage Site



Detailed Kit Evaluation Report

The detailed World Heritage Education Resource Kit evaluation report is based on the evaluation report form included in the Kit (pages 27-37). The intention of the evaluation report form was to receive country-specific collated feedback from teachers throughout the world on the World Heritage Education Kit with the plan to produce another, final version of the Kit in many languages ensuring broader diffusion. The initial deadline for the evaluation report forms submission to UNESCO was 30 June 1999, but the deadline as well as scope of the country feedback was extended. To this end, the workshop organizers took the opportunity of the Sukhothai Sub-regional Workshop to collate comprehensive sub-regional country feedback for submission to UNESCO.

A summarized evaluation of the Kit is included from pages 24 to 26 of this report.

(note: the numbers represent number of groups, corresponding to a total of 6 groups)

GENERAL

1. Please assess your overall opinion of the material:

Very useful	2	33%
Useful	3	50%
Not useful	–	

Comments:

- Clear, gives ideas for use in individual countries, but some parts need “fixing”.
- We can use the format as guide.
- Very useful because it is comprehensive and attractive.
- It covers all fields. Abundant information. New style for teaching and we can apply to every country.

2. How do you like the overall presentation of the Kit?

Excellent	1	17%
Good	5	83%
Fair	–	
Not good	–	

Comments:

- Well-structured
- Overwhelming for teachers, can be simplified.
- Too bulky
- There are adequate visual tools, e.g. pictures, highlights major concepts, good paper used, readable attractive print, pagination, study aids, etc.
- It is divided into specific sections.
- The Kit is made up of expensive material so it looks nice. However, to give to each school would be very expensive so there should be a cheaper edition.
- Exercises are good to make the program effective.

3. What main problems/obstacles did you encounter in using the Kit?

- The site examples are mostly unknown to us.
- Some difficulties with the activity sheets
- Some pictures are difficult to understand, don't correspond to text
- Some examples are applicable only to western context, too difficult for both students and teachers, no accompanying student text
- When pages are taken out of the folder, it's easy to misplace them.
- The photostatted copies are not attractive, in addition, they are bulky.
- Some exercises are not really useful for students. Problem of language, because not all countries and students can read English (or French).

4. How could the overall Kit be further improved? Do you have any suggestions for addition or deletion?

- The Kit should contain photographs and examples from local country, i.e. local content.
- Simplify the whole Kit.
- Make the activity sheets easier to understand.
- Pictures should be clearer and labelled properly.
- Make the evaluation report (assessment) simpler.
- The Kit should be improved by simplifying the forms and instructions, so it will be more easily understood by teachers.
- The subject matters are already compact, there is no need to reduce or delete.
- Examples of the World Cultural Heritage should be familiar to each country.
For example, if the Kit will be used in Southeast Asia, more details and examples should be given on South east Asian World Heritage sites.
- The student activity sheets should be revised according to the level of students.
- UNESCO should assist in translating the Kit into various languages.
- Make exercises easier for the students to understand and should ideally focus on sites near the school.

5. Did you use the Kit mainly during classroom teaching or in extra-curricular activities?

Classroom usage	2	33%
Extra-curricular	5	83%

Comments:

- Depends on each country

6. If in both, please indicate approximately the percentage of the total time used in the classroom as compared to extra-curricular time:

70% classroom;	30% extra-curricular
20% classroom;	80% extra-curricular

Comments:

- some countries use 100% classroom

Detailed Assessment

7. The Kit proposes various types of educational approaches to World Heritage Education. Please rate effectiveness of the following:

a. Integrated approach:

very effective		
effective	5	83%
not effective	–	
no answer	1	17%

Comments:

- We developed a Thai version and distributed to four regional youth camps in Thailand.
- It is well-categorized.
- I haven't used the Kit yet.

b. Visits to sites:

very effective	1	17%
effective	5	83%
not effective	–	

Comments:

- In Thailand mostly used in classroom and extra-curricular.
- There should be a professional guide to the site equipped with sufficient information.
- It gives good exposure to students.
- Not all schools are located near a historical site; transportation will be expensive.
- Some countries lack money to organize such visits.
- Need to adjust to each country's system for effectiveness.

c. Visits to museums:

very effective		
effective	6	100%
not effective	–	

Comments:

- Museum information is very useful, so the museums should be equipped with relevant and sufficient information on the site.
- The museum visit gives more emphasis on the importance of the site.
- Need to adjust to each country's system for effectiveness.

d. Internet:

very effective		
effective	2	33.33%
not effective	2	33.33%
no answer	2	33.33%

Comments:

- Internet access is available at most secondary schools in Thailand.
- Internet is efficient but not all schools have such facilities.
- Internet is still new to some countries in the region as well as in the world.

e. Other proposals:

- Use a variety of teaching techniques, e.g. cartoons, videos, slides, transparencies.

8. Please rate the level of interest of the students with relation to the five thematic sections:

Theme	Much	Interest	Some
The World Heritage Convention		✓	✓
World Heritage and Identity	✓	✓	
World Heritage and Tourism	✓	✓	
World Heritage and the Environment	✓	✓	
World Heritage and a Culture of Peace	✓	✓	

9. Please rate the usefulness of the resource material (numbers represent number of groups):

Material	Very useful	Useful	Not Useful	No Answer
World Heritage Convention	2 (33%)	2 (33%)		2 (33%)
Brief Descriptions of World Heritage sites	2 (33%)	4 (67%)		
World Heritage map	2 (33%)	4 (67%)		
25 laminated photographs of World Heritage sites	2 (33%)	4 (67%)		
Glossary	4 (67%)	1 (17%)		1 (17%)
Contact Addresses	4 (67%)	1 (17%)		1 (17%)
List of Reference Materials	3 (50%)	3 (50%)		
Poster	2 (33%)	3 (50%)		1 (17%)
Stickers		4 (67%)	2 (33%)	

Comments:

- Photographs better on CD-Rom.

10. Were you able to include and use material on World Heritage already produced in your country?

Yes	1	17%
No	3	50%
No answer	2	33%

If yes, describe:

- Given to four youth camps in the north, south, central, northeast and in Bangkok in 1999 (Thailand).

11. Were you able to produce new material and/or develop innovative educational approaches in favour of World Heritage Education?

Yes	5	83%
No	–	
No answer	1	17%

If yes, describe:

- Thai version.
- Lesson module on erosion (Sukhothai Workshop result).
- We have to translate into local language.
- We have plotted a new dimension in the student activity sheet. (Sukhothai Workshop result).
- I'm planning to.
- We learned the effectiveness of role-playing as a tool for teaching world heritage (Sukhothai Workshop result).

12. Evaluation of student activities:

(Note: For the student activity "World Heritage and a Culture of Peace" not all groups answered completely. Results are mainly based on the Thai experience with Youth Camps)

1. Educational approaches to World Heritage

Some participating countries have not yet utilised the Kit in the formal curriculum. However, heritage learning and studies are conducted as part of the curriculum in history or geography.

Site visit and site activity sheets were useful but can be improved by being made more interactive and providing more background. Activity 1 was introduced in both school curriculum and extra-curricular activities, in secondary school, and the disciplines involved were social studies, mathematics, science, arts and language. It was useful because subjects were integrated together.

2. The World Heritage Convention

This was introduced in extra-curricular activities. Activity 2 was very useful and easy. It was incorporated in English and Civic Education subjects. Activity 3 was also useful, but Activity 5 was too technical. The activity guide must be flexible and revised to suit the site visited and the students. This topic is also important in history classes. The activity discussion on criteria and nomination was useful. There should be examples of sites nominated per criteria.

3. World Heritage and Identity

Activity 16 was conducted as part of extra-curricular activities with multi-discipline involvement. It was a very useful activity. Activity 17 was difficult and not useful. The pointed categories were not applicable to all countries. It tended to straight-jacket the way we look at sites.

4. World Heritage and Tourism

Activity 23 was introduced in extracurricular activities, and it involved political, economical and agricultural disciplines. It was very useful. One group considered Activity 27 not useful, thinking that it taught students to demand more. Activity 28 was useful and fun.

5. World Heritage and the Environment

Activity 29 was a very useful, extra-curricular activity. It involved bio-science and eco-science subjects.

6. World Heritage and a Culture of Peace

Activity 37 was introduced in school curriculum, using five periods of class, and involved geography, values education, social science and history. It was a very useful activity, but should cite local heritage site for enrichment.

Activity 38 was introduced in school curriculum and there was also a site visit. It used five periods of class, involving social studies and humanities. It was a very useful activity. It should cite cultural sites destroyed in WWII in the region.

Activity 39 was introduced in school curriculum, using five periods of class and involved social studies and world history. It was useful.

Activity 40 was introduced in school curriculum, used five periods of class and involved values education. It was useful.

Activity 41 was introduced in extra-curricular sessions, such as the youth peace camp. It used five periods of class in values education subjects. It was very useful. A values checklist on evaluation instrument should be provided.

Activity 42 was not useful. It can only work if English is the medium of instruction in class. Another group found Activity 42 to be useful. It was introduced in school curriculum and involved social studies and English. It was an interesting activity for kids to increase their vocabulary.

