



30th Anniversary

World Heritage Convention 1972-2002



International Conference on World Heritage in Young Hands - A Dialogue among Civilizations

Aswan/Cairo, Egypt 6-12 February 2002



Organized by the Egyptian National Commission for UNESCO, UNESCO Headquarters, UNESCO Cairo Office, UNESCO Amman Office.



Sponsored by the Norwegian Agency for Development Co-operation (NORAD) and the Dutch government.

World Heritage Education: a new concept

UNESCO Special Project "Young People's Participation in World Heritage Preservation and Promotion" was launched by UNESCO in 1994, through the Associated Schools Project network (ASPnet) and by the World Heritage Centre, with a view to conceptualise and reinforce the concept of World Heritage in the classroom and in extra-curricular activities, and to give young people a chance to voice their concerns and to become involved in the protection of the world's natural and cultural heritage.

Through the development of educational and hands-on activities, the Project seeks to encourage and enable tomorrow's decision-makers to respond to the continuing threats facing World Heritage and to give young people an opportunity to participate in the conservation and preservation of both cultural and natural heritage as well as the intangible heritage from local to global levels. The Project has benefited greatly from financial support from The Norwegian Agency for Development Co-operation (NORAD).

A pilot version of the World Heritage Educational Resource Kit for Teachers "World Heritage in Young Hands" was published in 1999 and is currently being experimented in the ASP schools in more than 130 countries. The Kit is also translated in more than 15 national languages. Due to overwhelming requests, an updated Second Edition will be released in 2002 and the first edition is currently available on the internet in French and English at:

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

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Preamble

Our rich cultural diversity is indeed a treasured heritage. Yet, the dawn of this 21st century is heavily marked by rapid and massive changes, standardization, mass production and consumerism, the eroding of identity and cultural roots, as well as violent manifestations of intolerance, conflicts and discrimination. Hence, in order to preserve and to continue to benefit from our rich diversity, there is an urgent need to ensure the safeguarding of our cultural, natural and intangible heritage as well as respect for differences and to engage in a meaningful intercultural dialogue so as to avoid further tensions, wars and destruction.

It is obvious that the preservation of our local and World Heritage and our ability to live together in peace and dignity depends a lot on today's young people who will soon become the decision makers of tomorrow. That is why UNESCO, through its Associated Schools Project Network (ASPnet) and its World Heritage Centre, with the generous support of the Norwegian Agency for Development Co-operation (NORAD), has been giving so much attention to its intersectoral Special Project «Young People's Participation in World Heritage Preservation and Promotion».

This Project aims to inspire young people to become **Patrimonitos**, young heritage guardians committed to working together to protect and promote our local, national and World Heritage. **Patrimonitos** strive to reaffirm their identity whilst learning about other cultures and appreciating other ways of life. Over the past eight years several thousands of young people have become **Patrimonitos** taking part in intercultural dialogues with their peers at both local and global levels.

With the help of the UNESCO Special Project and its World Heritage Educational Resource Kit for Teachers "World Heritage in Young Hands", more and more young people are becoming aware of the importance of World Heritage, of the different interactions between cultures and civilizations throughout the ages and the manifold contributions of so many cultures to our universal civilization. Patrimonitos are meeting, and learning together, in World Heritage youth fora, summer camps and skills development training courses such as the one held in Petra, Jordan in April 2002 for youth in the Arab States. These young people, Patrimonitos, are proving to be skilled and talented artisans for protecting World Heritage and forging a deeper and more meaningful dialogue amongst civilizations. However, their numbers are not yet sufficient. All young people deserve to benefit from World Heritage Education and specially planned activities designed for them.



UNESCO therefore decided to organize an International Conference on World Heritage in Young Hands – a Dialogue amongst Civilizations in Egypt in February 2002 as one of its main events to be conducted in observance of the United Nations Year for Cultural Heritage and the 30th Anniversary of the adoption of the World Heritage Convention. The Conference aimed to shed valuable new light on how World Heritage Education can strengthen a dialogue amongst civilizations and offer new opportunities to the young people of our world to take part in significant endeavours which will enable them to live together in peace and in dignity.

This report reflects the debates and proposals made on such important issues such as the preparation of new educational material on selected World Heritage sites reflecting “touchstones of civilization”, reinforcing the role of young people in promoting the intangible heritage, launching of intensive ASPnet intercultural school twinning through newly established “routes of dialogue” and celebrating the 30th Anniversary of the Convention concerning the Protection of the World Cultural and Natural Heritage. This Convention was adopted by UNESCO’s General Conference in 1972 to safeguard cultural and natural heritage of “outstanding universal value” for future generations. The sites inscribed on the World Heritage List are not only of local and national importance but are also part of the common heritage of humankind.

However, proposals are not sufficient to safeguard our heritage, to combat intolerance and to ensure mutual respect, solidarity and co-operation.

More action is needed, as well as resources, to enable **Patrimonitos** to better assume their roles in promoting and preserving heritage locally and globally, to respect cultural diversity and become agents of change in favour of cultural pluralism, and to continue to develop their creativity and life long learning in support of World Heritage conservation.

«Moroccan Patrimonitos» ASPnet students acquire preservation skills for heritage conservation.



The “World Heritage in Young Hands” International Conference resulted in a blueprint of action for helping to convert a “Dialogue among Civilizations” into reality. May the necessary means be now made available to enable the world’s young people to go forward into this third millennium, united in their diversity and together in their common aspiration and quest for a peaceful world in which everyone will live in dignity and in mutual respect.

Mounir Bouchenaki

*Assistant Director-General
for Culture*

John Daniel

*Assistant Director-General
for Education*

Recommendations of the Five Regions

Bearing in mind the UNESCO Constitution which says that “since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed,” and recognizing the key role of education in strengthening cultural identity and fostering cultural diversity and intercultural dialogue, the participants and delegations of the 20 countries invited to the “International Conference on World Heritage in Young Hands – a Dialogue among Civilizations” (Egypt, 6-12 February 2002),

Considering

- ☛ that the preservation of monuments and sites, which corresponds to the compelling duty of memory, must be accompanied by the preservation of the capacity of individuals to develop within their cultures and to express their belonging to mankind through their differences,
- ☛ that educating young people is the principal means to maintain the vitality and the diversity of cultures as well as to realize the universal values they convey,
- ☛ that education in heritage must allow the young person both to consider his environment and culture as a citizen and to link this local heritage with universal values,

Proposed the following Recommendations:

