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CONVENTION CONCERNING THE PROTECTION OF THE WORLD  
CULTURAL  
AND NATURAL HERITAGE

WORLD HERITAGE COMMITTEE

Twenty-fifth session

Helsinki, Finland  
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**Item 13 of the Provisional Agenda: Awareness building and Education activities**

**SUMMARY**

This document presents a work plan of activities proposed to be implemented by the World Heritage Centre during the period of 2002-2003.

Following a brief introduction, the contents of the work plan are divided into four parts as presented below:

**Part I: Awareness building**

- A. Tools and activities for the implementation of the World Heritage Promotion and Communication Strategy
- B. Information Campaigns
- C. Special Events

**Part II: World Heritage Education and Co-operation with Universities**

- A. Young People's Participation in World Heritage Preservation and Promotion
- B. Mobilisation of technical resources from Universities in the framework of Forum UNESCO - University and Heritage
- C. Update on CONNECT

**Part III: Partnerships with the Tourism Industry**

**Part IV: Extra-budgetary Sources of Income**

**Annex:** Recommendations from International World Heritage Youth Forum, Karlskrona, Sweden, 5 - 10 September 2001

**Decision required:** The Committee is requested to review the attached work plan of activities and approve its contents.

## Introduction:

Awareness-building and educational activities, conducted by the Centre in association with a large network of partners, both governmental and private, have always been an integral part of the World Heritage conservation process. From the nomination of a site and its inscription to its management and monitoring, the meaning and importance of World Heritage for humanity must be understood by all for the protection of sites to be most effective. Informing the local communities about the values of World Heritage, generating opportunities for social development, and, more generally, involving inhabitants to create a sense of ownership has a direct impact on World Heritage conservation.

The success of these information activities, aimed at obtaining a high level of commitment and interest from the general public, largely depends, as in most domains, on the effectiveness of a strong network of partner organizations at the local, national and regional levels, as well as on the quality of the information and education materials produced. Moreover, emphasis must also be placed on training professionals to build capacities and reinforce local networks.

Therefore, the activities foreseen in 2002, to be continued in 2003, will give priority to the development and implementation of awareness-raising and capacity building action plans in each country. The integration of these activities in the overall World Heritage Information Programme will give them even greater impact.

The World Heritage Information Programme, which has grown and intensified over the past few years in recognition of the importance of its activities, will provide a structure, allowing fast and easy access to available documentation, to support the outreach and education activities developed by the Centre. It will include provisions for training workshops to strengthen the capacity of States Parties, focusing on the lesser-developed countries, as well as activities in support of World Heritage managers whose responsibilities include dissemination of information about their sites.

### *Part I: Awareness-building*

#### *A. Tools and activities for the implementation of the World Heritage Promotion and Communication Strategy*

**The World Heritage Information Package** contains basic information materials adaptable for various target groups, to be distributed through UNESCO channels, national institutions, at special events and individually. The 2002/2003 Information Package will focus on adapting the existing material to the new "World Heritage Visual Identity" being proposed to the Committee this year. This package will include:

- **WH Map:** production of 26,000 copies per year with a new design and format. Opportunities to include the brief descriptions of sites on the verso of the Map will be studied.
- **WH Brochure:** production of 40,000 copies of the brochure on the WH Convention with updated contents and new design.
- **Information Kit:** production of 15,000 copies, including new pages on tourism, global strategy, and partnerships. Possible new

presentation formats for this kit, notably in brochure form, will be examined.

**Visual Aids & Exhibitions** are designed to complement and strengthen the outreach of the printed material. They are produced for use by States Parties and at WH sites. These are:

- **Slide kit:** production of 200 updated copies. Preparation of a power point version that will be put at the disposal of States Parties and other partners.
- **World Heritage: Ours to Cherish, Ours to Protect:** A film designed and produced in French, English, Spanish and Arabic, to be used by site managers as a training tool and/or information material for tourists and visitors. The success of this film, demonstrated by the numerous letters sent to the Centre, has led to better understanding of the needs of site managers for visual aids. A small amount of funds will be required to make additional copies of this film in order to meet the demand. Another film, targeted at a larger audience will be professionally developed between 2002 and 2003 using extra-budgetary funds.
- **Television series:** The series on World Heritage produced by Südwestrundfunk (Germany) and Tokyo Broadcasting System (Japan) continue to generate a minimum of 50 new films each year. Over 500 episodes (in different formats) have now been broadcast, thus contributing towards building greater awareness. In addition, these two long-term projects, like others, help to raise funds to be used for the development and implementation of new information activities aimed at promoting the values of World Heritage.
- **Travelling exhibit:** production of a revised version (first produced in 1999) of the Exhibition on the World Heritage Conservation Process in English and French (light-weight scrolls).
- **WH Exhibit for States Parties:** Production of a new exhibition composed of 10 light-weight panels in 6 language versions (Arabic, Chinese, English, French, Russian, and Spanish) as a gift to States Parties for the 30<sup>th</sup> anniversary of the Convention. This activity will be financed through extra-budgetary sources. Should States Parties wish to produce different language versions of this exhibit, the Centre will study opportunities for this to be made possible.
- **Organization of two exhibitions** on World Heritage in Asia and Africa in support of the Global Strategy. These exhibits will present projects successfully executed, notably through extra-budgetary funding from partners.

