



World Heritage in Young Hands

TO KNOW CHERISH AND ACT

An educational resource
kit for teachers

World Heritage in Young Hands



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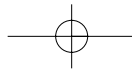


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With support from:

the Norwegian Agency for Development Co-operation (NORAD)

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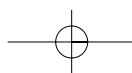
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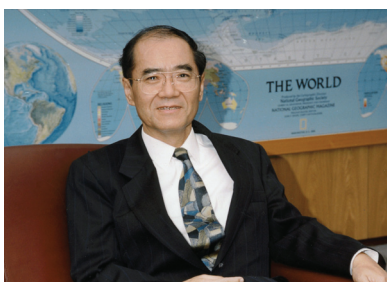
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Preface

BY THE DIRECTOR – GENERAL OF UNESCO



Tribute to classroom teachers: the pioneers of World Heritage Education

Over the past centuries, much of our heritage has been irretrievably lost. We have witnessed, and continue to witness, the destruction and deterioration of irreplaceable treasures due to natural disasters, wars, extreme poverty, industrialisation, and pollution. Other underlying causes of this prolonged and continuing tragedy are ignorance, indifference, lack of care and lack of appreciation.

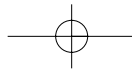
By adopting the *World Heritage Convention* (1972), the international community committed itself to prevent the disappearance of our precious and unrenewable cultural and natural heritage. Since its adoption, over 700 sites in over 120 countries around the world have been inscribed upon the World Heritage List to which, every year, more sites are added. Each site is of universal value and constitutes an intrinsic part of our universal civilisation. Each site endangered or destroyed would be an irreplaceable loss for all of humanity.

The future of our remaining heritage will depend largely on the decisions and actions of the present generation of young people who will soon become the leaders and decision-makers of tomorrow.

Hence, in response to Article 27 of the *World Heritage Convention* which declares that ‘... States Parties to this Convention shall endeavour by all appropriate means, and in particular by educational and information programmes to strengthen appreciation and respect by their peoples of the cultural and natural heritage ...’, UNESCO’s World Heritage Centre launched in 1994 the UNESCO Young People’s World Heritage Education Project ‘*World Heritage in a Young Hands*’ through the Associated Schools Project Network (ASPnet).

One of the achievements of this Project has been the production, testing and evaluation of this Resource Kit for Teachers ‘*World Heritage in Young Hands*’. This has become a valuable tool for teachers for sensitising young people to the importance of preserving their local, national and world heritage, for providing them with the necessary skills to do so and for instilling a life-long commitment to this worthy endeavour.

ASPnet teachers have played a most useful role in developing World Heritage education and in making this educational resource material available. Therefore I pay a special tribute to them, as well as to other teachers and heritage specialists throughout the world, for their pioneering contributions. The quality



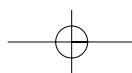
of the present publication is largely due to the teachers' special efforts and I commend them for their creativity and innovative approaches which not only stimulate the interest and participation of young people in World Heritage protection but also enhance the learning process in the school and in the community.

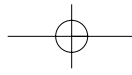
Education is the key to personal fulfilment, development, conservation, peace and well-being. Through education, young people can find new ways to build commitment and strengthen action in favour of preserving our cultural and natural heritage, our tangible and intangible heritage, and our local and world heritage. Their efforts will benefit not only the present generation but also the generations of the future.

World Heritage is not a static concept. Each year, the World Heritage Committee meets to inscribe more sites on the World Heritage List. World Heritage education is also a dynamic process, which embodies the four pillars of learning for the twenty-first century – learning to know, learning to do, learning to be and learning to live together. It is also closely related to the promotion of quality education as outlined by the 'Education for All' Framework for Action adopted by the World Education Forum in Dakar, Senegal, in April 2000.

World Heritage education advocates the reaffirmation of identity, mutual respect, dialogue, unity in diversity, solidarity and a positive interaction among the cultures of the world. I hope that this material will be widely used by classroom teachers throughout the curriculum – by teachers of history, science, geography, art, mathematics, language, and other subjects and fields of study. By using this material, by developing additional material and by enriching their classroom practices, teachers can help to mobilise today's youth in ways that bring the peoples of the world closer together in a climate of trust, mutual appreciation and solidarity.

Koïchiro Matsuura



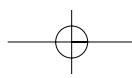
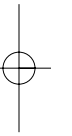
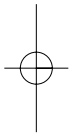
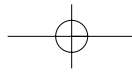


AN EDUCATIONAL RESOURCE KIT FOR TEACHERS

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Introduction



Old Havana and its
Fortifications.
© Patrimoine
2001/R. Gaillarde

Welcome to the second edition of the *World Heritage Educational Resource Kit for Teachers*, which has been prepared as part of the UNESCO Young People's World Heritage Education Project 'World Heritage in Young Hands'.

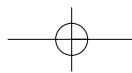
Launched by the UNESCO World Heritage Centre and the Associated Schools Project Network (ASPnet) in 1994, the Project aims to develop innovative educational approaches in support of World Heritage conservation by enabling students to:

- ✓ **learn** more about the cultural and natural sites of outstanding universal value inscribed on the World Heritage List;
- ✓ **acquire** new skills needed to help conserve these sites which are protected by the 1972 UNESCO *World Heritage Convention*;
- ✓ **forge** new attitudes and a life-long commitment to preserving our local, national and World Heritage for present and future generations;
- ✓ **play** an instrumental role in safeguarding the tremendous cultural and natural diversity of the world through international co-operation.

Through an multidisciplinary approach, the project aims to involve students in heritage education and conservation activities in their schools and at local and national heritage sites in collaboration with museums, site managers and the local communities at large.

In order to introduce this new concept of World Heritage education both in and out of the classroom, an Educational Resource Kit for teachers was prepared by UNESCO in 1999, with the support of the Rhône-Poulenc Foundation/Institut de France, and the Norwegian Agency for Development Co-operation (NORAD). The Kit was based on inputs from students and teachers in more than 130 countries who have contributed to developing new educational activities for young people and participated in some of the international and regional *World Heritage Youth Fora* organized by UNESCO in Norway (1995), Croatia (1996), Zimbabwe (1996), China (1997), Japan (1998), Senegal (1999), Morocco (1999), Australia (2000), Peru (2001) and Sweden (2001).

The first edition of the Kit was published in Arabic, Chinese, English, Finnish, French, Indonesian, Japanese, Laotian, Russian, Spanish, Uzbek and Vietnamese



and has been experimented by ASPnet teachers and students in UNESCO's Associated Schools in more than 130 countries. An on-line version of the Kit can be consulted on the UNESCO World Heritage Education web-site: www.unesco.org/whc/education.

Through the organization of sub-regional teacher-training courses in most parts of the world, regional and national strategies for the involvement of young people in World Heritage education and participatory activities have been developed to assist countries in the challenging task to integrate this new educational concept into the formal curriculum.

It is a great challenge to produce material for use by secondary-school teachers from different disciplines in various, if not all, parts of the world. Although great care has been taken to prepare this Kit based on actual educational approaches and activities developed by teachers in many countries and in the light of suggestions and recommendations of students and teachers worldwide, it is obvious that the material has to be adapted to local and national situations.

The valuable feedback from the many teachers and students who have tested the first version of the Kit has pointed to important ways of improving this second edition. However, one of the main conclusions of the evaluation has been that the Kit as such is valid as a 'tool' for preparing regional and national activities. In view of the many requests for the Kit received from various partners around the world, UNESCO has chosen to publish this second edition as a slightly revised version, which remains close to the original text.

The active participation and contribution of teachers, heritage experts and curriculum developers world wide in the experimentation of this new educational concept has furthermore led to the development of regional and national material in support of World Heritage education. As an example, more than 15 national-language versions of the Kit are currently under preparation by UNESCO National Commissions. A regional version of the Kit such as 'World Heritage in Young Hands – a Pacific Perspective' will be published in 2002. In Latin America, national committees for World Heritage education are currently looking into ways of strengthening the activities at the regional and national levels.

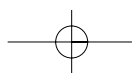
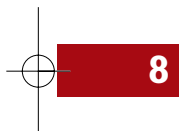
Curriculum development is an on-going endeavour which requires research, testing and evaluation. It is an continuing process and a long-term objective. We are at the threshold of a new educational concept to be ushered in as we have entered a new millennium with new hopes and expectations for a peaceful and healthy world in which all people will strive together to conserve our precious World Heritage now and in the future.

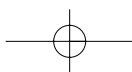
The Editors from UNESCO

Elizabeth Khawajkie

Breda Pavlic

Sarah Titchen





World Heritage emblem and Patrimonito

The *World Heritage Convention* links together the conservation of the cultural and natural heritage as symbolized in the World Heritage emblem.



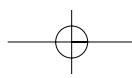
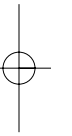
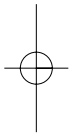
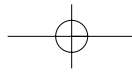
This emblem symbolizes the interdependence of cultural and natural sites: the central square is a form created by people and the circle represents nature, the two being intimately linked. The emblem is round like the world, but at the same time it is a symbol of protection.

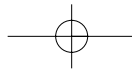


Patrimonito was 'born' during a workshop at the First World Heritage Youth Forum in Bergen, Norway, in 1995, by a group of Spanish-speaking students who wanted to create someone with whom they could identify. Patrimonito means 'small heritage guardian' in Spanish and this character represents a young heritage helper.



Patrimonito bids farewell to young people at the First African World Heritage Youth Forum, Zimbabwe.
© UNESCO





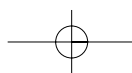
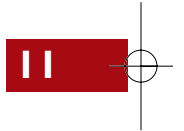
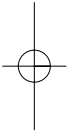
How to use the kit

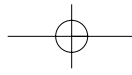
This Kit has been prepared for you, secondary-school classroom teachers:

- ✓ who are teaching in all parts of the world under many different conditions including very difficult ones (lack of school infrastructure, lack of teaching material and supplies, many students in the classroom, over-burdened curriculum, etc.) as well as those of you in schools equipped with the latest educational technology (access to the Internet, CD-ROMs, etc.).
- ✓ in many disciplines: geography, history, language, science, mathematics, art, etc., teaching students from 12 and 18 years of age.

This Kit is organized as a ‘tool box’ where you can:

- ✓ select what you want to use in or out of your classroom today, tomorrow, next week or during the next few months;
- ✓ start from the beginning of the Kit and read about the suggested educational approaches;
- ✓ go directly to one of the thematic sections: the *World Heritage Convention*, World Heritage and identity, World Heritage and tourism, World Heritage and the environment, World Heritage and a culture of peace;
- ✓ examine the resource material contained in the Kit, such as the *World Heritage Convention*, the World Heritage Map, the laminated photographs;
- ✓ add your own material, such as information produced by your country on World Heritage sites, on action to conserve heritage in your country and elsewhere, photos or maps, material which you and/or your students have produced.





In order to facilitate the use of the Kit a number of 'signposts' have been included:



in the margin indicates cross-references to other sections of the Kit.

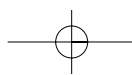
Words in **bold** are defined in the Glossary located in Resource materials.

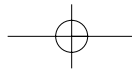


Contact addresses are included in Resource materials as you may wish to contact other organizations for information and documentation on World Heritage.



Since it is not possible to include all of the material related to World Heritage, in Reference materials there is a list of reference materials which you may order free-of-charge, or purchase.





The Kit includes forty-two suggested **Student Activities** which are framed in boxes. These activities can be adapted, modified and further developed in accordance with your local context and the needs of your students. In order to help you use the suggested activities, they are presented with the following icons:

Type of activity



Discussion



Visual sessions



Research



World Heritage site excursions



Exercises



Role play

Detail of type of activity



Classroom activity



Proposed disciplines



Extra-curricular activity



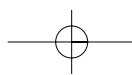
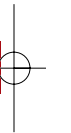
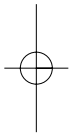
Resource materials

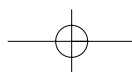


Suggested duration



Other materials





The Kit includes **Student Activity Sheets** which can be photocopied and circulated in the classroom for direct use for students.



World Heritage Convention

refers to specific Articles of the *World Heritage Convention*, the full text of which is included in Resource materials.



Brief Descriptions

refers to *Brief Descriptions*, a UNESCO World Heritage Centre document which includes a description of each World Heritage site listed as of December 2001, an indication of the criteria used for inclusion on the World Heritage List, and the date of inscription on the List.



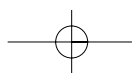
World Heritage Map

refers to the World Heritage Map, which lists the ratification date of all States Parties to the *World Heritage Convention*, as well as the names of all World Heritage sites according to regions.



Laminated photographs

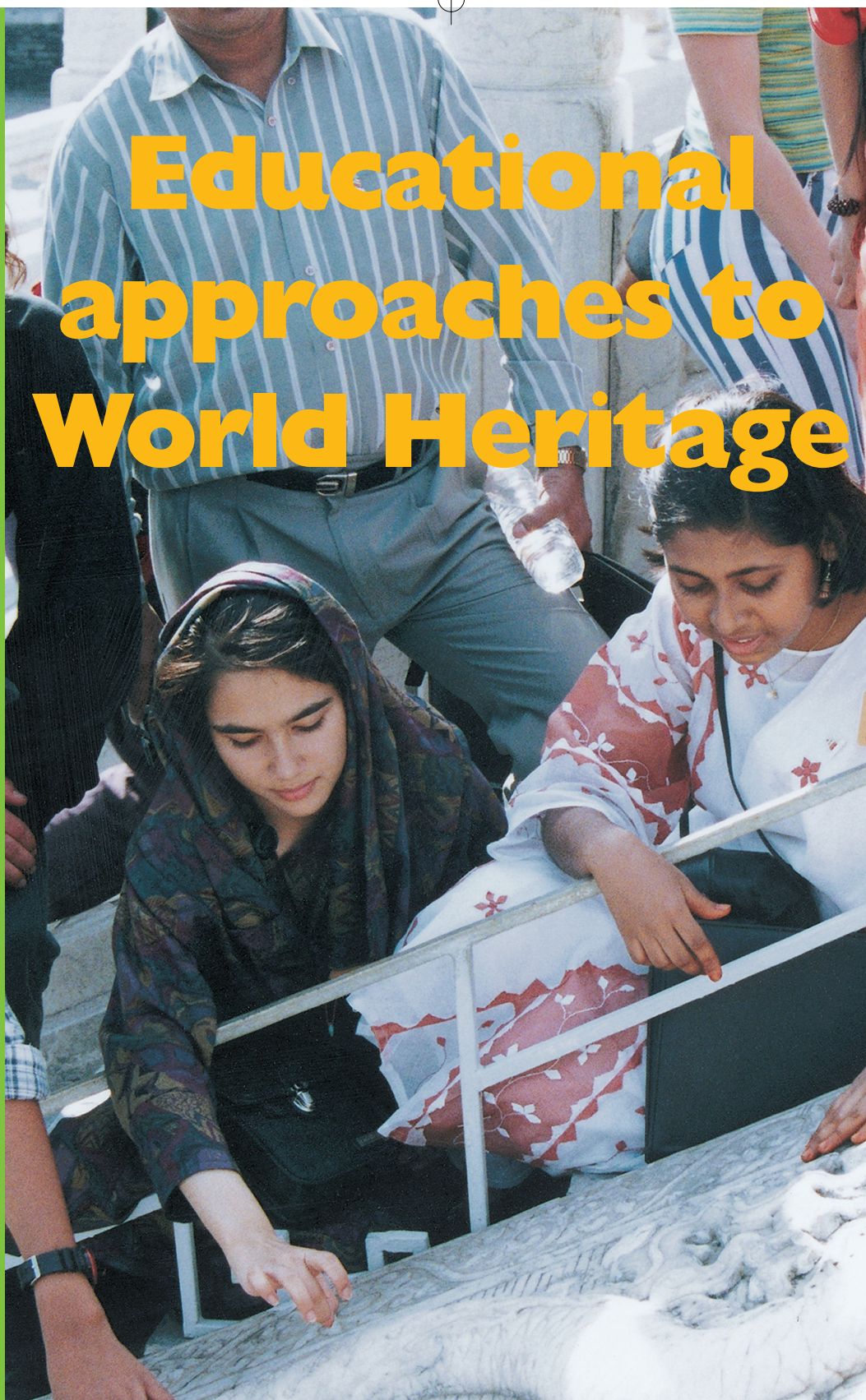
refers to the twenty-six laminated photographs of World Heritage natural and cultural sites (the name and a brief description, date of inscription and criteria used for each site is mentioned on the back of each photograph).



Educational approaches to World Heritage

Educational approaches

Young people admire the dragon carving in the Forbidden City of Beijing, China at the Asia-Pacific World Heritage Youth Forum. © UNESCO



‘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**

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An integrated teaching approach

The outstanding values and the universal importance of conserving World Heritage for future generations and the survival of our planet offer many unique, and often multidisciplinary and interdisciplinary teaching and learning opportunities.

As the curriculum is already overloaded in most schools and more demands are constantly being made on teachers, those who wish to sensitize young people to the importance of conserving World Heritage have so far opted for an integrated approach.

The integrated, multi-disciplinary approach allows teachers in different disciplines, such as history, geography, science or language, to introduce elements of World Heritage education into classroom teaching. At the end of each of the main sections of this Kit, cross-curricular approaches are suggested. Not all of the approaches will be suitable for you to use with your students, but you can adapt the ideas to your own situation and curriculum constraints and opportunities.

World Heritage education encourages teachers of different disciplines to work together in teams that will impart to students the desire to know, to cherish and to act in favour of World Heritage **conservation**.

▲ Suggested student activities

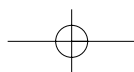
The student activities suggested in this Kit are designed to facilitate the proposed integrated teaching approach. These activities have been partly explored, tested and assessed by a number of teachers selected in different parts of the world who have been associated with the **UNESCO Young People's World Heritage Education Project** from the outset. The proposed approaches can easily be adapted in each country to meet local needs and different systems of education. The ultimate goal of the proposed learning techniques is to inspire and reinforce young people's commitment to preserve our heritage, and to help close the gap between school and society by offering stimulating activities which promote involvement in the community.

The proposed student activities concentrate on six main lines of action:

- Discussion
- Research
- Exercises
- Visual sessions
- World Heritage site excursions
- Role play

Discussion

World Heritage education enables young people to reflect on and discuss the meaning and value of heritage, the techniques required to manage World



Heritage, the advantages and threats of mass tourism to World Heritage, and so on. As World Heritage education involves both acquisition of knowledge and action, discussion sessions have proved most useful in familiarizing students with World Heritage conservation and in encouraging them to actively participate in the lifelong process of heritage preservation.



A Slovenian student shares some of her heritage, homemade sweets, with the participants at the Dubrovnik Youth Forum.
© UNESCO

Research

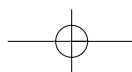
Due to scientific and technological advances, some societies are undergoing a major information revolution. More and more schools have access, or will have access in the future, to information and data banks, research findings, statistical summaries, whether in libraries or via the Internet. World Heritage education introduces students to basic research methods such as searching for and analysing information, drawing conclusions and formulating suggestions for action with respect to World Heritage conservation.

Exercises

World Heritage education emphasizes the importance of learning by doing, where students are given hands-on practical activities. This approach is often referred to as experiential learning. Activities involve students' creativity, imagination, problem-solving skills, artistic and aesthetic talents, and game- or role-playing talents. Some of the proposed exercises in this Kit include Student Activity Sheets, which can easily be used and completed by the students.

Visual sessions

World Heritage education encourages students to learn about the sites inscribed on the **World Heritage List** (721 sites in December 2001). This Kit facilitates the learning process by providing a wide variety of photographic material. Many young people will be seeing these sites for the first time and are not likely to forget them. Those who have access to new education technology such as CD-ROMs and the Internet are encouraged to use these means to discover the wonders of World Heritage sites.



Hungarian students learn more about the Caves of the Aggtelek Karst and Slovak Karst, Hungary and Slovakia, directly from an expert.
© UNESCO



World Heritage site excursions

The UNESCO Young People's World Heritage Education Project has shown that the more one learns about World Heritage the more one is eager to learn, to explore further and to search beyond one's borders or continents. A number of the activities suggested in the Kit thus provide a better understanding of the characteristics and values of selected World Heritage cultural and natural sites in different parts of the world and of their conservation. It is hoped that the background information and photographs will encourage students to imagine travel and exploration in distant places and thus develop a special interest and concern for them.

■ Student Activity I

WORLD HERITAGE SITE QUIZ

Objective: to determine students' knowledge about World Heritage sites and develop their interest in World Heritage conservation



Exercise



Classroom activity



1 class period



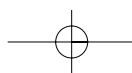
Geography, Social studies

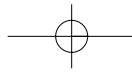


Laminated photographs, World Heritage List, Brief Descriptions

✓ Explain to your students that you are going to give them a World Heritage quiz and ask them to make a list of numbers from 1 to 26 and to write down the name of the site for each photograph which you will show them. If they are not sure of the name of the site they should write down the name of the country in which they think the site is located. Show them the twenty-six laminated photographs in the kit, one by one, so that they have time to write down the site name (which is indicated on the back of the photo for your reference).

✓ After you have shown the students all the photographs, ask them to exchange their list with the student sitting next to them and to mark them by giving one point for each correct reply and half a point for the correct country (where they did not indicate the name of the site).





Visits to sites and museums

An exciting feature of World Heritage education is the opportunity it offers to bring young people out of the classroom and have them visit sites and museums in their community, the country, or abroad. For optimum impact the visits require careful planning, effective organization and follow-up activities.

▲ Site excursions

Experience has shown that one of the culminating moments of World Heritage education is a visit to a World Heritage site. The following practical steps can lead to a very memorable experience for both teachers and students.

Preparation

Sufficient preparation is a prerequisite for a successful site visit. This involves:

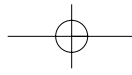
- a preparatory visit to the site by the teacher(s);
- preparing before and after a questionnaire in order to measure the change in students' knowledge, attitudes, skills and behaviour about the site and its conservation;
- preparing students for special types of activities, such as recreating the past, telling stories and legends about the site or making drawings of it;
- plan the work that students will be asked to do as follow-up to their visit.

Pre-visit

Try to involve a team of teachers from as many disciplines as possible to help you prepare your students for their visit. The history teacher, for example, could provide information about the site throughout the ages, the geography teacher could point out special features about the site's location and its geographical features, the language teacher could provide special texts (literary, poetic, dramatic), the art teacher could invite students to draw pictures or produce scale models of the site, the mathematics teacher could ask students to calculate how a cultural site was built, or the approximate number of species a natural site contains; the science teacher could acquaint students with possible threats to the site from tourism, pollution or neglect.



ASP students dressed in Egyptian antique head gear during their visit to the stepped pyramid, Saggara, Egypt.
© UNESCO



Make the visit an unforgettable experience for students by inviting them to dress in traditional clothing, bringing ancient or traditional music with you or having the students sing it, inviting a special guest and so on. Inquire if the site has an Education Officer to assist you in planning the visit.

If some educational material has already been produced about the site, use it with your students prior to the visit. Gather all the practical information you need (such as the price of admission, opening and closing hours, permission to take photographs, availability of food or snacks, souvenir shops, rest rooms, first aid), and check whether all the students can be accommodated at the same time, or if they should be divided into groups.

Prepare Student Activity Sheets to be completed during the site visit and collect all materials and equipment needed for the visit, such as writing and drawing paper, cameras and pencils.

If you have a video recorder, the visit could be taped and a video programme produced to be shown afterwards to students, parents and others.



Student Activity Sheet
World Heritage
site visit

22

The site visit

Try to foresee a variety of types of activity during the site visit, such as making drawings or taking photos, carrying out interviews (with site guides or personnel or among the students themselves), preparing an individual student's journal of the visit, producing a video, allowing rest and recreation (for example, a song festival, a special snack prepared by parents and shared with site workers).

Students visiting the Temple of Heaven draw their heritage sites on a 25-metre heritage scroll at the Beijing World Heritage Youth Forum.
© UNESCO

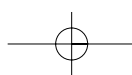


Students at the World Heritage Youth Forum at Victoria Falls (Mosi-oa-Tunya), Zambia and Zimbabwe, debate their visit to the site.
© UNESCO

Follow-up to the site visit

The follow-up to the visit is just as important as the preparations, to allow students to assimilate their experience and to share it with others. Suggestions for follow-up include:

- discuss with your students what they saw and learned, including what they liked most and least;



- propose a new research project to students, such as how to improve the site to promote tourism while protecting it, examine possible threats to the site and eventual solutions, make proposals for young guides to help with tourist management;
- invite students to make larger paintings or sculptures based on their sketches and drawings, and exhibit their work;
- encourage students to develop photographs taken during the visit and set up an exhibition where students or parents could select several of the best heritage pictures, provide small gifts for the winners;
- invite students to write an article on their visit for a school and/or a local/national newspaper;
- ask students to propose other site visits.



Student Activity Sheet

To be completed by each student prior, during and directly after a visit to a site (preferably a World Heritage site).

Name of site

Name of student

Date of the site visit

Write down your expectations for the visit (what do you want to discover, learn about, etc):

Blank area for writing expectations.

During the visit

Make a drawing of a feature or part of the site which you particularly appreciate (use a separate sheet).

Record some facts and figures which you learned about the site:

Report on sensory discoveries: when you closed your eyes describe what you heard, what you smelled and describe the aspect of the site that made the biggest impact on you:

sound:

smell:

sight:

After the visit

Were your site visit expectations fulfilled? yes no

Explain

Blank area for explaining the answer.

Student Activity Sheet

Why do you think that this site is important?

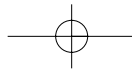
Final comments

25

Signature

Date

World Heritage site visit



▲ Museum visits

Visits to museums are another important aspect of World Heritage education and museum personnel and members of the **International Council of Museums (ICOM)** can be useful partners to teachers. Museums are often the only places where evidence of a particular cultural or natural feature can be seen and studied.

For schools which are not located near a museum, other local places, local people, parents and grandparents can play instrumental roles in recalling the past and linking the past to the present.



Students visit the historical museum, the former House of Slaves, on the island of Gorée, Senegal.

© UNESCO



ASP students listen to a special lecture at the Roman Museum, Alexandria, Egypt.

© UNESCO

Special talks during museum visits

Some museums are enormous and hold thousands of objects and artefacts, too many for young people to assimilate and appreciate during one visit. Hence some teachers decide to focus on a particular theme or topic for their museum visit and arrange for a special lecturer (someone who is both knowledgeable and entertaining).

Investigating a museum object

Prior to a museum visit, each student could be given one object to observe and investigate in depth, particularly during the visit. The Student Activity Sheet, Investigating a museum object, could be given to each student to facilitate the task. After the visit, back in the classroom, the students could present their findings.

Student Activity Sheet

Indicate the museum object to be investigated:

Aspects to be observed	Questions	Observations	Further research required
Physical features	<ul style="list-style-type: none"> ■ What colour is it? ■ What does it smell like? ■ What does it sound like? ■ What is it made of? ■ Is it natural or manufactured? ■ Is it complete? ■ Has it been altered, adapted, mended? ■ Is it worn? 		
Construction	<ul style="list-style-type: none"> ■ Is it hand- or machine-made? ■ Was it made in a mould or in pieces? ■ How has it been fixed together? 		
Function	<ul style="list-style-type: none"> ■ How has the object been used? ■ Has the use changed? 		
Design	<ul style="list-style-type: none"> ■ Does it do the task it was intended to do well? ■ Is it decorated? ■ Were the best materials used? ■ Do you like the way it looks? ■ How would you have designed it? 		
Value	<ul style="list-style-type: none"> ■ What is it worth? ■ To the people who made it? ■ To the people who used it? ■ To the people who keep it? ■ To you? ■ To a museum? ■ To a collector? 		



Visits to craft workshops

Some types of craft (for example, pottery) seen in museums are still being made today by craftspeople whose art has been passed down from one generation to another for decades or even centuries. By organizing visits to craft workshops, students can touch and see for themselves how traditional crafts, which they have seen in museums, are still being made today. They can thus understand the linkages between their identity, heritage (including World Heritage) and local crafts.



Children learn the art of weaving in Guatemala as part of the UNESCO Interregional Project for Arts and Crafts Awareness.
© UNESCO

Role play

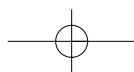
Many teachers seeking to capture the interest of students in favour of World Heritage conservation have found role play to be very useful. Role play has five main learning objectives:

- to build awareness;
- to make difficult or abstract topics more easily understood;
- to acquire new research skills;
- to forge attitudes and a long-term commitment;
- to develop students' creative potential.

▲ Role play in the classroom

World Heritage conservation involves many challenging and sometimes complex questions, such as the decision to add new sites to the World Heritage List, the choice of different preservation materials and methods, development (demolition of old houses, development of tourism, building of new roads, etc.), conservation and management planning, site inspection, promotional campaigns, or priority of funds for support to one site rather than another.

Through role play, students come to a better understanding of these issues and of how to take the appropriate decisions. The teacher could divide the class into small groups and ask each group to reflect on and research the position of



the group or character which they are to enact. Further help could be given by suggesting where to find the necessary information or data. Alternatively, the teacher could prepare in advance profile cards describing each interested party and give one card to each group of students. Each group discusses its position and selects one student to take part in the role play, where each player defends the position of his or her group. The rest of the students play the jury or committee which votes on the decision to be taken in the light of the presentations.

To allow students to understand the totality of the role play process the following steps could be taken:

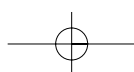
- establish the nature of the conservation challenge facing the World Heritage site;
- students representing different interest groups present possible ways of dealing with the challenge;
- students evaluate the solutions presented;
- students democratically choose the best solution;
- students decide how to implement the solution;
- students evaluate the consequences of their choice.

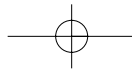
▲ Reviving history through drama at World Heritage sites

Staging an historical drama at a World Heritage site can make a lasting impression on the minds of young people. Several famous plays have been produced at heritage sites, such as Shakespeare's Hamlet at Kronborg Castle in Denmark, and Verdi's opera Aida in Luxor, Egypt. **UNESCO Associated Schools Project Network (ASPnet)** students in the World Heritage city of Split, Croatia, staged a play involving the Roman emperor Diocletian in the ruins of his palace.



ASP students from the World Heritage city of Split bring history alive through role play (Historical complex of Split with the Palace of Diocletian, Croatia).
© UNESCO





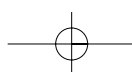
▲ Peaceful resolution of conflict

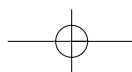
Sometimes conflict arises in connection with World Heritage conservation, caused for example by disputes over ownership, by war, or by development proposals, and must be resolved peacefully through creative, fair solutions. Role play can be useful in providing non-violent conflict-resolution skills to young people, to help them to see the issues from different points of view and to understand the importance and application of the concept of compromise.

Teachers could prepare a scenario, such as a development plan versus the protection of a World Heritage site. The class could be divided into different groups and each group given a specific role, such as development manager, traditional custodian of a site, heritage curator, local mayor, local construction worker or tourist. The following checklist could be given to all of the groups to help them prepare for the negotiating debate which should lead to a solution which will make everyone feel at ease and which does not pose problems for the future.

Checklist for World Heritage conservation through peaceful resolution via role play:

1. Concentrate on the issue and not the speaker.
2. Try to put yourself in the situation of your opponent(s) and remember that one group may have several interests.
3. Let your opponent(s) speak freely about their thoughts and feelings. Listen carefully.
4. Try to understand your opponent(s) and find out what their main arguments are.
5. Ask key questions rather than make sweeping statements.
6. Make sure that your opponent(s) understand what you want to say.
7. Do not get lost in details.
8. Find solutions that will give all groups some satisfaction, if possible. The objective is to find an appropriate solution.
9. Do not threaten your opponent(s).
10. Do not give in under pressure.
11. Make surprising and positive contributions.
12. Solve the conflict in stages, tackling the most difficult questions progressively.
13. Co-operate to prevent new conflicts.
14. Agree on ways of solving future conflicts.





Global networking and the Internet

We are living in the era of information explosion. Through the Internet, we can have instant access to libraries, data banks, archives, weather reports, consumer products, etc., located in different parts of the world. As information and data are important aspects of World Heritage education and research, the new technology provides exciting new avenues for teachers and students to discover the values of World Heritage sites and to learn more about their conservation.

However, the Internet is not available to everyone, in all regions of the world, and most people do not yet have access to it. Nevertheless, as the cost of purchasing a computer falls and as less expensive telecommunication services become available around the world, the number of users is expected to grow rapidly and extensively.