To UNESCO Member States:

to reinforce programmes aimed at enhancing World Heritage Education through the launching of the second phase of the UNESCO Special Project “Young People’s Participation in World Heritage Preservation and Promotion”, taking into consideration the proposals made by participants at the International Conference on World Heritage in Young Hands – a Dialogue among Civilizations to create educational material on World Heritage sites located in their countries;

to take into account the expressions of intangible heritage – i.e., “...people’s learned processes along with the knowledge, skills and creativity that inform and are developed by them, the products they create, and the resources, spaces and other aspects of social and natural context necessary to their sustainability” (as defined by a meeting of experts in Turin, March 2001) – by emphasizing the historical and universal dimensions of human scientific, technological, artistic and cultural activities;

to include World Heritage Education, as part of a wider cultural education in curricular and extra-curricular activities for young people, in order to foster their cultural identities and awareness of universal values, and to strengthen their socialization and active participation to the international dialogue aimed at developing a “universal civilization”;

to aim at accessibility of inter-cultural education and World Heritage Education to all young people, particularly through the following means:

- by giving all the teachers and mentors an appropriate tuition in inter-cultural education, backed with resources provided by UNESCO, by national educational institutions, by cultural institutions and by professionals of art and culture,
- by emphasizing within curricula the cultural and universal dimensions of the subjects taught,
- by chartering all their cultural institutions (museums, libraries, archives, art and cultural centres) with an educational mission and by inviting them to develop partnerships with educational institutions,

- by taking into particular consideration, if necessary by positive action, schools in unfavourable circumstances,
- by implementing these programmes using all available technologies, new as well as traditional,

to reinforce the role of cultural institutions as agents and partners of World Heritage Education programmes in collaboration with UNESCO World Heritage Centre and Associated Schools Project Network, and as essential resources for curricular and extra-curricular activities and in teacher training programmes;

to implement programmes aimed at enhancing awareness about World Heritage through an extended range of actors and possible partners, such as media professionals, private and public sponsors, cultural institutions, and develop partnerships with educational institutions and other potential partners;

to involve young people, through active methods, to assume responsibility for World Heritage conservation and fruitful communication between cultures and civilizations, by creating promotional material on heritage issues, by directing them to communicate with people in authority or by participating in activities related to the maintenance and restoration of heritage, under the supervision of heritage professionals.

To UNESCO:

to initiate and to encourage a “dialogue among civilizations” and intercultural learning as an integral part of World Heritage Education programmes and initiatives, mainly through inter-regional programmes which follow the itineraries of UNESCO’s existing International Routes projects;

to examine ways of interpreting World Heritage sites as “touchstones of civilization”, in a perspective of universal history, in which each site bears witness to a step in the chronological evolution of humanity or illustrates encounters between civilizations (see Annex 4);

to develop a base of reliable data - according to scientific criteria and universal values -, on educational material in order to enable Member States to share their experiences and educational material on World Heritage Education, and the methodological tools required by the teachers to utilize these data with their students around the world;

to develop in-service and pre-service teacher training programmes on World Heritage Education, taking into account the natural and cultural, tangible and intangible heritage and the appreciation of local, national and universal values;

to enhance World Heritage Education in fostering a culture of peace through reaching as many ASPnet schools as possible and **by inviting them to co-operate on World Heritage Education with other schools;**

to reinforce the UNESCO Special Project “Young People’s Participation in World Heritage Preservation and Promotion” and increase its effectiveness by developing collaboration between UNESCO and the educational systems of Member States.

International Conference on World Heritage in Young Hands – A Dialogue among Civilizations

Aswan/Cairo, Egypt 6-12 February 2002

Introduction

The promotion of dialogue among civilizations lies at the very core of UNESCO's Constitution, which says that it is through "collaboration among nations" and "advancing the mutual knowledge and understanding of people" that we can contribute to peace and security, which is the ultimate aim of the Organization. "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed," the Constitution declares. Thus, many of the Organization's activities, such as the Al-Andalus Itineraries, the Slave Route, Routes of Abraham and the Arabia Plan, etc. are specially designed to bring people, cultures and civilizations closer together.

No one would argue with the ideals expressed in the Constitution, but the challenge remains how to translate theory into practice, rhetoric into concrete action. The International Conference on World Heritage in Young Hands – A Dialogue among Civilizations, convened by UNESCO in February 2002, was one response to this challenge. Held in Aswan/Cairo (Egypt) from 6-12 February 2002, the Conference, which came to be known as the "Caravan Conference", because participants travelled from one venue in Egypt to another, brought together more than 80 high-level experts from all parts of the world, to consider the links between the diverse aspects of interculturalism and World Heritage Education, and together, find ways to translate them into meaningful actions.

Leading up to the Conference

A number of factors – major world events and international initiatives – led to the planning of this important International Conference. The Conference came as a follow-up to the United Nations Year of Dialogue among Civilizations (2001) and the Resolution on Cultural Diversity adopted by the UNESCO General Conference at its 31st Session (November 2001). It also contributes to the observance of the United Nations International Year for Cultural Heritage (2002) and the 30th Anniversary of the World Heritage Convention (November 2002).

2001: United Nations Year for "Dialogue among Civilizations"

The United Nations declared 2001 the **United Nations Year for "Dialogue among Civilizations"**. Throughout the year various events were organized within the UN family to celebrate the Year. For example, in April 2001, the **International Conference on "Dialogue among Civilizations"** was organized in Vilnius, Lithuania, under the auspices of the Lithuanian National Commission for UNESCO (see Annex 12).

In view of persistent attitudes reflecting racism and prejudice in many parts of the world, the year 2001 was also declared by the **United Nations as the International Year of Mobilisation against racism, discrimination, xenophobia and intolerance** (Durban, South Africa, August/September 2001).

The Vilnius Declaration states:

"...No civilization can solely assume the responsibility for the entire humanity; neither can a single civilization claim exclusive rights to provide an ultimate and universally valid vision of how to be a human being in a complex and multifaceted world of today and tomorrow... As a crucial attempt to uphold mutual respect, sympathetic understanding and tolerance, the dialogue among civilizations is the only means to build a world of human dignity, solidarity and hope..."

*International Conference on Dialogue among Civilizations,
Vilnius, Lithuania*

Education is a means of personal fulfilment and development throughout life, which opens new ways for young people to undertake concrete actions and commitment to build a better future and to ensure mutual respect for nature and culture. Education is thus an essential component of the dialogue among civilizations.

The International Conference of Education "Learning to live together" (Geneva, September 2001) was devoted to the fourth "pillar of learning" for the XXIst century', "learning to live together", and emphasized the need to ensure respect for cultural diversity. In a world where more and more societies are becoming multicultural and multilingual, one would expect the result to be vibrant, creative and enriched communities. Unfortunately, the opposite is often true, and multicultural societies are marked by tensions, conflicts, social exclusion and violence.