**Publications:** whether free-of-charge or commercial editions, they are prepared and distributed in order to sensitise the general public to specific conservation issues that World Heritage sites face.

- **The World Heritage Review** has, since it became a bi-monthly magazine and due to a clearer editorial policy, augmented its readership, both through subscriptions and new distribution channels, notably in Canada and USA. Currently, proposals from publishers in several countries to print other language versions (Chinese, German, Russian, etc) are being studied.

In 2002/2003, it is foreseen to produce issues 25 – 36 in 26,000 copies per issue.

- **The World Heritage Newsletter**, is now prepared with a new design since its 30<sup>th</sup> issue. Twelve issues will be published during 2002/2003 (N<sup>o</sup>s 33 - 44). Wide distribution is ensured through a regularly updated mailing list. Currently 19,000 copies in French and English are distributed per issue. WH News, the electronic newsletter will continue its regular distribution through e-mail (approximately 24 issues per year).
- **World Heritage Desk Diary**: production of the editions for 2003 and 2004 with improved lay-out, in 7000 copies for sale.
- **World Heritage Papers**: this new initiative was launched in an effort to publish a series of position papers presenting reports from seminars, workshops and meetings on various World Heritage subjects. The series will also include manuals that will be presented in a slightly different format, such as the one being prepared on tourism management entitled *Managing Tourism at World Heritage Sites: A Practical Manual for World Heritage Sites Managers*. This series is targeted at World Heritage experts, national and local authorities and site managers. Other manuals in preparation include the *Report on the State of the World Heritage in Africa* and the *World Heritage Visual Identity: A user's Manual*.
- **Information brochure for promotion of partnerships with the tourism industry**: Publication of a 20-page brochure (3,000 copies in French and 7,000 in English) presenting the aims of the partnership between the Centre and the tourism industry. This brochure will also show the achievements of this partnership and describe operational projects implemented through funding generated by partnership agreements with hotel chains and tour operators. This will be a valuable tool to attract new potential partners.
- **Internet**: Internet is increasingly becoming a widely used tool to disseminate information. The World Heritage Centre has an operational web site that up to now has been exclusively oriented to disseminate information for experts in the various aspects of the Convention. While this process will continue, Internet will now be used to include new sections that support the outreach of the World Heritage Convention activities to larger audiences including decision makers, the media and the general public.

Taking advantage of the support provided by the World Heritage Information Programme, the awareness-building and education activities will make use of Internet to add new sections that increase outreach, contribute to building local capacities and promote associated activities aimed at raising awareness about conservation related issues.

Special attention will be given to the development of thematic sections targeted at people living in and around WH sites. These sections will give examples of local community initiatives that illustrate the involvement of inhabitants in the conservation of natural and cultural sites. In addition, most visual aids, such as the slide kit, WH exhibitions, and other general information packages will be tailored for use through the web site.

The implementation of the Internet-based activities planned by the Centre will require fund-raising. Once funds are secured, new sections of the Web site will be developed.

The World Heritage Centre is conscious that not all States Parties have easy access to Internet. All material described in Part I of this document will be posted on the WH web site and made available in paper-format for States Parties without direct access to Internet.

## ***B. Information Campaigns***

- **National awareness-building campaigns**: In co-ordination with national heritage practitioners specially trained in the field of awareness-building, national awareness-building campaigns involving NGOs and the media

will be implemented over two or three weeks in schools and universities. Activities will include conferences, exhibitions, competitions, articles and television programmes.

- **Television Public service announcements:** A series of 8, 45-second, pilot programmes have been produced on a selection of World Heritage sites (Medina of Fes, Taj Mahal, Cliff of Bandiagara, Brasilia, Venice, Halong Bay, Kairouan and Chartres Cathedral). Each programme is aimed at gathering support from the public through television announcements. These pilot programmes will be used to gather funding from a sponsor who will be asked to finance the production of 100 or more episodes for television broadcast. A preliminary approval for transmission of the programmes has been given by TF1, one of France's 6 nationwide broadcasters.
- **In-flight magazines:** Research has been conducted by the Centre to identify and begin to establish partnerships with Airlines to help disseminate information about World Heritage through in-flight magazines. Discussions have notably been initiated with the French publisher Gallimard, editor of the Air France in-flight magazine, to include articles on World Heritage sites and issues in this publication.

### *C. Special Events*

- **International Congress on World Heritage:** In November 2002, an International Congress of experts will be held in Venice, Italy. The Congress will focus on evaluating the implementation of the World Heritage Convention over the past 30 years and examine opportunities for the future. As such, the Congress will be the platform for the launch of a World Heritage Partners initiative and generate new partnerships, with local and regional institutions, NGOs and the private sector, and reinforce existing ones. Workshops organized prior to the Congress, in November and earlier in the year, will deal with specific issues related to World Heritage management of sites as well as the presentation of their values. The workshops and the plenary sessions of the Congress will involve members of the press, to cover the event, but it will also include representatives of the Media industry in order to examine and assess the meaning and image of World Heritage in the public's eye and identify ways of improving communication methods for World Heritage.
- **Conferences on World Heritage sites and issues:** The purpose of these activities is to promote lesser-known World Heritage sites and provide a forum to discuss issues relevant to the protection of these areas. Such conferences are usually held at UNESCO Headquarters, but opportunities to hold these conferences away from Paris are also being explored. The ensuing recordings of these conferences would then be circulated to interested parties.
- **Virtual Congress:** As part of the 30<sup>th</sup> anniversary events series, a Virtual Congress on World Heritage Management is being planned from 15-18