▲ Global networking

The UNESCO Young People's World Heritage Education Project allows schools to be part of a global network involving all types of secondary schools in all parts of the world. An important dimension of the project is learning together and sharing each other's experience in developing new and effective ways to introduce World Heritage into the school curriculum.

Most of the schools participating in the Project are members of the **UNESCO Associated Schools Project Network (ASPnet)** which is designed to reinforce the humanistic, cultural and international dimensions of education by undertaking pilot projects, such as the UNESCO Young People's World Heritage Education Project, conducted through ASPnet together with the **UNESCO World Heritage Centre**. ASPnet schools often establish links and exchanges which involve not only the sharing of experiences but sometimes even the sharing of resources.

Bringing together students and teachers from different parts of the world is another essential part of networking and UNESCO does this through its **World Heritage Youth Fora** and by conducting national and subregional workshops for teachers. UNESCO **Member States** are also encouraged to take initiatives to organize special training events for teachers and students.

It is obviously very expensive to bring together students and teachers from different countries. However, the use of new technology for networking purposes, such as the Internet, is proving to be a very effective means for people to get to know each other and to sustain lively, regular communication and sharing of ideas.



Effective networking also requires a frequent flow of information and strong partnerships. UNESCO regularly diffuses information on its Young People's World Heritage Project on the Internet and in various publications.

▲ Surfing the Internet in support of World Heritage education

Means of access to information is currently undergoing unprecedented change and development as new communication technologies become available. A major challenge for young people today is to make sense of the flood of information and data available to them and to adopt a critical attitude to it. In addition, students need to know what to search for, how and where.

The Internet

The Internet is a global network for information exchange, which relies on a common protocol or standard of communication.

It makes available information databases, electronic journals, bibliographies and software and provides new fora for information exchange and dissemination.

At present it is expanding at a speed that no one could have anticipated. New web pages are being added every day. In 1995 there were 56 million Internet users. In 2001 this figure has reached 211 million active Internet users.

Electronic mail (e-mail)

Electronic mail is a method of sending messages using computers. The messages are typed on a computer that is electronically linked to other computers via a modem and telephone, or power lines.



Any school with a computer, of any type, with a modem, of any speed, and a telephone line can exchange e-mail and therefore be part of the new global communication network.

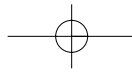
It is easy, for example, to subscribe to WHNEWS, UNESCO's World Heritage electronic news service, or to the *World Heritage Newsletter* via e-mail.

It is also possible to access information from the World Wide Web via e-mail.

The World Wide Web (WWW or the web)

The web is one of a number of tools that are made available on the Internet to allow users to make information available to a global audience. Computer users post information, as if on a bulletin board.

Individual pages available on the web are known as web pages. They usually contain highlighted words or phrases which provide links to other relevant information (documents, organizations, etc.) available on other web pages.



Some web pages provide information in the form of text, while others may also contain images, animation or sound.

A web site is a collection or group of web pages made available by a single institution, organization, individual, school, etc.

Why use the Internet?

The Internet offers teachers and students many new sources of information as well as opportunities to establish direct contact with other teachers, students and schools around the world. Students should be provided with the necessary skills and equipment to benefit from the resources this vast network offers.

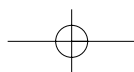
Using the Internet can help to:

- introduce students to the main functions of the Internet;
- develop skills in using information technology to conduct World Heritage research;
- provide access to information, electronic journalism, software programmes, and fora for information exchange on specific World Heritage topics;
- promote intercultural learning by allowing students to make direct contact with their peers in other parts of the world;
- encourage students to use information technology for problem-solving in specific situations.

Through the internet and e-mail students can introduce themselves, their culture, customs, values and heritage to their peers in distant places. Without leaving the classroom, they can communicate directly with students in their country or abroad to find out more about others and their cultures, civilizations and heritage sites. Schools from different parts of the world can work together on joint projects aimed at protecting our common heritage from danger or destruction from pollution, urbanization, war or neglect.

Activities:

1. **Consult UNESCO's World Heritage web page to find out what the organization is doing in favour of World Heritage conservation (<http://www.unesco.org/whc>).**
2. **Surf the ASPnet web site to identify a school involved in World Heritage education (<http://www.unesco.org/education/asp>).**
3. **Develop a World Heritage education project, such as describing and comparing tourism relating to a World Heritage site in two countries.**
4. **Draw up and exchange between schools in different countries lists of sites proposed for inclusion in the World Heritage List.**
5. **Write a cartoon story about Patrimonto's visit to a local site and send it to other schools.**



6. Consult a major university library in another country to prepare a bibliography on a specific World Heritage site.
7. Raise funds to equip and link to the Internet a World Heritage education school which lacks the necessary equipment.
8. Create a home page for your school, describing your World Heritage projects.
9. Use the network to communicate with your peers in another country to discuss special aspects of World Heritage education.
10. Subscribe to the electronic *World Heritage Newsletter*, **WHNEWS**, looking at ASPnet and consult the **World Heritage Education Website**.

▲ World Heritage on the Web

The World Heritage Web site, the official web site of the Secretariat for the *Convention concerning the Protection of the World Cultural and Natural Heritage*, is the source of the most definitive information about the World Heritage List, the Convention, and its many partners around the world. The web site, now numbering over 12,000 pages and images, includes information about sites, the *Convention*, publications, news, how to help, and who to contact among the many organizations involved in the protection of our common heritage. Each of the 721 sites on the World Heritage List is described on a web page, with links to the partner organizations providing additional information. Each of the 167 States Parties to the Convention is also described on its own web page providing contact information, links to the relevant web pages, and their World Heritage activities.

The World Heritage web site is currently divided into six different subject areas:

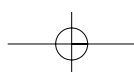
NEWS
SITES
CONVENTION
PARTICIPATE
JUST FOR KIDS
EDUCATION

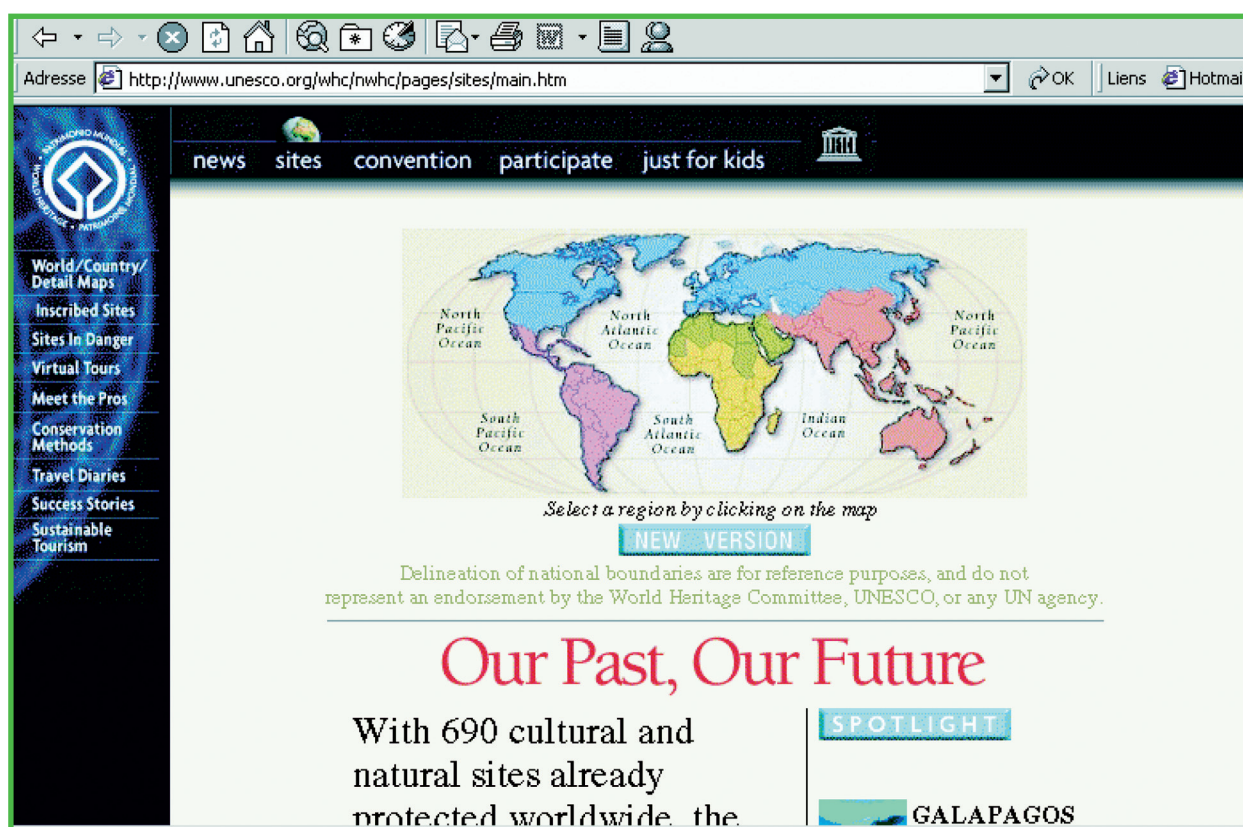
'SITES' contains maps and a list of all World Heritage sites by region and by category; 'CONVENTION' explains how the *World Heritage Convention* works. In the 'EDUCATION' section, you can read all about '*World Heritage in Young Hands*' and if you sign in, you can view this kit, in either English or French.

Visit the World Heritage web site at: <http://www.unesco.org/whc>

Other addresses you may want to remember:

- The World Heritage List: www.unesco.org/whc/heritage.htm
- List of World Heritage in Danger: www.unesco.org/whc/danglist.htm
- State Parties to the Convention: www.unesco.org/whc/wldrat.htm





World Heritage Information Network (WHIN)

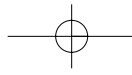
The World Heritage Information Network (WHIN) is a partnership between the World Heritage Centre and other organizations involved in the preservation of World Heritage sites. If they maintain a web site, these organizations are identified as WHIN partners and are actively encouraged to participate in delivering improved information on World Heritage sites over the web. Links to WHIN partners are included on the web site pages. For further information, visit the WHIN home page at

<http://www.unesco.org/whc/whin/enindex.htm> or write to whin@unesco.org

World Heritage Newsletter and WHNEWS

The *World Heritage Newsletter* has been published since 1992. It is now a 4-page bimonthly publication distributed free to all subscribers. To subscribe, send an e-mail message to wheditor@unesco.org, or write to: Newsletter, UNESCO World Heritage Centre, 7 place de Fontenoy, 75352 Paris 07 SP, FRANCE. The current and older issues of the newsletter may be found on the web site at <http://www.unesco.org/whc/news/index-en.htm> (English) or <http://www.unesco.org/whc/fr/news/index-fr.htm> (French)

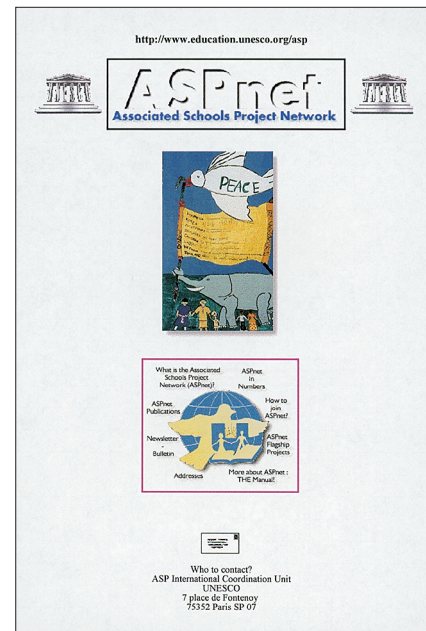
WHNEWS is an e-mail version of the *Newsletter*, sent free every two weeks to all e-mail subscribers. For more information about WHNEWS, and to view earlier issues, consult the web page: <http://www.unesco.org/whc/news/whnews.htm>. To subscribe, send an e-mail message to majordomo@world.std.com with the two word text message 'subscribe whnews' (without the quotation marks).



▲ ASPnet on the Internet

The UNESCO Associated Schools Project Network (ASPnet) web site includes general information about the Network, its objectives, number of participating schools and countries, flagship projects, available documentation, texts of ASPnet Practical Manual and brochures.

For further information you can e-mail : aspnet@unesco.org



▲ Useful Internet addresses

ASSOCIATED SCHOOLS PROJECT NETWORK (ASPnet)

<http://www.unesco.org/education/asp>

UNESCO WORLD HERITAGE CENTRE

<http://www.unesco.org/whc/>

e-mail: wh-info@unesco.org

WORLD HERITAGE LIST

<http://www.unesco.org/whc/nwhc/pages/sites/main.htm>

WORLD CONSERVATION UNION (IUCN)

<http://www.iucn.org>

INTERNATIONAL COUNCIL OF MUSEUMS (ICOM)

<http://www.icom.org>

INTERNATIONAL COUNCIL ON MONUMENTS AND SITES (ICOMOS)

<http://www.icomos.org>

INTERNATIONAL CENTRE FOR THE STUDY OF THE PRESERVATION AND THE RESTORATION OF CULTURAL PROPERTY (ICCROM)

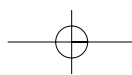
<http://www.iccrom.org>

INTERNET RESOURCES FOR HERITAGE CONSERVATION

<http://www.cr.nps.gov/ncptt/irg/>

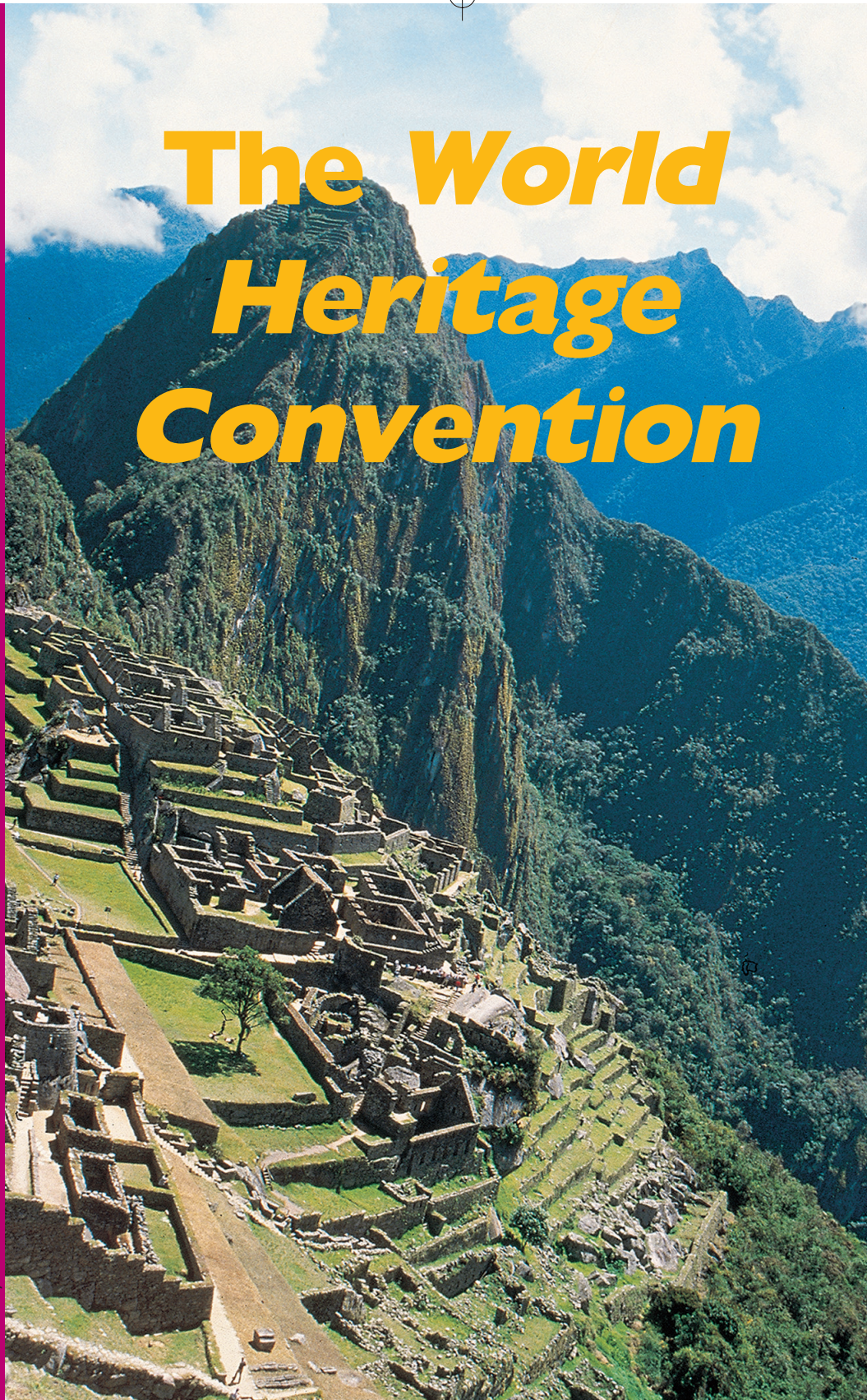
ORGANIZATION OF WORLD HERITAGE CITIES (OWHC)

<http://www.ovpm.org>



The World Heritage Convention

Historic Sanctuary of Machu Picchu, Peru. © UNESCO/B. Mourou



The World Heritage Convention

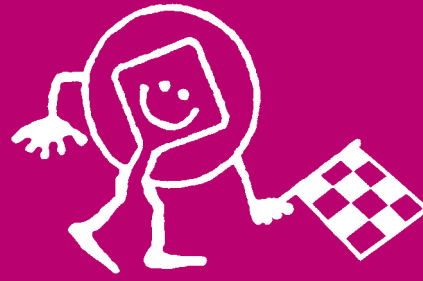
**‘... deterioration or disappearance of ...
the cultural or natural heritage
constitutes a harmful impoverishment
of the heritage of all the nations
of the world.’**

**Preamble to the *World Heritage
Convention***

The World Heritage Convention

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Objectives



Knowledge

To help students develop knowledge and understanding of:

- the concepts of heritage and World Heritage
- the threats facing **World Heritage**
- the importance of the *World Heritage Convention*
- the **criteria** used to justify the inclusion of sites on the **World Heritage List**
- the vital process of World Heritage **conservation**.

Attitudes

To encourage students to:

- become involved in local heritage protection
- respect and value World Heritage sites
- become more aware of, and interested in, other cultures
- have respect for cultural and natural diversity.

Skills

To help students develop their ability to:

- take responsible decisions to preserve local heritage and World Heritage
- suggest and contribute to problem-solving regarding heritage issues
- contribute to heritage conservation
- conduct research and use analytical techniques to learn more about World Heritage.

Awareness of our heritage

▲ What is heritage?

Heritage is often defined as our legacy from the past, what we live with in the present, and what we pass on to future generations to learn from, to marvel at and to enjoy.

In a dictionary you will find that heritage is defined as something which has been inherited.

Heritage

1. That which has been or may be inherited. . . .
2. The fact of inheriting; hereditary succession. . . .
3. Anything given or received to be a proper possession. . . .
4. An inherited lot or portion. . . .

Shorter Oxford Dictionary

You may prefer to think of heritage as those places and objects we wish to keep. These are cultural and natural places and objects that we value because they come from our ancestors, are beautiful, scientifically important and irreplaceable examples and sources of life and inspiration. They are our touchstones, our points of reference, our identity. This heritage often reflects the lives of our ancestors and often survives today only because of specific efforts to preserve it.

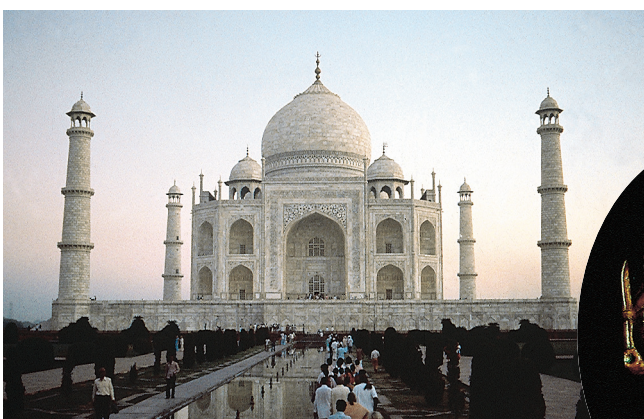
Can you imagine your local area without heritage? Think about, for example, the places in which you and your students live. What represents the past, the present and the future? What should be preserved? What could be replaced? What is irreplaceable?

The world includes both cultural and natural heritage. In your local region you may know of archaeological and rock-art sites, a church, another religious or sacred place or a historic city. We call this **cultural heritage**. You may live close to a forest, or a magnificent coastal area. We call this **natural heritage**. This heritage is all **immovable heritage** (it cannot be easily moved). Heritage objects, such as coins, botanical samples, paintings, statues, or archaeological artefacts are **movable heritage** (they can be easily moved from one place to another).

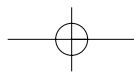


40

Immovable heritage:
Taj Mahal, India.
© UNESCO/IP. Leclaire



Movable heritage:
African mask.
© UNESCO/IP. Leclaire



■ Student Activity 2

THE MEANING OF HERITAGE

Objective: to understand the meaning, value and types of heritage



Discussion



Classroom activity



2 class periods



Language, History, Social studies



Laminated photograph



Personal belongings

Movable heritage

✓ Show the students an object you own (a painting, a piece of jewellery, a rug or a piece of pottery, for example) that has been passed down to you through generations of family members and that you cherish and value. Explain that the object is an example of movable heritage as it can be easily moved and transported. Is it cultural or natural heritage?

✓ Discuss

→ What is the object? Why is it of value to you and why do you want to look after and conserve it? If you want to look after the object and pass it on to your children, what must you do to protect it?

→ Ask the students to bring an object which they value to class the next day. Create a temporary class museum by putting the objects on display and discussing them. What makes these objects so valuable to the students that they want to pass them on to future generations?

✓ Explain that **UNESCO** administers another international convention concerning the protection of movable **cultural heritage** (*The Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, 14 November 1970*).

Immovable heritage

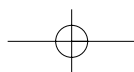
Explain that sites inscribed on the UNESCO World Heritage List are all immovable heritage, meaning that they cannot be easily moved. Select examples from the laminated photographs.

✓ Discuss

→ Ask students to think of sites they have seen or studied (nationally and internationally) and list what information and meaning these places have passed on to us (examples of remarkable architecture, rare species of plants and animals).

→ Have students think of natural sites locally that they would wish to keep intact for the future. List the reasons why is it important to keep these sites and discuss.





Intangible heritage:
Dancers from Burundi.
© UNESCO/M. Claude



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▲ Serious threats to the survival of our heritage

Our cultural and natural heritage is fragile and has been greatly threatened, particularly over the last hundred years. For example, during the First and Second World Wars many old towns and cities were destroyed. Important cultural monuments were damaged or disappeared. Our heritage has also become threatened by increasing urbanization, poverty, natural disasters and the pollution of our environment. Increasing mass tourism is also threatening to overwhelm many monuments and sites. One of the biggest threats to the survival of heritage is neglect by many people throughout the world.

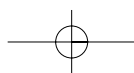
In response to these emerging threats in the years between the two World Wars, the League of Nations, the predecessor of the **United Nations**, began working on ways to protect our heritage. The League appealed to countries around the world to co-operate in heritage conservation. When the **United Nations Educational, Scientific and Cultural Organization (UNESCO)** was established in 1945, at the end of the Second World War, this work accelerated with the development of several campaigns to save sites of special significance and the drafting of new international conventions and recommendations to protect the heritage of humanity. One of these conventions is specifically designed to protect cultural heritage in times of war – the *Convention for the Protection of Cultural Property in the Event of Armed Conflict* (also known as the *1954 Hague Convention*).

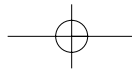
The World Heritage

*The World is our inheritance
It is mine, yours and ours too
So let us look after it well for the nations of tomorrow*

*The peaceful waters of Lake Victoria
The magnificent Victoria Falls and the graceful waters of the
Danube with its bird life and the
meandering Mississippi and Missouri Rivers*

I look up and what do I see?





*I see the beautiful landscape and the ancient ruins of Zimbabwe
The mysterious pyramids of Egypt in the land of the Pharaohs
I see the ancient walls of Jerusalem and the Great Wall of China*

*I look up and I see
The mighty Drakensburg Mountains
The steep hills of Muchinga Escarpment
The Himalayas and Urals of Russia
I count the Rockies of Canada and the breathtaking Kilimanjaro.*

*So, you, me and the people out there
The world is our heritage
It is yours to preserve
Do not destroy our World Heritage
Do not level the beautiful landscape and the mountains
Do not destroy the national parks and their wildlife
Nor the forest and the jungles of the Congo and the Amazon
Please save and preserve our World Heritage.*

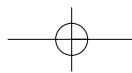
Mauyaneyi Marebesa, Student, Zambia, World Heritage Youth Forum, Victoria Falls, Zambia and Zimbabwe



Victoria Falls
(Mosi-oa-Tunya),
Zambia and Zimbabwe.
© UNESCO/D. Reed

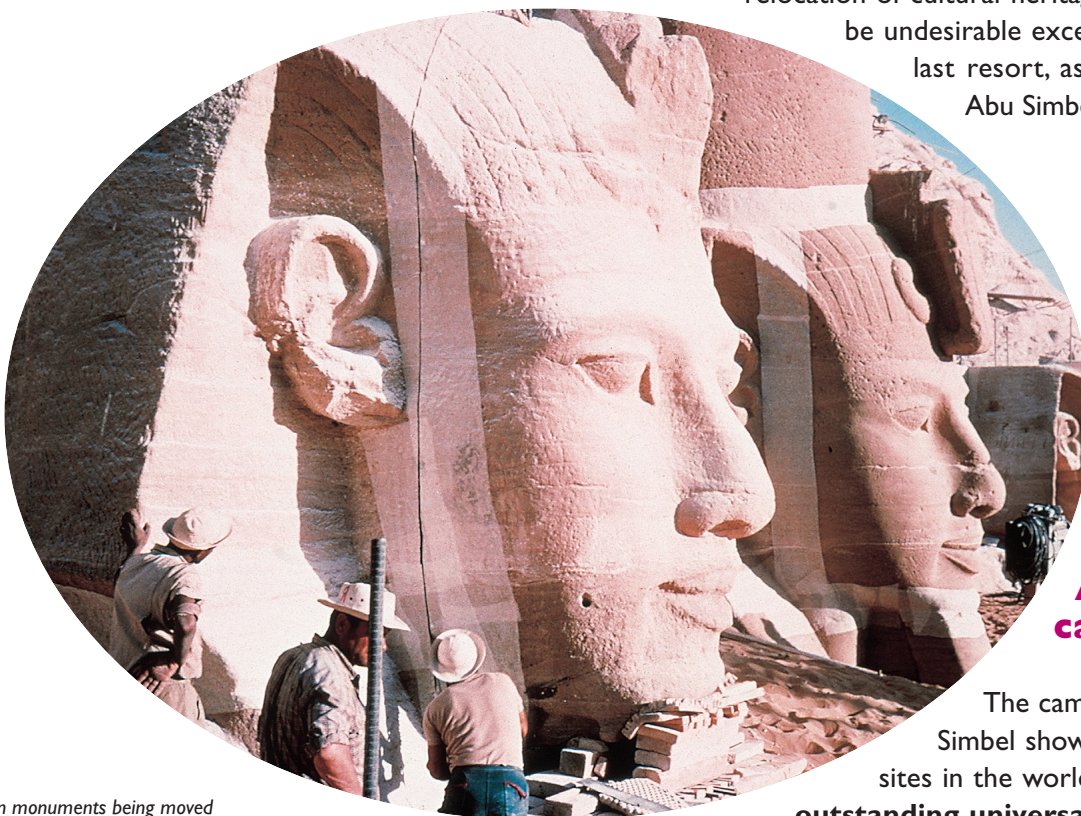
Rescuing the world's heritage

In the 1950s, the decision to build the Aswan High Dam in Egypt prompted the first international mobilization by UNESCO to save an important heritage site. The flooding of the Nile River valley, containing some of the most remarkable treasures of ancient Egyptian civilization, the Abu Simbel temples, aroused strong international concern and alerted the world community to the need for swift, coordinated, protective action. After an appeal from the governments of Egypt and Sudan, UNESCO launched an international campaign to save Abu Simbel in 1959. UNESCO's efforts were supported by about fifty countries who donated a total of US\$80 million over the eighteen-year period of the emergency conservation campaign.



In a feat of modern engineering, the temples on the island of Philae were dismantled stone by stone and re-erected on the nearby island of Agilkia, well out of reach of the flood waters of the Nile River. To accommodate the monuments on the island, rocks were blasted with explosives, and the heavy blocks of the dismantled temples were inserted in their place in the walls. The stone blocks each weighed between half a ton and 12 tons. About 40,000 blocks had to be moved. Each block was specially numbered to ensure correct placement in its new site.

With the building of the Aswan Dam, the temples of Abu Simbel would have been completely submerged by the waters of the Nile River. Dismantling and moving the monuments was the only way that these temples (an example of what we would usually regard as immovable cultural heritage) could be saved. Today, heritage conservationists around the world consider the physical relocation of cultural heritage monuments to be undesirable except as an absolute last resort, as was the case of Abu Simbel.

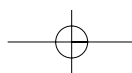


44

▲ The successful Abu Simbel campaign

The campaign to save Abu Simbel showed that there are sites in the world that are of such **outstanding universal value** that they are the concern of peoples far beyond the territory on which the site is located. It also showed the importance of shared responsibility and solidarity of different nations in heritage conservation. The success of the campaign led to other international safeguarding campaigns: Venice, Italy; Moenjodaro, Pakistan; and Borobudur, Indonesia; to name but a few, some of which are on-going, for example the International Safeguarding Programme at Angkor in Cambodia.

Nubian monuments being moved from Abu Simbel to Philae, Egypt.
© UNESCO/NENADOVIC





■ Student Activity 3

THE SEVEN WONDERS OF THE WORLD

Objective: to reflect on the concept of unique sites, from Antiquity to today



Discussion



Classroom activity



1 class period



History, Geography, Social studies



World Heritage Map, Brief Descriptions

The idea of creating a list of important sites is very old. The Ancient Greeks referred to the Seven Wonders of the World as:

- the Pyramids of Egypt
- the Hanging Gardens of Babylon
- the Temple of Artemis at Ephesus
- the statue of Zeus at Olympia
- the Mausoleum of Halicarnassus
- the Colossus of Rhodes
- the Pharos of Alexandria



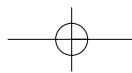
Memphis and its Necropolis – the Pyramid fields from Giza to Dahshur, Egypt.
© UNESCO/IF. Alcoceba

While the Pyramids of Egypt still exist, the other six wonders of the ancient world have now almost disappeared, leaving only faint traces in the archaeological record.

The Seven Wonders were viewed by the Ancient Greeks as the best examples of cultural monuments in their Mediterranean world. The World Heritage List includes cultural and natural heritage sites from all over the world and, most importantly, the *World Heritage Convention* provides a legal tool for their protection. Unlike the Seven Wonders, in centuries to come we hope to be able to save all our World Heritage sites.

✓ Ask students to make a new list of the seven most important sites to them – their own Seven Wonders of the World – and compare their seven proposals with the sites that have been inscribed on the World Heritage List. Discuss the results.





▲ Drafting a convention to save our World Heritage



As a direct consequence of the campaign to save Abu Simbel, UNESCO began, with the help of a non-governmental organization, the **International Council on Monuments and Sites (ICOMOS)**, the preparation of a draft convention on the protection of cultural heritage. The United States of America and the International Union for the Conservation of Nature (**IUCN**, now known as the **World Conservation Union**, another non-governmental organization) proposed combining in one legal instrument the conservation of both natural and cultural sites. This proposal was presented to the September 1972 United Nations Conference on the Human Environment in Stockholm, Sweden (which was followed up by the Rio Earth Summit twenty years later in 1992). A basis was thus laid to create an international instrument for protecting both cultural and natural heritage of outstanding universal value. The Stockholm Conference entrusted to UNESCO the task of elaborating a convention which conserves both natural and cultural heritage, as UNESCO is the only specialized agency in the United Nations system with a broad mandate covering education, science and culture.

A few months after the Stockholm Conference on the Environment, on 16 November 1972, the *Convention Concerning the Protection of the World Cultural and Natural Heritage* was adopted by the seventeenth session of the **General Conference of UNESCO** meeting at UNESCO Headquarters in Paris, France.