The International Conference, attended by 1,500 delegates, including some 80 ministers, expressed concern and commitment to reinforcing the role of education in support of this essential concept of learning to live together.

(1) In its report, the International Commission on Education for the 21st Century set up by UNESCO advocated four pillars of learning: i) learning to know, ii) learning to do, iii) learning to be and iv) learning to live together.

All participants at the International Conference in front of the Aswan Museum, the venue of the Conference



Article 2 – From cultural diversity to cultural pluralism – states: “In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together... Indissociable from a democratic framework, cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life.”

In its Main Lines of an Action Plan for the Implementation of the Declaration, UNESCO Member States commit to: “Promoting through education an awareness of the positive value of cultural diversity and improving to this end both curriculum design and teacher education.”

*UNESCO Declaration on Cultural Diversity,
November 2001*

Marked by the tense world situation in the aftermath of 11 September 2001, and the need to ensure an urgent and effective intercultural dialogue, the **31st Session of the UNESCO General Conference** (Paris, October/November 2001) adopted the Declaration on Cultural Diversity.

On 16 November 2001, the General Assembly declared 2002 the **United Nations Year for Cultural Heritage**, with UNESCO as lead agency, declaring that: “Mindful of the importance of protecting the world cultural tangible and intangible heritage as a common ground for the promotion of mutual understanding and enrichment among cultures and civilizations...Invites Member States and observers to promote education and raise public awareness to foster respect for national and world cultural heritage...”

“Preserving heritage obviously means preserving its diversity...In children and young people, we have the key to a future society where cultural tolerance and respect for difference shall come true. Family primarily transmits traditions, but school also has a great responsibility for passing on heritage in all its forms. We must encourage networking and co-operation between schools and we have to promote dialogue between cultures at all levels... I see great potential.”

*Tarja Halonen,
President of the Republic of Finland*

One month later, the **25th Session of the World Heritage Committee** (Helsinki, Finland, 11–16 December 2001) was inaugurated by Ms Tarja Halonen, President of the Republic of Finland. In her opening address she referred to the “great potential in the World Heritage Education Project initiated by UNESCO” and concluded that the Project “deserves our support.”

30th Anniversary of the World Heritage Convention

The Convention concerning the Protection of the World Cultural and Natural Heritage, adopted by the UNESCO General Conference in November 1972, is celebrating its 30th Anniversary in 2002. This important date will be marked by a number of events during which both the successes of the Convention and the future challenges facing the implementation of this widely recognized international legal instrument for heritage protection will be assessed. One of the major objectives of the International Conference on World Heritage in Young Hands was to invite participants to identify means for observing this important anniversary (see Item 6).

World Heritage Education Initiatives

A number of UNESCO World Heritage Education-sponsored activities were also carried out in observance of the United Nations Year of “Dialogue among Civilizations”, bringing together young people, teachers and heritage specialists from around the world in order to establish a dialogue which would lead to promoting and protecting their tangible and intangible heritage at local and international levels. Such events included the **First World Heritage Youth Forum for Latin America (Lima, Peru, March 2001)**, the **Third European Summer World Heritage Training Course (Røros, Norway, August/September 2001)**, the **Tenth International World Heritage Youth Forum (Karlskrona, Sweden, September 2001)**, the **International World Heritage Education Workshop (Helsinki, Finland, December 2001)** and the **Asian World Heritage Education Sub-Regional Training Course (Vigan, the Philippines, December 2001)**. These encounters resulted in a wide range of proposals to strengthen bonds between young people through World Heritage Education and activities.

These are some of the main events and initiatives which led up to the Conference and which served as a backdrop for it.

International Conference

Some 80 high-level participants, representing a wide range of fields, gathered at the International Conference on World Heritage in Young Hands – a Dialogue among Civilizations, held in Aswan/Cairo (Egypt) from 6–12 February 2002. In addition to experts from some 20 countries around the world (see below) the Conference benefited from the participation of a number of Egyptian specialists. (See list of participants in Annex 2). Participants came from:

Africa	Arab States	Asia / the Pacific	Europe	Latin America / Caribbean
Ethiopia Mali Senegal South Africa	Egypt Lebanon Morocco Yemen	New Zealand Pakistan Uzbekistan	Finland France Greece Italy Norway Russian Federation Spain	Brazil Cuba

Ever since UNESCO Special Project "Young People's Participation in World Heritage Preservation and Promotion" was launched in 1994, a unique feature has been the synergy which it has generated among educators, teachers, curriculum developers, teacher trainers, university professors, heritage specialists, museum personnel, architects, historians, environmentalists, etc., all co-operating in the promotion of World Heritage Education. The Conference participants represented these fields.

Egypt, host to the "Caravan Conference"

Egypt, one of the major cradles of civilizations, has contributed much, for over 4,000 years, to our world civilization in areas as far-ranging as astronomy, anatomy, science, technology, mathematics, architecture, art, music and philosophy. Further, it was in Egypt that, in the early 1960s, UNESCO launched its first major international campaign – to save the temples of Abu Simbel. Egypt was also one of the first States Parties to ratify the World Heritage Convention, and the temples of Abu Simbel were among the first sites to be inscribed on the World Heritage List, in 1979. Always an active participant in ASPnet, Egypt was one of the first 25 countries to be invited by UNESCO to develop educational approaches and activities in favour of World Heritage Education. It therefore seemed the ideal venue for such an important conference on World Heritage Education and a "Dialogue among Civilizations".

The Conference was held under the auspices of the Minister of Higher Education and Scientific Research, His Excellency Mr Moufied Shehab, and was organized by the Egyptian National Commission for UNESCO in co-operation with the Egyptian Supreme Council of Antiquities. UNESCO (the World Heritage Centre and the Associated Schools Project Network (ASPnet), Division for the Promotion of Quality Education, also helped to co-organize the Conference with its Field Offices in Cairo and Amman (Jordan).

Conference Objectives

In view of the preoccupying situation in the world today and the many threats to the preservation of World Heritage, ranging from poverty, environmental degradation, industrialization, mass tourism to violence and armed conflict to ignorance and sheer neglect, the Conference's objectives were multiple and ambitious:

- encourage pluralism, dialogue, solidarity, mutual respect and appreciation among educators and heritage specialists;
- examine the reinforcement of a "Dialogue among Civilizations" and in particular intercultural learning, as an integral part of World Heritage Education;
- shed new light on the interpretation of World Heritage sites as "touchstones of civilization" and as illustrations of the interactions between civilizations;
- plan a series of international ASPnet World Heritage Education twinning initiatives;
- examine ways and means to enhance in-service and pre-service teacher training in support of World Heritage Education;
- identify ways to contribute to the follow-up to the United Nations Year for Dialogue among Civilizations (2001), the observance of the International Year of Cultural Heritage (2002) and the 30th Anniversary of the adoption of the World Heritage Convention (2002).