October 2002. In co-operation with the International Society for Photogrammetry and Remote-sensing (ISPRS) and the Virtual Systems Multi Media (VSMM), which are both international networks, a call for projects will be launched to gather examples of new information technology applications on cultural and natural properties management. To draw attention to these applications, 4-5 regional meetings are planned during the same period as follows: (1) for Asia-Pacific, in China hosted by Tsinghua University in cooperation with the Ministry of Construction, State Administration for Cultural Properties, Ministry of Education of China, on the theme of *Architecture for Sustainable World Heritage Tourism*; (2) for the Arab States, in Egypt hosted by the Ministry of Science and Information Technology on *Geographical Information System (GIS) for Cultural and Natural Resource Mapping*; (3) for Africa in Togo within the framework of Forum UNESCO: University and Heritage, a meeting of Vice-Chancellors of universities in Africa to promote South-South and North-South cooperation between universities in heritage management; (4) for Europe and North America in France in cooperation with EURISY-European Space Agency, International Space Agency in Strasbourg, Council of Europe (under request), among other partners on the theme of *Remote-sensing and GIS for World Cultural and Natural Heritage*, and, (5) for Latin America and Caribbean, interest to host a regional meeting has been expressed by Mexico (INAH/World Heritage) also on the theme of *Remote-sensing and GIS for World Cultural and Natural Heritage*, with a special focus to be determined. On-line communications between the 4-5 regional meetings is expected to enable exchange of views. The overall aim is to demonstrate the use of low-end information technology, accessible to all, as a tool for heritage site management and communication between specialists.

- **Film presentations** (premieres) on World Heritage: A film on the site of Rapa Nui National Park in Chile (Easter Island) produced by Gédéon Films (France) will be presented in 2002. Opportunities for Premieres of other documentary films as well as feature films on World Heritage sites and conservation issues produced during the course of 2002-2003, may arise and could be shown at UNESCO Headquarters or elsewhere. These public showings, involving the media and the specialists, contribute greatly to the promotion of World Heritage.

## ***Part II: World Heritage Education and Co-operation with Universities***

### ***A. Young People's Participation in World Heritage Preservation and Promotion***

UNESCO's Special Project "*Young People's Participation in World Heritage Preservation and Promotion*", launched in 1994, has developed as one of the most successful flagship projects of UNESCO for young people. This Project will continue to be implemented in 2002 - 2003 under the auspices of the World Heritage Centre and UNESCO's Associated Schools Project Network (ASPnet) in the Education Sector.

To reinforce the effectiveness of the Project a comprehensive education and training program for young people and teachers has been piloted in 2001.

**Skills Development for Young People** will be developed in 2002 - 2003 by organising Skills Development Courses in collaboration with site managers, training institutions and other partners such as ICCROM, IUCN, ICOMOS, etc. This on-site education programme will aim to demonstrate best-practices in conservation and preservation methods to young people. The target will be young people who are living in and around World Heritage sites.

- A World Heritage Education Skills Development Course for young people in the **Arab Region** is currently in preparation with the technical supervision of ICCROM, to be held in Jordan in March, 2002. The key output will be the development of a manual to give best-practice examples. Replications of the Course in other regions will be promoted in 2002 - 2003.
- For the **Asia and Pacific Region** a Skills Development Course for young people is planned for 2002, which will be held at a World Heritage natural site in the region. This course will be implemented with the technical involvement of IUCN and other partners.

**Educational Material on World Heritage** provides tools to teachers participating in World Heritage Education. The World Heritage Educational Resource Kit for Teachers "*World Heritage in Young Hands*" was published by UNESCO in 1999.

- **The World Heritage Educational Resource Kit for Teachers "*World Heritage in Young Hands*"** in English, French, Spanish and Arabic has been disseminated and experimented in ASPnet schools in more than 130 countries. The main objective has been to mainstream and incorporate World Heritage Education in classroom teaching. Opportunities to adapt information on regional World Heritage sites as a supplement to the Resource Kit will be explored in 2002 - 2003.
- Due to many requests from all the regions, a **Second Edition of "*World Heritage in Young Hands*"** will be released in 2002 as a co-publication with the UNESCO Publishing Office. The production of 4000 English and 4000 French copies with updated information will be sold through UN bookstores. Production of an Arabic and a Spanish version is planned in 2002 - 2003.
- "*World Heritage in Young Hands*" has also been produced in Armenian, Chinese, Indonesian, Japanese, Russian, and Uzbek, and the following translations are currently in process: Finnish, German, Georgian, Italian, Laotian, Slovak, Turkish, Vietnamese and Urdu. Financial support for the translation of the Kit into other languages will continue in co-operation with the UNESCO Publishing Office.
- The **World Heritage Education web-site** is located at the address <http://www.unesco.org/whc/education> All information on World Heritage

Education such as the pledges of World Heritage Youth Fora from 1995 - 2000 can be consulted online and links with associated web-sites are now easy to access. "*World Heritage in Young Hands*" is available online in French and English. Possibilities to incorporate an interactive online Forum where students, teachers, site managers and others can discuss World Heritage issues will be explored in 2002.