■ Student Activity 4

DEFINING HERITAGE AND CONSERVATION

Objective: to better understand the concepts of heritage and conservation



Discussion



Classroom
activity



2 class
periods



Language

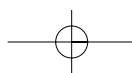


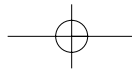
Glossary



Dictionaries

✓ Ask your students to define heritage and conservation and write short essays on the two words. Ask students whether they know of any current examples of heritage conservation projects in their local region and to propose others.





UNESCO World Heritage Convention

▲ World Heritage Convention

United Nations Educational, Scientific and Cultural Organization
 Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura
 Organisation des Nations Unies pour l'éducation, la science et la culture
 Организация объединенных наций по вопросам образования, науки и культуры
 منظمة الامم المتحدة للتربية والعلم والثقافة

Convention concerning the protection of the world cultural and natural heritage

adopted by the General Conference at its seventeenth session
Paris, 16 November 1972

Convención sobre la protección del patrimonio mundial, cultural y natural

aprobada por la Conferencia General en su decimoséptima reunión
Paris, 16 de noviembre de 1972



Convention concernant la protection du patrimoine mondial, culturel et naturel

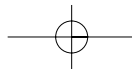
adoptée par la Conférence générale à sa dix-septième session
Paris, 16 novembre 1972

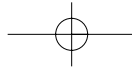
Конвенция об охране всемирного культурного и природного наследия

принятая Генеральной конференцией на семнадцатой сессии,
Париж, 16 ноября 1972 г.

اتفاقية لحماية التراث العالمي الثقافي والطبيعي

أقرها المؤتمر العام في دورته السابعة عشرة
باريس 16 نوفمبر/تشرين الثاني 1972





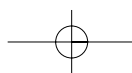
UNESCO
Headquarters,
Paris, France .
© UNESCO/
F. Dunouau

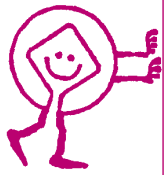
The *Convention* is the first official international instrument stipulating the urgent need to identify and protect our cultural and natural heritage of outstanding universal value, which is irreplaceable.

The *Convention* strongly affirms that it is our shared moral and financial responsibility to protect what is referred to as our common cultural and natural heritage, through international co-operation.

The concept of World Heritage

- conservation of heritage of outstanding universal value
- both cultural and natural heritage
- heritage which is immovable
- conservation of irreplaceable heritage
- conservation of World Heritage is dependent on collective international action





■ Student Activity 5

HERITAGE CONSERVATION – NATIONAL LAWS AND INTERNATIONAL CONVENTIONS

Objective: to increase awareness of the implementation of both national and international heritage conservation



Research



Classroom activity



1 class period



Language, History, Social studies



World Heritage Map, World Heritage Convention

List of Reference materials

✓ Divide the class into two groups and distribute the following research tasks and questions:

- (a) Ask Group 1 to find out if and when their country became a **State Party** to the *Convention* (see year in which countries became **States Parties** on *World Heritage Map*). What are the motifs and advantages to signing the *Convention*?
- (b) Ask Group 2 to make a list of reasons why the international community (UNESCO) decided to adopt the *World Heritage Convention*.
- (c) Invite the students to read the *World Heritage Convention*, summarize and discuss it.

The importance of including World Heritage in educational programmes worldwide is emphasized in Section VI, Article 27, of the *Convention*, which calls on all States Parties to ‘endeavour by all appropriate means, and in particular by educational and information programmes, to strengthen appreciation and respect by their peoples of the cultural and natural heritage’.



Our pledge . . . Education in favour of cultural and natural heritage, so that we can understand the World Heritage Convention, which should be incorporated in national curricula. This type of education should include visits to sites as well as regular teaching hours in the subject matter.

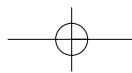
Students attending the First World Heritage Youth Forum, Bergen, Norway

For what is the value of protecting and preserving heritage through specialized institutions and national legislation if we do not instill the reasons for protecting it in the minds of the young?

Mr Bozo Biskupic, Minister of Culture, Croatia, at the inauguration of the First European Regional World Heritage Youth Forum, Dubrovnik



Young people at the Bergen World Heritage Youth Forum, Norway.
© UNESCO



▲ Nature and culture intimately linked

The *Convention* is profoundly original because it links the conservation of nature and of culture. There are very few national laws, and no other international conventions, that so comprehensively link the conservation of cultural and natural heritage. Nature and culture are of course complementary: the cultural identity of different peoples have been forged in the environment in which they live and frequently the most beautiful monuments, buildings and sites owe part of their beauty to their natural surroundings. Moreover, some of the most spectacular natural sites bear the imprint of centuries of human activity or are of importance to people for their spiritual, cultural, or artistic values.

The World Heritage emblem symbolizes the inherent relationship between cultural and natural sites and between culture and nature.

▲ Cultural and natural heritage

The *Convention* defines cultural heritage in Article 1 and natural heritage in Article 2.



Nepalese ASP students sweeping the staircases to the Temple of Bajrayogini.
© UNESCO

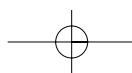
The real guardians of the cultural heritage of cities are their citizens. Where do we find them? Everywhere – but an obvious and effective place to start is the school. Again, the UNESCO network could be mobilized; the UNESCO Associated Schools Project Network (ASPnet) has thousands of schools engaged in international co-operation.

Ms Ase Kleveland, Minister of Culture, Norway (1995)

▲ Cultural landscapes

Since 1992, the World Heritage Committee has also recognized outstanding interactions between culture and nature as cultural landscapes.

Cultural landscapes such as Tongariro National Park, New Zealand; Uluru-Kata Tjuta National Park, Australia; the Rice Terraces of the Philippine Cordilleras, the Philippines; the Cultural Landscape of Sintra, Portugal; Lednice-Valtice, Czech Republic; Hallstatt-Dachstein/Salzkammergut Cultural Landscape, Austria; Pyrénées-Mont Perdu, France/Spain; the Costiera Amalfitana, Italy and Portovenere, Cinque Terre, and the Islands (Palmaria, Tino and Tinetto), Italy; and the Agricultural Landscape of Southern Öland in Sweden have been inscribed on the World Heritage List. More information about World Heritage cultural landscapes may be obtained from the **UNESCO World Heritage Centre** and its website on the Internet.





Cultural Landscape
of Sintra, Portugal.
© UNESCO

The World Heritage conservation process

The conservation of World Heritage is a lifelong process and involves a number of important steps. At the beginning of this process countries commit themselves to World Heritage conservation, by becoming States Parties to the Convention and then nominating sites for inclusion in the World Heritage List. The illustrations below show the **nomination** process.



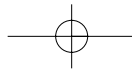
1 A country becomes a State Party by signing the *World Heritage Convention* and pledging to protect their cultural and natural heritage

51

2 A State Party prepares a tentative list of cultural and natural heritage sites on its territory that it considers to be of outstanding universal value



3 A State Party selects sites from its tentative list for nomination to the World Heritage List



4 The completed nomination form is sent to the UNESCO World Heritage Centre

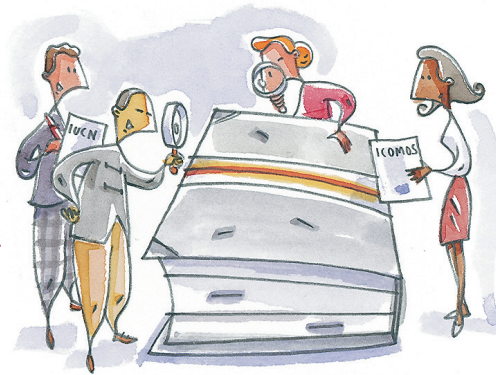
5 The UNESCO World Heritage Centre checks that the nomination is complete and sends it to IUCN and/or ICOMOS for evaluation



6 Experts visit sites to evaluate their protection and management

7

ICOMOS and/or IUCN evaluate the nominations using the cultural and natural heritage criteria



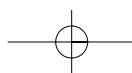
8 ICOMOS and/or IUCN make an evaluation report

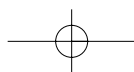


9 The seven members of the World Heritage Bureau review the nominations and evaluations and make recommendations to the Committee



10 The final decision by the 21-member World Heritage Committee: inscribed – deferred – rejected





▲ The World Heritage List – sites of outstanding universal value

On signing the *World Heritage Convention* a country becomes a State Party and pledges to conserve the cultural and natural heritage within its borders for present and future generations.

Once a country has signed the *Convention*, it may begin the process of nominating sites within its borders for inclusion in the World Heritage List. The initial proposal for a site to be nominated may come from a group of local people, but the nomination must be transmitted to UNESCO through the official government authorities. First, a State Party must decide which sites to nominate. This process of selection is often called identification. The Convention asks States Parties to establish an inventory of cultural and natural sites considered to be of outstanding universal value in their countries. A selection of sites identified by a State Party as possible World Heritage sites should then be submitted to the UNESCO World Heritage Centre as a **tentative list**.

When a State Party decides to nominate a site it must do so by completing a special nomination form. In particular, the State Party must outline why the site is important enough to be included on the World Heritage List by using selection criteria decided on by the World Heritage Committee and also demonstrate that the site is properly protected and managed. It is also important to provide an analysis of how the site compares with others of the same type. ICOMOS and/or IUCN evaluate the nominations and make recommendations to the World Heritage Committee, which makes the final decision on which sites to inscribe on the World Heritage List.

As of January 2002 there are 721 sites inscribed on the World Heritage List – 554 cultural sites, 144 natural sites and 23 mixed cultural and natural sites – in 124 countries.

▲ The Global Strategy for a representative and balanced World Heritage List

The World Heritage Committee works hard to ensure a good regional distribution of World Heritage sites – in Africa, the Arab States, Asia and the Pacific, Europe and North America, Latin America and the Caribbean. In 1994 the World Heritage Committee decided that special attention should be given to ensuring the regional, cultural and natural diversity of the World Heritage List and adopted the 'Global Strategy for a representative and balanced World Heritage List'.

I am going to tell others how I am feeling right now. I feel there is not enough information about African Heritage.

Mozambique student, World Heritage Youth Forum, Victoria Falls, Zambia and Zimbabwe



Student
Activity Sheet:
Nomination of
cultural and
natural sites

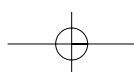
53



Brief Descriptions



World Heritage Map





■ Student Activity 6

MAKING A SCALE MODEL OF A WORLD HERITAGE SITE

Objective: to stimulate creative skills and to learn in detail about a World Heritage site



Exercise



Classroom or extra-curricular activity



Several class periods



Mathematics, Art, History, Geography



Laminated photographs



Cardboard, glue, clay

✓ Show your students the laminated photographs. Invite them to select one or several World Heritage site(s) and make a scale model. The mathematics teacher could explain how to make a model to scale. The art teacher, or a local artist or architect, could advise on how to make the model. The history teacher could advise on historical accuracy. Upon completion of the scale model(s), prepare an exhibition and invite parents and community members.

Scale model of
The Great Wall, China.
© UNESCO





■ Student Activity 7

IDENTIFYING WORLD HERITAGE SITES IN YOUR REGION

Objective: to become aware of World Heritage sites in your region



Research



Classroom
activity



1 or 2 class
periods



Geography,
History



**Student Activity Sheet:
Identifying
World Heritage sites
in your region,
World Heritage Map,
Brief Descriptions**

✓ Use the Student Activity Sheet, making a photocopy for each student, if possible.

Ask the class to list ten World Heritage sites located in or near your country.

Is your country a signatory to the *World Heritage Convention*?

Which institutions or authorities are responsible for the implementation of the *World Heritage Convention* in your country (for cultural heritage and for natural heritage)?

What links exist between your country and UNESCO? Is there, for example, a National Commission for UNESCO in your country?

Student Activity Sheet



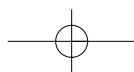
The World Heritage Map shows the list of countries that are States Parties to the *World Heritage Convention* and the locations of the 721 sites that have so far been included on the World Heritage List.

Find ten World Heritage sites located in or near your country, and write their names and geographical locations in the boxes below. Indicate whether they are cultural sites, natural sites or mixed natural and cultural sites.

Discuss the replies together.



N°	Name of World Heritage site	Year of inscription on the World Heritage List	State Party	Type of site (cultural, natural or mixed cultural and natural)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



The criteria for selecting World Heritage sites

Special note to teachers about the World Heritage criteria

The criteria are an essential aspect of World Heritage conservation and should be kept in mind at every stage of your work with World Heritage education.

Establishing the World Heritage List presents a major challenge to the international community: how can one site, ensemble or monument, as opposed to another, be judged to form part of the World Heritage? In other words, what is it that constitutes the outstanding universal value or World Heritage value of a cultural or natural site?

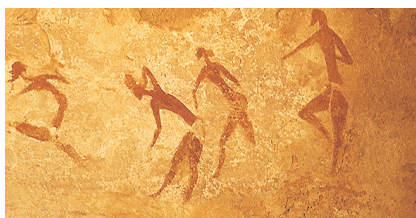
The *Operational Guidelines for the Implementation of the World Heritage Convention* have been developed by the World Heritage Committee over many years. They explain how to nominate a site for inclusion in the World Heritage List and the criteria required.



▲ Criteria for selecting cultural World Heritage sites

The *Operational Guidelines* include the following six criteria to be applied to the selection of cultural heritage monuments, groups of buildings and sites that may be considered part of the World Heritage:

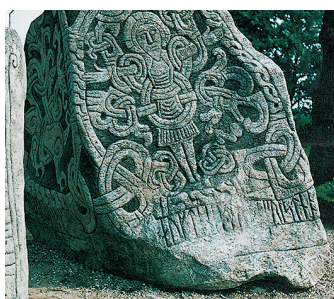
Cultural sites nominated should:



(i) represent a masterpiece of human creative genius; or

*Tassili n'Ajjer,
Algeria.*
© UWIG/OPNT

(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, town-planning or landscape design; or

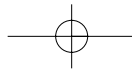


(iii) bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared; or

*Jelling Mounds, Runic Stones and Church,
Denmark.*
© UNESCO

(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





Laminated photo
Jesuit Missions of the Chiquitos,
Bolivia

(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



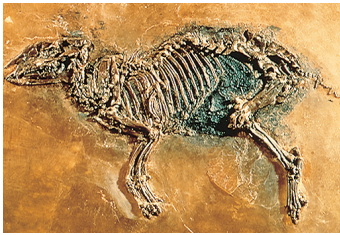
Laminated photo
Memphis and its Necropolis
the Pyramid fields from Giza
to Dahshur, Egypt

(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).

Equally important is the authenticity of the cultural heritage and its protection and management.

▲ Criteria for selecting natural World Heritage sites

For the selection of natural heritage sites of World Heritage value the *Operational Guidelines* include four criteria.



The Messel Pit Fossil Site,
Germany.
© UNESCO

(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

Belize Barrier-Reef Reserve
System, Belize.
© UNESCO

(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



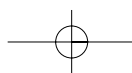
(iii) contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance; or

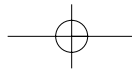
(iv) contain the most important and significant natural habitats for in situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.

Equally important is the integrity of the natural heritage and its protection and management.

▲ Criteria for selecting mixed cultural and natural World Heritage sites

Mixed cultural and natural World Heritage sites have both outstanding natural and cultural values and so are included on the World Heritage List according





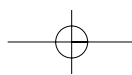
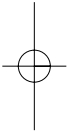
to a combination of cultural and natural heritage criteria. There are currently twenty-three mixed cultural and natural sites on the World Heritage List (for example, the Historic Sanctuary of Machu Picchu in Peru and the Laponian Area in Sweden).

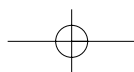


▲ Applying the criteria

The criteria are applied rigorously in order to prevent the World Heritage List from becoming too long or turning into a simple checklist of all the places that countries would like to see included on it.

All countries have sites of local and national interest, which are justifiably a source of national pride, and the *Convention* encourages them to identify and protect their heritage whether or not it is inscribed on the World Heritage List.





■ Student Activity 8

LOCATING WORLD HERITAGE SITES

Objective: to learn about the geographical locations and types of World Heritage sites



Research



Classroom activity



Several class periods



Geography, Social studies



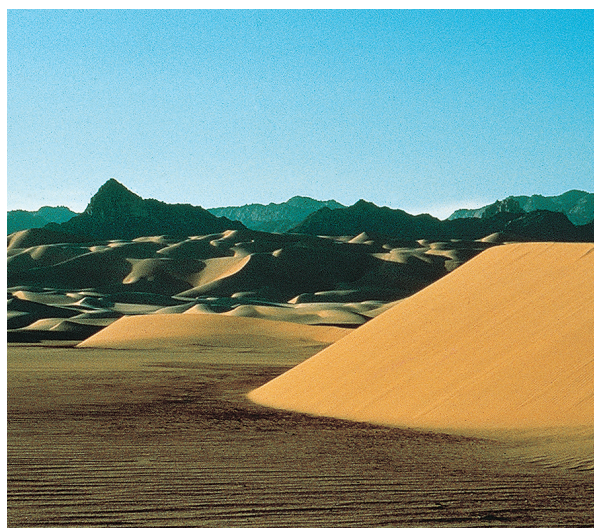
Student Activity Sheet: Locating World Heritage sites, Brief Descriptions, World Heritage Map, laminated photograph

- ✓ Use the Student Activity Sheet, making a photocopy for each student, if possible.
- ✓ Ask the students to match the World Heritage sites shown on the attached map (A to J) with the sites listed below (1 to 10) and to indicate whether they are cultural sites, natural sites or mixed cultural and natural sites.
- ✓ Let the students exchange their answers to check the result. How well did the class perform? Give small prizes to the winners such as Patrimonto stickers.

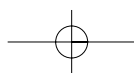
After two to three more weeks of class work, repeat this exercise by adding ten more sites to the map. The exercise can be repeated several times.

Answers

- | | |
|--------------------------------|---|
| 1. Chile | Rapa Nui National Park (Easter Island) |
| 2. Cuba | Old Havana and its Fortifications |
| 3. Mexico | Whale Sanctuary of El Vizcaino |
| 4. Ghana | Forts and Castles, Volta Greater Accra, Central and Western Regions |
| 5. Japan | Historic Monuments of Ancient Kyoto (Kyoto, Uji, and Otsu Cities) |
| 6. Jordan | Petra |
| 7. France | Mont-Saint-Michel and its Bay |
| 8. China | Mount Taishan |
| 9. United Republic of Tanzania | Serengeti National Park |
| 10. Niger | Air and Ténéré Natural Reserves |



Air and Ténéré Natural Reserves, Niger.
© IUCN/IJ, Thorsell



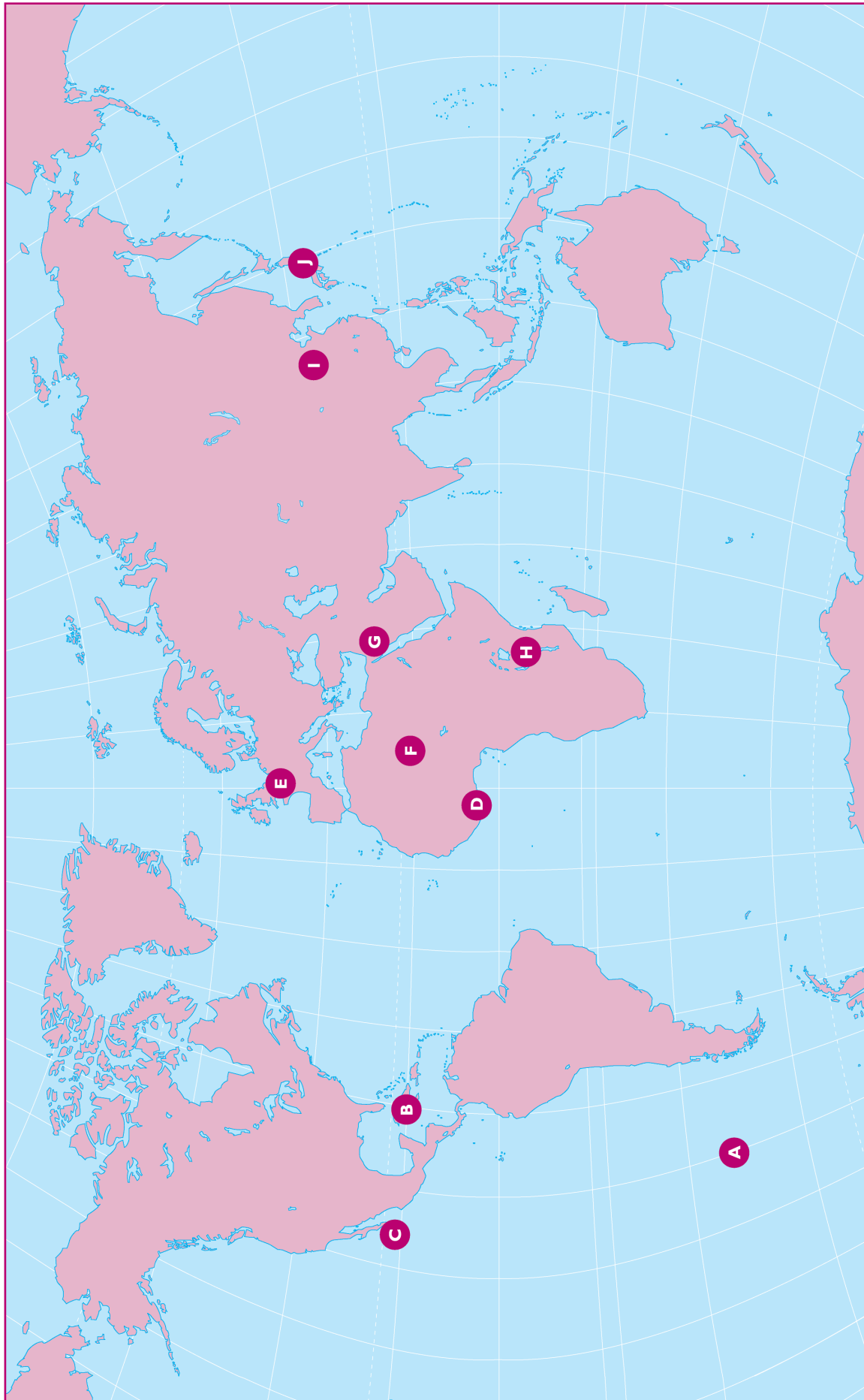
Student Activity Sheet

The map of the world indicates ten sites included on the World Heritage List.

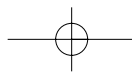
Match the World Heritage sites shown on the attached map (A to J) with the list provided (1-10). Write their names and geographical locations, and indicate whether they are cultural sites, natural sites or mixed cultural and natural sites. Good luck!

LETTER	Match with the correct number (1 to 10)	Name of World Heritage Site	State Party	Type of site (cultural, natural or mixed cultural and natural)
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				

Student Activity Sheet



Locating World Heritage sites



■ Student Activity 9

UNDERSTANDING THE WORLD HERITAGE CRITERIA

Objective: to better understand the criteria used to decide which sites are inscribed on the World Heritage List



Exercise



Classroom activity



2 or more class periods



Geography



Student Activity Sheet:
Understanding the
World Heritage criteria,
World Heritage Map,
Brief Descriptions

Criteria, decided on by the World Heritage Committee, have to be met before a site can be inscribed on the World Heritage List.

✓ Divide the class into small groups, ask them to examine the World Heritage Map and the *Brief Descriptions* and have them write in the space provided on the Student Activity Sheet, one site per region, according to each of the criteria. (Most of the sites on the World Heritage List were inscribed on the basis of more than one criterion.)

✓ For the mixed sites, write one site or two per region and indicate criteria the name of each site.

✓ Discuss the students' findings.



Brief Descriptions

Student Activity Sheet

Cultural sites	Criterion (i): masterpiece of human creative genius	Criterion (ii): important interchange of values	Criterion (iii): unique testimony to living or disappeared cultural tradition or civilization	Criterion (iv): outstanding example of building or architectural or technological ensemble or landscape	Criterion (v): outstanding example of traditional settlement or land-use	Criterion (vi): associated with events, living traditions, ideas, beliefs, artistic or literary works
AFRICA						
LATIN AMERICA AND THE CARIBBEAN						
ARAB STATES					Old town of Ghadames (Libyan Arab Jamahiriya)	
ASIA AND THE PACIFIC						
EUROPE AND NORTH AMERICA						

Natural sites	Criterion (i): major stages of earth's history	Criterion (ii): on-going ecological and biological processes	Criterion (iii): superlative natural phenomena or exceptional natural beauty and aesthetic importance	Criterion (iv): significant natural habitats for conservation of biological diversity
AFRICA		Manovo-Gounda St Floris National Park (Central African Republic)		
LATIN AMERICA AND THE CARIBBEAN				
ARAB STATES				
ASIA AND THE PACIFIC				
EUROPE AND NORTH AMERICA				

Understanding the World Heritage criteria

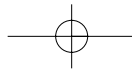
Student Activity Sheet

Region	Name of Mixed site	Natural Heritage criteria (i), (ii), (iii) and/or (iv)	Cultural Heritage criteria (i), (ii), (iii), (iv), (v) and/or (vi)
AFRICA			
LATIN AMERICA AND THE CARIBBEAN			
ARAB STATES			
ASIA AND THE PACIFIC			
EUROPE AND NORTH AMERICA	Göreme National Park and the Rock Sites of Cappadocia, Turkey	iii	i, iii, v



Göreme National Park and the Rock Sites of Cappadocia, Turkey.
© UNESCO/D. Roger

Understanding the World Heritage criteria



■ Student Activity 10

NOMINATION OF CULTURAL AND NATURAL SITES

Objective: to understand the process of nominating sites for inscription on a heritage protection list



Exercise



Classroom activity



1 or several class periods



Language, Art

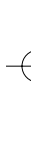
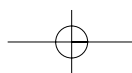


Student Activity Sheet: Nomination of cultural and natural sites, Guidelines for students

- ✓ Use the Student Activity Sheet and the Guidelines to involve the class in preparing a nomination of local or regional heritage for a national heritage list or register.
- ✓ Divide the students into small groups. Each group should nominate one local site.
- ✓ The presentations of the nominated sites could be used as a wall poster or gathered together in a booklet. Send a copy of the booklet to your local or regional authorities with greetings from the students. Include comments from your meeting with the National Heritage Committee.



Student Activity
11



Student Activity Sheet

Guidelines for students

Nomination of a site located in your country to your national heritage list, inventory or register

Your country has decided to draw up a list of national cultural and natural sites. Your class has been asked to prepare one or more nominations of local cultural and/or natural sites for this list. This activity will involve both class time and extra-curricular work (for example, visits to sites).

Guidelines for preparing a nomination

Use the attached form to prepare a nomination, and consider the following:

The **description** section should contain:

- a description of the site and a list of its main features and characteristics (e.g. types of birds, trees, animals for natural sites, and types of buildings, archaeological features for cultural sites);
- the history of the site;
- maps;
- photographic material (to be attached);
- a brief reference list listing the main sources of information about the site.

The **justification for including the site on the list of national cultural and natural heritage section** should contain:

- the reasons why this site is considered to be of national importance. If your country has criteria for determining whether a site is of national importance use these to assess the site.

The **conservation of the site** section should contain:

- an indication of who is responsible for looking after the site. Do local people conserve the site themselves, or is a local, regional or national organization involved? Do the people looking after the site have the ability to preserve the site? Do they have enough money and expertise? Is there a law to protect the site?

The **comparison with other similar sites** section should contain:

- details of other sites of a similar type in your country, and in your region of the world;
- an evaluation of the site's present state of preservation, compared with similar sites nationally.

Is the site in danger of becoming so deteriorated that it cannot be saved? For example, for a natural site, ask whether some of the plant or animal species are in danger of dying out.

Student Activity Sheet

Name of country where the site is located

Name of persons who prepared nomination

Date

Name of site

Geographical location of the site

Description of site

Justification for including site on list of national cultural and natural heritage

Criteria met:

Conservation of the site

Comparison with similar sites

The World Heritage Committee and UNESCO World Heritage Centre



The World Heritage Committee at work.
© R. Milne

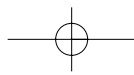
The decision as to which sites should be included, or inscribed on the **World Heritage List**, is made by the **World Heritage Committee**.

The World Heritage Committee, which meets once a year, has four important tasks:

- To define the World Heritage by selecting cultural and natural sites to be inscribed on the World Heritage List. The Committee is helped in this task by **ICOMOS** and **IUCN** who carefully examine the nominations from different States Parties and draw up an evaluation report on each nomination. The **International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM)** also advises the Committee (for example on cultural heritage training and cultural conservation techniques).
- To examine reports on the state of conservation of World Heritage sites, and ask States Parties to take specific conservation action when sites are not being properly managed and protected.
- To decide whether to include threatened sites on the **List of World Heritage in Danger** after consulting the State Party concerned.
- To administer the **World Heritage Fund** and to determine the technical and financial assistance to be allocated to the countries which have requested assistance in conserving their heritage.

The Secretariat for the implementation of the Convention is provided by UNESCO. It is called the **UNESCO World Heritage Centre**. The Centre assists States Parties in the day-to-day implementation of the *Convention*, and proposes and implements the decisions of the World Heritage Committee.





■ Student Activity I I

MEETING OF THE NATIONAL HERITAGE COMMITTEE

Objective: to understand the decision-making process in nominating heritage sites



Role play



Classroom



Extra-curricular activity



Several class periods



Language, Geography, Social studies

In this activity the students will play the roles of members of the National Heritage Committee. The Committee is studying the local and regional sites proposed by your class to determine whether or not they should be preserved.

✓ Elect one chairperson, two vice-chairpersons and one rapporteur. Ensure a good balance between boys and girls. These three students will prepare the discussion and lead the debate.

✓ Divide the rest of the students into groups. Each group will study one site and then make a recommendation to the entire Committee (should the site be preserved and included on a national heritage list or register?).

✓ Study the nomination form and analyse the following:

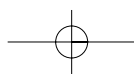
- (a) Is the site of local, regional, national or international value?
- (b) Has the site been well enough preserved?
- (c) Is there adequate legal protection of the site?
- (d) Are there adequate plans for the management and conservation of the site?
- (e) Have local people been consulted as to whether they agree with the nomination of the site?

✓ Present the groups' evaluations in open discussion. Decide which of the sites are of national value. Ask students to vote to decide which sites should be added to the national heritage list. Then ask them if one or two of these sites should be added to the World Heritage List.



Student Activity
10

70





■ Student Activity 12

HISTORIC CENTRE OF SANTA CRUZ DE MOMPOX, COLOMBIA

Objective: to better understand the various steps in the process of nominating a site for inclusion in the World Heritage List



Excursion



Classroom activity



Several class periods



History, Geography



Laminated photograph, Brief Descriptions, World Heritage Map

To allow students to better understand the steps taken to nominate and inscribe a site on the World Heritage List, we take a closer look at the site nominated by Colombia in 1994 and inscribed on the List in 1995.

- ✓ Present the following information to the students.

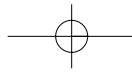
Justification for inclusion of the site on the World Heritage List

During the Spanish Colonial period in Latin America, several unique artistic achievements appeared. Mompox is unique as it is an example of an urban type not found elsewhere in the area.

Category of cultural heritage (see Article I of the Convention): a group of buildings

History

Mompox was founded in 1540 by Juan de Santa Cruz, Governor of Cartagena, who gave his name to the site. The town grew along the banks of the Magdalena River and was of great logistic and commercial importance: traffic between the port of Cartagena and the interior travelled down the rivers, while overland routes also converged there. The growth of Mompox was favoured by the appearance of a ruling social class of colonists, often employed by the Colonial regime and granted the privilege of possessing land and taking Indians to work as virtual slaves on their lands. The Indians were deprived of their lands and forced into small reservations. This situation, together with harsh climatic and geographical conditions, made farming difficult, with the result that there was no solid socio-economic basis for the town, which grew only slowly. It also attracted undesirable elements among the population, for whom smuggling was a profitable way of life. Such growth as there was during the Colonial period was due to the relatively small number of more affluent burgesses, whose wealth came from farming and trade. A number came to Mompox from Cartagena, bringing with them craftsmen and artisans to supply their needs for luxury. Clerics and members of the religious orders formed another element of the ruling class.



Management and protection

Legal status: Ownership is shared between individuals, institutions, the Roman Catholic Church and local government authorities. The historic centre is declared a National Monument, and the town has been regulated by a municipal building code since 1970.

Management: There is no management plan for the historic centre. However, the strict building code and urban regulations exercise effective management of the area.