13. Evaluation of student activity sheets:

(Note: Numbers indicate number of groups (except for number of class periods))

Name of student activity sheet	Introduced in		No. of class periods where it was used	Disciplines Involved	Evaluation			Comments & suggestions
	School Curriculum	Extra-curricular			Very useful	Useful	Not useful	
World Heritage Site visit		3	5, 6	History, Literature, Arts, Geography, Agriculture, Social Sciences, Science, Math, Social Studies, Culture, Political Science, Drama, Moral	1	3		Going to heritage sites is effective for training, having fun while learning about WHS is effective. Awareness of WHS is important before we can appreciate it. These all lead to the protection of WHS.
Investigating a museum object		3	5, 6		1	2		
Identifying World Heritage sites	2	1	1, 6		2	2		
Locating World Heritage sites	1	3	2, 6		1	2?		
Understanding the World Heritage Criteria	2		2, 4		1	3		
Nomination from cultural and natural sites	2	1	2, 6			3		
Statistics on world Tourism chart 1-2-3	1	2	1			2	1	
World Heritage and Tourism game	1	3	2			2		
Assessing tourist facilities at heritage sites		2	5			2	1	
Building a highway through a World Heritage natural Site	1	1	3		2	2		
Jigsaw puzzle of Gondwanaland		1				2	1	Not useful example for Southeast Asian countries so why discuss this?
World Heritage and Peace crossword puzzle		1				1	1	Absurd

14. Do you feel that the use of this Kit and student activities and student activity sheets led to a positive change in attitudes and eventual behaviour of your students?

Yes	5	83%
No	–	
No answer	1	17%

If yes, explain how:

- Depends on the teacher.
- Learning History, Culture, Heritage, Math, etc. beyond the classroom is welcomed by teachers and students alike.
- Firsthand on-site experience is very useful and highly educational.
- The Heritage Education Kit provides for multi- or interdisciplinary integration of concepts, skills and values across the curriculum.
- The students became more aware of the importance of heritage sites, hopefully they enjoyed the activities.
- We hope so. We do not have enough experience to determine.
- If the students are exposed to these activities on a more regular basis, they can change their attitude and behaviour towards World Heritage.

15. How could UNESCO modify the Kit to adapt it better to specific needs and priorities in your country?

- Put in more pictures of my country.
- Use local language.
- Modification of the Kit to suit particular country context, i.e. an additional module can be added to highlight at least one cultural/natural heritage per country, e.g. Sukhothai Historical Park in Thailand, Cordillera Rice Terraces in the Philippines, Borobodur in Indonesia, Angkor Wat in Cambodia, Halong Bay in Vietnam.
- Provide a check-up quiz at the end of each module.
- More UNESCO workshops/meetings such as this with education and heritage experts and possibly an extended expert group so that when specific needs and priorities come up they can be properly addressed.
- Translating the Kit.
- More relevant activities for students.
- We may try to use specific examples from the specific countries concerned for effectiveness.

16. Do you think the Kit should be translated into your national/local language(s)?

Yes	6	100%
No	–	

If yes, which:

- Thai, Lao, Khmer, Indonesian, Bahasa Malaysia
- The national language of the particular country to meet the people's needs in language and culture to avoid comprehension problems.

Comments:

- The Kit can also help to teach foreign language.
- It is easy for teachers to use and adapt to their own situation. It will reach a larger audience of students and the public.

17. UNESCO will seek several co-publications of the Kit adapted to regional/national situations. Upon the Kit's finalization/adaptation to regional/national needs, do you think that it should be broadly diffused to all secondary schools in your country?

Yes	6	100%
No	–	

18. Further comments:

- There should be more games, videos.
- Should be available as CD-ROM containing the basic outline or the whole Kit so it can be modified, filled out and printed as needed.
- Very good ideas to try out the modules on students (upper secondary school) on site like we did.
- Lao PDR is concerned with how to reproduce materials cheaply.
- Viet Nam needs more materials and ways to apply the Kit to specific country conditions.
- UNESCO should provide some budget for the projects to be distributed in the region.
- There must be more awareness for the teachers to teach according to the students' level of comprehension.
- The Kits must be adjusted to suit local needs.
- The Kits must be simplified so that the students will enjoy while learning.
- There must be collaboration between the teachers and the experts.
- It is important to integrate Heritage Education in the curriculum (Cambodia).
- The Kit is very good and useful. But it will be more useful if it is translated into the languages of Member States for widest use. Member States need UNESCO's financial assistance to translate this Kit.



Detailed Country Reports

Following are full-text country reports from Cambodia, Indonesia, Philippines, Thailand and Viet Nam. The country reports inform about activities in each country under the World Heritage Education Project after its introduction during the Beijing Youth Forum in September 1997. Summaries of the report are to be found on pages 10 to 13.



Country Report of the Kingdom of Cambodia

by Mr. Lean Ngounly

History

With independence in 1953, Cambodia inherited a colonial educational system wherein its institutions and effects still linger even to the present. Under the French colonial rule, the temple-based primary educational system for boys was stopped and a secular school system was gradually introduced, with the main aim of training male civil servants for the colony¹. While basic primary education was theoretically open to all, French language acquisition was emphasized and secondary school training focused on the skills necessary for lower level colonial administrators. Little attention was paid to the fact that the vast majority of students could only finish a few years of primary education, and then they would return to agricultural jobs, wherein what they had learned in school could hardly be used.

¹ This report draws on French colonial documents from the National Archives in Phnom Penh and Pascal Bezancon's "L'Impact de Colonization Française sur l'émergence d'un système éducatif moderne au Cambodge (1863-1945)". [Conference on Cambodian Studies, Phnom Penh, August 26-30, 1996. Thomas Clayton's "Restriction or Resistance? French Colonial Educational Development in Cambodia". Education Policy Analysis Archive, Vol.3#16 December 1995] and, most importantly, David Ayres' recent dissertation, *Tradition and Modernity Enmeshed: the educational crisis in Cambodia, 1935-1997*. [University of Sydney, October 1997].

Survey of Teaching Materials for Primary and Secondary Education

The number of teachers decreased drastically during the Pol Pot era. Many books and documents were also destroyed. Working with extremely limited resources after 1979, the Ministry of Education began to compile teaching books for all levels and subjects. It must be remembered that in the 1960s, many of the books used for teaching were published in French and so the Ministry's task of producing and revising Khmer text books on the 1980s was particularly daunting. In 1986, the Ministry organized a working group to write books for the following subjects: Khmer Language, Mathematics, Science, Earth, Physics/Chemistry, Geography, Social Studies, Art, History/Geography, Moral/Civic, Foreign Language, Technology, Home Economics and Methods for teaching music, singing and dancing. The latter would help teachers in primary school to learn how to teach their Art lessons. These books were used as a base by the Social Studies working group of the recent 1995 curriculum and textbook revision project. Through this project, six books specific to the Social Studies portion of the Primary School Curriculum have been published. Art lessons are interspersed with other subjects, all presented in a clear and colorful manner. A large and explanatory teacher's manual accompanies each year's textbook. Unfortunately, the Secondary School does not have such kinds of books so the curriculum is the responsibility of the individual school. The structure of general education at present is as follows:

School Level	Grade	Age Range
Primary	1 - 6	6 - 11
Lower Secondary	7 - 9	12 - 14
Upper Secondary	10 - 12	15 - 18

In Primary School the students generally study forty-two weeks per year. In practice students study either in the morning or in the afternoon for a total of about four hours per day. Classroom space is in extremely short supply and it is common to have 50 to 100 students per class in Primary School. The typical curriculum offered is as follows, with the number of hours of teaching per week indicated for each subject area:

Subject	Grade Level					
	1	2	3	4	5	6
Khmer Language	14	12	12	11	8	8
Mathematics	5	5	5	5	5	5
Science	2	3	3	3	3	3
Social Studies/Art	6	7	7	8	8	8
Foreign Language					3	3
Sports	2	2	2	2	2	2
Work	1	1	1	1	1	1

Objectives of Heritage Education in the Primary School

The Ministry of Education has identified several objectives for Primary School Heritage Education. Students should learn the fundamentals of various fields of Khmer heritage. The Heritage is grouped under the broader subject of Social Studies and Khmer language which includes the study of society, civic rights and morals. The heritage subjects in the Primary School include Art, Environmental Issues and Children's Rights. The Art education expands the imagination of students and teaches them to appreciate art and beauty as well as the culture of their own country. Art can also help students to become more attentive to things that can be seen in the world and develop more accuracy in observation. Dancing teaches students to control the movements of their hands and feet, and to practice preciseness and care. Whereas in the past, education in Cambodia often emphasized obedience and imitation, recent education reforms have begun to encourage more individual ideas as well as creativity. When teaching music, the teacher tries to explain the different kinds of music so the students can understand them. The Primary School curriculum tries to encourage individual creativity within each of the given assignments.

In the Lower Secondary School students generally study forty-two weeks per year. In practice students study either in the morning or in the afternoon for a total of about thirty-three hours per week. Heritage is grouped under the broader topic of Social Studies and Khmer Language which includes the study of Society and the study of Civic Rights and Morals. The typical curriculum offered is as follows, with the number of hours of teaching per week indicated for each subject area:

Subject	Grade Level		
	7	8	9
Khmer Language	6	5	5
Mathematics	4	5	5
Science, Earth Science, Physics/Chemistry, Biology	5	5	5
Foreign Language	7	7	6
Technology/Home Economies	5	5	5
Sports	3	3	3
Special Activity	2	2	2
Work	1	1	1

Objectives of Heritage Education in Lower Secondary School

The Ministry of Education has identified several objectives for Lower Secondary Heritage Education. Students should learn the fundamentals of various fields of Khmer heritage, for example:

In Grade 7 students learn:

- 1. Culture and Civilization.** This chapter includes some lessons such as:
The Khmer's culture and civilization: Students discuss cultural and sociological words which are part of the civilization branch and know the Khmer heritage to defend them.
 - The Cambodian National heritage: Students learn how to identify and conserve their national heritage and natural resources.
 - The Biology of Buddha: Students learn the life of Buddha.
 - Basic Buddhism: Students learn about Buddhism.
- 2. Human Rights and Democracy.** This chapter includes some lessons such as:
 - Freedom and Responsibility: Students learn and understand freedom and responsibility.
 - Human rights and duty: Students discuss Cambodian human rights which are in the national constitution, such as their own rights, the rights of politicians, the rights of economics, the rights of social activities and the rights of culture. To explain Cambodian duty and their responsibility.
 - Duty in protecting own rights: Students have to understand the importance of duty and protecting their own rights.
 - Children's rights: Students learn the importance of the rights of children.
 - To take precautions and punishment of criminal acts on genocide: The students learn how to explain and assist Unicef's program in punishing the criminal acts on genocide in Cambodia.