Excursion to the Pyramid Fields of Giza



The Conference Venue

The Nubia Museum, Aswan

In the language of ancient Egypt, where hieroglyphics are used to represent meaning and sounds, the word Nubia means the "Land of Gold". This land abounds in monumental treasures. In January 1975, the General Egyptian Authority for Antiquities submitted a request to UNESCO seeking assistance to preserve the ancient Egyptian monuments, through the establishment of a city for museums, harbouring a cluster of open museums, all displaying rare and significant monuments of various ages.

As the main supporter to save the Nubian monuments, UNESCO approved this request. This was the first time in the history of UNESCO that the Organization decided to launch an international campaign to establish a local museum. On 4 February 1986, the foundation stone of the Nubia Museum was laid.

Three thousands pieces of antiquities, representing various ages – Geological, Pharaonic, Roman, Coptic and Islamic – have been registered in the museum. All these pieces reflect the character of Nubia over history and illustrate how it merged with the Islamic civilization on one hand and the mother civilization of Egypt on the other.

Source: Egypt State Information Service (<http://www.sis.gov.eg>)

The following poem, recited by ASPnet students from the Future Language School in Cairo during the Conference, sums up the theme of cultural diversity and tolerance and understanding that permeated the proceedings:

*"We are all alike
Like each flake of snow, floating through the sky,
We are all unique, we are all alike.
Take a look around, you will see its true,
You're a lot like me, I'm a lot like you.
Everybody has eyes, they come in different shapes,
Some are brown, some are blue, some are grey or green.
Everybody has skin, it comes in many shades,
It may be dark, it may be light; or somewhere in between.
Everybody lives, everybody breathes,
Everybody needs, everybody dreams.
Everyone is born,
And changes through the years,
We can laugh and cry, and share our hopes and fears.
We all have a body, any size will do,
It may be thick, it may be thin, it could be short or tall,
We all have a heart, let it beat with pride,
A common bond goes on and on, we're people one and all!
Like each flake of snow, floating through the sky,
We are all unique, we are all alike.
Take a look around, you will see it's true
You're a lot like me, I'm a lot like you."*

Working
group in
Assuan



Opening ceremony

Warmly welcoming the participants in the auditorium of the Nubia Museum, Aswan, Ms Mervat Omar, Secretary-General of the Egyptian National Commission, drew their attention to the rich cultural legacy of Egypt and to the vital role of UNESCO in ensuring its safeguard. (See Annex 5).

Comparing our world civilization to a mosaic composed of many cultures, Ms Elizabeth Khawajkie, UNESCO Representative and ASPnet International Co-ordinator, reminded the Conference that if one piece of this universal composition is destroyed or impaired, the mosaic will be severely diminished and no longer complete. Ms Khawajkie recalled that the World Heritage Convention, adopted 30 years ago, in 1972, has today been ratified by 167 countries and some 721 cultural and natural sites are included on the World Heritage List. It is a formidable task to preserve them for present and future generations, and this is the challenge faced by young people today. Ms Khawajkie pointed to the truly meaningful intercultural dialogue that the World Heritage Education Project has forged between young people world-wide. She concluded by quoting the Director-General of UNESCO, Mr Koïchiro Matsuura, who recently declared, referring to the United Nations Year for Cultural Heritage, that: "...heritage preservation is essential if we are to retain the wealth of our cultural diversity and ensure that the world is enriched rather than impoverished by globalisation." (See Annex 6).

Mr Mohamad El-Deek, Director of UNESCO Cairo Office, in welcoming the participants, recalled that dialogue among civilizations is one of UNESCO's priorities. (See Annex 7).

Mr Gaballah Ali Gaballah, Secretary-General, Supreme Council of Antiquities, Egypt, underlined that this Conference on dialogue between civilizations was an extremely significant event and he was pleased that it was commencing in Aswan which served, throughout the ages, as a major gateway of several civilizations linking Africa, Asia and Europe and which has served as a testimony of peaceful co-existence.

Major General Samir Youssef, the Governor of Aswan, referred to the ancient heritage of Aswan and to the significant role of UNESCO in preserving World Heritage including the salvaging of the treasured temples of Philae. He also emphasised the importance of the World Heritage Education project in raising the awareness of youth in heritage preservation. (See Annex 8).



*Welcome ceremony at the Conference
Left to right:
Mr El-Deek,
Mr Gaballah,
Mr Samir Youssef,
Ms Khawajkie,
Ms Omar*

After the opening ceremony, Conference officials inaugurated a special exhibition prepared for the occasion by the ASPnet school in Mafouz, Aswan. Governor Youssef, Mr Gaballah Ali Gaballah, and the UNESCO representatives opened the exhibition and were guided through it by students who described their activities devoted to heritage protection, environmental conservation, and intercultural learning.

Election of the Conference Bureau

Mr Gaballah Ali Gaballah (Egypt) was elected as the Conference Chair and Ms Marie-Paule Belmas (France), Ms Saramba Diakhaté (Senegal) and Mr Victor Marin (Cuba) as Vice-Chairs and Ms Elspeth Wingham (New Zealand) as Rapporteur.

A series of discussion items were then addressed, all with the common aim of producing concrete proposals for future action in support of World Heritage Education.

Item 1: The role of World Heritage Education in fostering “Dialogue among Civilizations”: contents, methods, innovative educational resource material

Background

The UNESCO Special Project resulted in a new concept of World Heritage Education, as demonstrated in the World Heritage Educational Resource Kit for Teachers “World Heritage in Young Hands”, which is now in use in some 130 countries. World Heritage Education has proved to be effective in teaching young people to reaffirm their identities, take pride in their own culture and awaken an interest and appreciation for other cultures. Since 1995, ten World Heritage Youth Fora have taken place in different parts of the world and have been instrumental in mobilizing young people in support of World Heritage and in fostering an intercultural dialogue among young people.

Discussion

Ms Farea Hassan, Professor of the Faculty of Education at Ain Shams University, Cairo (Egypt) pointed to the need to integrate World Heritage across the school curriculum, i.e. in history, geography, language, sports, etc. — as is presently being done under the educational reforms being carried out in Egypt — and she urged the involvement of civil society, local institutions and non-formal education, including NGOs. Dr Isak Ebeid, Professor of History at the same University gave a presentation on Egypt’s rich legacy in promoting dialogue amongst civilizations.

“God has blessed us in Egypt with a wonderful heritage from our ancestors. Our country has lived through many civilizations. The Egyptians never lost their heritage from one civilization with the coming of another. On the contrary, we managed to absorb and digest the new civilization into the old one”.