Conservation and authenticity

Conservation: A considerable amount of restoration and conservation work has been carried out in recent decades. The historic centre is generally in a good state of conservation. Private owners have considerable pride in their properties, which they maintain in good condition without government intervention.

Authenticity: The fact that Mompox lost much of its economic importance in the nineteenth century has meant that it has not been subject to the pressures for redevelopment of the historic centre that have affected other towns of this type in Latin America. The original street pattern and building materials have been preserved. The authenticity of the historic centre is high in terms of form and material.

Evaluation by ICOMOS

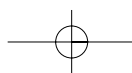
ICOMOS visited Mompox in February 1995 and recommended to the World Heritage Committee that it be inscribed on the World Heritage List on the basis of cultural heritage criteria (iv) and (v).

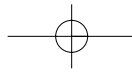


*Historic Centre of Santa Cruz
de Mompox, Colombia
© H. van Hooff*

ICOMOS also made several recommendations to the Colombian authorities concerning future action for preserving Mompox. These suggestions referred to the World Heritage Committee, and concerned restoration of colours on the exteriors of the buildings, removal of a recent market place and the demolition of the later structures, conversion of the existing market place building for use as a boat terminal and a tourist information centre, continuation of work to ensure cleanliness of the river banks, selection of a uniform street-paving system for the historic centre, development of a detailed tourist plan, and redefinition of the northern boundary of the proposed World Heritage site.

ICOMOS received assurances from the Colombian authorities, before the meeting of the Bureau of the World Heritage Committee in July 1995, that all these points were being taken into account in conserving Mompox.





Meeting of the Bureau of the World Heritage Committee, July 1995

ICOMOS informed the Bureau that it had received a new plan from the Colombian authorities which revised the boundaries of the nominated area in accordance with the ICOMOS recommendation. The Bureau decided to recommend that the Committee inscribe the Historic Centre of Santa Cruz de Mompox on the World Heritage List on the basis of the cultural heritage criteria already proposed.

Meeting of the World Heritage Committee, December 1995

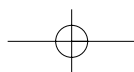
The Committee concluded that the Historic Centre of Santa Cruz de Mompox is an outstanding example of a Spanish Colonial settlement established on the banks of a major river and serving an important strategic and commercial role which has survived to a remarkable level of intactness to the present day. The Committee decided to inscribe the Historic Centre of Santa Cruz de Mompox on the World Heritage List on the basis of cultural heritage criteria (iv) and (v).

The Colombian authorities had also requested US\$30,000 from the World Heritage Fund for a study on the impact of tourism on this site. The World Heritage Committee approved the request.

Brief chronology

1994	Nomination of Mompox submitted by Colombia to the UNESCO World Heritage Centre
February 1995	Evaluation by ICOMOS
July 1995	World Heritage Bureau examined nomination
December 1995	World Heritage Committee inscribed Mompox on the World Heritage List on the basis of cultural heritage criteria (iv) and (v)
	Committee granted US\$30,000 for a tourism impact study at the site

Discuss with your students the various steps in the nomination and inscription of this site on the World Heritage List. With the students, select a local or national site that may be of outstanding universal value and ask them to suggest a plan of action to have it inscribed on the World Heritage List.



Summary

Having prepared a tentative list, States Parties nominate sites for inclusion in the World Heritage List by sending a completed nomination form to the UNESCO World Heritage Centre. ICOMOS and/or IUCN evaluate the nominations and make recommendations. The World Heritage Committee makes the final decision on which sites to inscribe on the List. Rigorous selection criteria are used to decide which sites are inscribed on the World Heritage List. In addition, sites must be well protected and must meet a test of authenticity for cultural sites and conditions of integrity for natural sites.

Monitoring the state of conservation of World Heritage sites

World Heritage conservation is a continuous process. States Parties to the *Convention* and IUCN and ICOMOS provide regular reports on the state of conservation of World Heritage sites, on measures taken to preserve them, and on efforts to raise public awareness of the value of cultural and natural heritage and of conserving it, to the World Heritage Committee.

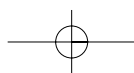
In practice, States Parties take their responsibility very seriously. If a country is not fulfilling its obligations under the *Convention* and a site on the World Heritage List is gravely endangered, it risks having the site deleted from the List. The *Convention* thus has a clear sanction. To date, no sites have ever been deleted from the List.

When UNESCO is alerted to possible dangers to a World Heritage site – and the alert is justified and the threat serious enough – the site is placed on the List of World Heritage in Danger. This list is intended to call the world's attention to natural or human-made conditions which threaten the characteristics for which the site was originally inscribed. Endangered sites on this list are entitled to special conservation efforts and emergency action.

Only in exceptional and urgent cases (for example, Dubrovnik in 1991) such as the outbreak of war, will the World Heritage Committee make an In-Danger listing without having received a formal request by the State Party concerned.

▲ List of World Heritage in Danger

Inclusion of a site on the List of World Heritage in Danger is intended to focus the world's attention and emergency conservation actions on the site when the values for which it was originally inscribed on the World Heritage List are threatened.





■ Student Activity 13

YELLOWSTONE, UNITED STATES OF AMERICA

Objective: to understand why and how a World Heritage site is included on the List of World Heritage in Danger



Excursion



Classroom activity



Several class periods



Language, Geography, Science



Laminated photographs, Brief Descriptions, World Heritage Map

Present the following information to the students:

Chronology

- 1973** The United States became the first country to ratify the *World Heritage Convention*
- 1978** Yellowstone – the first national park in the world – was among the first twelve sites to be inscribed on the World Heritage List
- 1995** The World Heritage Committee decided to inscribe the site on the List of World Heritage in Danger

The World Heritage values of Yellowstone

Yellowstone covers a vast area in the north-west corner of Wyoming and adjacent areas of Montana and Idaho. The Park mainly consists of a volcanic plateau with smaller areas of sedimentary rock. It has several spectacular canyons, waterfalls and gorges. Continuing volcanic activity causes 10,000 geysers and hot springs to erupt or flow while the abundance of water supports a rich diversity of flora and fauna. The central part of the Park is the largest volcanic crater on Earth, being one hundred times greater than that of Krakatoa in Indonesia. The oldest rocks date back 2.7 billion years, while the youngest are still being formed. Within this crater there are twenty-seven fossil forests.

Threatened species

The Park has ecosystems that provide the perfect environment for the survival of threatened species such as grizzly bears, mountain lions, bald eagles and even one remaining group of wolves.



Yellowstone,
United States
of America.
© UNESCO

Threats to Yellowstone

In February 1995 the UNESCO World Heritage Centre was informed of a variety of threats to the Park, particularly from a proposed mining operation, but also from deforestation, tourism impact and wildlife policies.

19th session of the World Heritage Bureau, July 1995

The State Party (USA) presented a letter at the World Heritage Bureau meeting held at UNESCO Headquarters in July 1995, in which they expressed concern with respect to potential threats to Yellowstone and invited representatives of the

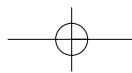
World Heritage Committee and of IUCN to undertake a monitoring mission to the Park. The United States also invited the World Heritage Committee to consider placing the site on the List of World Heritage in Danger.

Voices that spoke out against the proposed mine near Yellowstone

The proposed mine is a 'calamity' threatening 'the crown jewel of the American park system'.
New York Times

No amount of gain that could come from it could possibly offset any permanent damage to Yellowstone.
Bill Clinton, President of the United States of America

As stewards of this very special place, Americans have an obligation to protect it not only for our own citizens, but for citizens all over the world, and not only for this generation, but for those to follow.
National Parks and Conservation Association, September 1995



Joint monitoring mission, September 1995

The joint monitoring mission took place in September 1995. Public debates were organized during the mission and several technical reports from industry, government and environmental conservation groups were presented.

19th session of the World Heritage Committee, December 1995

The State Party and IUCN reported their findings to the World Heritage Committee meeting in December 1995. The large mining project, the contamination of water due to leaks in pipelines and dumping of waste, construction of roads and tourism pressure, the decrease in the population of certain animal species, including a rare species of trout, and the contamination of the buffalo population by brucellosis, all illustrated the seriousness of the threat to the site.

After lengthy discussion, and based on actual as well as potential risks, the World Heritage Committee decided to place Yellowstone on the List of World Heritage in Danger.

Announcement by the President of the United States, September 1996

The President publicly announced his efforts to achieve a satisfactory resolution of the mining issue.

20th session of the World Heritage Committee, December 1996

The United States delegate reported that substantial progress had been made in conserving Yellowstone.

What next?

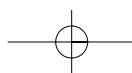
As a means to secure the conservation of this World Heritage site the Committee has requested frequent reports on the result of environmental impact studies and on conservation measures. In this way, the situation of the site will be closely followed by the World Heritage Committee. In the future, if the Committee is satisfied with progress made towards conservation of Yellowstone, it may

decide to remove the site from the List of World Heritage in Danger.

The World Heritage in Danger listing of Yellowstone has focused the efforts of the American people, the President himself, and the international community, to conserve this outstanding national park.



*Yellowstone in danger:
Yellowstone, United
States of America.
© UNESCO/IM. Spier-Donati*





■ Student Activity 14

MAKING A RADIO PROGRAMME ABOUT WORLD HERITAGE

Objective: to develop students' communication skills in favour of World Heritage conservation



Exercise



Classroom activity or extra-curricular activity



Several class periods or hours



Language, Music



Brief Descriptions, World Heritage Map



Books, CDs, audio cassettes, etc.

✓ Divide the class into groups and plan a radio programme concerning the World Heritage. The programme could include:

- a dialogue between students for or against including a site on the World Heritage List
- descriptions of the importance, location and beauty of a site included on the World Heritage List
- excerpts from poems that refer to a World Heritage site
- music and sounds (nature, animals, bells, ritual dialogues, hymns) recalling World Heritage sites.



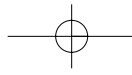
✓ On the basis of class presentations, agree on the best ideas for a programme and develop them further. Divide tasks between the groups of students. Tape the programme and send it to a local, regional or national radio station.

▲ The World Heritage Fund

One of the most important achievements of the *Convention* is the ability to grant international assistance from the **World Heritage Fund** for the financing of World Heritage conservation projects.

The World Heritage Fund is used for various kinds of assistance and technical co-operation, including expert studies to determine or counteract the causes of deterioration or to plan conservation measures, training of local specialists in conservation or renovation techniques, supply of equipment to protect a natural park or to restore a monument. The Fund also supports national efforts to draw up tentative lists of cultural and natural heritage and the nomination of sites for the World Heritage List. Depending on the type and





amount of assistance required, the Committee or the Chairperson may, on request, grant assistance to any of the States Parties.

Priority is given to the financing of emergency conservation measures and to conserve sites included on the List of World Heritage in Danger.

The World Heritage Fund, created in 1972 by the World Heritage Convention, receives the majority of its income from compulsory contributions from States Parties – amounting to 1% of their UNESCO dues – and voluntary contributions.

Other sources of income include funds-in-trust donated by countries for specific purposes and profits derived from sales of World Heritage publications.

The total amount received each year is just under US\$3,5 million, a modest sum considering the magnitude of the task.

The resources of the World Heritage Fund are still far below that required to respond to all requests received by the World Heritage Committee. The Fund has, however, already financed important projects costing several millions of dollars to conserve cultural and natural sites in Africa, the Asia-Pacific region, the Arab States, Latin America and the Caribbean, and Europe.

If you, or your students, would like to participate in conserving World Heritage by making a donation to the World Heritage Fund, please send an international money order or make a bank transfer to the following bank accounts.

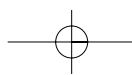
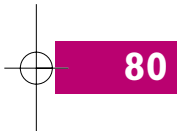
If the transfer is in US Dollars the bank details are as follows:

UNESCO Account N° 949-I-191558
CHASE JP MORGAN BANK
International Money Transfer Division
4 Metrotech Center, Brooklyn
NEW YORK
NY 11245, United States of America
SWIFT Code: CHASUS 33 - ABA N° 0210-0002-1

Funds in EURO should be transferred to the following UNESCO bank account:

UNESCO A/C No. 30003-03301-00037291909-97
SOCIETE GENERALE
Paris Seine Amont
10 rue Thénard
75005 PARIS, France
SWIFT code : SOGEFRPPAFS

Please indicate the name and address of your school and that you are sending a donation to the World Heritage Fund.





■ Student Activity 15

AWARENESS-RAISING

Objective: to encourage solidarity and students' active involvement in support of World Heritage conservation



Discussion



Classroom
and/or
extra-
curricular
activity



Several class
periods



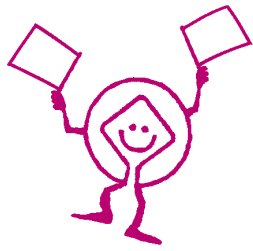
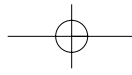
Language



World
Heritage
Map,
Brief
Descriptions

- ✓ Discuss how students could contribute to making their local community more aware of their local, national and World Heritage. List their proposals. Could one or more of these proposals be implemented?
- ✓ Discuss the purpose of the World Heritage Fund.
- ✓ Discuss the possibility of organizing fund-raising activities in support of local or World Heritage conservation.





Across the curriculum: the World Heritage Convention

Art

Use photographs and information from World Heritage sites to teach art history

Make scale models of World Heritage sites

Prepare an advertising campaign to raise public awareness about World Heritage sites and conservation

Visit World Heritage sites and draw, paint or photograph them

Use World Heritage sites to teach architectural styles

Foreign Language

Read information leaflets on the natural and cultural heritage of other countries

Study World Heritage sites as a source of information on other countries, past and present

Write articles on the need to conserve World Heritage sites

History

Visit World Heritage sites, or another nearby heritage sites, relevant to historical periods

Learn about relevant World Heritage sites through study of a specific period

Language/Literature

Write articles on the Convention or on a specific World Heritage site for your class or for a newspaper

Interview people living near a heritage site and find out what the site means to them

Write information leaflets about a site

Produce an historical play

Read novels or short stories in which a site is featured

Mathematics

Carry out a survey of the physical characteristics (number of species, size of buildings) of a World Heritage site and use graphs, pie charts and statistics to present the results graphically

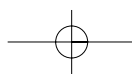
Study the size of monuments and buildings and prepare scale models of them

Religious studies

Exhibit pictures of World Heritage sites relevant to different religions and belief systems (photographs of many sites are included in the Kit)

The Internet

Visit the UNESCO World Heritage Centre's web site (<http://www.unesco.org/whc>) and Associated Schools Project web site (<http://www.unesco.org/education/asp>) on the Internet



World Heritage and identity

Identity

The Great Wall, China. © UNESCO/Vorontzoff

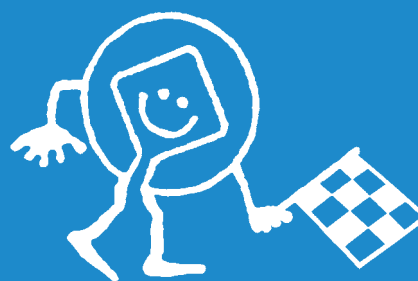
'I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.'

Mahatma Gandhi

World Heritage and identity

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Objectives



Knowledge

To help students develop knowledge and understanding of:

- World Heritage cultural and natural sites reflecting various cultures and as the embodiment of stability in a rapidly changing world
- the specificity of each culture and the notion that all cultures are part of human civilization
- the interactions and interdependencies between nature and culture, and between cultures.

Attitudes

To encourage students to:

- appreciate their culture, their country's history and its natural environment
- identify their society's prevailing values and the roots of these values
- cultivate respect for all peoples and their cultures, and thus contribute to international understanding and respect
- develop a sense of shared responsibility for the world's cultural and natural heritage.

Skills

To help students develop their ability to:

- further research their origin (family, country)
- discuss issues in an open and democratic manner
- assume leadership in support of World Heritage **conservation**.

World Heritage : a basis for identity

Understanding World Heritage can help us become more aware of our own roots, and of our cultural and social identity. A closer look at any of the sites on the **World Heritage List** helps us learn about the beliefs, values and knowledge of the peoples and the civilizations that created them (cultural heritage) or interacted with them (natural and mixed sites, and cultural landscapes). This includes opportunities to learn about tangible and intangible heritage.

Cultural and natural sites form the environment on which human beings depend psychologically, religiously, educationally and economically. Their destruction or even deterioration could be harmful to the survival of our identity, our nations and our planet. We have the responsibility to preserve these sites for future generations.

World Heritage Pledge, World Heritage Youth Forum, Bergen, Norway

▲ Identity: Who am I – Who are we?

Identity

1. The quality or condition of being the same; absolute or essential sameness; oneness.
2. Individuality, personality . . . individual existence;
3. The condition of being identified in feeling, interest, etc.

Shorter Oxford Dictionary

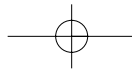
From birth, each of us is distinguished from others by our personal profile, that is, the genetic and physical characteristics which we inherit from our parents and ancestors. Our fingerprints, for example, represent an indelible part of our personal identity. Our family name, which we inherit, and the name that we are given, may be changed in the course of life, but these are also integral parts of our personal identity.

Identity, however, is not only individual. The question 'Who am I?' is deeply linked to that of 'Who are we?' – 'we' being for example the ethnic group, the nation or the faith of which we are members. As members of a group we are linked to other members primarily through language, beliefs, rituals, moral code, customs, food, clothes, and so on.

National identity is usually expressed through symbols such as language(s), national dress, flags, coats-of-arms or national anthems.



Young people in traditional costumes at the Bergen World Heritage Youth Forum, Norway.
© UNESCO



■ Student Activity 16

NAMES AS IDENTITY CARRIERS

Objective: to reflect on our personal and family identities



Research



Classroom activity



Extra-curricular activity



2 class periods and out-of-school time



Language

✓ Ask your students to trace, with the help of their parents or relatives, the meaning of their family names. Also ask them to explain how their personal (first, second) names were chosen. How does each student feel about his or her name? Is it a name frequently found in the region? Is it a name that is connected in any way with an important cultural or natural site in the region? Is it unusual? Was it given in memory of a certain person, such as a grandparent or other relative, or a personality from history, cinema, etc.? Does the name affect the person's identity? If yes, how does this manifest itself?

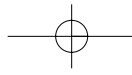
▲ Identity in a rapidly changing world

The world is moving so fast, and the majority of the people are rushing in to the twenty-first century forgetting their origins. Where it should be the other way around. We should appreciate our roots, our culture, and keeping that as a foundation. We should build our future.

Student Recommendations, World Heritage Youth Forum, Beijing, China

Like individuals, the communities (ethnic groups, nations) to which we belong change through time, as a consequence of their interaction with the natural environment and with other communities and cultures. While this was always so, the rhythm and intensity of change have greatly increased in the twentieth century due to the impact of the scientific and technological revolution, particularly modern modes of transportation, telecommunication and mass communication (informatics, telephone, telefax, television, Internet, communication satellites, etc.), and the process known as globalization.

Globalization is primarily an economic phenomenon, but it has important social and cultural implications. One of these is the tendency in almost all parts of the world for people, especially young people, to prefer certain products of mass consumption that are advertised worldwide, including popular music, films and television programmes, clothing or fast food.



The globalization of culture is mentioned in two major **UNESCO** documents:
... culture is steadily being globalized, but as yet only partially. We cannot ignore the promises of globalization nor its risks, not the least of which is the risk of forgetting the unique character of individual human beings; it is for them to choose their own future and achieve their full potential within the carefully tended wealth of their traditions and their own cultures which, unless we are careful, can be endangered by contemporary developments.

Learning: the treasure within, Report of the International Commission on Education for the Twenty-first Century, p. 17. Paris, UNESCO Publishing, 1996.

It is important for individuals and communities living in today's rapidly changing world to adjust to equitable change without denying the valuable elements in their traditions.

African spiritual values, for instance, as enshrined in traditional religion, emphasize the importance of the relation between humans and nature, between the physical and non-physical, between the rational and the intuitive and between past and present generations. All this fund of knowledge and values can be usefully applied to solving such modern problems as saving the environment or mediating differences and conflict situations.

Our Creative Diversity, Report of the World Commission on Culture and Development, p. 166. Paris, UNESCO Publishing, 1996

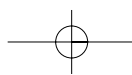
World Heritage sites and identity

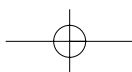
Many people identify with the sites inscribed on the World Heritage List. The ruins of Great Zimbabwe remind us of the African pre-colonial origins of Zimbabwe; the Russian Federation is often identified with the Kremlin and Red Square in Moscow; Italy with Venice and its Lagoon, as well as the Tower of Pisa and the city of Florence; Lebanon with Baalbek and Byblos; India with the Taj Mahal in Agra; Guatemala with Antigua Guatemala, Uzbekistan with the Historic Centre of Bukhara – to give but a few examples.

Certain natural sites, such as the Everglades National Park and the Grand Canyon National Park in the United States of America, the Serengeti National Park in the United Republic of Tanzania, the Sagarmatha National Park (Mount Everest) in Nepal, the Los Glaciares in Argentina, also reflect group or national identities.



I Sassi di Matera, Italy.
 © UNESCO/M.Moldaveanu





■ Student Activity 17

WORLD HERITAGE SITES AND IDENTITY

Objective: to understand the values of World Heritage sites



Discussion



Classroom activity



1 class period and out-of-class time



History, Social studies



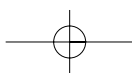
World Heritage Map and Brief Descriptions

✓ Use the laminated photographs included in the Kit, and any other material available, to acquaint the students with at least some of the sites on the World Heritage List which have played an important role in the history of humanity and nature conservation, such as:

- sites with which people identify (cultural and natural)
- sites that mark events in world political history
- sites linked to world religions and belief systems
- sites that exemplify different types of livelihood.

The matrix below suggests ideas for discussion.

	Human Origins	Hunter/gatherer society	Traditional society	Agricultural society	Merchant society	Industrial society	Postmodern society
Asia and the Pacific	Peking Man Site (China)			The Rice Terraces of the Cordilleras (Philippines)			
Arab States		Rock-art Sites of Tadrart Acacus (Libyan Arab Jamahiriya)					
Africa					Island of Mozambique (Mozambique)		
Europe and North America			I Sassi di Matera (Italy)		Hanseatic City of Lübeck (Germany)	Ironbridge Gorge (United Kingdom)	Bauhaus and its Sites (Germany)
Latin America and the Caribbean						Historic Town of Ouro Preto (Brazil)	Brasilia (Brazil)



Distinctive building styles as expressions of identity

The building styles found at some World Heritage sites provide excellent illustrations of the interactions between people and their natural environment. One such example is the World Heritage site of the Bryggen district of Bergen, Norway, which illustrates how Norwegian wood has been a determining factor in Norwegian cultural identity.



Bryggen, Norway.
© UNESCO/D. Roger

90

How Norwegian wood has influenced Norwegian culture

Is there an interrelationship between Norwegian building material and Norwegian culture?

Stephan Tschudi-Madsen, former Director-General of the Directorate for Cultural Heritage in Norway, writes:

First of all, . . . let us consider the tree. The greatest limiting factor is its height. None of the broad-leaved trees grows tall or straight enough or provides suitable durable timber for building a

typical solid log house, where the horizontal logs are notched together. . .

The longest known timber used in a building gives some idea about the dimensions of this tree (pine tree, the most commonly used building material in Norway): it was found in 1861 during the demolition of Hof church, and measured all of 15 metres. This was the absolute maximum – half of this length was more usual for ordinary houses.

Neither king nor nobleman can transcend the dimensions and proportions were ultimately determined by the tree. A house is subject to the same laws for everyone, even though the thickness of the logs and the richness of the ornament can vary.

One can raise the question whether such conditions have had a democratizing effect on society. There is something universally human about the character of rooms of this size, introducing a social and human harmony. The horizontal lines of the wall-logs have a soothing, calming effect, and at the same time are so comfortably down-to-earth. Even the very woodwork plays an essential role: not only is it an excellent insulator, it is pleasing to touch.

The custom of building in wood continues, and today about 80 per cent of all new houses in Norway are built of wood. It is perhaps here that we are on the firmest ground when wishing to discuss what is special about Norway's cultural heritage – maybe more than in other expressions of culture – and the tree itself has influenced the development with its limitations and its qualities.

Norway: A cultural heritage. Monuments and Sites, Universitetsforlaget.



■ Student Activity 18

DISTINCTIVE BUILDING STYLES AS EXPRESSIONS OF IDENTITY

Objective: to better reflect on identity by studying the physical heritage (e.g. surrounding buildings, monuments, national parks)



Research



Classroom activity



2 class periods



Language, Geography



Laminated photos

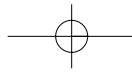


Timbuktu, Mali.
© UNESCO/M. Kone

- ✓ Ask your students to write an essay describing the qualities of your country's or region's buildings, monumental heritage and national parks. Are any of these World Heritage sites?

Is there an interrelationship between your culture and the building material, the building pattern (how buildings are located in towns, villages), natural resources (e.g. stones from local quarries) and physical landscape (e.g. town built around a lake)?

Is your cultural identity reflected by the way your houses are built, and the material used?



■ Student Activity 19

COUNCIL DECIDES ON FUTURE OF HISTORIC PART OF CITY

Objective: to better understand the implication of development on heritage conservation



Role play



Classroom activity



Extra-curricular activity



Several class periods



Social studies, Mathematics



Laminated photos

✓ Organize role play in the classroom based on the following hypothetical situation.

The local authority has drafted a development plan concerning the centre of the city where you live. The city centre is quite old and includes some of the remaining traditional houses of your region.



For this reason, the houses are important reflections of your local identity. However, the standard of housing in that particular part of town has been lagging behind in the modernization process. Running water and restroom facilities cannot be installed. If the development plan is implemented it will mean the destruction of the oldest part of town and the construction of modern apartment houses. Some members of the local

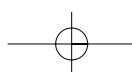
authority are in favour of the proposed development plan; other local politicians are clearly against it. Today, the parties concerned have met to debate and decide whether the plan is to be implemented.

✓ Divide the class into five groups:

1. local authority group in favour of the plan
2. local authority group against the plan
3. citizens inhabiting the old city
4. experts (architects, town planners, etc.)
5. representatives of the media.

✓ Also elect one chairperson and two vice-chairpersons to lead the debate, and two rapporteurs to write a report of the meeting.

✓ Reflect on and discuss similar threats to World Heritage cities, or sites on the List of World Heritage in Danger.





■ Student Activity 20

INTERCULTURAL LEARNING

Objective: to better understand the relationship between World Heritage sites and identity



Research



Classroom activity and Extra-curricular activity



Several class periods



Language, Social studies



World Heritage Map, Brief Descriptions



The Internet

✓ Divide the class into groups. Ask each group to write a short presentation of one of the following topics:

- their school
- their class
- World Heritage sites in their country.

✓ Exchange the presentations with one or more schools abroad (via mail, fax or Internet). What did you receive in return? How long did it take? How did they compare?

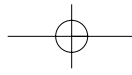
✓ Discuss how new means of communication bring people together from all around the world in a way that was not possible when their parents were young.

Identity and indigenous peoples

Learning about the ways in which various indigenous peoples relate to their **natural** and **cultural heritage** is helpful for understanding the importance of personal, group and national identity, and how this can be recognized and maintained, for example, through World Heritage conservation. The examples that follow, presented as student activities, are self-explanatory. They may inspire you to search for other examples, from your own part of the world or elsewhere, and develop similar activities.

UNESCO World Heritage
Youth Fora allow the
sharing of cultures at the
Victoria Falls World
Heritage Youth Forum.
© UNESCO





■ Student Activity 2 I

THE GREAT ZIMBABWE NATIONAL MONUMENT, ZIMBABWE

Objective: to better understand the historical origins of a site



World
Heritage site
excursions



Classroom
activity



Several class
periods



History,
Geography,
Social studies,
Civic
Education



World
Heritage Map,
Brief
Descriptions



The
Internet

✓ Tell the story of Great Zimbabwe to give an example of a dispute concerning the historical origins of an important and impressive site. The archaeological investigations of Great Zimbabwe have now clearly demonstrated the African origin of this site.

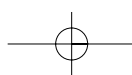
The importance of Great Zimbabwe is such that it is widely used as a symbol of the nation. The very name of the country has been taken from this celebrated and impressive stone ruin (Zimbabwe means 'houses of stone').

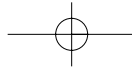
Great Zimbabwe is located on an open wooded plain and it is the largest ancient construction in sub-Saharan Africa. It consists of two sites, dominated by the hill ruins, an acropolis, a veritable castle of interlocking walls and granite boulders. Successive generations of occupants linked the boulders together with stone walls, making small enclosures and narrow passages. The valley ruins, the vast Great Enclosure, is a most impressive monument: the wall around the Great Enclosure is over 250 metres long and uses 15,000 tonnes of carefully hewn rock (the largest single ancient structure).

The quest to establish the African origin of the ruins and their former flourishing culture was unwelcome to white settlers in what was then called Rhodesia. In order to rewrite history, politicians and propagandists tried to assert the possibility of Phoenician, Arab, Indian or even Hebrew influences. In heated parliamentary discussions it was stated that Great Zimbabwe was not of African origin.

However, the archaeologists Randall Maclver and Gertrude Caton-Thompson, who both carried out excavations at Great Zimbabwe, concluded that the ruins are truly African. Nearly all artefacts found are of local Shona origin, and excavations at all levels record the remains of an African way of life.

This work, together with later painstaking research by other archaeologists, linguists and anthropologists, provide the basis for subdividing Great Zimbabwe's history into at least three stages.





The most intensive occupation began in about the eleventh century when small pole- and mud huts were built on the hill. Two centuries later, these huts were replaced by more substantial mud houses and the first stone walls were built. During the following century, the society flourished through trade with peoples along the east coast of the African continent, especially Muslim traders. But by the fifteenth century Great Zimbabwe could no longer sustain itself and slowly the city died.

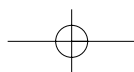
The remains of the extensive trade, together with the building pattern and masonry structure of Great Zimbabwe led to the dispute over the-African origin of the ruins.

The years of rewriting the true history and identity of early Zimbabwe are now over. Today the ruins of Great Zimbabwe represent the soul of the nation, a jewel of the African heritage.

✓ Ask your students to write a short essay on their reaction to such a situation. Compare and discuss the essays in class.

Great Zimbabwe National
Monument, Zimbabwe.
© Patrimoine 2001/C. Lepetit





■ Student Activity 22

THE ULURU-KATA TJUTA NATIONAL PARK, AUSTRALIA

Objective: to better understand the notion of a cultural landscape and the role of indigenous peoples in World Heritage conservation



World
Heritage site
excursions



Classroom
activity



2 class
periods



Geography,
History,
Social studies



Brief
Descriptions,
World
Heritage Map

This second example, presenting the Uluru-Kata Tjuta National Park in Australia, illustrates how inscription on the World Heritage List can enhance the recognition and protection of indigenous peoples' sense of identity and way of life.

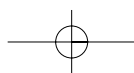
At the same time, the Park is an example of successful site management in a spirit of partnership between indigenous people and a government conservation agency.

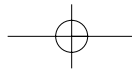
The site was first enlisted as a natural site in 1987. In 1994 it was renominated as a cultural landscape – a place representing the combined works of people and of nature, and manifesting the interaction between people and the natural environment. Uluru-Kata Tjuta National Park was the first cultural landscape to be inscribed on the World Heritage List.

Uluru-Kata Tjuta National Park is located on traditional Aboriginal lands where Aboriginals still live and where Aboriginal languages are spoken extensively as the first language. In 1985 the Australian government handed back the ownership of the land to the Anangu, indigenous peoples of the Western Desert of Australia. Following the 'Handback', the Anangu leased the National Park to the Australian Nature Conservation Agency (ANCA). The Anangu and the ANCA now conserve and manage the National Park together. The 'Handback' and the joint management of the park are seen as landmarks in the history of the Aboriginal Land Rights movement and in the history of heritage conservation in Australia.

Anangu knowledge and life, identity and social structure, ethical belief system and the landscape in which they live, are shaped and explained by the Tjukurpa. Tjukurpa, sometimes inaccurately translated as 'Dreamtime', dictates the way in which the Anangu structure their society and look after each other and the land. It guides all behaviour. When Anangu travel across the land in which Uluru and Kata Tjuta stand, they are aware of, and understand, the journeys and activities of their ancestral beings who crossed the land when the surface of the Earth was still featureless. The ancestral beings (in the form of people, plants and animals) moulded the features of the landscape as they journeyed from one area to another, interacting as they went along. Today, as in the past, this knowledge is recounted, maintained and passed on through ceremonies, song, dance, arts and crafts. Thus a landscape which to non-Anangu people appears to be natural, is in fact full of cultural meanings created by cultural processes.