In Grade 8 students learn:

- 1. Culture and Civilization.** This chapter includes some lessons such as:
 - The History of Buddha: Students learn how to explain the situation re: achieve enlightenment of Buddha. Give a high value for abandoning of Buddha and follow his advice. To examine and find the meaning of Pisakbochea Ceremony.
 - Basic Buddhism Education: Students discuss and explain Buddhism. Give a high value and follow Buddhism if they are Buddhists.
- 2. World concerns and the United Nations System.** This chapter includes some lessons such as:
 - Protecting and punishing criminal acts of genocide: Students analyze to find the original causes of genocide and how to protect human beings. To assist the UN in the punishingment of criminals in developed countries which were destroyed by wars.
 - Aid and United Nations: Students get a good idea of the humanity of UN and how to be grateful for all organizations. To analyze the advantages of Aid which has been in the country.
 - Doctrine and Principles of Democracy: This lesson describes the main democratic principle of society, to analyze how people practice democratic doctrines which is through electing officials by the people, and how it is used for the interest of the people, how to follow principles of democracy today, to practice democratic doctrines

In Upper Secondary School students generally study forty-two weeks per year. In practice students study either in the morning or afternoon for a total of about thirty-four hours per week. Heritage is grouped under the broader title of Social Studies and Khmer language which includes the study of society and the study of civic rights and morals. The typical curriculum offered is as follows, with the number of hours of teaching per week indicated for each subject area:

Subject	Grade Level			
	10	11	12A	12B
Khmer Language	4	4	6	2
Mathematics	5	5	3	6
Science, Earth Science Physics/ Chemistry/ Biology	8	8	6	11
Social Studies/ Art History/ Geography	5	5	10	6
Moral Civic				
Foreign Language	4	4	4	4
Technology/ Home Economics	3	3	2	2
Sports	2	2	2	2
Co-curricular activity	1	1	1	1

Objectives of Heritage Education in the Upper Secondary school

The Ministry of Education has identified several objectives for Upper Secondary education. Students should learn the fundamentals of various fields of National and World Heritage. For example, in Grade 10 students learn:

1. Culture and Belief Development. This chapter includes some lessons such as:
 - Khmer architecture monument: Students know the limits of Art value notification, how to and evaluate Khmer ancient monumental buildings, and Khmer ancient sculpture.
 - The monk cultural institution and government: Explanation of the monk life and cultural institution in Cambodia, the role of monks in national re-construction, the value and support of monks in society.
 - The Theravet Buddhism: Explains the differences and similarities of Buddhism and Theravet Buddhism in Cambodia and Sri Lanka, teaches giving a high value for the monk practice with respect to Theravet Buddhism.
2. Meeting the needs of the world. This chapter includes some lessons such as:
 - Friendship with the poor: Understanding the poor and other people in need, understanding the humane activities of Humanity service organizations and generous people who are helping the poor and helping others who are in a bad situation in their community.
 - Street children issue: Discussion and analysis of the situation of children who live in the street methods to provide education to these children and reduce starvation, working for children's rights.
 - The rights of expressing opinions: Understanding the rights and take responsibility for expressing opinions, skills for expressing opinions and to analyze the opinions of other people, to respect and give a high value for expressing the opinion of other people.
 - Social, economic and cultural rights: Understanding the right to get education, the right to work and to live, to know how to protect their own rights by really believing in them, to join in examining and protecting all these rights.
 - The United Nations: Understanding friendship, all non-Government organizations such as the UN which are helping developing countries, assisting in development and humane activities.

In Grade 11 students learn:

1. Culture and Belief development. This chapter includes some lessons such as:
 - Keeping Khmer culture alive: To show cultural heritage and the architecture of ancient monuments, to know how to value the architecture of ancient monuments, preserving culture especially the architecture of ancient monuments.

- Protecting Khmer culture preservation law: Understanding Cambodian law related with the keeping of Khmer culture, to analyze the law on protecting national culture inheritance, giving value on achievement of Khmer ancestors.
- Why do we have religion? Describes the birth and loss of religion, analysis to find the real cause of religious execution, giving respect to and valuing other religions.
- Buddhism in India in the ancient times: Shows Buddhism in India in the ancient times, to know the comparison between Buddhism in India and Cambodia, teaching respect and valuing the role of monks in society.

2. Meeting the needs of the world. This chapter includes some lessons such as:

- The world people issue: To show the increase in world population, methods to reduce the increasing number of people.
- The urbanization and the function of women: Describing the urbanization and the role of women in Cambodia and in the other countries, to discuss gender equality, to value the role of women in society.
- Environmental issues: Describing the environment in the world, how to keep the environment safe and conserve nature resources, to promote an awareness of a green environment.

In Grade 12 the students learn:

1. Culture and Faith development. This chapter includes some lessons such as:

- The Khmer identity and culture: Recognizing the Indian tribe in Cambodia and to respect their human rights, how to develop good relationships with the Indian tribes in Cambodia, to promote friendships with all kinds of people regardless of nationality.
- Religion in the 21st century: Understanding mixed religions in the 21st century, analysis of religious power in human life, respect and giving value to all religions.
- Buddhism and human rights: Understanding equality based on Buddhism and human rights concepts, comparison of the Buddhist theory and human rights, to practice Buddhism.

2. Meeting the needs of the world. This chapter includes some lessons such as:

- The situation of migration in the world: Describe the causes of migrating and the problem of migrants, analysis of a migrant's life, ideas on how to help them.
- The situation of children and their rights: To show the situation of child sex workers and gun fighters, analysis of causes why children get involved in these occupations, giving value to children rights.
- World economic issues: Explaining the causes and the power of non-economic balance sheet in the world, how to analyze world economics, the evolution of world economics.



World Cultural Heritage Function in Indonesia in Relation with Youth

by Mr. Samidi

Introduction

The protection of cultural heritage as one of the preservation efforts for the national heritage, constitutes an initiative for improving the national character and fostering feelings of national pride. The efforts to preserve items of cultural property bear great significance for the sake of developing and promoting history, science, culture, and other function in enhancing the national culture for the purpose of national interest. Cultural heritage, an important resource of the national culture related to the understanding and promotion of history, science, and culture, require protection, preservation and conservation to understand national identity.

Efforts to preserve items of cultural heritage are undertaken, not only to strengthen feelings of national pride and the spirit of awareness of the nation based on Pancasila, but also for the sake of history, science and culture as well as other aspects within the framework of national interest.

The purpose of the protection of items of cultural heritage and sites is to conserve and utilize them for the advancement of the national culture of Indonesia. Certain items of cultural heritage can be utilized for religious, social, tourism, educational, scientific, and cultural purposes.

Indonesian World Heritage sites at present:

- A** World Cultural Heritage:
 1. Borobudur Temple
 2. Prambanan Temple Complex
 3. Sangiran Early Man Site

- B.** World Natural Heritage:
 1. Komodo National Park
 2. Ujung Kulon National Park

The following sites are to be nominated:

- A.** World Cultural Heritage:
 1. Toraja Traditional Settlement
 2. Old Banten Royal Palace Complex (Islamic period)
 3. Trowulan Royal Palace Complex (Hindu period)

- B.** World Natural Heritage:
 1. Lorentz National Park
 2. Bunaken Underwater Park

Why should we preserve our World Cultural Heritage?

- A.** Positive reasons:
 1. Cultural heritage, national heirloom, national pride
 2. Cultural-scientific resources (education)
 3. Inspirational resources
 4. Unlimited economic resources (tourism)

- B.** Negative reasons:
 1. Natural degradation and deterioration process
 2. Natural catastrophes
 3. Man-made damages

How do we preserve them?

1. Record-keeping (documentation)
 - a. written description
 - b. drawing
 - c. photographing
2. Legislation
3. Maintenance
4. Conservation
5. Restoration
6. Security Measures

Cultural-Scientific Aspects of World Cultural Heritage

SOCIAL, e.g. Culture, History, Language, Anthropology, Religion, Art, Costume, Commerce,
NATURAL SCIENCE, e.g. Mathematics, Geometry, Stereometry, Material Science, Architecture, Civil Engineering, Hydrology, Geology, Chemistry.

Summary

The Indonesian World Cultural Heritage (WCH) gives pride to society, especially for the youth to realize that Indonesia is rich in cultural heritage of global value. It takes initiative in improving the national character and fostering a feeling of national pride. The WCH as a tourist attraction also gives economic benefits to the nation as well as to the surrounding community.