**Teacher-Training** has been further developed in 2001 to provide teachers with specific training in how to incorporate World Heritage Education in classroom teaching and how to adapt the educational material into the school curricula.

- In 2001 the National Commission of Egypt for UNESCO produced a **Manual for Teachers** demonstrating how to adapt and include World Heritage Education in their classroom teaching. Possibilities to replicate this manual in other regions will be explored in 2002 - 2003.
- Inter-regional workshops for teachers will continue to be improved and organised in all regions in 2002 - 2003. In 2002 an **International Teacher-Training Conference on World Heritage Education**, involving some 60 teachers, teacher-trainers, museum educators, etc., will be held in Egypt. The main objectives will be to develop guidelines for future innovative educational material and to plan other interregional activities on World Heritage Education in other regions in 2002 - 2003.

The **World Heritage Youth Fora** that aim to define strategies for World Heritage Education will continue throughout 2002 - 2003. The fora enable and empower young people to voice their concerns on World Heritage.

- From 26 February to 1 March 2001 the **First World Heritage Youth Forum in Latin America** was organised by the Ministry of Education and the National Institute of Culture of the Republic of Peru in close collaboration with UNESCO Headquarters in Paris (ASPnet and World Heritage Centre). The Youth Forum focused on how to promote tourism and sustainable development at and around World Heritage sites. Teachers and students from 18 countries in Latin America and the Caribbean participated in the Youth Forum. The main outcome of the Youth Forum is the **Lima Declaration**, which pledges to strengthen educational and cultural policies on a national level and develop sustainable heritage tourism (eco-tourism and historical tourism) with the participation of local community to defend the Latin American and Caribbean identity.
- From 5 to 10 September 2001 the **International World Heritage Youth Forum in Karlskrona, Sweden** was organised in co-ordination by the Swedish National Commission for UNESCO in co-operation with the World Heritage Centre involving teachers and students from 29 countries from every region in the world. The participants were given the opportunity to formulate recommendations to national authorities and to UNESCO for future actions in the field of World Heritage Education (see Annex).
- In 2002 and 2003 World Heritage Youth Fora will be organised in collaboration with NGOs for Young People (UNESCO Clubs and associations, NFUAJ, World Scout Movement, CCSVI, etc.).

Through an **Increase in Regionalisation**, World Heritage Education will be implemented more effectively and efficiently. Staff of UNESCO Regional Offices will be actively involved in the preparation and the implementation of Project activities in close co-operation with staff at the UNESCO Headquarters.

- Through **World Heritage Education Action Plans** there will be a consolidation of Project activities in the regions. An Action Plan for the **Pacific** has been prepared to promote the involvement of young people and participation of Pacific Member States in the implementation of World Heritage Education. The main outputs are the development of educational material such as a Pacific version of the World Heritage Education Kit to be adapted in the school curricula and the organisation of local preservation activities for young people.

**Information Material on World Heritage Education** will continue to be improved to provide information on Project implementation. The information material is distributed to the National Commissions, UNESCO's Regional Offices, ASP co-ordinators, ASP schools, site-managers and other people and institutions that are interested in the Project.

- **The World Heritage Education Newsletter "Teacher's Forum"** is a biannual publication in English, French, Spanish and Arabic, which provides information on World Heritage Education activities for teachers and students in all regions. The Newsletter can also be consulted online at <http://www.unesco.org/whc/education>
- **The World Heritage Education Brochure** will be improved with a new design including updated information on World Heritage and World Heritage Education in 2002 - 2003. Teachers, students, site managers and National Commissions will be informed about how to become involved in World Heritage Education activities and how to obtain further copies of "*World Heritage in Young Hands*", etc.

**The Exhibition entitled 'Young People and Heritage: A Driving Force for Development'**

- The exhibition entitled "*Young People and Heritage: A Driving Force for Development*" scheduled at UN Headquarters in New York in 2002 will include a component on "*World Heritage in Young Hands*". This essential part of the exhibition will be interactive and present all the main elements of the World Heritage Resource Kit for Teachers "*World Heritage in Young Hands*".

The other components of the exhibition '*Young People and Heritage: A Driving Force for Development*' will focus on:

- Projects implemented by university students of Forum UNESCO – University and Heritage in several regions all over the world;

- International camps organised by NGOs, such as the World Scout Movement, the Co-ordination Committee for International Voluntary Service and the World Federation of UNESCO Clubs and Association;
- Projects implemented within the framework of the partnership agreement between UNESCO and the United Nations Volunteers (UNV).

**National Competition** of photographs, drawings, paintings on World Heritage for Young People will be organised on the occasion of the 30th Anniversary of the Convention in 2002. The World Heritage Centre will provide guidelines and expertise for these activities. The competition will invite young people from schools, universities, design colleges, etc. to participate and one of the main objectives will be to increase their awareness and involvement in the preservation of World Heritage.

**Evaluation** is necessary to ensure the sustainability of the Project and to assess the effectiveness of its key outputs. Therefore **an overall Evaluation** of the Project implementation in all regions has been conducted in 2001. The results of the Evaluation will shortly become available and will be included on the web-site at <http://www.unesco.org/whc/education>. These results will be used to identify future actions and new opportunities for the Project in 2002 - 2003.