World Heritage Newsletter, No. 10, March 1996.

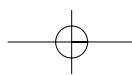
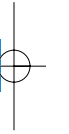
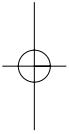


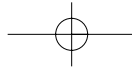


Uluru-Kata Tjuta National
Park, Australia.
© S. Titchen

We've always been saying the land is important to us for Tjukurpa, now other people from overseas and non-indigenous people recognize that it's of cultural importance – it makes me feel good that it's been recognized at last. In the past, some people have laughed and called it dreaming but the Tjukurpa is real, it's our law, our language, our land and family together.

Yami Lester, Chair, Uluru-Kata Tjuta Board of Management





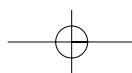
Signing the Convention may not, however, lead to the immediate understanding of how our identity and cultural roots are connected to the rest of the world. We may understand why it is important to preserve our national or ethnic heritage, but it may be difficult to see that we are actually interlinked with the others. One way of seeing this link is to see the world as a sea of cultural islands, a sea of coral reefs.

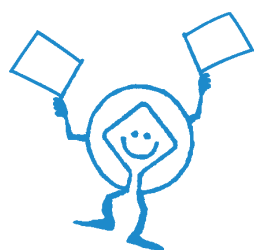
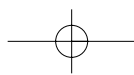
Tubbataha Reef Marine
Park, Philippines.
© IUCN/J. Thorsell



A coral reef is built by many layers of coral animals, but it is only the top layer that is alive. After a few years these animals die and a new layer of living animals come on top of them. For each new layer of living animals the reef changes a bit; it becomes taller, a bit bigger. Each and every animal moves freely – it seems – but is in fact stuck in the former generation and cannot get loose from it. Each and every living animal seems not be connected to other living animals. But a few coral animal generations beneath the sea level, you can see that they are part of the same reef. If then some of the former layers are destroyed – by sabotage or by pollution, you can imagine what happens to the rest of the reef. Our world is like a coral reef. It is built by thousands of generations before us – their thoughts, their deeds, their accomplishments. This is part of us – part of what we are. Our identity and our heritage.

Thomas Hyllard Erikson, Professor of Anthropology, University of Oslo, Norway





Across the curriculum: World Heritage and identity

Art

Draw World Heritage sites that are outstanding examples of human creative genius and reflect on the different identities of their builders or, in the case of cultural landscapes, guardians

Foreign languages

Read a text in another language to pick out the words that also exist in your own language, and discuss why these words are similar and what this might infer about cultural contact between countries

Translate into another language an information leaflet on your country's World Heritage sites. Find words or concepts that have to be explained which are taken for granted in the original text, and discuss what they reveal about the identity of the people

Geography/Science

Study the World Heritage List and illustrate the interrelationship between people and geographical locations. Discuss nature's role in the process of forming people's identity on a practical level, for example, the role of trees in Norway

History

Use role play, preferably at a World Heritage or other cultural or natural site, to encourage students to empathize with the people who built the site or those who live there now

Language/Literature

Write essays on the importance of preserving one's cultural identity, and develop some of the ideas into short plays

Participate in a contest where students present a five-minute speech in favour of protecting a specific natural or cultural site

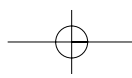
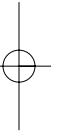
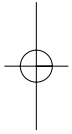
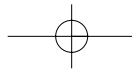
Read and discuss novels or short stories dealing with identity and connected with a World Heritage site; then ask students to write stories of their own

Find out whether there are any suitable plays that discuss the concept of identity in relation to natural or cultural sites in your region

Philosophy/Religious studies

Use plans and photographs of religious monuments or buildings as an additional resource in order to illustrate a belief system

Observe and understand the symbolism when visiting a religious site (church, mosque, temple or landscape)



World Heritage and tourism

Tourism



Piazza del Duomo, Pisa, Italy. © J.A. Taylor

**'500,000,000 tourists
for 552 World Heritage sites in 1998'**

World Heritage and tourism

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Objectives



Knowledge

To help students develop knowledge and understanding of:

- trends in world tourism and their potential impact on World Heritage sites
- how tourism can help us to learn more about heritage, other cultures, values and traditions
- the need for site management to involve visitor management.

Attitudes

To encourage students to:

- understand the need to introduce new forms of tourism conducive to heritage appreciation and **conservation**
- reflect on and respect the measures taken to protect World Heritage sites from mass tourism.

Skills

To help students develop their ability to:

- learn how to interpret and analyse statistical data to better understand correlation between trends in tourism and World Heritage conservation
- acquire basic skills to become guides at World Heritage sites
- visit cultural and natural sites in a respectful and responsible way
- develop creative thinking to enhance the presentation of World Heritage sites for the benefit of tourists, while ensuring their conservation.



Tourism: worldwide phenomenon and big business

No one person nor any single culture can develop without the interactivity of other people and cultures. We must learn to recognize what each culture owes to all other cultures. We ought to realize that cultural tourism could also be one of the most fertile and challenging means through which the dialogue between cultures and civilizations might be expressed. To meet others also helps to appreciate one's own culture and heritage, and understand one's own natural environment.

Koïchiro Matsuura, Director-General of UNESCO, at the UNEP Global Ministerial Environment Forum, Nairobi, 8 February 2001

One of the biggest worldwide phenomenon of the past forty years has been the increase of mass tourism. This is having a considerable effect on the number of people visiting World Heritage sites.

Due to rapid development in transportation technology, improved standards of living, more paid vacations and leisure time, people have never travelled so much and so far as they are doing today. For example, in 1950, the World Tourism Organization (WTO) estimated that tourism worldwide involved some 25 million people compared with 664 million in 1999, which means more than twenty-five times the number of tourists fifty years later. The WTO is forecasting 1 billion tourists in the year 2010, and close to 1,6 billion in 2020!

Many people are keen to discover new places of interest, and since the sites inscribed on the **World Heritage List** are of **outstanding universal value** many people choose to visit them. Since an increasing number of people live in large cities, they are often keen to travel to places known for their natural beauty and to World Heritage natural sites. Such travel is sometimes referred to as eco-tourism, while cultural tourism refers to tourism at cultural sites.

Tourist

One who makes a tour or tours; especially one who does this for recreation; one who travels for pleasure or culture, visiting a number of places for their objects of interest, scenery, or the like.

Shorter Oxford Dictionary

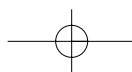
Tourism

The theory and practice of touring; travelling for pleasure.

Shorter Oxford Dictionary



Tourists visiting Mont-St-Michel and its Bay, France.
© Patrimoine 2001/D. Chenot



Tourism is often linked to development as it provides jobs and usually brings much needed foreign currency. For example, in 1950, it was estimated that tourists spent some US\$2,1 million compared with US\$486 billion in 2000.

For more information on tourism trends, you can consult the World Tourism Organization website (<http://www.world-tourism.org>).

Tourism would not exist without culture, because it is culture that is one of the principal motivations for the movement of people.
Proceedings of a Round Table on Culture, Tourism and Development: Crucial Issues for the Twenty-first Century, p. 7. Paris, UNESCO, 26–27 June 1996



■ Student Activity 23

CALCULATING TOURIST TRENDS

Objective: to learn about world tourist trends and the implications of the number of visitors for World Heritage conservation



Research



Classroom activity



1 or several class periods



Mathematics, Social studies,



Student activity sheets
 Statistics on world tourism,
 Calculator,
 World Heritage Map,
 Laminated photograph

✓ Show your students Chart I of the Student Activity Sheets (make photocopies for each student if possible). Explain the data to them and provide some information about gathering, interpreting and using statistics. Concerning the fifteen most visited countries, ask students to find out how many World Heritage sites there are in each country by using the World Heritage Map. Invite them to calculate the correlations (i.e. if the number of sites per country could help to explain the large number of tourists) and have them place the ten most visited countries into geographical areas: Africa, the Americas and the Caribbean, Asia and the Pacific, Arab States, and Europe.

✓ Present Chart II to the students and invite them to place the fifteen countries in two lists: industrialized countries and less industrialized countries. Is there a correlation between being an industrialized country and a top tourism earner with World Heritage sites? Discuss the findings. How many of the top tourism earners have World Heritage sites?

✓ Show Chart III to the students and discuss what is meant by 'growth rate' and why there are varying growth rates for different decades.

✓ Try to obtain statistics about tourism and the number of tourists to World Heritage sites in your country and have students present the data.

Student Activity Sheet

Chart I

World's top fifteen tourism destinations
International tourist arrivals

Rank	Country	International tourist arrivals (million)		Percentage change 2000/1999	Market share 2000
		1999	2000		
1	France	73.0	75.5	3.4	10.8
2	United States	48.5	50.9	4.9	7.3
3	Spain	46.8	48.2	3.0	6.9
4	Italy	36.5	41.2	12.8	5.9
5	China	27.0	31.2	15.5	4.5
6	United Kingdom	25.4	25.2	-0.8	3.6
7	Russian Federation	18.5	21.2	14.5	3.0
8	Mexico	19.0	20.6	8.4	3.0
9	Canada	19.5	20.4	4.9	2.9
10	Germany	17.1	19.0	10.9	2.7
11	Austria	17.5	18.0	2.9	2.6
12	Poland	18.0	17.4	-3.1	2.5
13	Hungary	14.4	15.6	8.1	2.2
14	Hong Kong (China)	11.3	13.1	15.3	1.9
15	Greece	12.2	12.5	2.8	1.8

Source: World Tourism Organization (WTO), data collected through August 2001.

Statistics on world tourism Chart I

Student Activity Sheet

Chart II

World's top ten tourism earners International tourist receipts

Rank	Country	International tourist receipts (US\$ billion)		Percentage change 2000/1999	Market share 2000
		1999	2000		
1	United States	74.9	85.2	13.7	17.9
2	Spain	32.4	31.0	-4.3	6.5
3	France	31.5	29.9	-5.1	6.3
4	Italy	28.4	27.4	-3.2	5.8
5	United Kingdom	20.2	19.5	-3.4	4.1
6	Germany	16.7	17.8	6.5	3.7
7	China	14.1	16.2	15.1	3.4
8	Austria	12.5	11.4	-8.7	2.4
9	Canada	10.2	10.8	5.9	2.3
10	Greece	8.8	9.2	5.0	1.9
11	Australia	8.0	8.4	5.3	1.8
12	Mexico	7.2	8.3	14.8	1.7
13	Hong Kong (China)	7.2	7.9	9.4	1.7
14	Turkey	5.2	7.6	46.8	1.6
15	Russian Federation	7.5	-	-	-

Source: World Tourism Organization (WTO), data collected through August 2001.

Student Activity Sheet

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WTO long-term forecast tourism 2020 vision

Forecast of inbound tourism, world by regions

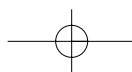
International tourist arrivals by tourist receiving region (million)

Chart III

	Base year 1995	Forecasts		Average annual growth rate (%) 1995-2020	Market share (%)	
		2010	2020		1995	2020
Africa	20.2	47.0	77.3	5.5	3.6	5.0
Americas	108.9	190.4	282.3	3.9	19.3	18.1
East Asia/Pacific	81.4	195.2	397.2	6.5	14.4	25.4
Europe	338.4	527.3	717.0	3.0	59.8	45.9
Middle East	12.4	35.9	68.5	7.1	2.2	4.4
South Asia	4.2	10.6	18.8	6.2	0.7	1.2
Intraregional	464.1	790.9	1,183.3	3.8	82.1	75.8
Long-Haul	101.3	215.5	377.9	5.4	17.9	24.2

Source: World Tourism Organization (WTO), data as in WTO database July 2000.

1. Intraregional includes arrivals where country of origin is not specified.
2. Long-Haul is defined as everything except intraregional travel.



▲ The advantages and potential threats of tourism to World Heritage conservation

Tourism has many obvious advantages. For the host countries, towns and heritage sites, tourism provides jobs, brings in foreign currency, sometimes leads to an improvement in local infrastructure (e.g. roads, communication equipment, medical care). The travellers can admire the wonders of the world and learn more about other countries, their environment, cultures, values and ways of life and hence promote international understanding and solidarity. We often learn much more about ourselves from learning about others.



Tourism can, however, have negative effects. For example, millions of tourists visit the World Heritage site of the Borobudur Temple Compounds in Indonesia which is located in a very hot and humid region. In order to ensure the comfort of the tourists, the tour-bus drivers sometimes keep their engines running with the air-conditioning on while waiting for tourists to return from visiting the site. The carbon monoxide fumes are likely to damage the stone temples.



Borobudur Temple Compounds, Indonesia.
© UNESCO/
A. Voronzoff

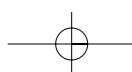
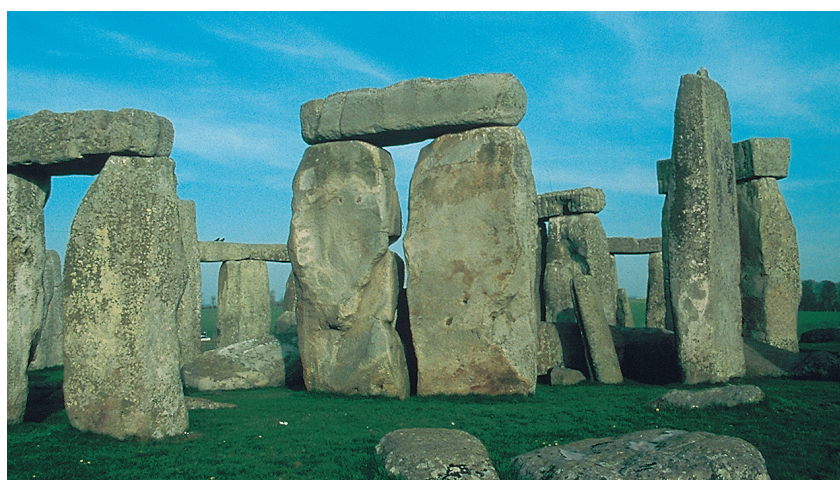
Automobile traffic is becoming a major threat to many other World Heritage sites. The road close to Stonehenge in the United Kingdom has threatened the integrity of this site. The proposal to build a highway close to the Pyramid fields from Giza to Dahshur in Egypt was stopped by the Egyptian authorities at the request of **UNESCO**.

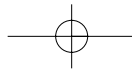
The **World Heritage Convention**, referring to the List of World Heritage in Danger, mentions the serious threat of 'rapid urban or tourist development projects' (Article 11, paragraph 4).

Stonehenge, Avebury and Associated Sites, United Kingdom.
© UNESCO/
A. Lacoudre

Tourism has both positive and negative effects on heritage sites and there is a need to ensure the former and eliminate the latter.

Students' Pledge,
World Heritage Youth Forum,
Bergen, Norway





■ Student Activity 24

THE ADVANTAGES AND POTENTIAL THREATS OF TOURISM TO WORLD HERITAGE SITES

Objective: to better understand the advantages and potential threats of tourism to heritage sites



Discussion



Classroom activity



1 class period



Language, Social studies



Two (large) sheets of paper

✓ Divide the class into two groups and ask Group 1 to make a list of the advantages of tourism for a local or World Heritage site. Ask Group 2 to make a list of threats caused by tourism to World Heritage sites. Invite one student from each group to present the group's list, and discuss how the threats of tourism could be reduced.

▲ The need for a new type of tourism

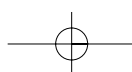
Tourism allows people to directly appreciate the diversity of cultures, lifestyles and natural environments. It provides useful intercultural exchanges for young people.

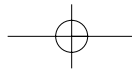
Tourism may provide . . . a school of tolerance where everyone can encounter a world that is at once unique and diverse.

Proceedings of a Round Table on Culture, Tourism and Development: Crucial Issues for the Twenty-first Century, p. 7. Paris, UNESCO, 26–27 June 1996

However, tourism can also cause economic and social imbalance if priority is given to creating infrastructure (hotels, swimming pools, restaurants, etc.) for tourists to the detriment of schools or hospitals for the local population.

A new type of tourism is needed, which supports ecologically sustainable development and encourages host countries to reaffirm their cultural identities, to make their culture and environment better known, cared for and appreciated by visitors. At the same time, a real intercultural dialogue, mutual respect and solidarity need to be established. In countries facing water shortages, for example, tourists could show their sense of solidarity by saving water, such as by not expecting their towels and sheets to be washed daily.





World Heritage, tourism and ecologically sustainable development

Tourism can contribute to qualitative and sustainable development if it is based on the commitment and participation of the local populations, who must be involved in its conception and execution, and if the natural and cultural resources upon which tourism is based are preserved on a long-term basis.

Proceedings of a Round Table on Culture, Tourism and Development: Crucial Issues for the Twenty-first Century, p. 7. Paris, UNESCO Publishing Office, 26–27 June 1996

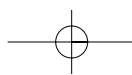
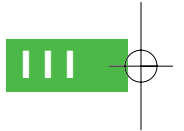
Mass tourism can have serious effects on the maintenance and conservation of cultural sites (deterioration due to the high number of visitors) and natural sites (e.g. introduction of foreign species by tourists, siting of tourist resorts on fragile coastlines, pollution from tourist refuse). Each heritage site, particularly World Heritage sites, have to be properly managed. It is important for young people to reflect on their eventual contributions to site management as future decision-makers.

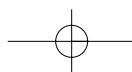
We can appreciate and see all these sites because our forefathers preserved them for us and in turn, it is our duty to preserve these for our children, so they too can appreciate them and be inspired by them.

Student Recommendations, World Heritage Youth Forum, Beijing, China

World Heritage sites should be models of effective management and conservation. Unfortunately, the high standards expected of these unique areas are not always attainable under current conditions. But strictly controlled and environmentally responsible visitation and tourism to these sites could provide much-needed funding for many of them, and contribute to their long-term preservation.

Tourism, Ecotourism and Protected Areas, H. Ceballos-Lascurair (ed.), IUCN, 1996





■ Student Activity 25

THE WORLD HERITAGE AND TOURISM GAME

Objective: to have fun while understanding vital issues involved in site management and tourism



Exercise



Classroom activity



Three class periods



Social studies, Geography



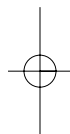
World Heritage Map, Brief Descriptions



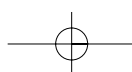
Dice and coins

Rules:

- ✓ Divide the class into small teams of two to four students.
 - ✓ In the first class period, give each team information on one World Heritage site (data, photographs, location; characteristics, etc.). Each team will represent their site during the whole game. With the teacher's assistance, each team should prepare a 'tourism management plan' for their given site.
 - ✓ In the second class period, students can start the game. Each team throws the dice and moves to the place indicated. Once both teams have moved, some time is given (10 to 30 minutes) to prepare what is indicated in the squares. If a team fails to successfully complete a task, it cannot move forward. When a team is in a square with a POSTER indicated, it should use the time to prepare a poster promoting the site. The first team to reach FINISH, having completed the tasks and the posters, is the winner.
- During the third class period, students can discuss the results and present their posters.



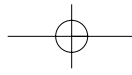
Park Wardens at Victoria Falls provide training in showing sites to visitors and to students attending the First African Regional World Heritage Youth Forum, Zambia and Zimbabwe.
© UNESCO



Student Activity Sheet



<p>start</p> <p>Your site is included on the World Heritage List. Present a tourism management plan to the other teams.</p> <p>1</p>	<p>POSTER</p> <p>2</p>	<p>POSTER</p> <p>3</p>	<p>The site is hit by a natural disaster. Explain what happened (taking into account the characteristics of your site and any damage)</p> <p>move back to START</p> <p>4</p>	<p>POSTER</p> <p>5</p>	<p>There is a lot of litter on your site. Write down 5 ways to solve this problem.</p> <p>go back 4 squares</p> <p>6</p>
<p>POSTER</p> <p>7</p>	<p>POSTER</p> <p>8</p>	<p>POSTER</p> <p>9</p>	<p>The information centre at your site is criticized for its lack of facilities. Write a letter to visitors, asking for donations to renovate the centre.</p> <p>Go back 5 squares</p> <p>10</p>	<p>POSTER</p> <p>11</p>	<p>A record number of tourists visit your site. The money raised enables you to start a major restoration programme. What will you prioritize and why? Explain this through a drawing.</p> <p>move forward 5 squares</p> <p>12</p>
<p>Part of the site collapses through poor maintenance. Make a list of the problems (at least 5) and the solutions to be applied.</p> <p>return to START</p> <p>13</p>	<p>An appeal for funds for conservation is successful. Write down this appeal, including 7 reasons why you should receive the funds.</p> <p>move forward 5 squares</p> <p>14</p>	<p>A new tourist hotel has been built. The manager understands the importance of conservation of World Heritage. Make an advert for the hotel, to be published in a magazine.</p> <p>move on 4 squares</p> <p>15</p>	<p>The ICOMOS five-year review is critical of your conservation record.</p> <p>go back 9 squares</p> <p>16</p>	<p>POSTER</p> <p>17</p>	<p>Your site was featured on national television.</p> <p>move forward 3 squares</p> <p>18</p>
<p>POSTER</p> <p>19</p>	<p>Too many tourists have visited your site, causing major erosion. Write down 5 advantages and 5 disadvantages of tourism at your site.</p> <p>go back 11 squares</p> <p>20</p>	<p>POSTER</p> <p>21</p>	<p>Your hotel has to close because of a leaking roof.</p> <p>go back 5 squares</p> <p>22</p>	<p>POSTER</p> <p>23</p>	<p>finish</p> <p>You have a well-conserved site with a good management plan. Write a report on your management plan, problems encountered, and solutions applied.</p> <p>24</p>



■ Student Activity 26

THE ILL-BEHAVED TOURIST VERSUS THE RESPECTFUL TOURIST

Objective: to become a respectful tourist



Role play



Classroom activity or Extra-curricular activity



Several class periods



Language, Social studies



World Heritage Map, Brief Descriptions, Laminated photos



Properties for the performance

✓ Invite students to write and perform a play about an ill-behaved tourist, someone who disrespects sites, spreads litter, sometimes damages them with graffiti or otherwise, makes fun of local traditions and customs and who is mainly interested in personal comfort. A respectful tourist is keen to learn more about local traditions and culture (history of the site, local crafts and works of art, music, food, clothing, etc.). Once the play has been written and performed by the students, discuss how such a tourist could be changed into someone who is interested in visiting local and World Heritage sites and shows respect for them, by referring to the guidelines below.

✓ Invite students to select a local, national or World Heritage site and make a list of suggestions for a campaign which would give tourists a new way of visiting the site. Discuss the suggestions and share them with the local tourist board or heritage society.

General behaviour guidelines for tourists

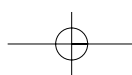
While planning their trip, tourists should:

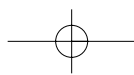
1. learn as much as possible about the destination;
2. patronize suppliers (i.e. airlines, tour operators, travel agents, and hotels) that demonstrate a commitment to environmental practices;
3. plan vacations and visits during the off-peak season, if possible;
4. visit lesser-known destinations.

Once at their destination, tourists should:

1. respect local cultures and traditions;
2. consider the privacy, culture, habits and traditions of the host communities;
3. support the local economy by buying local goods and services;
4. contribute to local conservation efforts;
5. conserve and preserve the natural environment, its ecosystems and wildlife;
6. not disfigure cultural sites and monuments;
7. use energy and water, and dispose of waste, efficiently;
8. be careful with fire;
9. not make unnecessary noise;
10. use only designated roads and paths.

General Behaviour Guidelines for Tourists, Environmental Codes of Conduct for Tourism, United Nations Environment Programme

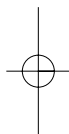




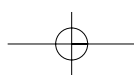
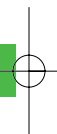
More World Heritage sites to visit

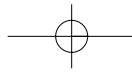
In 1978 the first twelve sites were inscribed on the **World Heritage List**. By 1987 there were already 289 sites on the List and fifteen years later, in 2002, the List includes 721 sites. Every year the World Heritage Committee includes more sites on the List. Young people attending the UNESCO **World Heritage Youth Fora** expressed great interest in visiting as many World Heritage sites as possible. However, many schools are located far from World Heritage sites and it is expensive to travel to them. The students therefore suggested that free or reduced admission be granted to school groups and that local business should help to sponsor transportation to allow school visits to World Heritage sites. In some cases, schools undertake a wide range of fund-raising activities (selling cakes and sweets, washing cars, organizing concerts and charging admission, etc.) to cover the cost of their school outing to a World Heritage site.

Careful and thoughtful preparation is required to make cultural and natural sites interesting for students. Although visits can obviously contribute to the deterioration of sites, if properly organized they can inspire students to make a commitment to their long-term protection and conservation.



*Historic Town of Sukhothai
and Associated Historic Towns,
Thailand.
© Patrimoine 2001/P. Aventurier*





■ Student Activity 27

ASSESSING TOURIST FACILITIES AT HERITAGE SITES

Objective: to acquire observation techniques to improve tourist facilities at heritage sites



Research



Classroom activity



Extra-curricular activity



Two class periods and out-of-school time



Language, Geography or Social studies,



Student activity sheets
Assessing tourist facilities at heritage sites

- ✓ Plan an excursion to a nearby heritage site that is popular with tourists.
- ✓ Reproduce the Student Activity Sheet and give one copy to each student.
- ✓ Provide the students with information about the site that they are going to visit and the importance of completing the form and writing the report.
- ✓ Once the students have given their reports to you, present them with a summary of their findings and discuss how the facilities could be improved.

World Heritage sites should:

- *monitor the number of tourists entering the site so as to prevent damage to fragile areas;*
- *have walking paths for the aged, children, handicapped;*
- *not have commercial premises outside the main site ...*

Student Recommendations, World Heritage Youth Forum, Beijing, China

Student Activity Sheet

■ students are invited to rate the adequacy of facilities by placing a cross in the appropriate column

FACILITIES	INADEQUATE	ADEQUATE	GOOD	VERY GOOD
SIGNS TO SITE				
CAR PARK				
WASHROOMS				
INFORMATION				
EXHIBITIONS				
SOUVENIRS				
LITTER BINS				
CLEANLINESS				
GUIDES				
SNACKS				
OTHER				

Report to the Heritage Site Manager

Dear Madam/Sir

I have recently visited your site and concluded that...

- the site facilities are adequate
- the site facilities are inadequate and need to be improved as follows:

.....

I hope this report is of help for the future developments at your site.

Yours faithfully,

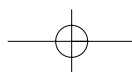
Name:

Signature:

Date:

Students should complete their reports and give them to the teacher.

Assessing tourist facilities at heritage sites



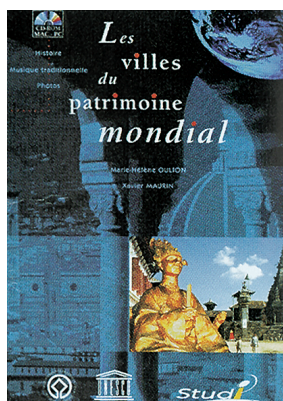
Virtual tourism and World Heritage

With new technology, it is possible to visit World Heritage and other sites without actually going to the site. For example, amusement parks and museums in some countries have reconstructed entire villages or parts of cities. In York, England, tourists can visit the Viking village of Jorvik, which has been recreated underground, and ride on an automated small train. With the use of three-dimensional screens and special effects, one of the biggest attractions at amusement parks today are 'simulated rides' which enable people to travel to different places, including outer space, while attached to a special chair which moves! This in itself is a new form of tourism! Teachers could discuss with their students the advantages and disadvantages of this type of tourism, particularly with regard to the future.

I am a traveller. You are a visitor. They are tourists.

The paradox is captured in this sentence: we love to travel to wild and beautiful places; but we are shocked by the impact of large number of fellow human beings doing likewise. Each individual is bent on that most innocent of activities: his or her leisure time. Yet collectively, we threaten the very places we so admire. Truly we are in danger of loving many of the world's national parks and other protected areas to death.

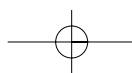
Adrian Phillips, IUCN, 1996



More and more CD-ROMs are being produced on World Heritage and it is now possible to visit, for example, over a hundred World Heritage cities located in all parts of the world thanks to the UNESCO CD-ROM World Heritage Cities as well as sites such as Angkor, Cambodia. Well-designed exhibitions and WWW sites can also allow students to 'visit' World Heritage sites. If you have access to the Internet, you could visit the UNESCO World Heritage Centre website to learn more about the 721 sites on the World Heritage List.



Students at the Victoria Falls World Heritage Youth Forum observe the flora and fauna during their Zambezi River cruise.
© UNESCO

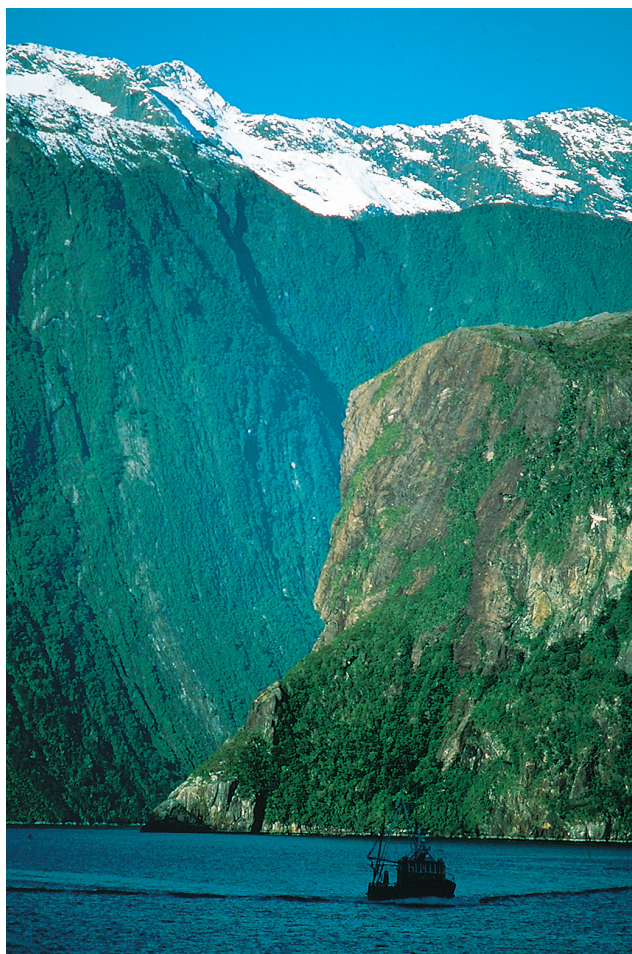


Tourism management at World Heritage sites

A major challenge for World Heritage conservation is to allow people to visit sites without causing adverse effects. Sites which remain beautiful and well preserved because of their inaccessibility are now becoming targets for tour operators. Consequently, each World Heritage site requires proper tourism management.

The Great Wall of China was inscribed on the World Heritage List in 1987. The part of the Great Wall which is visited by millions of local and foreign tourists every year are its brick- and stone-built sections near Beijing, built during the Ming dynasty. Spectacular early remains, some 2,000 years old, can be seen in the Gobi Desert in Gansu province. The arid conditions of the desert have preserved these fragile materials. The remains include mud-built forts and even piles of reeds kept ready for lighting as beacon flares to warn off attacks from nomads from the north. This part of the Great Wall has been visited by relatively few tourists, and it is feared that an increase in the number of visitors may endanger the fragile remnants of this site.

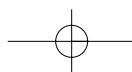
One of the most breathtaking World Heritage natural sites is Te Wahipounamu in southwest New Zealand. Its natural beauty has been well preserved, the fact of



New Zealand being far away from many countries has helped to conserve its rich and unique biodiversity. However, the tourist boom and improved world transportation has allowed many tourists to find their way to New Zealand. There has, therefore, been much discussion in recent years about building a highway through the site to link two towns, Haast and Milford, to facilitate tourist access. This presents a number of obvious advantages and disadvantages, which can be further examined in Student Activity 28.