Youth participation is expected in safeguarding our common cultural heritage, including World Cultural Heritage. The following regulations were set-up to achieve this:

1. Whosoever is prohibited from causing damage.
2. Without permission, every person is prohibited from:
 - a. transporting items of cultural heritage or part of it from one place to another.
 - b. removing items of cultural heritage in part or whole except in cases of emergency.
 - c. altering the form and/or the colour, or restoring items of cultural heritage, including graffiti.
 - d. separating a part of any item of cultural heritage.
 - e. getting involved in any dealing of, buying or selling of items of cultural heritage.

Any violator of the above prohibitions shall be sentenced according to Law number 5/1992. Young people are expected to cooperate in the preservation and protection of our cultural heritage. Minimum participation means not violating the prohibitions mentioned above, while optimum participation includes active involvement in the maintenance and safeguarding effort of the cultural heritage.

The Associated School Project in Indonesia

by Ms. Hasnah Gasim

Background

During the three-decade New Order Government led by President Soeharto, the people's aspiration for democracy was oppressed. The military regime was so powerful that the people could not express their opinions freely. The situation became better when the Indonesian reform movement, which emphasizes political, economic and legal reforms, eventually succeeded in forcing President Soeharto to step down on 21 May 1998. The reformists insist that unless corruption, collusion and nepotism are wiped out from Indonesia there will be continuous demonstrations all over the country. Recognizing that true democracy can only be built through the deep understanding of human rights, President Habibie officially launched the country's five-year National Action Plan on Human Rights (1998-2003) on June 25, 1998. This plan aims to rehabilitate the country's poor record on human rights protection. The President set the ratification of human rights convention, the dissemination of information and education on human rights; and the implementation of human rights principles based on priority by 2003. The policy on human rights is directed by the National Commission on Human Rights (KOMNAS-HAM) established earlier.

Policy and Strategy of EIU in Indonesia

The new policy to promote efforts to implement human rights as part of the Indonesian culture has a strong support from the current Government. However, there are no clear strategies and program activities at the ministerial levels. So far, the establishment of KOMNAS-HAM has provided some opportunities for cooperation to implement human rights education in Indonesia. Since schools are the best places for children to develop their personalities, the principles of peace should be taught there.

The teaching of "A Culture of Peace" has been carried out through the UNESCO Associated Schools Project, which was established in 1953. The number of schools joining the Associated Schools Project has increased but the program remains poor. At present, there are 42 members of the Associated Schools Project (primary, secondary and tertiary schools). However, the program activities do not have proper direction to keep students continuously informed and involved in peace education since there is no special curriculum on the subject.

Since 1998, Indonesia, in cooperation with UNESCO has carried out a pilot project in Kupang, East Nusatenggara Province, on teacher training of human rights. This project is conducted to answer a number of questions often raised by teachers in secondary schools on the why, what, when, and how of human rights education. Hopefully, this pilot project can answer some of these questions. The training materials will be tried out in other places on the eastern part of Indonesia, then it will be used in other provinces with some modifications.

Program Activities

Indonesia participated in the Asia-Pacific World Heritage Youth Forum held in Beijing in 1997. The forum recommended the use of the Resource Kit for the education of World Cultural and Natural Heritage. However, Indonesia has not yet started with the program for two reasons. The first reason is that Indonesia has not yet received the Resource Kit. The second reason is that the coordinator for the ASP

Network was appointed in September 1999. However, despite the above reasons, Indonesia has been involving students in the preservation and protection of the natural and cultural heritage through the teaching of History.

In terms of student involvement in international programs, they participated in regional and international student camps and some competitions in Mathematics, Biology, Physics and Painting. Recently, however, since the appointment of a UNESCO educational adviser and a cultural adviser in Jakarta, there have been more activities directed towards improving education for international understanding including education for peace, human rights and democracy. Some activities conducted in 1998 and 1999 are listed below:

1. Education for the culture of peace

- a. Providing a forum among the youth to establish a culture of peace. There was an exhibition and performance called "Rhythm of Harmony", which was an interaction between the youth and artists performing musical instruments. This activity was aimed to decrease the number of children involved in street fighting and unrest. UNESCO Jakarta in close cooperation with the Ministry of Education and Culture, involved 500 students from 15 schools to participate in this project. Students were organized into small groups and shown a variety of percussion music that characterise the multi-faceted culture of Indonesia. The students also involved themselves in the group performances.
- b. Establishing an Inter-school Forum on Non-Violence in May 1999 involving 25 schools.
- c. Translating a brochure on UNESCO's Year 2000 Culture of Peace into the Indonesian language.

2. Education for human rights

- a. Translating and publishing of books on human rights by UNESCO, The Human Right to Peace, Declaration by the Director General, and Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy
- b. Translating and publishing a manual on the Associated Schools Project
- c. Translating and publishing "Learning: The Treasure Within"
- d. Organizing a teachers' training on human rights in cooperation with the National Commission on Human Rights (KOMNAS-HAM) in Kuparig, East Nusatenggara Province.

The present economic and political crises in Indonesia have led to the violation of human rights, unrest, fights and riots. To remedy this there should be the teaching of human rights at the primary, secondary and tertiary education levels. In order to do this, the Ministry of Education and Culture, in cooperation with UNESCO, has prepared a teaching manual on human rights and carried out teachers' training in Kupang as mentioned above. The teachers' training was conducted for five days, attended by primary and secondary school teachers. The contents of the training are as follow:

- Human rights concept including peace education, participatory approach
- Training management
- Development of educational materials related to human rights
- Training evaluation

After evaluation, the materials for teachers' training will be disseminated to other regions of Indonesia.

Future activities

The following programs are considered urgent and should be carried out immediately in Indonesia depending on budget availability either from the Government of Indonesia or from other sources:

- 1)** Education for the culture of peace and non-violence: The number of students who are involved in street fighting is increasing. The current atmosphere in Indonesia also contributes to the violation of human rights. Therefore, the Ministry of Education and Culture in cooperation with the Cultural Adviser of UNESCO-Jakarta and other supporting International and National Agencies should have a program promoting peace and non-violence.
- 2)** Environmental preservation and protection: Both the marine and forest environments are very important in Indonesia because the biggest part of Indonesia is consists of the ocean and there is also a large area of forests. The Ministry of Education and Culture in cooperation with UNESCO Jakarta in charge of environmental science should involve students to participate in preserving and protecting the sea and the forests.

- 3) Anti-drug campaign: The number of students who become drug addicts is increasing. The Ministry of Education and Culture in cooperation with the Ministry of Health should involve students in campaigning for a drug-free society in the teaching of health in primary and secondary schools.
- 4) Human rights education and promotion: In order to make the teaching of human rights a success at of school levels, students should be involved in the activities while teachers act only as facilitators. All students should be made aware that in order for their voices to be heard they should know and understand their rights and responsibilities.
- 5) Promoting students' participation in national development programs and projects: The Government has encouraged the participation of students in national development projects such as the ones on social safety need, environmental protection, human rights protection, among others. Aside from these, the local content of the secondary school curriculum provides opportunities for students to learn about life skills in groups to enable them "to learn how to do and to live together in harmony and peace."
- 6) Promotion of life-long education: Access to the nine-year basic education is the government's priority in life-long education. The present monetary crisis has made it difficult for students to have access to secondary education. In order to prevent student drop-outs the government has involved all sectors of the community, including students of secondary schools, to monitor the implementation of social safety nets. Scholarships are also provided to students under the World Bank and ADB project as well as from the Government.
- 7) Student exchange at the national and regional levels: The Government of Indonesia has supported all activities for the exchange of students under the bilateral or other arrangement to provide opportunities for students to visit other countries. So far we have had exchange of students with Japan, Canada and some ASEAN countries.
- 8) Establishment of a National Forum of Students' Parliament: Following the World Parliament of Children to be held in Paris, a national forum of students' parliament will be established in Indonesia by the year 2000 involving students of secondary schools. It is expected that the forum at the regional level could also be established to facilitate students of the same region to discuss issues of interest to them.
- 9) Preservation and protection of the natural and cultural heritage: Secondary schools students should be involved in the preservation and protection of natural and cultural heritage. The program will start with visits to sites to study the relevance of the history they learn at school with the cultural and natural heritage they observe at the sites. In addition, students who are selected to preserve the sites will work together with archeologists. In carrying out the program the Indonesian National Commission for UNESCO will cooperate with the Directorate-General of Culture.



Initiatives in Promoting World Heritage Education in the Philippines through the UNESCO ASPnet and UNESCO Club

by Mr. Rene C. Romero

The UNESCO ASPnet, launched in 1994 as a major flagship project of the "Inter-regional Pilot Project on Young People's Participation in World Heritage Preservation and Promotion," was participated in by 25 countries in 1995.

The project aims to encourage young people's participation in the promotion and preservation of World Heritage with the ultimate goal of integrating World Heritage Education into the school curriculum. In the past, through informal and non-formal education, students got an idea of heritage education through visits to museums and cultural and historic sites. The active, deliberate involvement of the youth in the World Heritage Education Program began, however, in 1997 with the following initiatives:

1. One UNESCO ASP coordinator and two student leaders were sent to represent the Philippines in the Asia-Pacific World Heritage Youth Forum held in Beijing, China in 1997.