Prof. Farea Hassan, Egypt

A number of different types of ASPnet school activities are being carried out in Uzbekistan, including in-school activities, extracurricular activities such as youth camps, and the production of innovative educational resource materials, including educational computer games and handicrafts workshops. Mr Doniyolbek Boltaboev, ASPnet National Co-ordinator, Tashkent (Uzbekistan) gave an overview of these activities in Uzbekistan, another major crossroad of civilizations.

Some examples of innovative educational resource materials proposed:

- Multimedia CD-ROMs on cultural and natural heritage
- Educational computer games
- School workshops on handicrafts (embroidery, pottery, textiles, etc.)

Doniyolbek Botaboev, Uzbekistan

Mr Rob Roney, a teacher at the ASPnet Greymouth High School in New Zealand spoke about the importance of studying the values of heritage and presented his Guidelines for Teaching World Heritage. He explained that in New Zealand, indigenous Maori people are encouraged to study their family history. He also referred to the preparation of a Pacific version of the World Heritage Education Kit, highlighting the specificity of that region’s rich intangible heritage.

“We can increase students’ awareness of global issues through study and sensitivity to local examples. Such strategies enhance sensitivity through sensory experience and emotions... Students best learn by experience and direct involvement ... activities which encourage them to link their own feelings, attitudes and values with their study context.”

Guidelines from teaching manual prepared by Rob Roney, New Zealand

Associated Schools in the Russian Federation are also adapting the material in the kit, which has been translated into Russian. Mr Yuri Pochta, Professor, Chair for Social Philosophy, Moscow (Russian Federation) presented the wide range of initiatives underway in his country in support of World Heritage Education and the dialogue amongst civilizations. A World Heritage Education Conference and Youth Forum is being planned in the World Heritage city of Novgorod in the summer of 2002, along the Volga River, which played an important role over the centuries in linking East and West, North and South. Mr Pochta underlined the need to ensure an affective, not just cognitive, approach to heritage education.

“The first thing that we should teach the young generations — the futuremakers — is that the origins of civilization comes from the culture, thought and creativity that results from the interaction of humankind with the environment.”

Dr Ahmed Said, Egypt

Outcomes

Participants agreed that for effective dialogue to take place, young people need to express themselves in creative ways and that the World Heritage Education project provides many such opportunities. They also underlined the usefulness of new information communication technologies (NICT) in enabling young people to communicate more easily in forging intercultural dialogue and heritage preservation.

Item 2 : Elaboration of guidelines for the preparation of new educational material on selected World Heritage sites as “touchstones of civilization”.

Background

World Heritage sites are often considered “touchstones of civilization” and contribute to our universal civilization in varied ways. On the threshold of the twenty-first century, facing the globalisation process that is affecting all cultures around the world, it is important for us to foster a “civilization of universal values”, enriched by the diversities of our different cultures.

Results of pilot projects on the classroom use of the “World Heritage in Young Hands” resource kit, and recommendations on the World Heritage Education Project made by external evaluators from *English Heritage* in early 2002 point to the need to focus on a more regional approach to teaching about cultural heritage, including material that is produced nationally, but which is at the same time intercultural in scope. This material would enable young people to better understand the interactions between civilizations and cultures, appreciate the contributions from different countries and areas of the world to our universal civilization, have greater respect for diversity and foster the appreciation of other cultures, and a commitment to solidarity, peace and non-violence.

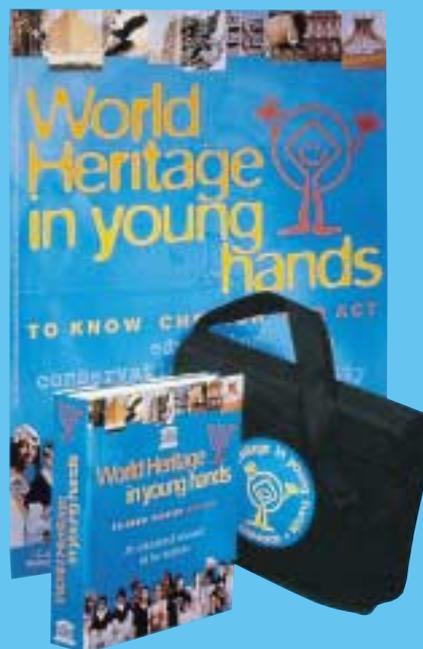
Ms Léger, UNESCO Consultant, presented and suggested some general guidelines for the preparation of new educational material on World Heritage sites selected as touchstones of civilizations in order to develop the Dialogue among Civilizations. She pointed out that the long term objectives of this educational material should aim: to bring about a new attitude towards history of humanity focusing on the contributions of different civilizations to it, to create awareness of the fragility of the site registered on the World Heritage List and to develop a joint and shared sense of responsibility for the protection and enhancement of this site and stimulate the dialogue among cultures.

Discussion

Three working groups were organized to give participants the opportunity to discuss in greater depth the production of new World Heritage educational materials, and to finalize guidelines for their preparation.

A number of presentations illustrated concrete examples of innovative resource materials on World Heritage Education, which could serve as inspiration to other countries.

Ms Paula Reinikkala, a teacher from the MA Maunula Senior Secondary School in Kerava, Finland, presented a CD-ROM that she, together with another teacher, had been developing on the World Heritage site of Suomenlinna in Helsinki. Through a series of adventure, discovery and research activities, students learn about the history, architecture, living conditions and scientific and technical achievements applied in building this World Heritage site, as well as about the countries that were involved in its construction. After completing the activities presented in the CD-ROM, students are more aware and better prepared for a memorable visit to the Fortress Suomenlinna



“Young children are not always interested in history ... teachers face the constant challenge of finding interesting and meaningful ways to awaken their interest and spark their imagination.”

*Paula Reinikkala,
Finland*

This educational material should contain three parts:
(see Annex 4)

- 1. An audiovisual presentation of the World Heritage site for secondary school pupils**
- 2. A teacher’s manual comprising pedagogical guidelines on use of audiovisual presentations following interactive, multidisciplinary approaches, in both curricular and extra-curricular activities.**
- 3. Reference material for pupils containing the text of the World Heritage Convention, its selection criteria and other practical information or even a version of the Convention for the young people.**

“Virtual models bring us closer to the reality of heritage because they are able to represent color and texture, and can reconstitute human environments.”