*Te Wahipounamu,
New Zealand.
© UNESCO/I.F. Dondau*





■ Student Activity 28

BUILDING A HIGHWAY THROUGH A WORLD HERITAGE NATURAL SITE

Objective: to understand the diversity of interests and views in relation to development, tourism and World Heritage



Role play



Classroom activity



Extra-curricular activity



Several class periods and out-of-school time



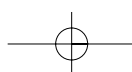
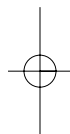
Geography, Mathematics, Science, Language



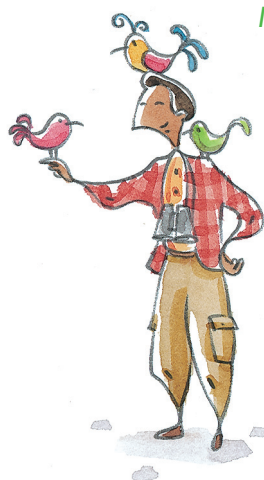
Student activity sheets
Building a highway through World Heritage natural site
Brief Descriptions, World Heritage Map

✓ Divide the class into five groups and distribute a copy of the Student Activity Sheet to each group. Ask the students to match the statement with the appropriate character. Then give each character and each group a number (1 to 5). Ask each group to further develop the statement for which they are responsible.

✓ After they have had sufficient time to prepare their statements, each group should designate one member to take part in a public debate to be organized in the classroom in order to defend the views of their character. Each group should also select one member to serve as part of a jury which will decide, after the debate, if the road should be built or not. Discuss the decision made.



Student Activity Sheet



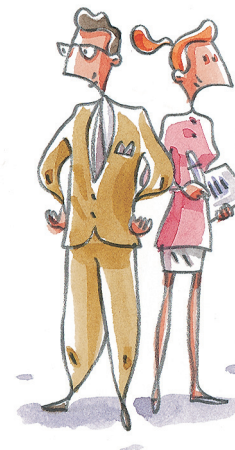
1. The last thing New Zealand needs is more roads into the wilderness. It would have horrendous impact on an otherwise pristine area and it's an economic lemon. It just changes the way tourists get to New Zealand rather than attracts more not that we need more anyway. It'll never happen.

Director, Forest and Bird Protection Society



2. Essentially, we see this as the answer to increasing tourism on the Coast. This road would take the place of everything we have lost. If just 10 per cent of the buses going to Milford were to come up the West Coast, it would double our tourism industry.

General Manager, Westland Country Council

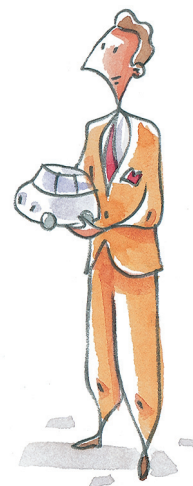


3. A road along the valley floors would cause considerable disturbance to delicate swamp ecosystems and a road along the foothills would be likely to cause considerable scenic disruption.

Forest Service Ranger

4. The landscape and scenery is quite outstanding. It would add a whole new dimension to New Zealand as well as international tourism. Part of the deal would be being self-contained in the car from Haast to Milford.

Transport Minister

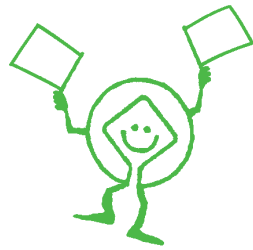


5. On balance we can see no harm in the proposal, providing the feasibility study does not indicate the costs to the nation will be excessive. It could benefit tourism and the communities of South Westland and Fiordland that derive a considerable part of their incomes from it.

Otago Daily Times, Newspaper Editor

Source: Greymouth High School New Zealand

Building a highway through a World Heritage natural site



Across the curriculum: World Heritage and tourism

Art

Design a tourism campaign – including posters – to attract visitors to a site

Design, and if possible produce, site tourist information leaflets

Draw, paint or visit a site; develop images sketched on site into, for example, abstract art, designs for clothing

Design a poster concerning the need to conserve local/national/regional World Heritage sites; research past images of the site, the reasons for its creation and whether the tourist situation has changed

Geography/History

Discuss whether and why (or why not) the site has been a tourist destination for a long time

Discuss whether the history of the site makes it relevant to local, national, regional or world tourism

Suggest how to vividly explain the history of the site to tourists

Study erosion of sites by visitors and discuss solutions, such as alternative routes

The Internet

Search the Internet using the key words ‘World Heritage’ and ‘tourism’ for more information about World Heritage and tourism in specific countries or regions

Language/Literature

Write information leaflets for tourists: general public, for disabled visitors, overseas visitors, young people, etc.

Write advertising slogans for a site

Write and record audiotape tours of a site

Debate or role play the value of heritage sites and possible threats from tourism

Translate site information into other languages

Study a range of advertising leaflets concerning local, regional or national World Heritage sites

Research references to any site mentioned in a novel or story and discuss how extracts of literary texts could be included in brochures and documentation for tourists

Mathematics

Use graphs, pie charts or statistics to discuss tourist trends and their likely implications for World Heritage sites, calculate and record the results of questionnaire or survey work

Social sciences

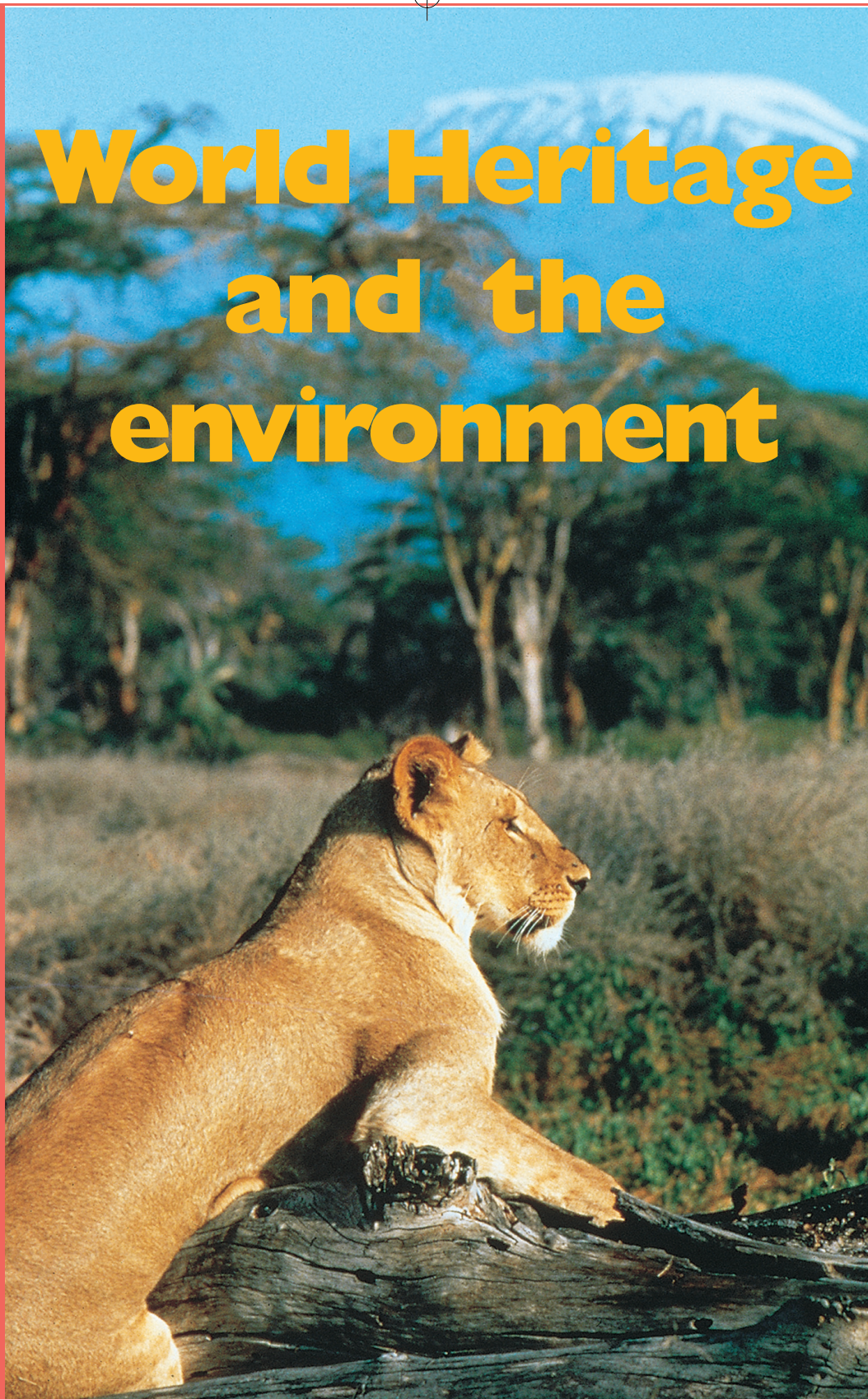
Carry out a survey of visitors to sites by giving out questionnaires

Interview managers of sites to learn about positive and less positive effects of tourism on the conservation of heritage sites

World Heritage and the environment

Environment

Kilimanjaro National Park, United Republic of Tanzania. © UNESCO/M. Batisse



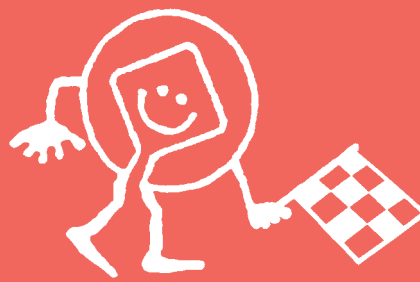
‘Nature may be interpreted in various ways – as a basis for scientific business endeavours; as a resource; something to look at, experience and enjoy; or as an artistic inspiration.’

President Nelson Mandela, October 1994

World Heritage and the environment

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Objectives



Knowledge

To help students develop knowledge and understanding of:

- the natural and cultural environment and the interactions between people and the environment
- World Heritage sites as protected areas, essential for the **conservation of biodiversity** and of threatened plant and animal species
- the *World Heritage Convention* as an important contributor to collective international environmental conservation action.

Attitudes

To encourage students to:

- develop a strong conservation ethic and responsibility for the environment
- approach their life on the planet in a sustainable way to protect species and ecosystem diversity (biodiversity) and to ensure that the ability of future generations to meet their needs will not be jeopardized.

Skills

To help students develop their ability to:

- participate in environmental protection, particularly World Heritage conservation
- participate in the process of ecologically sustainable development for the future health of the planet and its peoples
- provide leadership in World Heritage conservation.



Young people and World Heritage conservation

Conserving the World Heritage can make a significant contribution to the protection of the environment, its cultural and natural diversity and the interactions between people and the environment.

World Heritage conservation is helping to address some of today's key environmental concerns, notably the increasing number of threatened and extinct plant and animal species and the resultant decline in biodiversity. Equally importantly, the conservation of World Heritage sites is being undertaken within the international context of ecologically sustainable development where, for example, the protected area status of World Heritage sites is balanced with local community needs for resource use and economic survival. In addition, the *Convention* recognizes the **cultural** and **natural heritage** and outstanding interactions between the two.

For these reasons, the *Convention* provides unique opportunities for a holistic approach to environmental conservation encompassing the protection of the full diversity of natural and cultural values of a site.

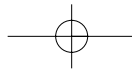
The 144 natural sites included on the **World Heritage List** as of 2001 protect plant and animal species, ecosystems, geological sites, ecological and biological processes, and natural habitats, as well as areas of exceptional beauty

and aesthetic importance. These sites contribute to the almost 10 per cent of the Earth (land and sea) which is currently cared for and managed as protected areas.

In order that young people may participate effectively in environmental conservation, they need to be aware of the issues and challenges at stake, and have the means to act accordingly. Knowing about the important role of the *World Heritage Convention* for environmental conservation can help to achieve this. Some of the major issues in environmental conservation, and their significance to World Heritage conservation, are presented in this section of the Kit.



Students from Greymouth High School explore the glacier at Te Wahipounamu – southwest New Zealand.
© UNESCO



■ Student Activity 29

ECOSYSTEMS AND LAND FORMS

Objective: to become more aware of different types of ecosystems and World Heritage natural sites



Exercise



Classroom activity



2 class periods



Geography, Science



World Heritage Map, Brief Descriptions

✓ Are there any examples of these types of ecosystem or land form in your local area? What are the main characteristics and features (e.g. swamps and lakes in wetland areas) and what types of plant and animal species are present (e.g. water birds in wetland areas) at the sites?

✓ Ask students to examine the *Brief Descriptions* and to select and classify twenty World Heritage natural sites in the following categories:

- forests
- coasts
- mountains

✓ Discuss students' findings and ask them to identify sites in their country in the same three categories.

✓ Ask students to identify examples from the World Heritage List of:

- coral reefs
- forests
- islands
- deserts
- wetlands

and discuss their results.

International environmental conservation

Faced with a general deterioration of the environment – polluted air, water and soil, global warming, the hole in the ozone layer, the depletion of natural and non-renewable resources, extinction of species, and a decline in biodiversity – we must all act urgently in order to repair the damage already caused, to conserve the natural and cultural diversity of the world and to ensure sustainable development for present and future generations.



Conserving World Heritage, particularly World Heritage natural sites, can make a valuable contribution to improving and safeguarding our environment. In addition to the *World Heritage Convention*, there are several international treaties concerning the conservation of the environment. Further information on these treaties and their secretariats can be accessed via the **UNESCO World Heritage Centre's** website (<http://unesco.org/whc>).

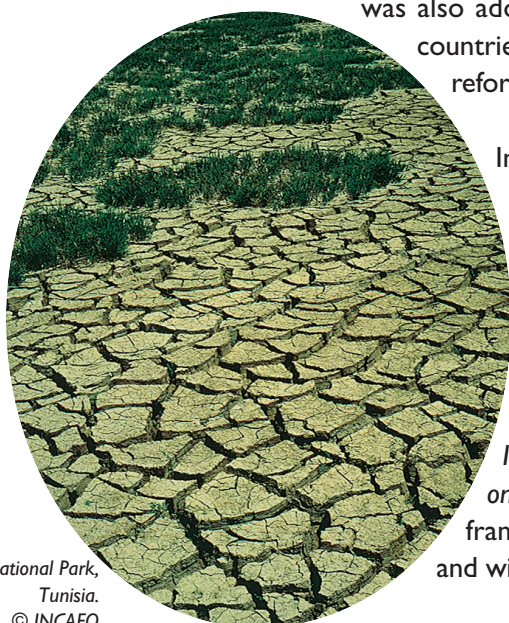
The *World Heritage Convention* was signed two months after the first **United Nations** World Conference on the Environment held in Stockholm, Sweden, in September 1972. Twenty years after Stockholm, world leaders met in June 1992 at the UN Conference on Environment and Development in Rio de Janeiro (Brazil). The so-called Rio Earth Summit was convened to assess the alarming deterioration of the natural environment and to elaborate a strategy to improve it. The Summit led to the adoption of Agenda 21, a set of proposals to help save the Earth, of which Chapter 36 underlines the instrumental role of education and young people.

In addition, 181 countries and the European Community signed a *Convention on Biological Diversity*, which calls for concerted action to conserve biodiversity. Two other international conventions, plus a statement on forest conservation, derived from the Rio Earth Summit.

The *Convention on Climate Change* came into effect on 21 March 1994 and has been ratified so far by 186 countries. It aims to stabilize the concentration of greenhouse gases in the atmosphere and so fight against global warming.

The *United Nations Convention to combat Desertification in those countries experiencing serious drought and/or desertification, particularly in Africa* came into effect on 26 December 1996. It aims to eliminate the threat of human suffering and ecological disaster from drought and desertification.

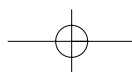
The *Non-Legally Binding Authoritative Statement of Principles for a General Consensus on the Management, Conservation and Sustainable Development of all Types of Forests* was also adopted at the Rio Earth Summit. This aims to encourage all countries to work towards the re-greening of the world, notably by reforestation and conservation of the natural resources.



Ichkeul National Park,
Tunisia.
© INCAFO

In addition, the *Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)* was adopted in 1975. CITES establishes worldwide controls on the international trade in threatened species of animals and plants. In the case of species threatened with extinction, CITES prohibits all commercial trade in wild specimens.

The 1971 *Ramsar Convention on Wetlands of International Importance*, (more commonly known as the *Ramsar Convention on Wetlands*) is an intergovernmental treaty which provides the framework for international co-operation for the conservation and wise use of wetlands and their resources.



There are at present 1,094 wetland sites, totalling more than 87 million hectares, designated for inclusion in the Ramsar List of Wetlands of International Importance.

Twenty-five sites included on the Ramsar List of Wetlands of International Importance are also World Heritage sites. These are:

Algeria	La Vallée d'Iherir (associated with the World Heritage site Tassili n'Ajjer)	Hungary	Hortobágy National Park
Australia	Great Sandy Strait (associated with the World Heritage site Fraser Island)	India	Keoladeo National Park
Bangladesh	Kakadu National Park	Lebanon	Tyre
Bulgaria	The Sundarbans	Mauritania	Banc d'Arguin National Park
Canada	Srebarna Nature Reserve	Niger	'W' National Park of Niger
Costa Rica	Peace-Athabasca Delta	Philippines	Tubbataha Reef Marine Park
Democratic Rep. of the Congo	Whooping Crane Summer Range (both part of the World Heritage site Wood Buffalo National Park)	Romania	Danube Delta
France	Virunga National Park	Russian Federation	Selenga Delta (part of the World Heritage site Lake Baikal)
Hungary/Slovak Republic	Mont-Saint-Michel and its Bay	Senegal	Djoudj National Bird Sanctuary
	Caves of Aggtelek Karst and Slovak Karst	Slovenia	Skocjan Caves
		Spain	Doñana National Park
		Sweden	Sjaunja (part of the World Heritage site The Laponian Area)
		Tunisia	Ichkeul National Park
		United States of America	Everglades National Park

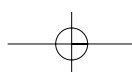


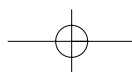
'W' National Park of Niger.
© UNESCO



Lake Baikal, Russian Federation.
© UNESCO

In addition, UNESCO's Man and the Biosphere Programme (MAB) is working to address conflicts between environment and development issues which involve natural resources, studying the impact of people's activities on the environment and society's responses to the resulting changes. Biosphere Reserves help conserve **biological diversity**, maintain healthy ecosystems, help us learn about traditional forms of land use, disseminate information on sustainable natural resource management and co-operate in solving natural resource problems.





▲ Websites for other Conventions

► Natural Heritage

<i>Convention on Biological Diversity</i>	http://www.biodiv.org
<i>Convention on International Trade in Endangered Species of Fauna and Flora (CITES):</i>	http://www.cites.org
<i>Convention on Migratory Species:</i>	http://www.unep-wcmc.org/cms
<i>Ramsar Convention on Wetlands:</i>	http://www.ramsar.org
<i>United Nations Framework Convention on Climate Change:</i>	http://www.unfccc.de
<i>United Nations Convention to Combat Desertification:</i>	http://www.unccd.int

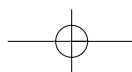
► Cultural Heritage

<i>Protection of Cultural Property in the Event of Armed Conflict (Hague Convention):</i>	http://www.unesco.org/culture/legalprotection/war/html_eng/index_en.shtml
<i>Prevention of the Illicit Import, Export and Transfer of Ownership of Cultural Property:</i>	http://www.unesco.org/culture/legalprotection/theft/html_eng/index_en.shtml
<i>Draft Convention on the Protection of the Underwater Cultural Heritage:</i>	http://www.unesco.org/culture/legalprotection/water/html_eng/index_en.shtml
<i>Unidroit Convention on Stolen or Illegally Exported Cultural Objects:</i>	http://www.unidroit.org/english/conventions/c-cult.htm
<i>Other cultural heritage conventions:</i>	http://fletcher.tufts.edu/multi/cultural.html

► European Cultural instruments

Member countries of the Council of Europe have also established international legal agreements. These include:

<i>European Cultural Convention:</i>	http://conventions.coe.int/Treaty/en/Treaties/Html/018.htm
<i>European Convention on the Protection of the Archaeological Heritage:</i>	http://conventions.coe.int/Treaty/en/Treaties/Html/066.htm
<i>Convention for the Protection of the Architectural Heritage of Europe:</i>	http://conventions.coe.int/Treaty/en/Treaties/Html/121.htm
<i>European Convention on the Protection of the Archaeological Heritage: (Revised)</i>	http://conventions.coe.int/Treaty/en/Treaties/Html/143.htm
<i>European Landscape Convention:</i>	http://www.nature.coe.int/english/main/landscape/conv.htm
The full list of Council of Europe treaties may be found at	
	http://conventions.coe.int/Treaty/EN/CadreListeTraites.htm



■ Student Activity 30

ENVIRONMENTAL DEGRADATION

Objective: to identify existing or potential environmental issues in your country and their relationships to World Heritage natural sites



Research



Classroom activity



3 class periods



Geography, Science



World Heritage Map, Brief Descriptions

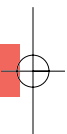
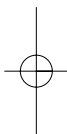


Science books, Press clippings (newspaper articles)

✓ Ask students to list the major environmental issues or potential problems in your country or region (e.g. erosion, climate change and sea-level rise, desertification, deforestation). Ask them whether there are any local, national or regional World Heritage sites threatened by these problems.

✓ Are any of the environmental problems in your country or region being tackled and corrected? How? By local or by international action?

✓ Ask students to collect newspaper articles on environmental issues for one week and analyse their findings in class.

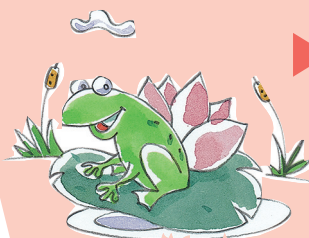


Indications of global environmental stress

▶ More than two-thirds of the world's bird species are in decline, vulnerable or threatened with extinction.

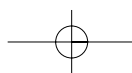


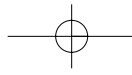
▶ In the last two hundred years, a quarter of the world's bird species have become extinct, particularly on ocean islands.



▶ Frog populations appear to be declining, although it is uncertain why this is happening.

▶ Coral reefs appear to be reducing in size.





Conserving biological diversity through World Heritage conservation

Biodiversity, or biological diversity, is a term used to refer to the variety of all life forms, and includes the different plants, animals and micro-organisms, their genes and the ecosystems of which they are a part.

The conservation of the Earth's biodiversity is a huge task as it involves the conservation of all life on Earth. This includes the conservation of aquatic, marine and temperate environments and of micro-organisms.

World Heritage conservation is an important component in the global effort to conserve the Earth's biodiversity and is heavily reliant on collective international action.

The Okapi Wildlife Reserve in the Democratic Republic of the Congo was included on the World Heritage List as it contains one of the world's most important and significant natural habitats for *in situ* conservation of biological diversity, including those containing threatened species. The Reserve contains threatened species of primates and birds and about 5,000 of the estimated 30,000 okapi surviving in the world.

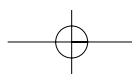
Okapi Wildlife Reserve,
Democratic Republic
of the Congo.
© IUCN/IJ, Thorsell

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Ecosystem conservation is also an important component of World Heritage conservation. For example, the Belize Barrier-Reef Reserve System, inscribed on the World Heritage List in 1996, protects an outstanding natural system consisting of offshore atolls, sand keys, mangrove forests, coastal lagoons and estuaries extending over a total area of 93,400 hectares. Other extensive World Heritage sites protect forest ecosystems (e.g. the Sinharaja Forest Reserve in Sri Lanka) and wetlands (e.g. the Doñana National Park in Spain).

Loss of biodiversity, particularly for threatened ecosystems (e.g. islands and wetlands) is usually irreversible, so there is ample reason to be concerned about threats to biodiversity and to act immediately to reduce them. In addition to protecting individual threatened species, it is generally more effective to ensure long-term conservation of ecosystems, natural plant and animal communities and landscapes as a whole.





■ Student Activity 3 I

PRESSURES ON BIOLOGICAL DIVERSITY

Objective: to identify possible threats to biological diversity



Research



Classroom activity



Extra-curricular activity



4 class periods and a field trip



Science, Biology



Note pads, pencils, binoculars, camera

✓ Ask your students which of the following examples of pressures in biological diversity are evident in their local area:

- habitat modification (e.g. clearing of native vegetation for agriculture)
- introduced species (which may eat native plants and animals and compete with native species for habitat)
- pollution: air, water, soil and sound
- mining
- other

✓ Ask students whether they know of reductions in the number of native birds, animals and plants in their local area.

✓ Are any conservation efforts being undertaken to stop this decline in biodiversity?

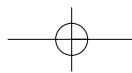
✓ Plan and conduct a field trip to a local park, forest or bird reserve in order to conduct a local biodiversity survey (a census of the number of plants and animals). Invite parents to class so that the students have a chance to present their findings. Ask the parents if local biological diversity is less or greater now, compared with when they were young.

▲ Cultural diversity and biological diversity

World Heritage cultural and natural sites are often expressions of both cultural and biological diversity.

Cultural diversity and biological diversity need to be conserved together if either is to prosper; the local knowledge that people have about their resources and how they should be managed provides a critical resource for all of humanity.

Jeffrey A. McNeely, IUCN, *Nature and Resources*, Vol. 28, No. 3, 1992



▲ Species evolution and extinction

Evolution of species is a continuing natural process. New species are created through genetic changes thus leading to increased biodiversity.

One of the aims of World Heritage conservation is to protect natural sites which provide a record of species evolution. Natural heritage criterion (i), one of the four criteria used for the selection of natural sites for inclusion on the World Heritage List, refers to

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.

The Messel Pit Fossil site in Germany is an example of a site inscribed on the World Heritage List on the basis of natural heritage criterion (i). The Messel Pit is particularly rich in fossils from the Eocene era, between 57 million and 36 million years B.C. It provides unique information about the early stages of the evolution of mammals.

At the Australian Fossil Mammal Sites of Riversleigh and Naracoorte the stages of evolution of Australia's unique fauna (for example, marsupial moles and feather-tailed possums, as well as many other unique and now extinct Australian mammals such as marsupial lions) are superbly conserved. This site was included on the World Heritage List on the basis of natural heritage criterion (i), and also criterion (ii).

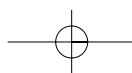


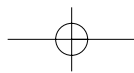
Discovery of a new species: The Wollemi pine, a relic from the age of the dinosaurs

*In December 1994, a new tree species was discovered near Sydney, Australia. The Wollemi pine (*Wollemi nobilis*) grows to a height of 35 metres. Its main trunk is up to 1 metre in diameter. The discovery of a new species of tree, especially one that grows to such an impressive height, is extremely unusual. The habitat of the Wollemi pines – a protected, steep-sided canyon north-west of Sydney, which acted as refuge from fires that frequently burn the adjacent plateaux – has contributed to their continued existence. The discovery of this new tree species is a dramatic demonstration that parts of our biological heritage remain unknown.*

State of the Environment Australia 1996 Executive Summary, Commonwealth of Australia

Australian Fossil
Mammal Sites (Riversleigh
and Naracoorte), Australia.
© UNESCO





Biodiversity is lost as particular plant and animal species that are less suited to new environmental conditions (such as rainfall or temperature change) are less successful at reproduction and survival. They thus become extinct. The fossil record indicates that most plant and animal species will eventually become extinct. However, today it is generally thought that species extinction is more rapid than the emergence of new species. This represents a wholly irreversible global change.

At present,

- 11 per cent of the remaining **birds**
- 11 per cent of the **mammals**
- 5 per cent of the **fish**
- 8 per cent of the **plant species**

are threatened
with extinction

- Many large mammal populations have been reduced by **hunting**.
- **Fishing and whaling** have caused severe decline in the populations of marine species.

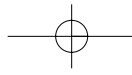
Many World Heritage sites have been established to ensure the protection from extinction of threatened plant and animal species.

▲ Vallée de Mai Nature Reserve, Seychelles



Vallée de
Mai Nature Reserve,
Seychelles.
© National Geographic
Society/W. Curtisinger

The Vallée de Mai Nature Reserve in the heart of the small island of Praslin in the Seychelles was included on the World Heritage List in 1983. The valley shelters a palm forest in close to its original state. Here grow the world's largest coconuts, weighing up to 20 kilograms. In the past the entire island was covered with many varieties of coconut, but over-exploitation has reduced the area of the original richly biodiverse palm forests to the small valley. The valley and its precious palm-tree forest are threatened by exotic species brought from other places, by continuous harvesting of the coconuts, and by fire.



▲ Manas Wildlife Sanctuary, India

The Manas Wildlife Sanctuary in India, located in the foothills of the Himalayas, where wooded hills give way to alluvial grasslands and tropical forests, is home to many endangered animal species. Included on the World Heritage List in 1985, and on the **List of World Heritage in Danger** in 1992, Manas includes endangered populations of tiger, the pygmy hog, the Indian rhinoceros and elephant. One of the major threats to these animals is poaching. According to reports in 1997, twenty-two rhinoceros have been killed recently and the entire population now only numbers ten to fifteen.



Te Wahipounamu, New Zealand

Te Wahipounamu is located on the South Island of New Zealand. Much of the land (about 2.6 million hectares, or 10 per cent of New Zealand) in Te Wahipounamu consists of marshy wetlands, huge towering mountains or sheer cliffs falling straight into the ocean. The site shows distinct signs of huge glaciers which have carved out valleys, gorges and fjords and immense Ice Age landscapes. New Zealand's remoteness has resulted in the majority of its bird, animal and plant species being unique. Many of the birds became flightless and trees and plants adapted to the rainfall in remarkable ways. For example, the giant kahikatea (white pine) trees grow up to 30 metres high. Such forests are often known as 'Dinosaur Forests' as they now appear much as they did at the time of the dinosaurs, some 65 million years ago.

With the arrival of European settlers, however, came many predators and pests and the local flora and fauna became threatened and in some cases extinct.

A consequence of isolation, geological and climatic change, has been the evolution of species of plants and animals in New Zealand which are found nowhere else. However, the same forces that have made New Zealand's environment, plants and animals so special have, unfortunately, left them exceptionally vulnerable. The Polynesians, the first immigrants to New Zealand who arrived some 1,000 years ago, initiated large-scale species and habitat destruction. When the Europeans arrived and colonized New Zealand, the country had already lost about 23 per cent of its forests and 30 per cent of its bird life, the most notable loss being the moa (a large flightless bird). With the arrival of more people and predators, there are now 503 threatened and endangered New Zealand plants and animals in addition to the forty-four on the presumed extinct list.



Source: Greymouth High School, New Zealand



■ Student Activity 32

JIGSAW PUZZLE OF GONDWANALAND

Objective: to learn about the formation of continents and how isolation can help to protect natural heritage



Exercise



Classroom activity



2 class periods



Geography, History, Science



World Heritage Map, Student Activity Sheet Jigsaw puzzle of Gondwanaland



Scissors, paste, world map

✓ Tell your students about the former Gondwanaland.

Judging by the physical evidence of rock types and fossils, scientists believe that New Zealand was once part of a super-continent, Gondwanaland, which also comprised Australia, Africa, South America, India, Antarctica etc. New Zealand is probably the most important link the world has to Gondwanaland because it has been isolated from the time it broke away, some 80 million years ago, from Antarctica and Australia. Surrounded as the country is by 1,600 kilometres of water, people arrived there only about 1,000 years ago. New Zealand's native flora remained untouched for many millions of years. Today it is still one of the most isolated places on Earth.