2. After the Beijing conference, UNESCO ASPnet distributed promotional materials, e.g. T-shirts, pins, stickers and youth manifesto/brochures to more than 300 schools to communicate the goals and features of the project.
3. The World Heritage Education Kit is being translated into the Filipino language. A team of translators from Divine Word College-Mindoro led by Mr. Rene Colocar had translated about one-third of the education kit.
4. On-going try-out of the World Heritage Education Kit in five ASPnet Schools. So far initial feedback revealed positive responses from both teachers and students as it facilitates integration of concepts and values specially in the 4th World History subject in the Social Studies curriculum.
5. "Lakbay-Aral" is a Filipino term which means "Travel Study." Teachers and students assist in the implementation of this program which enables young Filipinos overseas to undertake a journey to rediscover the roots of Filipino heritage. The program, conducted every year, is a two-week cultural immersion activity which consists of direct participation in traditional festivities, on-site lectures on Filipino heritage, guided visits to historical places, and interaction with Filipino students, members of the indigenous communities, and government and community leaders.
6. Thirty-six ASP schools undertook cultural heritage-related activities. Some illustrative examples are:
 - a. Adopt a Heritage Site – students and teachers of the University of Northern Philippines in Vigan help in the preservation of Vigan as a heritage site.
 - b. Walking Tour and Caruaje Ride in Walled City (Intramuros) – The Intramuros administration and DECS have launched these two programs where students (high school and college) tour the historic Old Manila, e.g. churches (San Agustin), old Spanish buildings, Fort Santiago, etc. to appreciate the Spanish legacy in the Philippine culture. A horse-drawn carriage takes the students to different historic sites within the Walled City to deepen appreciation of the Spanish legacy in the Philippines.
 - c. Summer Floating (Boat)/Flying (Plane), Educational Field Trips – Cultural tours to Cebu, Bohol, Bulacan, Corregidor and Cordillera Rice Terraces are held during summer vacations by different schools, e.g. Philippine Normal University (faculty, students and administrative staff) to enhance the professional growth of the members of the academic community. Eco-tourism in Puerto Galera and Boracay are also conducted during summer vacations or semestral breaks.
 - d. Youth and Teachers' Cultural Exchange Program – Study visits of ASP teachers and students in South Korea, Japan, Malaysia, Indonesia and Thailand usually include visits to historic and cultural sites.
7. Media's Role in Cultural Development – The pervasive reach of information through information technology has a great impact in promoting cultural consciousness.
 - a. Print – major dailies feature World Heritage sites in the Philippines, UNESCO Journals: Courier, Sources
 - b. TV programs – UNESCO Hour, Yes to Kids (Y2K), PROBE, Travel time, Sky Cable Discovery Channel, National Geographic Channel
 - c. Internet – Websites, CD-ROM



Thailand's Participation in the UNESCO World Heritage Education Project

by Ms. Prayad Sriboonchoo

Introduction

Since joining the UNESCO Associated Schools Project in 1958, an increasing number of schools, colleges and educational institutions in Thailand have become members of the ASP network. Some of them are also UNESCO Club members and have played an active role in the implementation of several projects and programmes. The topics suggested by UNESCO, such as the United Nations and its agencies, other countries, human rights, global and environmental problems, have already appeared in the curricula of schools and educational institutions at all levels.

The External Relations Division of the Ministry of Education, which also serves as the Secretariat of the Thai National Commission for UNESCO, has been appointed to coordinate activities and programmes in the schools and between the schools and UNESCO at both national and international levels.

At present, there are more than 100 schools and educational institutions in Thailand participating in ASPnet. Those who are not yet members of ASPnet are also invited to participate in some activities such as the International Youth Seminar on the Conservation of World Heritage, since these educational institutions are located in the cultural and natural sites. Many schools and educational institutions are interested in UNESCO programmes and activities and wish to join the projects initiated by the Thai National Commission for UNESCO.

Achievements

Realising the need for an active responsible body to undertake ASP activities, a Centre for International Understanding (CIU) was established in 1970 to support the implementation of ASPnet and to assist in fund-raising for the development of some projects and activities of ASPnet in Thailand.

The Thai National Commission for UNESCO is responsible for the promotion of international understanding and UNESCO's work through the Sub-committee on ASP. The Sub-committee is chaired by the Secretary General of the Thai National Commission and comprises of representatives of some active ASP schools, the National ASP Coordinator and the President of the CIU.

Activities

The Sub-committee on ASPnet in Thailand meets every two months or as necessary in order to exchange views and discuss the planning of activities. A number of activities received active cooperation from the CIU members as well as from representatives of ASPnet schools and educational institutions. Some of the activities were:

- a. The ASPnet and CIU jointly organised a Youth Forum on "The Role of Youth in the 21st Century," paralleled with a consultation meeting of the National Commissions in Asia and the Pacific for the preparation of the UNESCO Draft Programme Budget 2000-2001, on 8-9 June 1998 in Bangkok and Ayutthaya.
- b. CIU provided some funds to ASPnet to organise a Youth Seminar on "Vision of Youth in Sciences" on 30 September to 2 October 1998 in Bangkok.
- c. CIU and the UN Association in Thailand provided financial assistance to the Secretariat of the National Commission to organise a National Youth Camp for a number of secondary school students in order to select two representatives to participate in the International Youth Parliament held from 23 to 27 October 1999 in France.

Cooperation in World Heritage Education

Regarding the World Heritage Resource Kit proposed by UNESCO to sensitise young people to the concerns expressed in the Convention of the protection on the World Cultural and Natural Heritage, Thailand has also actively and enthusiastically joined in UNESCO's initiatives as follow:

- a. The International Project on "Young People's Participation in World Heritage Preservation and Promotion" selected two students to participate in the "Young People's World Heritage Forum" held in Bergen, Norway from 26 to 28 June 1995.
- b. "The Beijing World Heritage Forum": Two students and a teacher participated in this Forum held from 15 to 21 September 1997 in Beijing, China.

In the 1997 Exchange Programme among teachers from the Republic of Korea, Philippines and Thailand, the Draft World Heritage Kit was introduced to teachers to try out in Sukhothai Province.

Follow-up Activities after the Beijing Youth Forum

In order to successfully introduce the World Heritage Kit to all concerned, the Thai National Commission for UNESCO proposed a project to receive financial assistance from the Office of Environmental Policy and Planning, Ministry of Science, Technology and Environment, which serves as a focal point to take part in the policy of environmental and cultural heritage in Thailand. In this regard, the following activities were undertaken:

1. The National Seminar for Educational Administrators to Promote Education for International Understanding and Peace: 22 to 23 June 1999, Ayutthaya Province.

2. The National Training Course for ASP network teachers on Teaching of the UNESCO World Heritage Kit: 28 to 30 June 1999, Ayutthaya Province.
3. The National Youth Camps for the Preservation of Thai-World Heritage held in the four regions of Thailand, including Bangkok.

The UNESCO Principal Regional Office also gave financial support to the second activity in order to introduce the UNESCO World Heritage Kit to teachers and to encourage them to apply the Kit for teaching and learning methods. The Kit was summarised into Thai and some worksheets were translated into Thai which were used during visits to World Heritage Sites in Ayutthaya. These included tourism lessons, nomination of cultural and natural sites and visits to sites and museums. The teachers were invited to try these sheets out before applying these activities in their schools.

At the Youth Camps, a number of student activity sheets were also introduced to the students. The evaluation meeting to sum up the outputs of the project was held last week.

Conclusion

According to the National Education Act, the concept of World Heritage Kit can be well-integrated in the school-based curriculum. We can make use of the Kit as a guideline for teachers who are still uncertain on how to implement the World Heritage Education concept.



Education of World Heritage in the ASP Network – The Vietnamese Experience

by Dr. Nguyen Duc Quang

INTRODUCTION

The Convention on Conservation of World Cultural and Natural Heritage is one of the most important initiatives of UNESCO. It issues from a new point of view considering that the conservation of world cultural and natural heritage is not only the proper responsibility of each country but also the general obligation of all humanity. In regard to Viet Nam, the conservation of world cultural and natural heritage becomes one of the top interests in the collaborative activities between Viet Nam and UNESCO.

One of the activities to implement UNESCO's Convention is to educate students on the value of cultural and heritage conservation, and first of all to the pupils of the Associated Schools.

The Vietnamese Associated Schools system was formed in 1995. Currently, 14 schools were granted a UNESCO certification to adhere to the Associated Schools network (4 kindergarten's, 6 primary and 4 secondary schools). The Associated Schools carried out many international educational activities dealing with the education of cultural values and heritage conservation activities.

OBJECTIVES OF EDUCATION OF CULTURAL VALUES AND HERITAGE CONSERVATION (ECVHC) FOR PUPILS

1. On knowledge, pupils need:
 - to understand traditional cultural heritage with Vietnamese national identity and cultural heritage of other nations, of their values and significance for the enhancement of the quality of life and contribution to international understanding, cooperation, and peace.
 - to understand their role in the conservation and development of cultural values and heritage.
2. On attitude, pupils need:
 - to love and treasure our nation and humanity's cultural heritage.
 - to give consent to and support right deeds, and oppose behaviours that do not show respect and valuation of cultural heritage, including inappropriate behaviour regarding our cultural and moral traditions.

3. On skills and behaviour, pupils need:
 - to know how to analyze and evaluate the significance and values of cultural heritage and differentiate what are right and wrong behaviours towards cultural heritage.
 - to strictly observe the regulations on protection and preservation of cultural heritage, actively taking part in the activities of schools and localities in this field.
 - to form and develop cultural behaviours in the family and the community.