*Prof. José Antonio Fernandez Ruiz,
Spain*

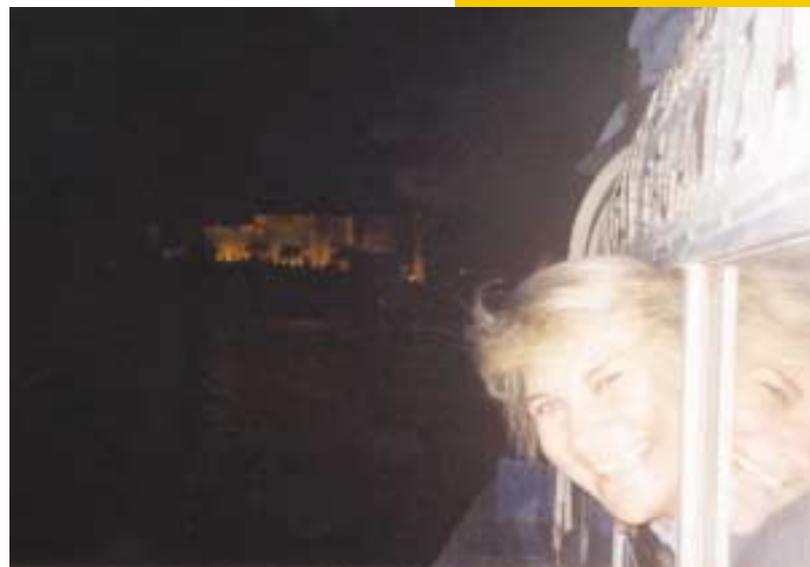
There can be many layers to World Heritage sites – hidden evidence of interactions with other cultures, which are no longer apparent on the surface. Using a virtual presentation of the Almohade Mosque and the Patio del Crucero in Seville, Prof Jose A.F. Ruiz, an architect at the School of Architecture in Granada, Spain, showed how Islamic architecture laid the foundation for the subsequent Andalusian planning and architecture which is visible today. He showed how virtual computer designs and techniques can be used effectively to help us better understand historic cities and cultural monuments throughout the world – how they evolved over time, influenced by different cultures and civilizations.

Prof. Farea Hassan of Egypt referred to the important role of teachers in promoting World Heritage awareness in students by, among other things, contributing to the production of new and effective World Heritage Education material. She presented the “Manual for Teachers on the Development of Cultural and Natural Heritage Awareness among Youth”, which she had recently prepared. (See Item 7).

Also during one of the working sessions, an ASPnet children cartoon series in favour of a culture of peace and non-violence, produced by Gruppo Alconi (Italy), was shown to the participants as an example of how to mobilize young people to express their message of peace and non-violence in contributing to the International Year for a Culture of Peace. An initiative to organize a contest of storyboards on “Patrimonito’s World Heritage Adventures”, to mark the occasion of the 30th Anniversary of the Convention concerning the Protection of the World Cultural and Natural Heritage was proposed to reinforce the concept of World Heritage Education. (See Item 7).

Outcomes

All participants agreed on the importance of preparing innovative, multimedia educational materials on one or two World Heritage sites in their respective countries (see box). This material would provide a wealth of opportunities for helping young people reaffirm their identity whilst learning in-depth about a wide range of places around the world, and would lead to a better understanding of the contributions of their own countries to world civilization.



*Elena Léger
on her way to Philae*



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.

Proposed list of sites

Country	Sites
Brazil	Historic Centre of Salvador de Bahia Historic Centre of the Town of Olinda Jesuit Missions of the Guaranis (Argentina and Brazil)
Cuba	Old Havana and its Fortifications Trinidad and the Valley de los Ingenios
Egypt	Memphis and its Necropolis - the Pyramids Fields from Giza to Dashur Siwa (not in the WH List) Bahriya (not in the WH List)
Ethiopia	Lower Valley of the Awash Aksum
Finland	Fortress of Suomenlinna Samarkand (with Uzbekistan)
France	Royal Saltworks of Arc-et-Senans Decorated Grottoes of the Vézère Valley
Greece	Mystras Delos
Italy	Isole Eolie Venice and its Lagoon Archeological Areas of Pompei, Herculaneum, and Torre Annunziata
Lebanon	Baalbek Tyre Tripoli (not in the WH List)
Mali	Old Town of Djenné Timbuktu Cliff of Bandiagara (Land of the Dogons)
Morocco	Medina of Fez Medina of Marrakesh
New Zealand	Tongariro National Park Te Wahipounamu - South West New Zealand
Norway	Rock Drawings of Alta Bryggen
Pakistan	Fort and Shalamar Gardens in Lahore
Russian Federation	Historic Monuments of Novgorod and Surroundings Kremlin and Red Square, Moscow
Senegal	Island of Gorée Djoudj National Bird Sanctuary
South Africa	Robben Island uKhahlamba / Drakensberg Park
Spain	Palau de la Música Catalana and the Hospital de Sant Pau, Barcelona Historic Centre of Cordoba Alhambra, Generalife and Albayzín, Granada
Uzbekistan	Historic Centre of Bukhara Itchan Kala
Yemen	Suqatra Island (not in the WH List) Old Walled City of Shibam

In order to spark young peoples' interest, and keep them interested, it was agreed that the material must be attractive, entertaining, thought-provoking and action-oriented. The emphasis should be on learning rather than on teaching. In each country, teachers and students together should prepare the materials working in close co-operation with heritage specialists – historians, architects, museum personnel, and technical experts (specialised in producing videos, computer graphics, etc.). Although designed with the classroom in mind, such multi-media material – if well conceptualized and produced – could also be used by site managers, the media (television), the tourist industry, and others.

The long-term objectives of this innovative educational material would be to bring about new ways of looking at the history of humanity, by focusing on the contributions of different civilizations. In the short term, the material would make the cultural values and the history of the site better known, both within the country and throughout the world.

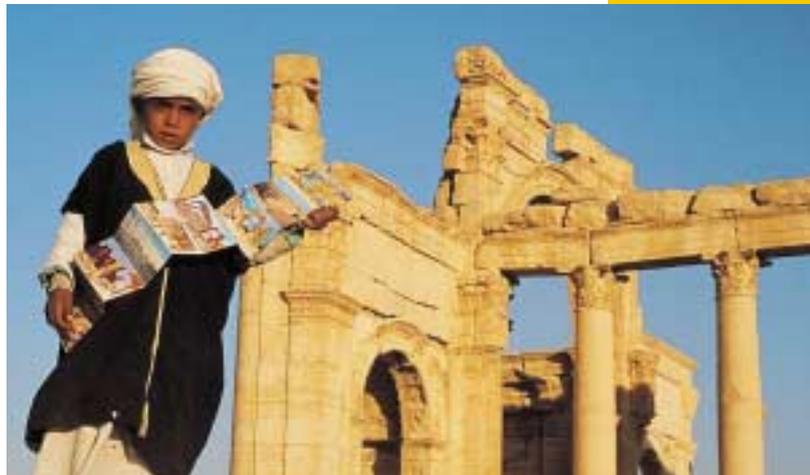
A variety of techniques and media can be used in this material, including film, photographs, drawings and written texts, videos, CD-ROMs and cartoons. The medium that is chosen should be the most appropriate for presenting the particular World Heritage site, and also be one that is easily available in the country and suitable for exchange with Associated Schools in other countries.