***B. Mobilisation of technical resources from Universities in the framework of Forum UNESCO - University and Heritage:***

This international network of universities with courses on heritage disciplines was established in 1996 by UNESCO with support from ICCROM, ICOMOS, ICOM, IUA and national heritage practitioners. It now comprises over 300 universities from 81 countries and is based on the sharing of theoretical and practical knowledge. The ethical and scientific commitment underlies this network. The theme of the international symposium of Valencia held in September 2001 was "*30th Anniversary of the Cultural and Natural World Heritage Convention in 2002, intensification of the universities' mutual ethical and operational commitment*" to strengthen the co-ordination, mobilisation and sharing capacities of the network as follows:

- The adoption of the **Pact of Universities** by the Vice-Chancellors of the universities of Forum UNESCO - University and Heritage: The signature of this agreement is scheduled to take place at the UNESCO Headquarters in 2002 on the occasion of the 30th Anniversary of the World Heritage Convention. In so doing, they will involve their institutions at an official level and endow them with the necessary means to meet the objectives set up by the network. In particular, to encourage exchanges with less privileged universities. The final version of this Pact of universities is currently being drafted in close collaboration with ICCROM, ICOMOS, ICOM, IUA (International Union of Architects) and IFLA. The Pact will enable the establishment of the following:
  - An orientation group
  - Thematic groups
- The signature of a **co-operation agreement** between Forum UNESCO – University and Heritage and ICOMOS will be foreseen in the near future.
- An **International Seminar** of Forum UNESCO- University and Heritage, organised by the University of Yarmuk, Jordan, in the ancient Greco-Roman

city of Irbil and on the World Heritage site of Petra in November 2002, on the theme of «*The protection of World Heritage and Cultural Tourism*». The organisation of this Seminar will be funded by the University of Yarmuk.

- An international **Committee of University Students** for World Heritage proposed by Waseda University (Japan) will be created, further to a decision taken in Valencia (2001). This Committee will be financed by Waseda University.
- **Follow-up and co-ordination of university-based projects on World Heritage:** These projects are included on the list of Commitments adopted during the International Seminar of Forum UNESCO - University and Heritage, held in Valencia in 2001. Each project will be financed through university funding and include activities such as restoration workshops, doctoral and post graduate classes, the creation of UNESCO Chairs for heritage, and the establishment of conference cycles. The role of the Centre will consist in co-ordinating Forum's international network and centralising and disseminating the outputs produced through each activity.
- Other meetings and activities aimed at mobilising support for World Heritage, will include:
  - The **meeting of African universities** in Togo in 2002: Due to insufficient means, African universities were underrepresented in the network, whether in annual international seminars or in heritage projects undertaken by the other universities of the network. So, in order to improve this situation, the Secretariat had been able, so far, to secure the financial help of the Agence universitaire de la francophonie in favour of the participation of specific African universities to the various seminars. The Secretariat, with the help of the representative of Togo, has managed to obtain the necessary funds from the Polytechnic University of Valencia (Spain) to organise the first regional seminar of African Vice-Chancellors in 2002, perhaps as part of the internet-supported Virtual Congress on World Heritage Management, to seek new opportunities for South-South, North-South co-operation.
  - **International Seminar on Heritage and the Media** in Laval (Canada): The Canadian universities, represented by the heads of the universities of Laval and McGill (Canada), will organise this Seminar whose main objective lies in the creation of a network gathering outstanding journalists concerned by the safeguard of heritage. The University of Laval will provide financial support for the organization of this meeting.
  - **Workshop of South-East Asian and Pacific Universities:** This workshop will be organised by Deakin University, on a South-East Asian World Heritage site. It will be aimed at exchanging knowledge between universities from the North and the South of this region.
  - - **Training Workshop on Heritage, Tourism and Development:** This workshop will be organized in partnership with the Agence universitaire de la francophonie, who will finance the activity, for French speaking universities in West Africa. It will take place in Dakar, 23 - 27 January, 2002.

### C. Update on Connect - World Natural Heritage for Capacity building Outreach, Networking, Education, Cooperation and Training

- Activities of the CONNECT Programme in 2002, through to 2003 will be based on previously approved recommendations and include the following:

Organization of a second meeting to develop the project for **Collaborative monitoring and research network using World Natural Heritage sites as environmental science learning and data collection centres** approved by the 24th session of the World Heritage Committee within the CONNECT work plan. The first meeting to develop the project's preparatory phase was held at UNESCO Headquarters in April 2001, and attended by Science and Education Sectors of UNESCO, Global Learning and Observations to Benefit the Environment (GLOBE) and international non-governmental organizations. The second meeting for project appraisal to be attended by teachers, and site managers from selected schools and sites and project partners will be held in early 2002.

- **Links with other Environmental Conventions:**

Jointly with other sectors of UNESCO, the Centre will continue working in co-operation with other UN bodies and related International Conventions in particular the Multilateral Environmental Agreements (MEAs). Examples of foreseen co-operation are:

**United Nations Environment Programme (UNEP):** A joint cooperation to work with the Division of Environmental Conventions is being established. Such partnership will cover activities related with CITES MEA, the Convention on Migratory Species MEA, the Great Apes Project initiative, and mainly the Convention on Biological Diversity MEA. This cooperation will strengthen the conservation activities for in and around World Heritage sites.

**Ramsar MEA:** An agreed upon programme of work to strengthen inter-linkages and co-operation within the framework of the Memorandum of Understanding established in 1999.