CONTENTS OF EDUCATION OF CULTURAL VALUES AND HERITAGE CONSERVATION (ECVHC) FOR PUPILS

1. Understanding cultures
 - Have adequate awareness of the significance of culture (tangible and intangible) for the social life in general and each member of society in particular.
 - Understand tangible cultural heritage and especially intangible cultural heritage of different ethnic groups in Viet Nam and the policies of the Vietnamese Government on the conservation and promotion of the national culture.
 - Study the indispensable diversification of cultures of different nations in the world.
 - Study the wonders of common cultural heritage of humanity and their special values.
2. Being sensitive to the changes of culture
 - Being sensitive to the challenges that the traditional culture has to cope with: the threat of extinction and identifying norms and systems of values for preservation. Also being sensitive to the creative ability of cultures – a factor of primary importance for the long term existence of humanity.
 - Being sensitive to the trend of many racial communities to return to their inherent authentic identity, which is the traditional cultural heritage.
3. Knowing how to evaluate cultural heritage
 - Be proud of the fine traditional cultural heritage of the Vietnam.
 - Equally evaluate cultural heritage of other nations.
4. Conserving and developing cultural values and heritage
 - Build and advance culture with a strong national identity as a consistent guideline in the policy of cultural development of Viet Nam.
 - Turn towards an appropriate and abundant way of living under the influence of different cultures in and outside the country, fighting against the culture of hedonism and depravity.
 - Restore and develop the authenticity of traditional cultural values.
 - Widely socialize the conservation of cultural heritage in which the direction of the State and technical agencies of Government play a key role.

WAYS OF ECVHC FOR PUPILS

The ECVHC can be realized in two basic ways: through teaching and extra-curricular activities.

1. Teaching: ECVHC can be conducted through the teaching of different subjects such as: Moral Education, Civic Education, History, Literature, Vietnamese Language, Geography, Foreign Language subjects, Art subjects such as music, aesthetics. Through these subjects, the contents of ECVHC are introduced at different levels.
2. Extra-curricular activities: Through these activities in various forms, the pupils have more opportunities to reinforce their knowledge on cultural values, hence they will have a respectful attitude and want to actively participate cultural heritage conservation.
 - 2.1. The principle of organizing extra-curricular activities is to educate pupils on cultural values and cultural heritage conservation.
 - Attaching the demand, content of education of cultural values and heritage conservation through the extra-curricular activities with the instruction activities of subjects such as moral and civic education, history, literature, geography
 - Combining the education of cultural values and heritage conservation with the monthly activities of each subject
 - Diversifying activity forms and cultural activities for the purpose of stimulating the pupils' creative abilities, activity demand, understanding needs to orient to the aesthetic value and cultural lifestyle in their daily lives.
 - The educational activities have to be suitable to the age and psychological

characteristic of the pupils and at the same time satisfy social demands.

- 2.2. Some educational activities conducted to educate pupils on cultural value and heritage conservation:
 - Discussion of world heritage concept.
 - Presentation and looking at pictures of cultural heritage sites of our country and other countries.
 - Collection of pictures, documentation on national and human cultural heritage.
 - Visiting cultural heritage sites.
 - Reconstruction of historical vestiges, local famous landscapes.
 - Competition to research the national cultural works, the wonders of the world.
 - Competition to write poems, design, create cultural heritage of the country.
 - Support and subscribe to national cultural heritage conservation.
 - Perform national and international folk-songs and dance.

SOME ACTIVITIES ON EDUCATION OF CULTURAL VALUE AND HERITAGE CONSERVATION IN THE VIETNAMESE ASSOCIATED SCHOOLS

In recent years, particularly after the youth forum on World Heritage Conservation held in Beijing (September 1997), the Vietnamese Associated Schools carried out some effective activities for cultural value and heritage conservation education:

1. Introduce the education of cultural value and heritage conservation content in the teaching programs of some subjects such as: Civic Education (Preserving and bringing into play the national cultural heritage, class 7, Right and obligation toward the historical and cultural vestiges, class 8), Moral (Protection of public works and historical and cultural vestiges, class 4), Vietnamese language (Ankorwatt, class 4, The drawing of Ho village, class 5), History (The formation of the initial basis of national cultural identity, class 6, The development of national culture in 18th century and beginning of 19th century, class 8). These are lessons containing many contents on cultural value and heritage conservation for the pupils to gain knowledge and understanding of national and human cultural heritage.
2. Holding various activities to help pupils to enhance their knowledge and determine their duty and obligation to contribute to conservation of cultural heritage. For example:
 - A design competition with themes such as world peace, and the environment.
 - Combining the cultural and artistic activities having national identity with the human cultural quintessence.
 - Visiting historical vestiges, famous landscapes and cultural heritage sites such as Halong bay, the ancient capital Hue, temple of kings: Hung.
 - Discussions after site visits.
 - Cultural exchange between teachers and pupils from the associated schools.

CONCLUSION

Teaching cultural values and heritage conservation to pupils is a very necessary educational component. Its significance is to help pupils return to their historical roots, the creative root of our ancestors so as to strengthen national pride. This will, in turn, promote awareness regarding their responsibilities to conserve the national and human cultural heritage. Moreover, it educates pupils to prepare for the 21st century, the century of intellectual civilization, of mutual cooperation and comprehension.

SOME PROPOSALS

1. In order to have teaching reference documentation, the teachers of Associated Schools in Viet Nam look forward to being financed by UNESCO to translate the collection of documents on education of world heritage edited by UNESCO.
2. Training workshops for teachers of Associated Schools should be conducted to carry out the collection of documents on education of world heritage in schools with UNESCO sponsorship and the participation of UNESCO specialists on world heritage.
3. If possible, UNESCO should facilitate exchanges between the Vietnamese teachers and pupils with the teachers and pupils of other countries in the region.

List of Participants

Delegates

Cambodia

Mr. Leang Nguonly

National ASP Coordinator
Director, Department of General Secondary
Education, Ministry of Education,
Youth and Sport,
Phnom Penh
Tel.: (855-23) 426-163
Fax: (855-23) 362-955
E-Mail: canep@bigpond.com.kh

Mr. Ham Kimson

Heritage Expert
Chief, Cabinet of Ministers
Ministry of Culture and Fine Arts
Phnom Penh
Tel.: (855-18) 815-530

Mr. Khim Sarin

Education Expert
Chairman, Khmerization Committee, Pedagogic
Research Department, Compound of Chao
Ponhenok Primary School, Phnom Penh
Tel.: (855-23) 211-409

Indonesia

Mrs. Hasnah Gasim

National ASP Coordinator
National Coordinator of ASP Net
Indonesian National Commission for UNESCO,
Jl. Jenderal Sudirman, Senayan, Jakarta 10270
Tel.: (62-21) 573-3127
Fax: (62-21) 573-3127
E-mail: hasnah@indronascom.net.id;
hasnah@indosat.net.id

Mr. Joko Pratomo

Education Expert
Head, Education Section, Indonesian National
Commission for UNESCO, Jl. Jenderal
Sudirman, Senayan, Jakarta 10270
Tel.: (62-21) 573-3127
Fax: (62-21) 573-3127

Mr. Samidi

Heritage Expert
Head, Restoration Division
Directorate for the Protection and Development
of Historical and Archeological Heritage,
Directorate General for Culture Ministry of
National Education
Jl. Jenderal Sudirman, Senayan, Jakarta 10270
Tel.: (62-21) 572-5515
Fax: (62-21) 572-5512

Lao PDR

Mr. Bounhom Chanthamat

Heritage Expert
Deputy Director-General
Department of Museums and Archaeology
Ministry of Information and Culture Vientiane
Tel.: (856-21) 212-895
Fax: (856-21) 212-408

Mr. Khamphanh Philasavanh

Education Expert
Secretariat Chief
Lao National Commission for UNESCO
P.O. Box 67, Lanexang Ave., Vientiane
Tel.: (856-21) 212-108
Fax: (856-21) 212-108

Mr. Souphanh Simongkhoun

National ASP Coordinator
Education Department of Vientiane Municipality
P.O. Box 2372, Vientiane
Tel.: (856-21) 412-509
Fax: (856-21) 412-508

Malaysia

Mr. Ahmad Kamil Adb Rahman

National ASP Coordinator
Assistant Secretary, International Relations
Division, Ministry of Education
5th Fl, Block F (North), Damansara Town Centre
50604 Kuala Lumpur
Tel.: (60-3) 250-7159
Fax: (60-3) 254-4580
(60-3) 287-1275

Mr. Bakhtiar Mohd Salleh

Education Expert
Assistant Director
Curriculum Development Centre
Ministry of Education
Pesiaran Duta off Jalan Duta 50604 Kuala
Lumpur
Tel.: (60-3) 651-1522
Fax: (60-3) 651-0861

Mr. Adl Haji Taha

Heritage Expert
Director of Museums Division
Department of Museums and Antiquities
Jalan Damansara 50566 Kuala Lumpur
Tel.: (60-3) 282-6255
E-mail: adih@tm.net.my

Philippines

Mr. Rene C. Romero

National ASP Coordinator
Philippine Normal University
Taft Ave., Manila
Tel.: (63-2) 834-4818 (UNESCO)
(63-2) 527-0367 (PNU)
Fax: (63-2) 831-8873 (UNESCO)
(63-2) 527-0367 (PNU)

Mr. Wilfredo P. Ronquillo

Heritage Expert
Chief, Archaeology Division
National Museum of the Philippines
P. Burgos St., Manila
Tel.: (63-2) 527-0308
Fax: (63-2) 527-0306
E-mail: nmuseum@l-next.net

Mr. Alfredo K. Santos

Education Expert
Programme Director, Asian Council for People's
Culture, 13 Madre Selva St., Roxas District
Quezon City
Tel.: (63-2) 373-4932
Fax: (63-2) 412-1954
E-mail: ACPC@info.com.ph