Item 3: Proposals to reinforce the role of young people in promoting and preserving intangible heritage related to World Heritage sites and the “Dialogue among Civilisations”

Background

A UNESCO meeting of experts organized in Turin, in March 2001, defined “oral and intangible heritage” as: “peoples’ learned processes along with the knowledge, skills and creativity that inform and are developed by them, the products they create, and the resources, spaces and other aspects of social and natural context necessary to their sustainability; these processes provide living communities with a sense of continuity with previous generations and are important to cultural identity, as well as to the safeguarding of cultural diversity and creativity of humanity”. Oral and intangible heritage includes such wide-ranging areas as language, traditions, crafts, festivals, art, music, dance, literature, drama.

The preservation and promotion of oral and intangible heritage is one of UNESCO’s priorities, and learning more about the intangible heritage of other cultures is an integral part of World Heritage Education. At the outset of this century, marked by rapid change, standardization and the erosion of identities, emphasis needs to be placed on creativity, expression and communication. Indeed, the coming together of different cultures has generated new forms of expression.



Discussion

The discussion on this item focussed on identifying ways to strengthen appreciation of oral and intangible heritage through classroom learning, extra-curricular events, special initiatives such as summer camps, cultural festivals, exhibitions, etc., the media (television, radio, film).

Ms Ndèye Fall, Director of the UNESCO Office in Amman (Jordan), situated intangible heritage in a historical context and explained how the coming together of different cultures has generated new forms of expression. The emergence of spirituals, gospel, blues, jazz and rap music as a result of the transatlantic slave route is one example.

Speaking about introducing intangible heritage into national curricula, Mr Moustafa Yaghi, Head of the Science Division Education Centre for Research and Development in Beirut (Lebanon) suggested involving students in activities related to crafts and folklore. He also pointed to the need for teacher training courses and educational materials on this subject, and stressed the need to mobilize local communities and involve different institutions within the country in the promotion of the intangible heritage.

In preparing the educational material, the value of aspects of the intangible heritage connected with the chosen World Heritage site should be highlighted, emphasizing the cultural traditions connected with the site and social events celebrated there and thus illustrating the notion of “intangible heritage”. The multiple contributions of peoples and civilizations having inhabited the site should be brought out.

UNESCO Consultant, Elena Léger

Masterpieces of oral and intangible heritage

On 18 May 2002 UNESCO's Director-General Koïchiro Matsuura proclaimed the first 19 masterpieces of oral and intangible heritage, as follows:

Asia and the Pacific

Kunqu opera (**China**); Kutiyattam Sanskrit theatre (**India**); Nôgaku theatre (**Japan**); Royal ancestral rite and ritual music in Jongmyo shrine (**Korea**); the Hudhud chants of the Ifugao (**Philippines**); the cultural space of the Boysun District (**Uzbekistan**).

Africa

The oral heritage of Gelede, (**Benin**, supported by Nigeria and Togo); the Gbofe of Afounkaha: the Music of the transverse trumpets of the Tagbana community (**Côte d'Ivoire**); the cultural space of Sosso Bala in Niagassola (**Guinea**).

Arab States

The cultural space of Djamaa el-Fna Square (**Morocco**).

Europe

The mystery play of Elche (**Spain**); Georgian polyphonic singing (**Georgia**); the Sicilian puppet theatre, opera dei pupi (**Italy**), cross crafting and its symbolism in Lithuania; the cultural space and oral culture of the Semeiskie (**Russian Federation**).

Latin America and the Caribbean

The language, dances and music of the Garifuna (**Belize**), supported by Honduras and Nicaragua); the Oruro Carnival (**Bolivia**); the cultural space of the Brotherhood of the Holy Spirit of the Congos of Villa Mella (**Dominican Republic**); the oral heritage and cultural manifestations of the Zapara People (**Ecuador and Peru**).

Although South Africa only signed the World Heritage Convention in 1997, there are already four South African sites on the World Heritage List. South African schools have been actively engaged in World Heritage Education and the promotion of intangible heritage. Ms Zodwa Tsajwa, ASPnet National Co-ordinator, at the South African National Commission for UNESCO told of the successful exchange that had taken place between schools in Johannesburg and Graz (Austria) on the theme: "A clever world holds hands."

Involve youth – also non-school youth – in the collection of the oral and intangible heritage around the World Heritage sites – the stories, beliefs, songs, games – in order to demystify and de-demonize the sites.

One of the proposals presented by Zodwa Tsajwa, South Africa

Mr Adama Moussa Traoré, ASPnet National Co-ordinator in Bamako (Mali) underlined some of the important aspects of intangible heritage, especially the values which are inherited through family bloodlines and kinship, and spoke about the protection of language.

Outcomes

Participants proposed a number of ways that the intangible heritage could be promoted amongst young people, including: production of new educational material, role-play activities which could, for example, recreate traditional social events, such as processions, ceremonies and festivals, and extra-curricular activities such as excursions to nearby places of interest, youth summer camps, cultural festivals and exhibitions.

"The use of national languages in the schools is one way of giving value to these languages, which are gradually giving way to French; and also of preserving them. It is a factor in the acquisition of knowledge."

Adama Moussa Traoré, Mali

Item 4: Inter-regional ASPnet flagship projects and elaboration of guidelines for launching/reinforcement of ASPnet schools World Heritage Education school twinning dialogue initiatives

Background

ASPnet has several successful on-going Flagship Projects, including the Baltic Sea Project, the Caribbean Sea Project and the Western Mediterranean Project, which focus on both the protection of the environment and intercultural learning; «Breaking the Silence»: a project on the causes and consequences of the transatlantic slave trade; and, of course, the World Heritage Education Project. At the International Conference of Education (Geneva, September 2001), an informal meeting was held between the National Commissions of European and Arab States on closer co-operation including projects to facilitate and enhance exchanges and contacts between young people, teachers and specialists. Further, the external evaluation report prepared by *English Heritage* also referred to: "Many teachers working on the World Heritage Project felt isolated and hence the need for twinning of schools ... involving young people of different areas in dialogue with others, both in their own countries and internationally."

Discussion

Introducing this discussion item, Ms Eman Qara'een, ASPnet Regional Advisor, UNESCO Office in Amman (Jordan) underlined the need for dialogue in today's world, at national and international levels. She suggested that common guidelines include intercultural youth festivals and dialogue, youth skills development and training workshops at World Heritage sites, production of audiovisual materials, etc.