- Organization during 2002 a **“Regional training Workshop on methodologies for inventorying wetland areas”**, a follow up to the Regional workshop held in Saint-Louis, Senegal from 15 - 17 October 2001 on "Wetlands and invasive species: building partnership for collective action" financed by the World Heritage Fund, Swiss Technical Cooperation through Ramsar Bureau, the IUCN, and the MacArther Foundation.
- Support site managers from World Heritage sites of wetland and marine values to the **8th Ramsar Conference of the Parties** to be held in Valencia, Spain from 18-26 November 2002.

- **Activities foreseen in co-operation with other international Organizations:**

The Global Programme of Action for the Protection of the Marine Environment from Land-based Activities. This programme under the administration of UNEP

is relevant in view of the increased nominations of natural heritage sites of marine value in inland waters, coastal and islands.

**GEF:** In coordination with the Convention on Biological Diversity, the Centre will continue to develop projects for financing under the **Global Environment Facility**. The phase one of Project Development Facility - B (PDF-B) for integrated management of Mount Nimba Forest Reserve has been completed, and the principal 10-year project is under preparation. GEF has agreed to finance up to US\$7m, and an additional US\$2m will be sought from other donors. A donors' meeting for the additional funding required will be held in January/February 2002.

- **Additional support will be provided in preparing inputs to the following Conferences and Programmes:**

**World Conference on "Nature Interpretation as a Tool in Promoting Sustainable Development"** - In collaboration with NGOs such as RARE, support will be provided to 3 to 4 World Natural Heritage sites to develop nature interpretation to enhance visitor educational experience.

**The World Summit on Environment and Development (Rio + 10)** - Support will be provided through the organization of a visit to the Cradle of Man World Heritage site for the Summit participants and for an international children's drawing competition.

**6th Pan-African Conference of UNESCO Clubs** - In collaboration with UNESCO's Division of Clubs and Associations and the African Confederation, one half day will be devoted to the World Heritage Convention related themes, and a visit is also planned to Dja Faunal Reserve for the Conference participants.

**Bushmeat-Education and Training Programme for Development** - Guidance will be provided in the elaboration of this programme, aiming to establish a professional team responsible for developing a specific curriculum for bushmeat management.

**Self-help web networks:**

Assistance in developing self-help websites and networks will continue to be provided to World Natural Heritage sites in Nigeria and Senegal.

***Part III. Partnerships with the Tourism Industry***

This partnership represents the substantial and joint commitment of the Hotel Chains and the Tour Operators to:

- Implement operational projects for the safeguarding of both natural and cultural World Heritage sites,
- Raise awareness among tourists of the duty of every individual to protect heritage sites, and
- Exchange know-how between tourism experts and site managers.

In 2002 - 2003 activities foreseen under this partnership will include:

- Exchange of know-how and expertise between national heritage practitioners and local tourism managers
- Stimulation of tourists for the protection of WH sites
- Participation in international Fairs (ITB, London, etc): organization of a special session of UNESCO in Berlin “Rendez-vous with World Heritage” - travel costs for 2 WHC staff and for interpretation. The session will consist in showing the tourism potential and the conservation challenges of newly inscribed sites on the List.

#### ***Part IV. Extra-budgetary sources of Income***

The following table presents a detailed account of the income generated through partnerships for promotional activities in 2000 and 2001. Projections for 2002 are included in the working document **WHC-01/CONF.208/18**

<b>Partner / source of Income</b>	<b>Income generated through partnerships with the media and publishers in 2000 (in US\$)</b>	<b>Income generated through partnerships with the media and publishers in 2001 – as of 31 October (in US\$)</b>
<b>Südwestrundfunk</b>	-	<b>97 647</b>
<b>Walk Associates Ltd.</b>	<b>29 725</b>	<b>1 000</b>
<b>NFUAJ / TBS</b>	<b>(2x 30 000) 60 000</b>	<b>30 000</b>
Panasonic	51 717	51 930
Co-publishing agreements on WH managed in cooperation with UPO (including the Agenda)	68 471	253 733
Clementoni	17 759	-
<b>Windrose</b>	<b>9 899</b>	<b>-</b>
<b>Partner / source of Income</b>	<b>Income generated through partnerships with the media and publishers in 2000 (in US\$)</b>	<b>Income generated through partnerships with the media and publishers in 2001 – as of 31 October (in US\$)</b>
<b>Boucheron</b>	<b>46 561</b>	<b>60 996</b>
<b>TEMA</b>	-	Contribution of US\$ 20,000 expected end 2001, not yet received
<b>TOTAL</b>	<b>284 132</b>	<b>495 306 (+20,000)</b>

Further income was generated in favour of World Heritage sites through tourism partnership activities. The table below shows the income generated in 2000 and 2001.

<b>Partner / source of Income</b>	<b>Income generated through partnerships with the tourism industry in 2000 (in US\$)</b>	<b>Income generated through partnerships with the tourism industry in 2001 – as of 31 October (in US\$)</b>
<b>ACCOR</b>	<b>(2x 50 000) 100 000</b>	<b>50 000</b>
<b>Radisson SAS</b>	<b>25 000</b>	<b>-</b>
<b>EF Educational Tours</b>	<b>60 000</b>	<b>-</b>
<b>Jet Tours</b>	<b>4 345</b>	<b>-</b>
<b>TOTAL</b>	<b>189 345</b>	<b>50 000</b>

**In bold: Earmarked income for specific activities in the field and to ensure follow up of promotional projects.**

## The Karlskrona Recommendations – September 2001

### ***Background***

The UNESCO World Heritage Education Project, “*World Heritage in Young Hands*,” was launched in 1994 in order to support States Parties to the World Heritage Convention to find ways to fulfill their obligations in education, promotion and awareness raising.