Thailand

Mr. Sod Daeng-led

Heritage Expert
Director, The Third Regional Office of
Archaeology and National Museum
Phra Nakhon Si Ayutthaya Province
Tel.: (66-35) 242-501; 242-448; 242-285
Fax: (66-35) 242-501
E-mail: Sdaengled@yahoo.com

Mr. Jaluay Jaruphananon

Heritage Expert
Director, Sukhothai Historical Park
Sukhothai Province
Tel.: (66-55) 611-110
Fax: (66-55) 611-110

Miss Ajara Kangsarikij

Heritage Expert
Curator, Ban Chiang National Museum
Tambol Ban Chiang, Amphur Nonghan
Udon Thani Province 41320
Tel.: (66-42) 208-340
Fax: (66-42) 208-341

Mr. Somklet Khunphet

Heritage Expert, Head, Sisatchanalai Historical
Park, Sukhothai Province
Tel.: (66-55) 679-211
Fax: (66-55) 679-211

Miss Kanlayanee Kitchothprasert

Heritage Expert, Archaeologist
Seventh Regional Office of Archaeology and
National Museum, Kasikorn Thungasang Road
Khon Kaen 40000
Tel.: (66-43) 242-129
Fax: (66-43) 337-629

Mrs. Prapaipal Kosalsuntorn

Education Expert
Curriculum Specialist
Department of Curriculum and Instruction
Development, Ministry of Education
Pracharaj 10, Bangsue, Bangkok 10800
Tel.: (66-2) 391-0055 ext 513 (office)
Fax: (66-2) 391-5029

Mrs. Pranee Pottisook

Education Expert
Assistant Professor, Faculty of Education
Kasetsart University, Chatujak, Bangkok 10900
Tel.: (66-2) 942-8262; 579-8403
Fax: (66-2) 579-8403
E-mail: fedupnp@nontri.ku.ac.th

Mrs. Prayad Sriboonchoo

National ASP Coordinator
The Thai National Commission for UNESCO
Ministry of Education, Dusit, Bangkok 10300
Tel.: (66-2) 628-5647
Fax: (66-2) 281-0953

Mr. Anek Srihamat

Heritage Expert
Director, Ayutthaya Historical Project
Klong Thor Rd., Phra Nakhon Si Ayutthaya
Tel.: (66-35) 242-286; 242-284
Fax: (66-35) 242-525

Mr. Tharapong Srisuchat

Heritage Expert
Director, The Fifth Regional Office of Fine Arts
Department, Sukhothai Province
Tel.: (66-55) 612-364
Fax: (66-55) 612-364
E-mail: tharapong99@hotmail.com

Mrs. Amara Srisuchart

Heritage Expert
Head, Kamphaeng Phet Historical Park
Kamphaeng Phet Province
Tel.: (66-55) 711 921
E-mail: asrisuchat@hotmail.com
Kpppark@cscoms.com

Viet Nam**Mrs. Le Thi Hoang Cuc**

National ASP Coordinator
Permanent Secretary
Vietnam National Commission for UNESCO
8, Khuc Hao, Hanoi
Tel.: (84-4) 199-3603
Fax: (84-4) 823-0702
E-mail: unescovn@netnam.vn

Mrs. Ngo Tu Hien

Education Expert
Researcher, National Institute for Educational
Science
101 Tran Hung Dao St., Hanoi
Tel.: (84-4) 825-3108
Fax: (84-4) 822-1521

Mr. Nguyen Duc Quang

Education Expert
Researcher, National Institute for
Educational Science
101 Tran Hung Dao St., Hanoi
Tel.: (84-4) 825-3108
Fax: (84-4) 822-1521

OBSERVERS**Philippines****Mr. Lino Madridejos Dalay**

Cultural Theater Organizer, "Ang Buhay at
Hugis Art Shop", Life and Form
#5 J.V. Quesada St., Brgy. 5, Paete, Laguna
Tel.: (63-49) 817-0111; (63-918) 589-1505

Mr. Victorino M. Manalo

UNESCO Commissioner for Culture
UNESCO Commission for the Philippines
20 Molave Place, Forbes Park, Makati
Tel.: (63-2) 635-7355
Fax: (63-2) 633-1983
E-mail: ino@pacific.net.ph

Thailand**Mrs. Suchada Buatoom**

Head of School Activities Department
Nongchangwittaya School
Amphur Nongchang, Uthai Thani Province
Tel.: (66-56) 531-150 ext. 102, 103
Fax: (66-56) 531-625
E-mail: suchadaody@chaiyo.com

Ms. Sirithorn Chainakul

Srinakorn School, Srinakorn, Sukhothai
Tel.: (66-55) 651-018
Fax: (66-55) 652-177

Miss Benja Kalkeaw

Head, English Department
Sawan-Anan-Wittaya School
Sawankhalok, Sukhothai Province
Tel.: (66-55) 642-028

Miss Somjai Kasikit

Teacher, Sawan-Anan-Wittaya School
Yan Yao, Sawankhalok, Sukhothai 64110
Tel.: (66-55) 641-849

Mr. Phonwit Kirdmee

Academic Officer, Supervision and Educational
Standard Development Office, The Office of
National Primary Education Commission,
Ministry of Education, Bangkok 10300
Tel.: (66-2) 280-5559 to 61
Fax: (66-2) 281-0588

Ms. Pratoom Kuman

Teacher, Muangchaliang School
Amphur Srisatchanalai, Sukhothai 64130
Tel.: (66-55) 671-196
Fax: (66-55) 671-248

Mrs. Janya Manavid

Archaeologist, Office of Archaeology and
National Museums, Department of Fine Arts
Sri Ayutthaya Road, Thevet, Bangkok 10300
Tel.: (66-2) 282-3768
Fax: (66-2) 282-3768; 281-6751

Miss Rampooing Narutook

Teacher, Nongplamor Wittayakhom School
Charotwitheethong Road, Sawankhalok
Sukhothai Province
Tel.: (66-55) 641-446

Ms. Darakorn Phensiri

Foreign Relations Officer
Department of General Education
Ministry of Education, Dusit, Bangkok 10300
Tel.: (66-2) 628-5167
Fax: (66-2) 282-2808
E-mail: dphensiri@hotmail.com

Mr. Damrong Poocharean

Teacher, Banraipitayakhom School
108 Srisamrong, Sukhothai Province
Tel.: (66-55) 682-274

Mr. Suchart Punhuaypong

Assistant Director, Nongchangwittaya School
Amphur Nongchang, Uthai Thani
Tel.: (66-56) 531-150
Fax: (66-56) 531-625

Mr. Wichai Saikamin

Teacher, Wangthong Wittaya School
Srisamrong, Sukhothai Province
Tel.: (66-55) 612-546
Fax: (66-55) 612-546

Miss Jiraporn Satitthagoon

Teacher, Nongplamor Wittayakhom School
Charotwitheethong Road, Sawankhalok
Sukhothai Province
Tel.: (66-55) 641-441

Ms. Un-Yanuch Seetalavaranic

Assistant Director, Sawan-Anan-Wittaya School
Sawankhalok, Sukhothai Province
Tel.: (66-55) 642-028
Fax: (66-55) 642028

Miss Jitlada Sirirat

Supervisor, Supervisory Unit
Department of General Education
Ministry of Education
Tel.: (66-2) 279-8071 to 3
Fax: (66-2) 279-7790

Mr. Palboon Songnonlek

Assistant Director, Nongchangwittaya School
Uthai Thani Province
Tel.: (66-56) 531-150
Fax: (66-56) 531-625

Mr. Virode Sukarome

Teacher, Bangkapi Secondary School
69 Serithai Road, Bangkok
Tel.: (66-2) 377-5870
Fax: (66-2) 377-0312
E-mail: virode@thaionline.com

Miss Janpen Suppracha

Teacher, Vice-Headmaster
Sawan-Anan-Wittaya 2 School, Sawankholok
Sukhothai
Tel.: (66-55) 642-244

Mr. Sathaporn Thiangtham

Archaeologist, Si Satchanalai Historical Park
Si Satchanalai District, Sukhothai
Tel.: (66-55) 679-211
Fax: (66-55) 679-211

Mr. Lamal Tongpult

Teacher, Litai Pitayakom School, Muang Goa
99/4 Insree Road, Amphur Muang
Sukhothai Province 64000
Tel.: (66-55) 611-877

Miss Namkang Yamjun
Teacher, Srinakorn School, Srinakorn
Sukhothai Province
Tel.: (66-55) 651-018
Fax: (66-55) 652-177

TRAINERS

Mr. Richard Engelhardt
UNESCO Regional Advisor for Culture in Asia
and the Pacific
Principal Regional Office for Asia and the Pacific
920 Sukhumvit Road, Prakanong
Bangkok 10110, Thailand
Tel.: (66-2) 391-0577 ext. 501
Fax: (66-2) 391-0866
E-mail: culture@unesco-proap.org
r.engelhardt@unesco-proap.org

Ms. Beatrice Kaldun
UNESCO Consultant for Culture
Office of the UNESCO Regional Advisor for
Culture in Asia and the Pacific
Principal Regional Office for Asia and the Pacific
920 Sukhumvit Road, Prakanong
Bangkok 10110, Thailand
Tel.: (66-2) 391-0577 ext. 502
Fax: (66-2) 391-0866
E-mail: b.kaldun@unesco-proap.org

Mr. Maarten Kuljper
IOC Regional Secretariat for Western Pacific
(IOC/WESTPAC)
c/o National Research Council Thailand
196 Phaholyothin Road, Chatujak
Bangkok 10900, Thailand
Tel.: (66-2) 561-5118
Fax: (66-2) 561-5119
E-mail: westpac@samart.co.th