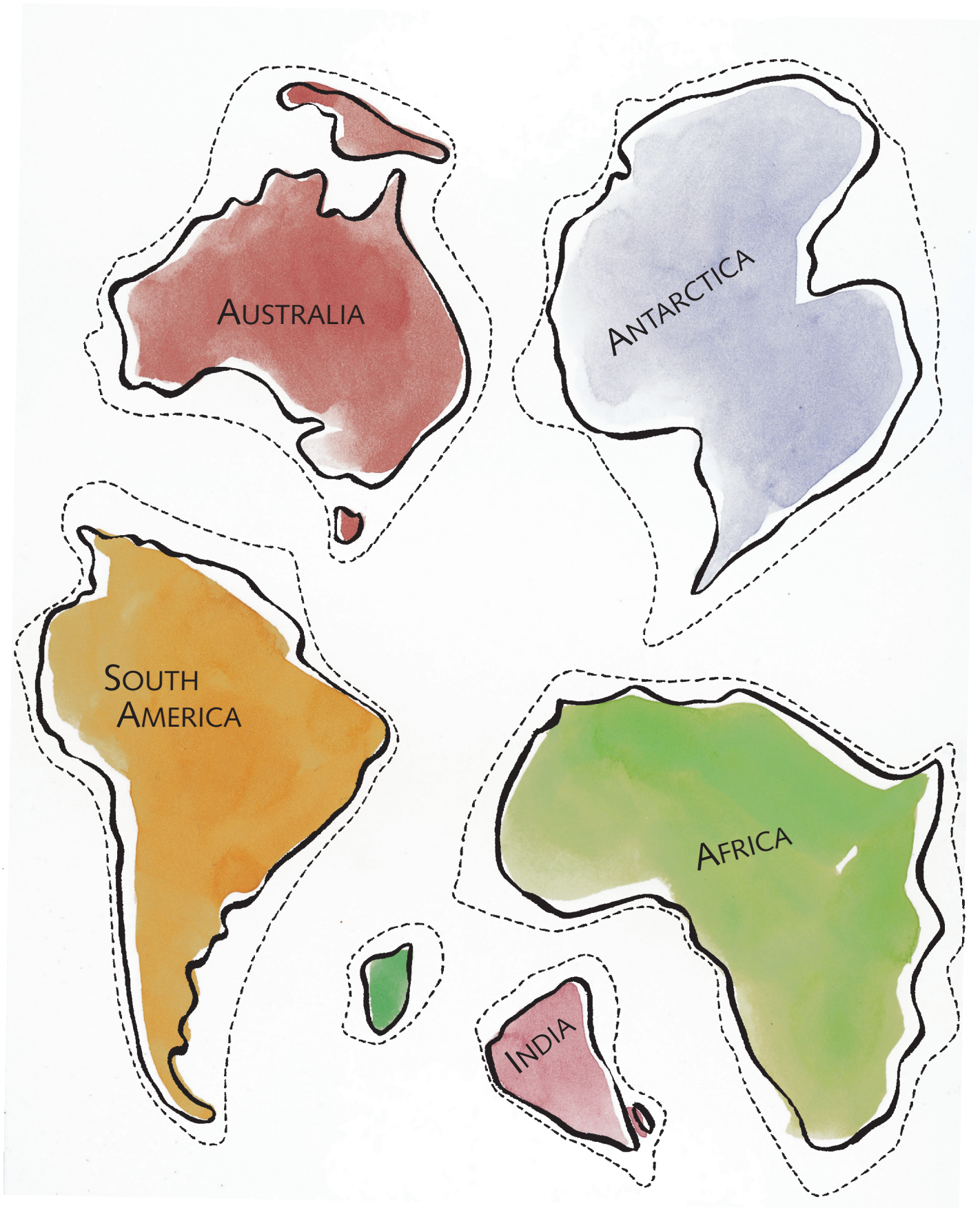
✓ Divide the class into small groups. Give each group a copy of the Student Activity Sheet. Ask them to cut out the pieces along the dotted lines, assemble and paste them onto the continent of Gondwanaland. Discuss with the students how the break-up of Gondwanaland isolated New Zealand from the rest of the world and protected its flora and fauna.

✓ Compare Gondwanaland with the continents of today.

Source: Greymouth High School, New Zealand



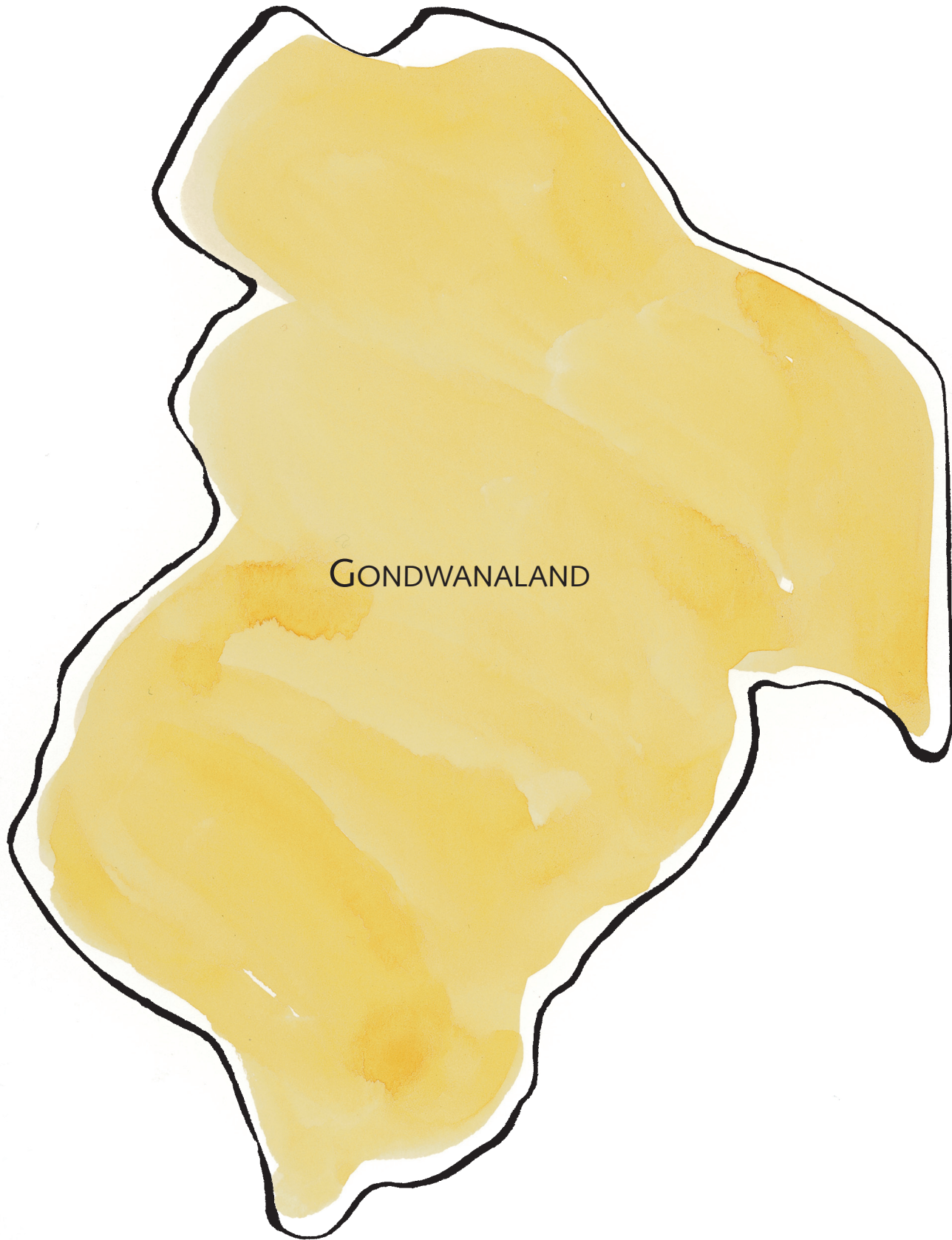
Student Activity Sheet



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Jigsaw puzzle of Gondwanaland

Student Activity Sheet



Jigsaw puzzle of Gondwanaland



■ Student Activity 33

MATCHING WORLD HERITAGE NATURAL SITES WITH THE CORRESPONDING CRITERIA

Objective: to better understand the criteria for the selection of World Heritage natural sites



Research



Classroom activity



3 class periods



Natural Science, Art



Laminated photographs, World Heritage Map, Brief Descriptions

✓ Select twenty-five natural sites in different parts of the world by using the *Brief Descriptions* (make photocopies of the relevant pages or copy them by hand, omitting the criteria indicated).

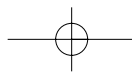
✓ Divide the class into five groups and give each group the description of five of the selected sites, for which they have to indicate where the sites are located on the World Heritage map and the criteria used for including them in the World Heritage List. Ask each group to select one student to present their proposals to the class. Compare their replies with the actual criteria used, as given in the *Brief Descriptions*.

✓ Bearing in mind the four criteria used to select World Heritage natural sites for inclusion on the World Heritage List, ask students to propose a list of local, national or regional sites for each criterion. Then ask them to check whether any of the sites are on the World Heritage map and discuss accordingly. Invite the students to make posters of their proposed sites with slogans advocating conservation.

Ecologically and culturally sustainable development

Development must become sustainable to ensure that it meets the needs of the present generation without jeopardizing the ability of future generations to meet their own. Environment and Sustainable Development, Paris, UNESCO, 1997

The need to preserve the balance between humanity and the environment is captured in the World Heritage Convention. The definition of World Heritage, considered as both cultural and natural, reminds the international community of the interactions of people with the natural environment, which are so fundamental to ecologically sustainable development.



Within the process of development, room must be found for nature, which is both a spiritual enrichment and in a very practical sense the foundation of our lives.
 Jeffrey A. McNeeley, IUCN, *Nature and Resources*, Vol. 28, No. 3, 1992

The many threats (e.g. the clearing of forests for agriculture, fishing, pollution) to the environment created by on-going development and population growth must be managed to conserve the biological (and cultural) diversity of the world. Conservation and resource use (e.g. agriculture, mining, forestry) are often interpreted as mutually exclusive. For this reason, resource use is often prohibited in protected areas such as World Heritage sites. In some carefully managed cases, however, a more effective approach is to balance the conservation of **natural** and **cultural heritage** and the restrictions for use that may be involved, with opportunities for sustainable use or other economic activities so that local populations have a direct interest in conservation efforts.

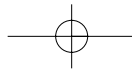
▲ Banc d'Arguin National Park, Mauritania

This Park in Western Africa is the habitat of millions of birds. Fringing the Atlantic coast, it is made up of sand dunes, coastal swamps, small islands and shallow coastal waters representing a land- and seascape of exceptional contrasting scenery and of high biodiversity. The Park is host to a wide variety of migrating birds and several species of sea turtle and dolphin.

Banc d'Arguin has great importance for the economy of the local area: seven fishing villages rely on its rich natural resources and it provides a basis for ecologically sensitive tourism. The traditional fishing methods used by local people have not made a significant impact on the natural resources in the Park. However, if motor boats were introduced and if the number of fish taken was to increase, there could be significant negative effects on the bird life of the area.

Banc d'Arguin National Park,
Mauritania.
© UNESCO/IUCN/J. Thorsell





■ Student Activity 34

PROTECTING THE ENVIRONMENT

Objective: to understand the importance of good management of World Heritage natural sites



Role play



Classroom activity



Several class periods



Language, Geography, Science, Biology



World Heritage Map, Brief Descriptions

✓ Explain to your students the situation at Banc d'Arguin National Park in Mauritania, then organize role play of the following scenario at a fictitious World Heritage area. Divide the class to represent the various interest groups.

✓ A group of business people want to develop the fishing business and they have found some foreign investors to fund their project. However, the Park Manager and local environmentalists are worried that if fishing is increased substantially it will disturb the bird life. The authorities are keen to increase the revenue of the local inhabitants but they do not want to disturb the present well-balanced ecosystem. What decisions could be made to the satisfaction of all?

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■ Student Activity 35

ACTIONS FOR ECOLOGICALLY SUSTAINABLE DEVELOPMENT

Objective: to encourage students to be waste-conscious



Exercise



Classroom activity or Extra-curricular activity



A few class periods and several weeks of out-of-school time



Art, Science

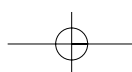


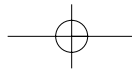
Containers for storing recyclable items such as bottles, paper, aluminium and tin cans, milk cartons, etc...

✓ Pollution is often related to over-consumption and wastage. Modest and sustainable use of resources, together with recycling, can provide the solution. We must all urgently reflect on how we can contribute effectively to recycling and an optimum use of resources. Invite an environmentalist to speak to the class to speak about the importance of recycling and how to set about it. Ask students to prepare a recycling campaign (e.g. paper, aluminium and tin cans, bottles) for the school and community (including students' parents). Decide which product(s) should be collected for recycling. Involve the art class to make posters for the campaign. Assess the results of the recycling campaign with the students.

✓ Discuss World Heritage conservation and sustainability. Why is it important to recycle and reuse resources and not to waste them?

✓ Invite students to become involved in keeping their local environment and heritage sites clean by collecting rubbish and disposing of it or by recycling it wisely.





▲ Local support for sustainability

Local support for conservation could be increased if people were able to use protected areas, such as World Heritage sites, in a sustainable way. Conservation and development projects are increasingly being integrated and supported at or near protected areas.

Local participation in the design and management of conservation projects is very important if these projects are in fact to provide for sustainable use.



■ Student Activity 36

HERITAGE TRAILS

Objective: To provide students with an opportunity to be adventurous, creative and more aware of the environment



Exercise



Classroom activity



Extra-curricular activity



Several class periods and out-of-school time



Social studies, Science, Biology



Maps

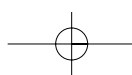
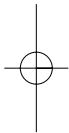
✓ Students enjoy adventure and exploration, so suggest that they make a special heritage trail. Reflect together on what type of trail it should be, such as a natural heritage trail, a cultural heritage trail, an urban heritage trail, a flower trail, a photo trail or a video trail. Once you have decided on the theme of your heritage trail, bring some maps to class and look at them together. Ask the students to plan their trail and make some 'on the spot' inspections during their free time. Once the trail has been planned, ask the students to prepare a booklet about it to help focus attention on its special features.

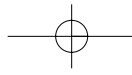
Heritage trail at the Head-Smashed-In-Buffalo Jump Complex, Canada.
© S. Titchen



✓ Plan a special day for the trail hike. Use the trail to develop sensory capacities (smelling, listening, looking, etc.).

✓ Based on the results and impact of the trail on your students, envisage other trail hikes where your students would invite others to join in (other classes from your school or from other schools in the community, parents, community members, etc.).





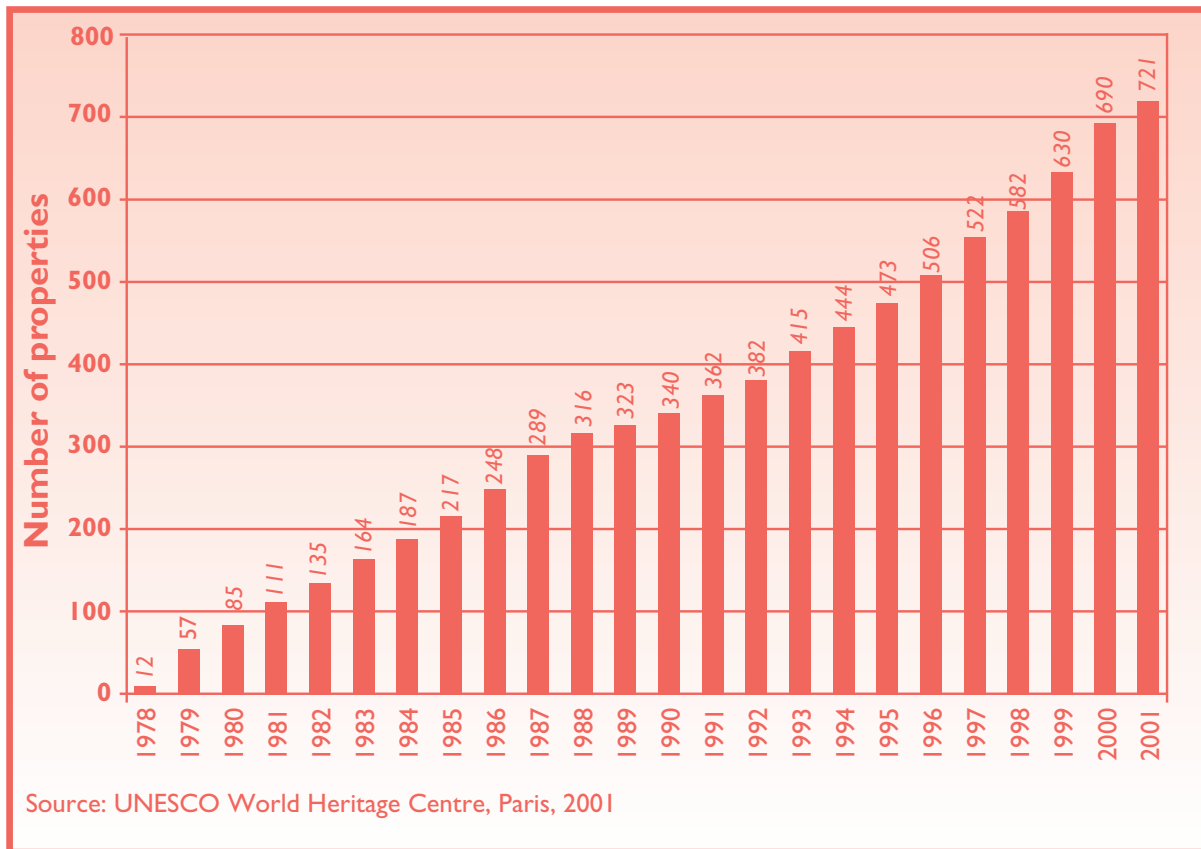
The future of our planet

Since the Rio Earth Summit in 1992, a total of 333 natural, cultural, and mixed (cultural and natural) sites have been inscribed on the World Heritage List, fifty-eight of these being natural sites (as of December 2001).

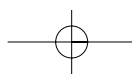
In the developed countries there have definitely been changes in the use of natural resources – a better use of energy, water and land... Air, water and soil pollution has also improved. However, in the developing countries, we are seeing much more pollution. The one positive achievement is that they have realized that their problems are critical and there is no way of separating economic and social development from environmental protection. Mostafa Tolba, Chairman of the Commission for Sustainable Development, UNESCO Sources, No. 92, July–August 1997

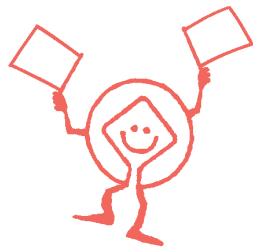
This represents a significant contribution to global and environmental conservation.

Properties inscribed on the World Heritage List Updated as of December 2001



Because World Heritage sites are internationally recognized as being ‘of outstanding universal value’, they should be models of effective management. Bernd von Droste, Director, UNESCO World Heritage Centre, Paris, and Jeffrey A. McNeely, IUCN, World Heritage, Twenty Years Later, IUCN, 1992





Across the curriculum: World Heritage and the environment

Art

Select students' favourite World Heritage natural site and ask them to paint or draw it

Biology

Select a World Heritage natural site in your region and make a list of its plants, trees, animals, etc.

Compare the list with plants, trees and animals in your locality

Undertake on-site study of plants, animals and geological features with your students

Foreign language

Establish a link with a school abroad (possibly through the **Associated Schools Project Network**) and exchange your views on an environmental issue of common concern and its possible effects on World Heritage conservation

History

Select a natural site and ask the students to reflect on its land form in the past and the present, and on eventual future threats to its conservation

Geography

Select a World Heritage natural site such as one including glaciers (see Los Glaciares, Argentina, *Brief Descriptions*) and discuss consequences of global warming

Select a geological or fossil site for study

Language

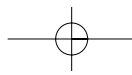
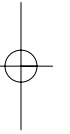
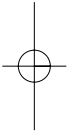
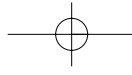
Select a World Heritage site which students feel is or could be threatened by pollution and prepare an advertising campaign to avoid or eliminate pollution and to start or reinforce conservation measures

Mathematics

Conduct a survey of species (plants, trees, birds, mammals, fish) threatened with reduction or extinction in your area and calculate percentages

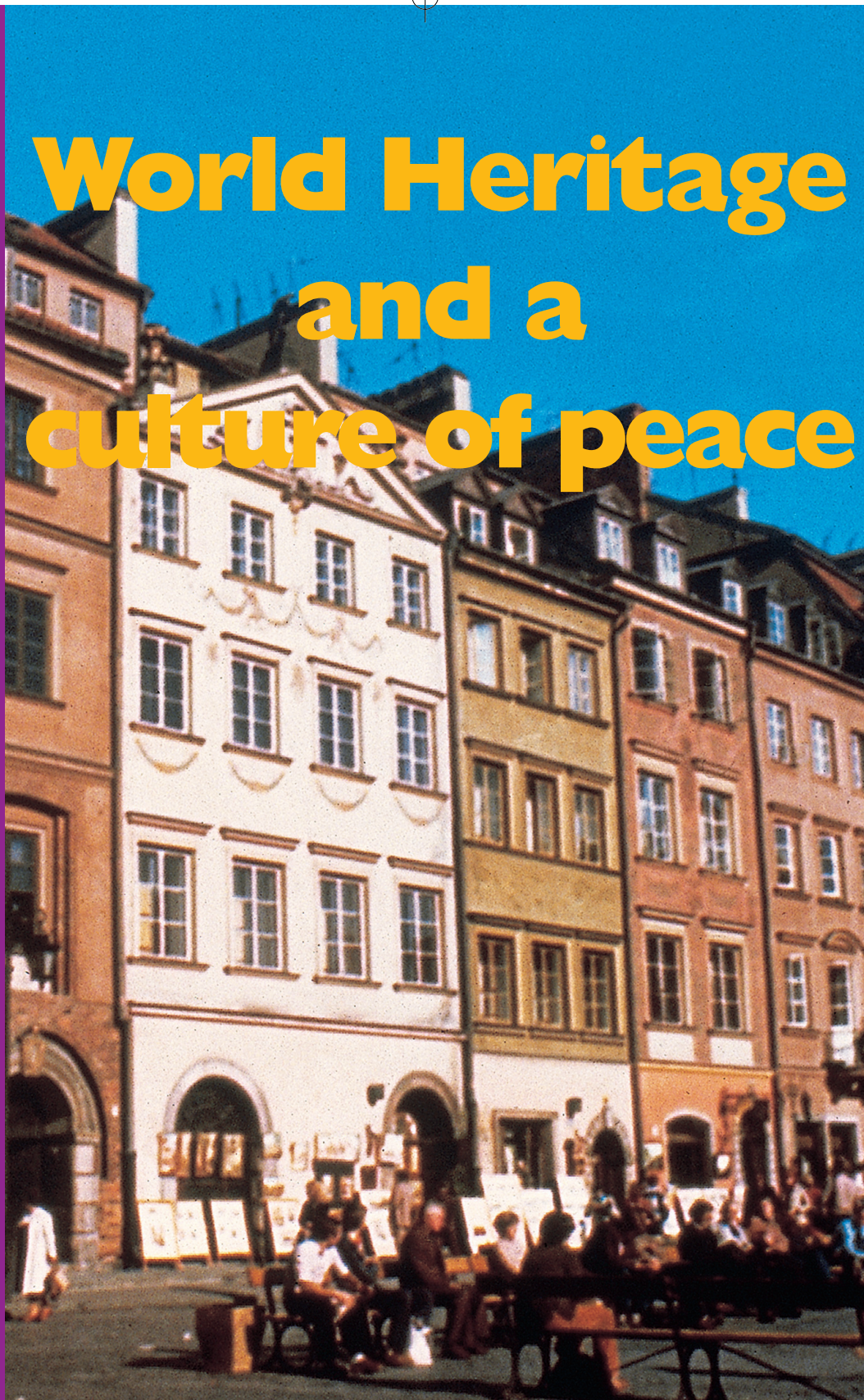
Science

Take water samples from local lakes or rivers to check for signs of pollution



World Heritage and a culture of peace

Culture of peace



© UNESCO / Historic Centre of Warsaw, Poland

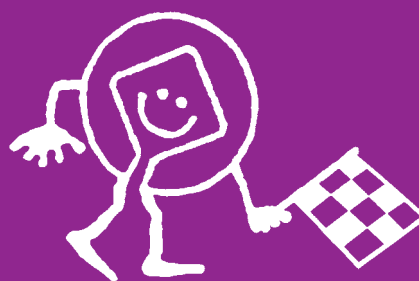
**‘Since wars begin in the minds of men,
it is in the minds of men
that the defences of peace
must be constructed.’**

Preamble to the UNESCO Constitution

World Heritage and a culture of peace

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Objectives



Knowledge

To help students develop knowledge and understanding of:

- World Heritage sites as a testimony to peace, human rights and democracy
- the ethical messages of **UNESCO** and the *World Heritage Convention*
- the importance of racial non-discrimination, tolerance and respect for all peoples and their cultures.

Attitudes

To encourage students to:

- respect other people and their cultures, and motivate them to search for peaceful conflict resolution in their lives
- to co-operate in the spirit of solidarity in support of World Heritage **conservation**.

Skills

To help students develop their ability to:

- work together as a group (teamwork)
- resolve conflicts peacefully among themselves and help others learn about peaceful conflict resolution
- participate democratically in political and civil life
- contribute to UNESCO's World Heritage conservation efforts.



World Heritage and a culture of peace

Peace calls for non-violent relations not only between countries, but also between individuals, between social groups, between a country and its citizens, and between people and their environment. Learning about the cultural and natural sites inscribed on the **World Heritage List** helps us to understand the various facets of peace by reminding us of the magnificent creations of nature and of humanity, many of which reflect our eternal aspirations to freedom, justice, mutual understanding and respect, love and friendship. These constitute our fundamental human rights, and are the indispensable ingredients of peace and development in terms of each individual, each society and the world as a whole.

Peace

1. (a) Freedom from, or cessation of, war or hostilities; that condition of a nation or community in which it is not at war with another.
(b) A ratification or treaty of peace between two powers previously at war.
2. Freedom from civil commotion and disorder, public order and security.
3. Freedom from disturbance or perturbation.

Shorter Oxford Dictionary

The *Convention Concerning the Protection of the World Cultural and Natural Heritage* and its *World Heritage Fund* relies on collective international action to safeguard the world's most important places.

150



That ignorance of each other's ways and lives has been a common cause, throughout the history mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

...

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all nations must fulfil in a spirit of mutual assistance and concern;

... and that peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

Preamble to the UNESCO Constitution

The movement of a culture of peace, like a great river, is fed from diverse streams – from every tradition, culture, language, religion and political perspective. Its goal is a world in which this wealth of culture, lives together in an atmosphere marked by intercultural understanding, tolerance and solidarity.

Rene C. Romero, National ASPnet Coordinator, UNESCO National Commission for the Philippines



■ Student Activity 37

DEFINING PEACE AND WORLD HERITAGE

Objective: to better understand the relationship between peace and World Heritage



Discussion



Classroom activity



1 class period



History,
Civic
Education,
Language



World
Heritage
Convention,
World
Heritage Map,
Brief
Descriptions



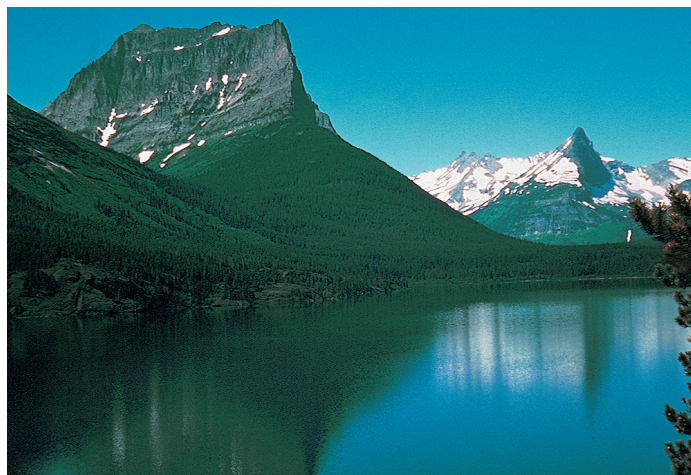
Dictionary

✓ Write the word 'peace' on the board (or just say the word) and ask students to list as many terms as possible that they associate with the word peace. Invite each student to read out his or her list. As these are read out, note each new term on the board, and mark the terms that are repeated. At the end you will be able to identify which terms are associated most frequently with the word peace.

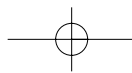
✓ Repeat the same exercise with the term 'World Heritage' by first asking students to look at the World Heritage Map and choose sites that have in their names words associated with peace, harmony, tranquillity; or with defence and war (e.g. peace memorial, fort, fortifications, walls). Then ask them to choose any one (or several) of the sites relating to peace which are described in this section, and find whatever additional information they can about the site (in the school library's encyclopaedia, for example, or on the Internet) and its role associated in peace history.

Sites that symbolize peace

Many World Heritage sites reflect the fundamental values of peace and human rights, and international co-operation has often ensured their conservation. Some of them embody particularly strong messages in this sense. The Waterton Glacier International Peace Park, situated on the border between Canada and the United States of America, has peace explicitly stated in its title. Inscribed on the World Heritage List in 1995, this site encompasses the Waterton Lakes National Park in Alberta (Canada) and the Glacier National Park in Montana (USA). Together they form the world's first International Peace Park which offers outstanding scenery, and is exceptionally rich in plant and mammal species as well as in alpine and glacial features.



*Waterton Glacier
International Peace
Park, Canada and
United States of
America.
© UNESCO*



The Hiroshima Peace Memorial (Genbaku Dome), inscribed on the World Heritage List in 1996 is, on the other hand, a stark and powerful symbol of the achievement of world peace for more than half a century following the unleashing of the most destructive force ever created by humankind.

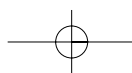
The overriding significance of the Dome lies in what it represents: its mute remains symbolize on the one hand the ultimate in human destruction but on the other they communicate a message of hope for a continuation in perpetuity of the worldwide peace that the atomic bomb blasts of August 1945 ushered in. When the first atom bomb exploded over Hiroshima on 6 August 1945, causing the deaths of 140,000 people, this building was the only one left standing near the hypocentre of the bomb blast, albeit in skeletal form. It was preserved in that state when reconstruction of the city began, and became known as the Genbaku Dome (Atomic Bomb Dome). In 1966 Hiroshima City Council adopted a resolution that the Dome should be preserved in perpetuity. The Peace Memorial Park, in which the Dome is the principal landmark, was laid out between 1950 and 1964. Since 1952 the Park has been the scene of the Hiroshima Peace Memorial Ceremony, held every year on 6 August.

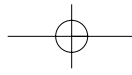
International Council on Monuments and Sites (ICOMOS)

Hiroshima Peace Memorial
(Genbaku Dome), Japan:
a powerful symbol in
favour of peace.
© UNESCO



The war that followed the break-up of the former Yugoslavia emphasized the Old City of Dubrovnik in Croatia as a symbol of freedom and peace. This splendid old city on the Dalmatian coast known as the 'Pearl of the Adriatic' has had the word *Libertas* (freedom) inscribed on its flag for many centuries. The city became an important Mediterranean sea power in the thirteenth century, with a mighty naval fleet and a network of consulates and trading stations all over Europe. Although severely damaged by an earthquake in 1667, Dubrovnik managed to preserve its beautiful Gothic, Renaissance and Baroque churches, monasteries, palaces and fountains, as well as the impressive stone wall which surrounds nearly all of the old town. This wall, which for centuries protected the town from attacks from the sea, could not protect the city from the modern shelling it suffered a few years ago. Inscribed in 1991 on UNESCO's List of World Heritage in Danger, Dubrovnik managed to restore, with UNESCO's assistance, the buildings that were damaged, and has thus become a symbol of international solidarity as well as a continuing symbol of freedom and peace.

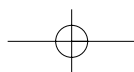




*Old City of Dubrovnik,
Croatia*
© UNESCO/IUCN/
J. Thorsell



*Destruction of Dubrovnik
in 1991.*
© UNESCO/D. Lefèvre



■ Student Activity 38

WORLD HERITAGE AND PEACE IN YOUR REGION

Objective: to reflect on heritage sites that symbolize peace



Research



Classroom and extra-curricular activity



1 class periods



History, Geography, Art



World Heritage Map, Brief Descriptions



National history books

✓ Ask students to identify cultural or natural sites (possibly World Heritage sites) where peace treaties have been signed or which have symbolic value in terms of historic events (e.g. major battles, important declarations).

✓ Ask them to bring to class whatever information they can find on these sites, and then invite them to express, in a creative way (writing, drawing or painting), what they believe to be the message of any of these sites.



World Heritage and identity



World Heritage and tourism



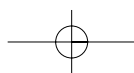
World Heritage and identity

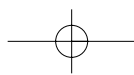
Protecting World Heritage in war

In any major war both cultural and natural sites are likely to suffer. Specific cultural sites are sometimes deliberately attacked in order to destroy the cherished symbols of a people's identity. Natural sites (particularly their fauna and flora) may also be threatened in a variety of ways – bombing, military vehicles passing through protected natural parks, fire, poaching and massive displacement of people. Cultural and natural sites which are important sources of tourist revenue are also increasingly becoming targets of deliberate destruction in wartime.

In the midst of the suffering caused by war, protecting cultural and natural sites may appear to be an unaffordable luxury. While this may indeed be the case at first glance, experience shows that saving our **cultural** and **natural heritage** is of vital importance, particularly when the sites attacked are, or include, buildings such as national libraries, churches, museums, universities and centuries-old bridges.

One of the most evocative examples is the reconstruction in Poland of the eighteenth-century Historic Centre of Warsaw, inscribed on the World Heritage List in 1980. In August 1944, during the Second World War, more than 85 per cent of the city centre was destroyed by Nazi occupation troops. After the war, a five-year reconstruction campaign by its citizens resulted in today's meticulous reproduction of the churches, palaces and market-place. It is an exceptional example of a total reconstruction of a span of history from the thirteenth to the twentieth centuries, and an expression of pride and identity.