A primary objective of the Project is to increase individual awareness of the value of the preservation of the heritage. At present the Project involves more than 1 000 schools in 130 countries. At regional and international levels, nine previous World Heritage Youth Fora have been organized and a multi-disciplinary educational resource kit for teachers has been produced.

Since 1994, many important initiatives in World Heritage Education have been launched achievements realized through the dedicated work in local schools and by national Project coordinators. This has made it possible for young people to learn more about the World Heritage and to take an active role in the preservation of the World Heritage. Across the globe, young people are now beginning to take a lead role in informing their communities about the importance of World Heritage and its conservation. They have also formed networks with schools in their own country as well as in other countries in order to communicate about the future of the World Heritage to the world at large.

The long-term aim is to have education, information and awareness raising integrated into each phase of World Heritage work (legislation, administration, identification, nomination, preservation, conservation, periodic reporting, interpretation, etc).

The World Heritage Youth Forum in the Naval City of Karlskrona  
Students and teachers from 29 countries from every region of the world have gathered here in Karlskrona for the 10<sup>th</sup> Youth Forum. Our theme has been:

***“both sides of the coin – how the dark and light sides of my World Heritage become keys to understand the present and the future.”***

For the first time a Youth Forum has looked at the dark aspects of our heritage as well as the light, or positive aspects. Also for the first time at a Youth Forum, students and teachers worked in twins and triplets in preparation for the Youth Forum. We have elaborated joint presentations of our World Heritage that include difficult and troubling aspects of heritage and its preservation such as: war; cultural destruction; genocide, oppression/exploitation of one group by another; environmental degradation; unsustainable exploitation through mass tourism etc.

We have learned about the richness and vulnerability of the natural sites on the World Heritage list. We have also seen that memories of industrialization and war are important parts of World Heritage.

We understand that there is a dark side to even some of the most celebrated monuments from the past. By looking at both the dark and the light sides of World Heritage sites during this Forum, we have learned how World Heritage, and the preservation of the sites, can serve as a tool for us to understand history, moderate the present and mold a more perfect future.

We have learned how the study of the World Heritage can help make us understand the world and the human and natural process that continue to shape it. This understanding will be our foundation upon which we build to create a more tolerant, peaceful and democratic world, with respect for human creativity everywhere manifested, most particularly through the preservation of the diverse heritage embodied in World Heritage site.

Without discussing and teaching of the dark side of World Heritage we cannot appreciate the light side. Without teaching and learning about the dark side, we are not painting the full picture of the heritage. Without discussing the dark side of World Heritage, we are not giving ourselves the best chance of avoiding mistakes made in the past.

Recognize that we represent the future generations, we hereby pledge to protect the World Heritage and resolve to take action, individually and collectively, to preserve it.

To this end, we have formulated recommendations for the future of World Heritage, and the UNESCO World Heritage Education Project.

Firstly and most importantly, we have adopted resolutions on actions which we each will take individually and in our schools to further World Heritage Education and World Heritage awareness at the most basic local and personal level.

We have also formulated recommendations for national action which we will pass along to our national ministers, politicians and other leaders, and to the UNESCO National Commission for our respective countries and we will report back to the Youth Forum organizers in Karlskrona by March 2002 to give them our results.

Finally, we have formulated recommendations for action by UNESCO and/or the World Heritage Committee. The recommendations to UNESCO and the World Heritage Committee include recommendations for immediate action, recommendations for future activities for the long-term development of the Project, as well as recommendations for ways to celebrate the 30<sup>th</sup> anniversary of the 1972 Convention on the Protection of the World's Cultural and Natural Heritage ("the World Heritage Convention") in the year 2002.

### **Karlskrona Recommendations to UNESCO and the World Heritage**

- **Sites of Memory.** Man's inhumanity to man has been a significant aspect of our history. This memory of the dark side of man's history and the suffering of the victims is recognized in very few World Heritage sites. In order to make people aware of the evil we are capable of inflicting on each other we make the following recommendation: that UNESCO seek ways and means of encouraging the establishment of more sites of memory to honour the victims and to teach human kind that there is a dark side within all of us.
  
- **Empowerment of youth.** We believe that in order for education efforts to be most effective, students must be involved as active partners in the planning, implementation and evaluation of education programmes. We are grateful for the arrangement of a youth forum in conjunction with the next UNESCO General Conference. To sustain this initiative we suggest that the ASP and other schools networks be mobilized on a permanent and on-going basis as "partners in dialogue" with the Secretariat, particularly with regard to the development of projects, such as the World Heritage Education Project, which specifically targets youth.
  
- **Inclusion of World Heritage Education in national curricula.** UNESCO should lobby with Ministries of Education to include, formally, World Heritage Education into the national curriculum of each State Party and Member State. Particular emphasis should be placed on the development of additional teaching materials (supplementary to the Kit) which suggest ways in which World Heritage Education can be incorporated into the various mainstream disciplines in the existing curriculum (i.e. math and heritage; science and heritage; art and heritage; computers and heritage.) This will enable and empower teachers and students to work on World Heritage Education at the school level, without conflict of interest with other subjects in the curriculum.
  