Ms. Kerstin Lundman
Swedish National Commission for UNESCO
Ministry of Education and Science
SE - 103 33 Stockholm, Sweden
Tel.: (46-8) 405 10 00
Fax: (46-8) 411 04 70
E-mail: Kerstin.lundman@education.ministry.se
swe-nat-com.unesco@education.ministry.se

Mr. Zulkifli Mohamad
Senior Specialist for Performing Arts
SEAMEO-Regional Centre for Archaeology and
Fine Arts (SPAFA)
81/1 Si-Ayutthaya Road
Samsen, Theves, Bangkok 10300, Thailand
Tel.: (66-2) 280-4022-9
Fax: (66-2) 280-4030
E-mail: spafa@ksc.th.com

SECRETARIAT

Mr. Prachuab Kumbunratana
Advisor, Former Inspector-General
Ministry of Education
Ms. Prayad Sriboonchoo, Advisor
National ASP Coordinator of Thailand

Ms. Ekjitra Choosakulchart, Advisor
President of UNESCO Clubs in Thailand

Mr. Samarnjit Piromruen, Advisor
Inspector-General
Ministry of Education

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The Thai National Commission for UNESCO

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Deputy Secretary-General
The Thai National Commission for UNESCO

Ms. Churairat Sangboonnum
Foreign Relations Officer
The Thai National Commission for UNESCO

Ms. Phimwarat Muangnil
Foreign Relations Officer
The Thai National Commission for UNESCO

Ms. Utsanee Pisalayan
Foreign Relations Officer
The Thai National Commission for UNESCO

Ms. Beatrice Kaldun
UNESCO Consultant for Culture
Office of the UNESCO Regional Advisor for
Culture in Asia and the Pacific
Principal Regional Office for Asia and the Pacific

The Director
Sukhothai Education Office

The Director
Sukhothai Regional Office for Education
Religious and Cultural Development

The Director
Sukhothai Provincial General Education

The Director
Sukhothai Vocational College

The Director
Sukhothai Dramatic Arts College

The Director
Suankularb Witthayalai School, Bangkok

The Director
Horwang School, Bangkok

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Director, Udomdarunee School
Sukhothai

Mr. Palwan Kongkrapan
Director
Sukhothai Witthayakhom School

Mr. Somsak Chongruthamma
Director
Sawan-Anan Witthaya School
Sukhothai

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Bangkapi School
Bangkok

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Bangkok

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Pakkred School
Nonthaburi

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Suksanari School
Bangkok

Mr. Thongchart Wongsawan
Director
Pracharaj Uppratham School
Bangkok

Mr. Mongkol Phupakdee
Assistant Director
Pakkred School
Nonthaburi

Ms. La-aid Chutvalee
Assistant Director
Pracharaj Uppratham School
Bangkok

Ms. Kannika Kanjanayodhin
Teacher
Suksanari School
Bangkok

Ms. Suda Sriphyak
Teacher
Sai Nam Peung School
Bangkok

Ms. Puangpan Panadit
Teacher
Bangkapi School
Bangkok

Ms. Siripon Nuanyong
Teacher
Pakkred School
Nonthaburi

Ms. Usa Ratanaolarn
Teacher
Pakkred School
Nonthaburi
National Commissions for UNESCO in
Southeast Asia

National Commissions for UNESCO in Southeast Asia

Cambodian National Commission for UNESCO
No. 74, Preah Sihanouk Ave., Phnom Penh, Cambodia
Fax: (855-23) 426-299; 426-163



Indonesian National Commission for UNESCO
Ministry of Education and Culture, Gedung C., Lt. 17
Jalan Jenderal Sudirman-Senayan, Jakarta 10270, Indonesia
Tel.: (62-21) 571-1144 to 46 ext. 3710, 3718; 573-8181
Fax: (62-21) 573-3127, 573-8181



Lao National Commission for UNESCO
Ministry of Education
PO Box 67, Vientiane, Lao PDR
Tel.: (856-21) 216-108
Fax: (856-21) 212-108



Malaysian National Commission for UNESCO
Ministry of Education, External Affairs Division
5th Floor, Block F (North), Damansara Town Centre
50604 Kuala Lumpur, Malaysia
Tel.: (60-3) 255-8879; 255-8653
Fax: (60-3) 254-4580
E-mail: musa@moe.gov.my



Myanmar National Commission for UNESCO
Ministry of Education
Office of the Ministers
Theinbyu Street
Yangon, The Union of Myanmar
Tel.: (95-1) 514-771
Fax: (95-1) 285-480



UNESCO National Commission of the Philippines
G/F Department of Foreign Affairs Building
2330 Roxas Boulevard, Pasay City, Metro Manila, Philippines
Tel.: (63-2) 834-4818, 834-4887, 834-4843
Fax: (63-2) 831-8873
E-mail: unesco-ph@mozcom2.mozcom.com



Thailand National Commission for UNESCO
External Relations Division
Ministry of Education
Rajdamnern Avenue, Bangkok 10300, Thailand
Tel.: (66-2) 281-3777, 628-5648
Fax: (66-2) 281-0953
E-mail: thainat@emisc.moe.go.th
churasan@emisc.moe.go.th; suchichi@emisc.moe.go.th



Viet Nam National Commission for UNESCO
8 Khuc Hao Street, Hanoi, Viet Nam
Tel.: (84-4) 823-0697; 823-0098; 199-3630
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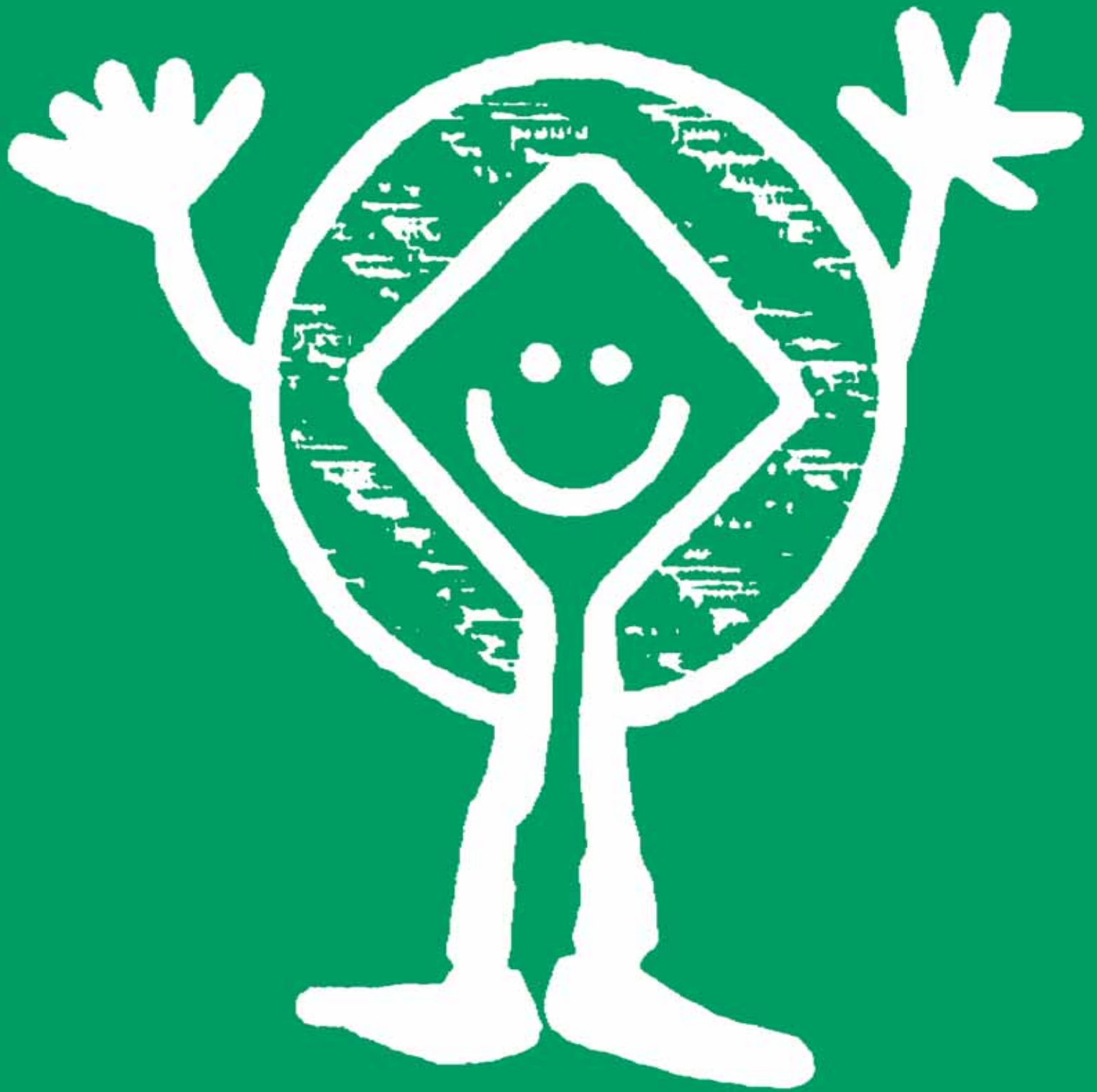
P.O. Box 967, Prakanong, Bangkok 10110 Thailand

Tel: (66-2) 391-0577; 391-0879 ext 501

Fax: (66-2) 391-0866

E-mail: culture@unesco-proap.org





World Heritage in Young Southeast Asian Hands
Sukhothai, Thailand 2000