The Young People's Dubrovnik Appeal calls for:

More efforts and action in solving problems peacefully, as wars ruin our heritage.



■ Student Activity 39

RESTORING WAR-DAMAGED HERITAGE

Objective: to learn about World Heritage restoration



Research



Classroom activity



Extra-curricular activity



1 or 2 class periods



History



Local history books, local literature, personal interviews

✓ Ask the students to interview their grandparents, relatives or elderly people in their neighbourhood on the following:

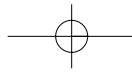
- Assuming they had experienced or are knowledgeable about a war or armed conflict in their lifetime, do they remember what important cultural institutions, buildings or natural sites were badly damaged or destroyed in their country?
- Have these been restored? How do they feel about the restoration?
- Does the restoration include any World Heritage sites?

✓ Ask the students to summarize their interviews, and use the summaries as a basis for discussion in class.

▲ The Hague Convention protects cultural heritage

Having witnessed the massive destruction of our cultural heritage during the Second World War, in 1954 the international community adopted, in The Hague (Netherlands), the *Convention for the Protection of Cultural Property in the Event of Armed Conflict*. The *Hague Convention* contains provisions for the safeguarding of movable and immovable property of great importance to the cultural heritage of peoples, regardless of its origin or ownership, and makes respect for such property obligatory.





Preamble to the 1954 Hague Convention

The High Contracting Parties,

Recognizing that cultural property has suffered grave damage during recent armed conflicts and that, by reason of the developments in the technique of warfare, it is in increasing danger of destruction;

Being convinced that damage to cultural property belonging to any people whatsoever means damage to the cultural heritage of all mankind, since each people makes its contribution to the culture of the world;

Considering that the preservation of the cultural heritage is of great importance for all peoples of the world and that it is important that this heritage should receive international protection;

Being of the opinion that such protection cannot be effective unless both national and international measures have been taken to organize it in time of peace;

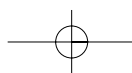
Being determined to take all possible steps to protect cultural property;

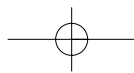
Have agreed upon ...

By becoming a party to the *Hague Convention*, a country commits itself to take all necessary protective measures to safeguard such property on its territory. Briefly, this means that it will undertake to:

- lessen the consequences for cultural heritage of an armed conflict and to take preventive measures for such protection, not only in time of hostilities but also in time of peace;
- set up mechanisms for protection; mark certain important buildings and monuments with special protective emblems which designate them as places to be protected;
- create special units within the military forces to be responsible for the protection of cultural heritage.

The *Hague Convention* has so far been applied during the 1967 Middle East conflict and, more recently, in the wars that ravaged cultural sites in Bosnia and Herzegovina, Cambodia, Croatia (notably the Old City of Dubrovnik) and Iraq.





■ Student Activity 40

PROTECTING CULTURAL AND NATURAL HERITAGE IN TIMES OF WAR

Objective: to learn about the Hague Convention and the need to protect the natural environment during war



Research



Classroom activity



1 class period



History, Civic education



1954 Hague Convention

✓ Discuss the preamble to the 1954 *Hague Convention* with your students and try to obtain a copy of the entire Convention from your National Commission for UNESCO or from UNESCO. Discuss with your students:

- The historical context (post Second World War) in which the *Hague Convention* was drafted.
- The objectives of the *Hague Convention*, or of heritage protection in general, in times of war.
- In what ways are the *Hague Convention* and the World Heritage Convention different, and in what ways are they complementary?
- Examples of war or armed conflict in recent times in which the *Hague Convention* was applied.
- How do wars damage the natural environment?

✓ Discuss how wars damage our natural environment.



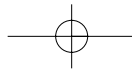
Contact Addresses

▲ Protecting natural heritage in times of war

The destruction of some of the most important ecosystems on Earth due to recent wars have demonstrated how difficult it is to protect natural heritage in such circumstances (e.g. the passage of army vehicles, deliberate clearing of land by fire, the pressure of the displacement of large numbers of people). The example of the Kahuzi-Biega World Heritage site, in former Zaire, now the Democratic Republic of the Congo, illustrates this. As a consequence of the recent war in Rwanda, a 50,000-person refugee camp was established on the border of the Park, which is the home of the rare and endangered (almost extinct) mountain gorillas studied by the scientists George Schaller, the late Professor Grzzimek and Diane Fossey. Thanks to the efforts of UNESCO, the UN High Commissioner for Refugees, the national authorities, the German aid agency GTZ, and with financial assistance from the World Heritage Fund, the refugee camp was relocated to a more suitable site.



The threatened mountain gorilla, Bwindi Impenetrable National Park, Uganda.
© UNESCO



World Heritage and human rights

Humanity's struggle for the recognition and respect of human rights has often accompanied action for peace, freedom and development. It has also been associated, from early history, with the principles of democracy and people's participation in governance.

Many of the World Heritage sites embody these ideals, although they may express them in different, sometimes not easily perceivable, ways. The following examples illustrate this point.

The Island of Gorée off the coast of Senegal, facing the capital Dakar, was from the fifteenth to the nineteenth centuries the largest slave-trading centre on the African coast. Ruled, in succession, by the Portuguese, Dutch, English and French powers, its architecture is characterized by the contrast between the dreary slave-quarters and the elegant houses of the slave traders. Today it continues to serve as a reminder of human exploitation and as a sanctuary for reconciliation.

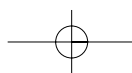
Another poignant reminder of ruthless disregard for human rights, and the indescribable suffering that was inflicted on millions of innocent people as a consequence, is the Auschwitz Concentration Camp in Poland, inscribed on the World Heritage List in 1979. Its fortified walls, barbed wire, the platforms, barracks, gallows and, above all, the gas chambers and the cremation ovens bear witness to the conditions under which, during the Second World War, the Nazis killed 1.5 million people, including children and the elderly, of twenty-four nationalities but mostly of Jewish origin, at this site. The site represents a period in the history of humanity which needs to be remembered in order to avoid further atrocities in the future. It shows the terrible consequences of prejudice.

At the site today, the visitors can experience the Auschwitz National Museum, consisting of the prison cells, gas chambers and cremation ovens. The museum serves as an historical and research institute with unique archives. It contributes

significantly to the ongoing struggle for worldwide peace and security as each year Auschwitz is visited by thousands of people, including entire school classes, from various parts of the world.



Auschwitz Concentration
Camp, Poland.
© UNESCO/A.Husarska





■ Student Activity 4 I

PREJUDICE – A THREAT TO PEACE

Objective: to eliminate intolerance and promote intercultural learning and respect for global environment



Discussion



Classroom activity



Extra-curricular activity



Several class periods



History, Civic education, Language, Literature



History books, Encyclopaedia

✓ Ask students to express their feelings on major historical events (e.g. the First and Second World Wars, slavery) which generated prejudice, intolerance and discrimination, and the need to ensure a peaceful future, by writing essays, poems, making drawings, posters, composing songs or other music.

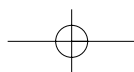
✓ Ask them to link their expressions above with what they have learned so far about World Heritage: does knowing about other cultures and lifestyles, by learning about World Heritage sites, help towards genuine understanding, appreciation and respect for other peoples and the global environment?

Freedom as an essential value is the main message of several World Heritage sites, including, for example, the Statue of Liberty and Independence Hall, both of which are in the United States of America. The Statue of Liberty, inscribed on the World Heritage List in 1984, stands at the entrance to New York Harbour and has welcomed millions of immigrants to the country since it was inaugurated in 1886. This monument, 46 metres in height, was created in Paris by the French sculptor Frédéric-Auguste Bartholdi, who was helped with the metalwork by Gustave Eiffel (the creator of the Eiffel Tower in Paris, France). A symbol of liberty, it represents one of the greatest technical achievements of the nineteenth century. The fact that the statue, whose funds were raised by international subscription, was created in Europe, by a French sculptor, strengthens the symbolic value of this World Heritage site as an expression of peaceful intercultural exchange.



Independence Hall,
United States of America
© UNESCO

Independence Hall, located in the heart of the city of Philadelphia, Pennsylvania, is the place in which the Declaration of Independence and the Constitution of the United States of America were signed in 1776 and 1787, respectively. Since then, the universal principles of democracy set forth in these two documents of fundamental importance to American and world history have inspired lawmakers in many parts of the world. This site was inscribed on the World Heritage List in 1979.



■ Student Activity 42

CREATE A WORLD HERITAGE AND PEACE CROSSWORD PUZZLE

Objective: to reinforce in students' minds the vital links between World Heritage conservation and peace



Exercise



1 or 2 class periods



Civic education



World Heritage Map

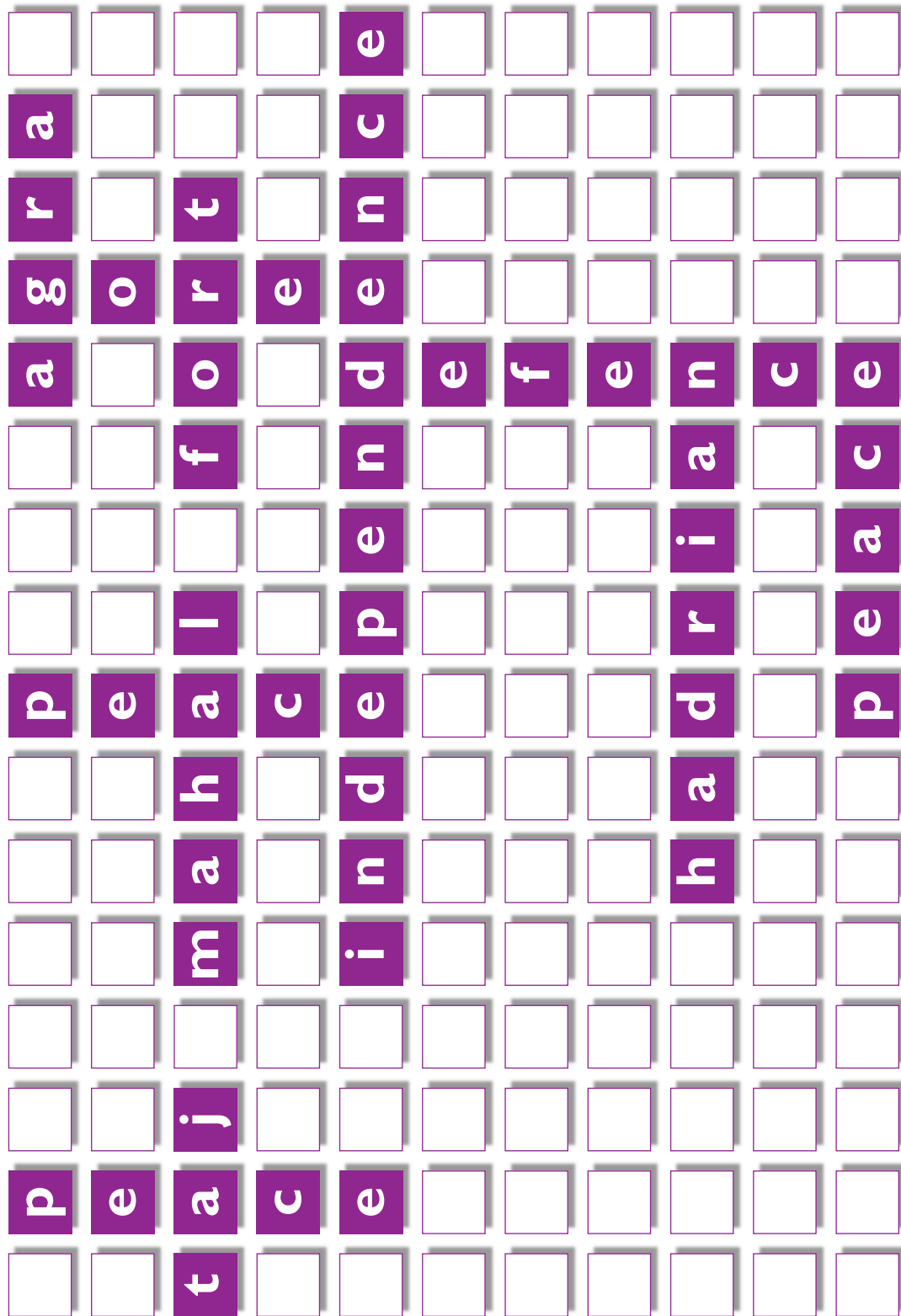


Student activity sheet, create a World Heritage and peace crossword puzzle, dictionary, encyclopedia

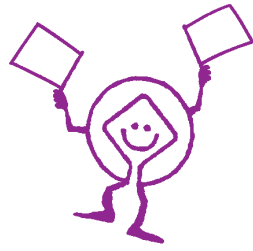
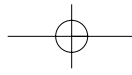
✓ Ask your students to make two lists, one of World Heritage sites, and the other of concepts or words linked to peace (e.g. *synonyms of peace*: armistice, truce; harmony, concord, amity; calm, quiet, tranquillity; *related words*: non-aggression, non-violence; and the *opposite of peace*: war, aggression, armed conflict, hostility, fight, struggle).

✓ Next ask them to create their own crossword puzzle by using the names of World Heritage sites and the words from their list. Use the grid on the Student Activity Sheet as an example.

Student Activity Sheet



Create a World Heritage and peace crossworld puzzle



Across the curriculum: World Heritage and a culture of peace

Art

Select a World Heritage site relating to peace or aesthetics

Make posters with a special message promoting both peace and World Heritage conservation

Foreign languages

Translate the words for peace and heritage into other languages with which the student are familiar with and make a list (e.g. *paix* and *patrimoine* in French, *paz* and *patrimonio* in Spanish)

Research further, during foreign language studies, World Heritage sites related to peace

Geography

Read the daily newspaper(s) and cut out articles about conflicts or tensions occurring in different parts of the world and their possible threats to World Heritage

Collate and present the clippings after one month according to geographical regions (e.g. Africa, Arab States, Asia and the Pacific, Europe, North America, Latin America and the Caribbean)

Identify any World Heritage sites near the areas of conflict or tension, and discuss whether they risk damage or destruction

History

Identify a site relating to or symbolizing peace (in your country or elsewhere in the world) which is not (yet) on the World Heritage List

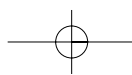
Discuss its historical significance and situate the site with respect to the present and to the future

Language

Make a list of synonyms for the word 'peace'; then select one synonym and write a paragraph on it in relation to World Heritage

Mathematics

Select a World Heritage site, such as the Island of Gorée, Senegal, and research, for example, the number of slaves which left the Island in boats bound for the Americas; present the data in charts according to decades or centuries and discuss the results



Resource materials

Resource materials



'We need interesting and relevant educational materials to help us to understand the importance of World Heritage. Young people should participate in its preparation.'

Our Pledge, the first International World Heritage Youth Forum, Bergen, Norway

Resource materials

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<i>Brief Descriptions of World Heritage sites</i>	
26 laminated photographs of World Heritage sites	
World Heritage Map	
Poster	
Stickers	



The Associated Schools Project Network (ASPnet)

was launched by UNESCO in 1953 with the aim of mobilizing schools throughout the world to strengthen the role of education in promoting a **culture of peace**, tolerance and international understanding. Over the past five decades, more than 7,000 schools worldwide have joined the ASP Network (ASPnet) to develop new educational approaches and materials to further the above objective.

Biodiversity, or biological diversity

refers to the variety of all life forms, and includes the Earth's different plants, animals and micro-organisms, their genes and the ecosystems of which they are a part.

Conservation

refers to the process of looking after a site so as to retain its special values. Conservation may include maintenance, preservation, restoration and reconstruction.

Criteria (plural), criterion (singular)

are used to select sites of outstanding universal value for inclusion on the World Heritage List.

Culture of peace

is a transdisciplinary concept that brings together the activities which UNESCO carries out to promote adherence to values that are at the heart of the spirit of peace.

Cultural heritage

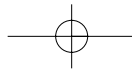
is defined in the *World Heritage Convention* as monuments, groups of buildings and sites.

Cultural landscapes

show the interactions between people and the natural environment.

General Conference of UNESCO

All Member States of UNESCO meet every two years to approve the programme and budget of the organization.



ICCROM

is the International Centre for the Study of the Preservation and Restoration of Cultural Property. ICCROM provides expert advice on how to conserve cultural heritage sites and organizes training courses on restoration techniques.

ICOM

is the International Council of Museums. ICOM promotes and develops museums and the museum profession all around the world.

ICOMOS

is the International Council on Monuments and Sites. ICOMOS provides technical evaluations on cultural sites and cultural landscapes nominated for inclusion on the World Heritage List.

IUCN

is the World Conservation Union. IUCN advises the World Heritage Committee on the selection of natural sites for inclusion on the World Heritage List.

List of World Heritage in Danger

includes those World Heritage sites which the World Heritage Committee has decided are so seriously threatened that they require the collective efforts of the international conservation community to conserve them.

Member State

Countries which are members of UNESCO are known as Member States.

Natural heritage

is defined in the *World Heritage Convention* as natural features, geological and physiographic formations and natural sites.

Nomination

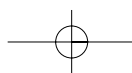
The process whereby a State Party to the *Convention* seeks to have a site included in the World Heritage List. A special nomination form has to be completed and sent to the UNESCO World Heritage Centre.

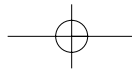
Outstanding universal value

To say that a site is of outstanding universal value means that its disappearance would be an irreplaceable loss for all peoples of the world. Outstanding universal value may be defined more simply as World Heritage value.

Património

is a character symbolizing a young person who protects heritage. It was created by the participants of the First World Heritage Youth Forum in Bergen, Norway, in 1995.





State Party (singular), States Parties (plural)

are countries which have adhered to the *World Heritage Convention*. They thereby agree to identify and nominate sites on their national territory to be considered for inscription on the World Heritage List. When a State Party nominates a site, it gives details of how a site is protected and provides a management plan for its upkeep. States Parties are also expected to protect the World Heritage values of the sites inscribed and are encouraged to report periodically to UNESCO on their condition. All States Parties meet once every two years during the ordinary session of the General Conference of UNESCO in the General Assembly of States Parties. At the General Assembly the States Parties elect the World Heritage Committee, examine the statement of accounts of the World Heritage Fund and decide on major policy issues.

Tentative list

Each country that is a State Party to the *Convention* is requested to draw up a tentative list, naming cultural and natural sites it intends to nominate for inclusion in the World Heritage List in the next five to ten years.

United Nations (UN)

is an international organization comprising 189 (in 2001) Member States. It was founded after the Second World War to maintain international peace and security, develop friendly relations among nations and promote social progress, better living standards and human rights.

UNESCO (United Nations Educational, Scientific and Cultural Organization)

is a specialized agency of the United Nations with 188 Member States in 2001. UNESCO's objective is to construct the defences of peace in the minds of men and women through international intellectual co-operation.

UNESCO World Heritage Centre

is responsible for implementing the decisions of the World Heritage Committee.

UNESCO Young People's World Heritage Education Project

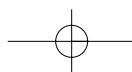
is an interregional project jointly co-ordinated by the UNESCO World Heritage Centre and Education Sector ASPnet Co-ordination Unit with the primary aim of introducing World Heritage education into school curricula in all regions of the world to ensure greater understanding of the values of World Heritage sites and their conservation.

World Heritage

Cultural and natural heritage of 'outstanding universal value' inscribed on UNESCO's World Heritage List.

World Heritage Bureau

Seven members of the World Heritage Committee make up the Bureau which meets twice a year to prepare the work of the Committee.



World Heritage Committee

The 21-member intergovernmental World Heritage Committee is responsible for the implementation of the *World Heritage Convention*.

World Heritage Convention

The *Convention Concerning the Protection of the World Cultural and Natural Heritage* was adopted by the sixteenth session of the UNESCO General Conference in 1972. The aim of the Convention is to protect, conserve, preserve and transmit cultural and natural heritage of 'outstanding universal value' to future generations.

World Heritage Fund

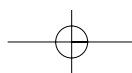
is made up of voluntary and compulsory contributions and is used for the conservation of World Heritage sites.

World Heritage List

The list of cultural, natural and mixed cultural and natural sites (including cultural landscapes) considered to be of 'outstanding universal value'.

World Heritage Youth Fora

Ten World Heritage Youth Fora have been held: Bergen, Norway, 1995; Dubrovnik, Croatia, 1996; Victoria Falls, Zimbabwe, 1996; Beijing, China, 1997; Osaka, Japan, 1998; Ile de Gorée, Senegal, 1999; Ifrane, Morocco, 1999; Cairns, Australia, 2000; Lima, Peru, 2001; Karlskrona, Sweden 2001. The objectives of a Youth Forum are to promote intercultural understanding and exchange among young people, to promote an awareness of the importance of the *World Heritage Convention* and to develop regional and national actions plans to involve young people in World Heritage conservation.





Contact addresses

■ UNESCO Headquarters

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7 place de Fontenoy
75352 Paris 07 SP
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Tel.: (33 1) 45 68 10 00
Fax: (33 1) 45 67 16 90
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World Heritage Centre

UNESCO Headquarters
Tel.: (33 1) 45 68 15 71
(33 1) 45 68 18 76
Fax: (33 1) 45 68 55 70
E-mail: wh-info@unesco.org
<http://www.unesco.org/whc>
www.unesco.org/whc/education

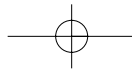
Associated Schools Project Network (ASPnet)

Education Sector
UNESCO Headquarters
Fax: (33 1) 45 68 56 39
E-mail: aspnet@unesco.org
<http://www.unesco.org/education/asp>

The Division of Cultural Heritage, UNESCO

within the Sector for Culture, is principally responsible for managing the international campaigns, some of which concern World Heritage properties. It also executes operational projects in co-operation with the World Heritage Centre, ICCROM and ICOMOS.

Division of Cultural Heritage
Sector for Culture
1 rue Miollis
75732 Paris Cedex 15
France
Tel.: (33 1) 45 68 37 56
Fax: (33 1) 45 68 55 96



The International Standards Section

administers the implementation of the 1954 *Hague Convention (Convention for the Protection of Cultural Property in the Event of Armed Conflict)* and the 1970 *Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property*

International Standards Section
Division of Cultural Heritage, Sector for Culture
UNESCO Headquarters

The Science Sector, UNESCO

with its Division of Ecological Sciences, Division of Earth Sciences and Bureau for Co-ordination of Environmental Programmes, co-operates with the World Heritage Centre and the IUCN in executing operational projects concerning the natural World Heritage properties, in particular for sites which are also UNESCO Biosphere Reserves.

Division of Ecological Sciences
Science Sector
1 rue Miollis
75732 Paris Cedex 15
France
Tel.: (33 1) 45 68 40 67
Fax: (33 1) 45 68 58 04

Man and the Biosphere Programme:
E-mail: mab@unesco.org
<http://www.unesco.org/mab>

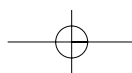
Culture of Peace Programme

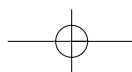
is a transdisciplinary concept that brings together the activities which UNESCO carries out to promote adherence to values that are the heart of the 'spirit peace'.

Culture of Peace Co-ordination
UNESCO Headquarters
Tel.: (33 1) 45 68 12 20
Fax: (33 1) 45 68 55 57
E-mail: cp@unesco.org
<http://www.unesco.org/cp>

UNESCO Publishing Office (UPO/D)

UNESCO Headquarters
Tel.: (33 1) 45 68 46 25
Fax: (33 1) 45 68 57 39
<http://upo.unesco.org>





■ UNESCO regional and subregional offices

UNESCO Dakar

12 Avenue Roume, BP 3311, Dakar, Senegal
Tel.: (221) 8492323
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E-mail: dakar@unesco.org

UNESCO Santiago

Calle Enrique Delpiano 2058, Casilla 3187, Santiago, Chile
Tel.: (56 2) 6551050
Fax: (56 2) 6551046
E-mail: uhst@unesco.org

UNESCO Bangkok

Prakanong Post Office, Box 967, Bangkok, 10110, Thailand
Tel.: (662) 391 0879/0577/0550
Fax: (662) 391 0866
E-mail: bangkok@unesco.org

UNESCO Amman

PO Box 2270, Wadi Saqra, Amman 11181, Jordan
Tel.: (962 6) 5514234/6559
Fax: (962 6) 5532183
E-mail: amman@unesco.org

UNESCO Apia

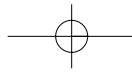
PO Box 5766
Matautu, UTA Post Office, Apia, Samoa
Tel.: (685) 24 276
Fax: (685) 22 253
E-mail: unesco.apia@unesco.org

UNESCO Harare

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Fax: (263 4) 77 60 55
E-mail: harare@unesco.org

UNESCO San José

Ap. Postal 220, San Francisco 2120, San José, Costa Rica
Tel.: (506) 296 37 81/220 44 00
Fax: (506) 231 22 02
E-mail: san-jose@unesco.org



UNESCO Doha

PO Box 3945, Doha, Qatar
Tel.: (974) 86 77 07/77 08
Fax: (974) 86 76 44
E-mail: doha@unesco.org

■ Relevant organizations

International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM)

ICCROM
Via di San Michele 13
I-00153 Rome
Italy
Tel.: (396) 585 531
Fax: (396) 585 533 49
E-mail: iccrom@iccrom.org
<http://www.icomos.org/iccrom>

International Council on Monuments and Sites (ICOMOS)

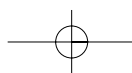
ICOMOS
49–51 rue de la Fédération
75015 Paris
France
Tel.: (33 1) 45 67 67 70
Fax: (33 1) 45 66 06 22
E-mail: secretariat@icomos.org
<http://www.icomos.org>

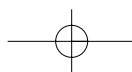
World Conservation Union (IUCN)

IUCN
Rue Mauverney 28
CH–1196 Gland
Switzerland
Tel.: (41) 22 999 0001
Fax: (41) 22 999 0010
E-mail: mail@iucn.org
<http://www.iucn.org>

International Council of Museums (ICOM)

ICOM
1 rue Miollis
75732 Paris Cedex 15
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Tel.: (33 1) 47 34 05 00
Fax: (33 1) 43 06 78 62
E-mail: secretariat@icom.org
<http://www.icom.org>





Nordic World Heritage Office (NWHO)

NWHO
Postbox 8196 Dep.
N-0034 Oslo
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Tel.: (47) 22 94 05 80
Fax: (47) 22 94 05 81
E-mail: nwho@ra.no
<http://www.grida.no/ext/nwho/index.htm>

Organization of World Heritage Cities (OWHC)

OWHC
56 Rue Saint-Pierre
Quebec G1K 4A1
Canada
Tel.: (1) 418 692 0000
Fax: (1) 418 692 5558
E-mail: secretariat@ovpm.org
<http://www.ovpm.org>

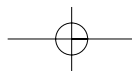
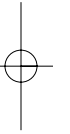
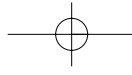
UNEP World Conservation Monitoring Centre (WCMC)

UNEP WCMC
219 Huntingdon Road
Cambridge CB3 0DL
United Kingdom
Tel.: (44) 1223 277 314
Fax: (44) 1223 277 136
E-mail: info@unep-wcmc.org
<http://www.unep-wcmc.org>

World Tourism Organization (WTO)

WTO
Capitán Haya 42
28020 Madrid
Spain
Tel.: (34 91) 567 81 00
Fax: (34 91) 571 37 33
E-mail: omt@world-tourism.org
<http://www.world-tourism.org>

NOTE: The above information is subject to changes. Please consult UNESCO Headquarters for updated addresses.





List of reference materials

■ UNESCO materials free of charge*

World Heritage Map (folding poster)

Available in English, French and Spanish

World Heritage List

Available in English and French

Brief Descriptions of World Heritage Sites

Available in English and French

The World Heritage (information sheets)

Available in English, French and Spanish

The World Heritage 2002 (colour information brochure)

Available in English, French and Spanish starting from April 2002

Convention Concerning the Protection of the World Cultural and Natural Heritage

Paris, UNESCO, 1972

Available in English, French, Spanish, Russian and Arabic

Operational Guidelines for the Implementation of the World Heritage Convention

Available in English and French

World Heritage Newsletter (bimonthly)

Up-to-date accounts of policy-making and issues facing World Heritage

Available in English and French

World Heritage Education Brochure

A four-page leaflet briefly describing World Heritage Education and ASPnet

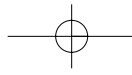
Available in English and French

ASPnet introduction sheet

A small leaflet describing ASPnet briefly

Key Words for Participating in the UNESCO Associated Schools Project Network

A packaged manual outlining the profile of ASPnet



The pledges of the following World Heritage Youth Fora are available at the World Heritage Education website (<http://www.unesco.org/whc/education>):

- First World Heritage Youth Forum, Bergen, Norway, 24–28 June 1995
- First European World Heritage Youth Forum, Dubrovnik, Croatia, 25–30 May 1996
- First African World Heritage Youth Forum, Victoria Falls, Zimbabwe, 18–24 September 1996
- Asia-Pacific World Heritage Youth Forum, Beijing, China, 15–21 September 1997
- Second International World Heritage Youth Forum, Osaka, Japan, 21–29 November 1998
- First Arab States World Heritage Youth Forum, Ifrane, Morocco, 22–28 November 1999
- Pacific World Heritage Youth Forum, Cairns, Australia, 23–28 November 2000

Periodicals

Biosphere Reserves, Bulletin of World Research

UNESCO MAB Programme
Available in English and French

Booklets

Biodiversity

Environment and Development Briefs

Science, Conservation and Sustainable Use
Paris, UNESCO, 1994
Available in English

■ UNESCO materials for sale**

General publications on World Heritage

Management Guidelines for World Cultural Heritage Sites

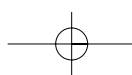
Bernard M. Feilden and Jukka Jokilehto, ICCROM/UNESCO, 1993
Available in English and French

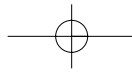
The World Heritage Desk Diary

San Marcos/UNESCO, Madrid/Paris
Published annually in English, French and Spanish

The World Heritage

Children's Press/UNESCO, Paris
A series for young people from 8–15 years of age
Available in English, French and Spanish





Patrimonio de la Humanidad

Encyclopaedia in twelve volumes
San Marcos/UNESCO, Madrid/Paris, 1995
Available in Spanish

World Heritage

Encyclopaedia in twelve volumes
Verlagshaus Stuttgart/Plaza y Janes/UNESCO
Stuttgart/Paris, 1996/1997
Available in German

Schätze der Menschheit

Frederking & Thaler/UNESCO, München/Paris, 1996/1997
Available in German

The World Heritage

Encyclopaedia in twelve volumes
Kodansha/UNESCO, Tokyo/Paris, 1996/1997
Available in Japanese

Our Creative Diversity: Report of the World Commission on Culture and Development

Paris, UNESCO, 1995

Periodicals

The World Heritage Review

Bimonthly, features in-depth articles on cultural and natural World Heritage sites
Available in English, French and Spanish

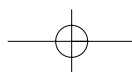
Other materials for sale

Masterworks of Man and Nature

Patonga, Australia, Harper-MacRae Publishing, 1992
ISBN: 0-646-05376-0
Available in English
Ordering address: IUCN, rue Mauverney 28, 1196 Gland, Switzerland

Paradise on Earth

Patonga, Australia, JIDD Publishers, 1995
ISBN: 0-646-19397-X
Available in English
Ordering address: IUCN, rue Mauverney 28, 1196 Gland, Switzerland



World Heritage Twenty Years Later

Gland, Switzerland, IUCN, 1992
ISBN: 2-8317-0109-0
Available in English
Ordering address: IUCN, rue Mauverney 28, 1196 Gland, Switzerland

To order the above publications, please visit <http://www.iucn.org/bookstore>

World Cultural and Natural Property

A series for young people
Tokyo, Gakken, 1994
Available in Japanese

■ List of contacts

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Associated Schools Project Network (ASPnet)
Education Sector
UNESCO, 7, place de Fontenoy, 75352 Paris 07 SP, France
Fax: (33 1) 01 45 68 56 39
E-mail: aspnet@unesco.org

**For UNESCO materials for sale, contact:
UNESCO Publishing Office
1, rue Miollis, 75732 Paris Cedex 15, France
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Information on World Heritage and ASPnet is also available through UNESCO's server on the Internet:

World Heritage Centre
<http://www.unesco.org/whc>

Associated Schools Project Network (ASPnet)
<http://www.unesco.org/education/asp>