- **Translation of the Kit.** States Parties should be requested directly by the Committee, as part of their obligation under the Convention, to translate, with their own resources if possible, the World Heritage Education Kit into national languages and to engage in teacher training in the use of the Kit.
  
- **Link education and conservation.** We suggest that education and conservation of World Heritage sites should be more closely linked. Students and visitors to sites should be informed of conservation issues and solutions. Site managers should be assisted to redouble their efforts at educating all users of World Heritage sites in the significance of the heritage and the need to take action for its long-term preservation. We believe that education is equal to preservation in the long run.
  
- **Subregional workshops.** Sub-regional meetings and workshops should be organized in which teachers and students have the opportunity to work directly with World Heritage site managers (and also museum education specialists.) Sub-regional workshops emphasize the aspects of the heritage which neighbours share and thus encourage a greater solidarity in the preservation of a common heritage, than can be expected to be accomplished from national workshops alone.

- **World Heritage Volunteers.** We suggest that within the framework of the ASP Network and the World Heritage Education Project, a mechanism be established which will allow students the opportunity to undertake on-site skills training, or to perform volunteer activity – possibly on an school-to-school exchange basis -- or in some other way to participate actively in World Heritage conservation on-site. At the same time, volunteers students could act as “community educators” informing their host communities about the heritage in their home territories.
- **Heritage education in cyberspace.** We appreciate the efforts made to date to make the World Heritage Centre’s web site attractive and user-friendly to youth, and we welcome and look forward to use the newly-developed inter-active web page which will allow us to communicate directly with one another and with UNESCO on World Heritage issues. In particular, we welcome that the World Heritage Education Kit has finally been made available on-line, in a version which can be downloaded anywhere in the world. In recognition of the rapid growth in ITC and the importance of this sector to youth, we encourage that additional efforts be placed in the development of heritage education in cyberspace. One possibility is that students and schools involved in the World Heritage Education Project could act, on a rotating basis, as site webmasters.
- **Visibility of World Heritage.** Public visibility of World Heritage sites is at present inadequate. We suggest that more and more focused work could be done to make the World Heritage emblem into a symbol well known worldwide. It should be perfectly clear to anyone who visits a World Heritage site that this is something special, and why. The World Heritage emblem should be used conspicuously in road signs, flags brochures, taxis, buses, etc.
- **Oral narrative and intangible traditions.** Increased attention should be given to the valuable contribution of oral narrative and other forms of intangible cultural traditions as an integral part of conservation and interpretation of World Heritage sites.
- **A World Heritage Day.** We suggest that all ASP schools designate and celebrate an annual “World Heritage Day” in order to raise awareness of our common, shared World Heritage and the need for action at every level – including the levels of local community, schools and the individual -- to preserve heritage sites.
- **Long-term commitment at the national level.** UNESCO should encourage States Parties and Member States to develop long-term national plans to develop, support and sustain World Heritage Education and for the involvement of young people at sites of World Heritage. This would include such long-term action as teachers’ training; inclusion of World Heritage Education into the national curriculum; and the development of educational tools to interpret to students the World Heritage Convention, its mission and goals.

- **Funding and staffing.** We suggest that the World Heritage Committee in cooperation with States Parties explores the possibility of finding additional extrabudgetary funding for the continuation of World Heritage Education Project in the medium term. We also acknowledge the support given to date by the General Conference to World Heritage Education activities and request that this support be continued in the form of staff dedicated to World Heritage Education. However, for World Heritage Education to have an effect in the preservation of the World Heritage and in giving heritage a “life in the community,” UNESCO and the Committee’s commitment to World Heritage Education must be a permanent and sustainable one. Therefore, we encourage the permanent incorporation of World Heritage Education into UNESCO regular programme and budget at the earliest possible opportunity.
- **Reporting.** The World Heritage Committee should consider requesting States Parties to report periodically on the national implementation of Article 27 of the Convention, with particular regard to heritage education and the implementation of the UNESCO World Heritage Education Project in their respective countries.

**Recommendations to celebrate the 30<sup>th</sup> Anniversary of the World Heritage Convention:**

- **Art exhibition.** Schools should be invited to present art work based on World Heritage sites. UNESCO should select the best for inclusion in a touring art exhibition.
- **Postage stamps.** UNESCO should issue a special edition of postage stamps commemorating the World Heritage Convention. States Parties may wish to consider doing likewise.
- **“The Race is On to Preserve Our World Heritage”.** To commemorate the 30<sup>th</sup> anniversary and to raise awareness of World Heritage, UNESCO should organize a series of marathons (running, bicycle, wheelchair) around and between World Heritage sites. Routes could be around single large sites, between sites within one country, or between sites of neighbouring countries. Linked together, the series of marathons could ideally stretch around the world.
- **World Heritage Cultural Olympics.** Organization of a “World Heritage Cultural Olympics” including drama, dance, film, competitions, etc.
- **World Heritage Caravan.** A train or a bus (or boat) should be organized, travelling between World Heritage sites around the world. Passengers should rotate continually, depending on the country/region through which this “World Heritage Caravan” travels.