"The challenge is to broaden the spectrum and to orient the dialogue, not only towards the historic past but also towards the present and future, so that it becomes an instrument of transformation, a yardstick for peace and tolerance, a vehicle for diversity and pluralism, especially in culture, with the ultimate aim of furthering the common good."

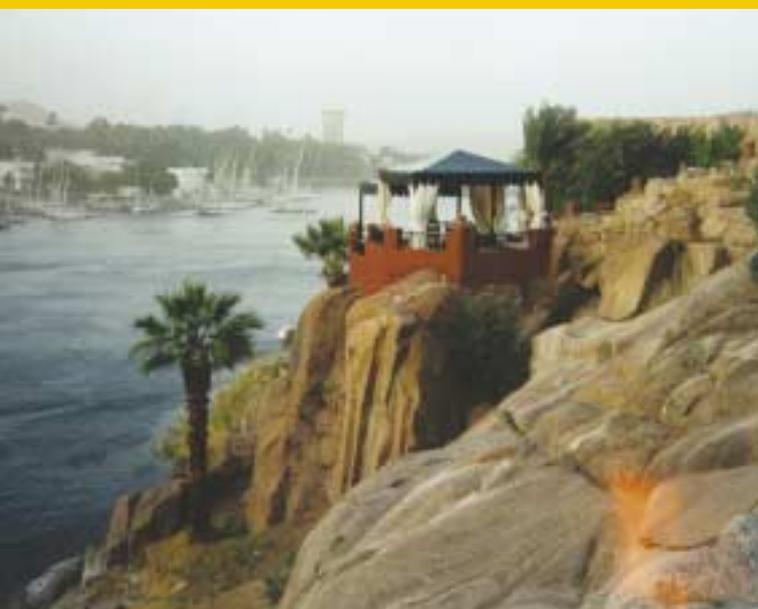
Source: Report by the Director-General on the execution of the programme adopted by the General Conference: United Nations Year of Dialogue among Civilizations.

Ms Cecilia Preziuso, ASPnet National Co-ordinator in Rome (Italy) emphasized the need for training courses at the national level and greater co-operation between teachers at twinned schools.

"Students rarely understand the essence of a monument, the total reality that it represents ... without the help of someone who lives in the country or even at the monument. That's why I would propose twinning students from regions far away from each other."

Proposal by Cecilia Preziuso, Italy

View of the Nile in Aswan



Senegal is taking part in two major ASPnet Flagship Projects: «Breaking the Silence», a project on the causes and consequences of the transatlantic slave trade (TST) and the World Heritage Education project, both of which contribute to forging intercultural dialogue. Mr Gora Kane, National Inspector of Education in Senegal noted the interrelationships between the two projects and noted that a number of places of memory related to the TST are on the World Heritage List (Gorée Island and St Louis, both in Senegal).

"Everyone recognizes that the setting up of educational partnerships between ASPnet schools is essential. This goal could be achieved through appropriate technological tools, including informatics."

Gora Kane, Senegal

International Conference

Ms Marie-Paule Belmas, ASPnet National Co-ordinator, Paris (France) described how participation in the TST project has enhanced effective twinning and linkages between schools in metropolitan France and its territories in Guadeloupe, Martinique, La Réunion, etc. She explained how education promoting the intangible heritage can play a vital role in helping young people learn about the past to understand the present. She referred to the importance of promoting crafts, and how it can help to promote sustainable development and a better balanced world trade situation.

Mr Mohammed El Allali, of the Ministry of Culture and Communication in Rabat (Morocco) spoke about the importance of using local resources in promoting the tangible and intangible heritage. He said that new forms of intercultural learning are encouraged to enhance the role of heritage in supporting coexistence between different civilizations in a climate of mutual respect and in accordance with the principle of international understanding, a culture of peace and tolerance.

Ms Martha Mengesha Weajo, ASPnet National Co-ordinator in Addis Ababa (Ethiopia) spoke about the active ASP network in her country, where some 400 students have been trained in a variety of heritage issues: religion, archaeology, anthropology and tourism. She suggested a new ASPnet Flagship Project concerning the return of cultural properties to their countries of origin, in which ASPnet students could prepare and publish lists of their cultural properties abroad.

“We as catalysts of change shall promote UNESCO’s ideals through educating young people on the values of tolerance and peace, listening to others ... with an open heart and spirit in order to live together in unity and peace. We in general need to promote and advance education for understanding.”

Martha Mengesha, Ethiopia

“Heritage should be viewed from the anthropological standpoint, and through the bonds that link the young generations with their ancient ancestors, links that have bearings on customs and ways of life, in a subconscious way.”

Mohammed El Allali, Morocco

Three new ASPnet flagship projects

The Trans-Ocean Project: This project seeks to promote the concept of dialogue among civilizations in countries in different parts of the world. A creative, participatory approach is called for, including reciprocal visits and exchanges among young people in the participating countries. Proposed activities include international youth festivals, youth skills development training, and workshops at World Heritage sites (with courses on restoration, crafts, communications).

The Silk Road Project: It was noted that there is a great need for information about the Silk Road and a clear definition of what the “Silk Road” actually is. This project will encourage collaboration at a local level between schools, museums, universities, etc. and promote networking and sharing of information through a web site for the Silk Road Project as well as printed material. Proposed activities include sub-regional Silk Road meetings to ensure close collaboration between the countries and to encourage the exchange of information, an international caravan of young people from ASPnet schools to travel along the Silk Road, as well as research and teacher training.

The Mediterranean Project: This Project aims to raise the awareness of students and increase co-operation between ASPnet schools in different Mediterranean countries on World Heritage issues. Suggested themes for twinning include: return of cultural properties to the countries of origin and threats to World Heritage sites. Suggested activities include the production of materials, training courses, festivals and student workshops.

The participants formed three workshops to elaborate new Flagship Projects.

Outcomes

During the workshops, three new ASPnet flagship projects were elaborated: The Trans-Ocean Project; the Silk Road; and the Mediterranean Project. In fact, all three ASPnet World Heritage Dialogue Routes have the same two objectives:

(I) to promote the concept of dialogue among civilizations through a better understanding and analysis of the universal value of World Heritage sites, past and present intangible cultural heritage and foreign language learning; and (II) to promote, through education, an awareness of the positive value of cultural diversity and to improve both curriculum design and teacher education in this field. (See Annex 3 for full descriptions of these three projects).

Item 5: The role of museums in furthering and supporting World Heritage Education and Dialogue among Civilizations

Background

Museums are important places for mobilizing young people in support of World Heritage, as they link the past with the present.

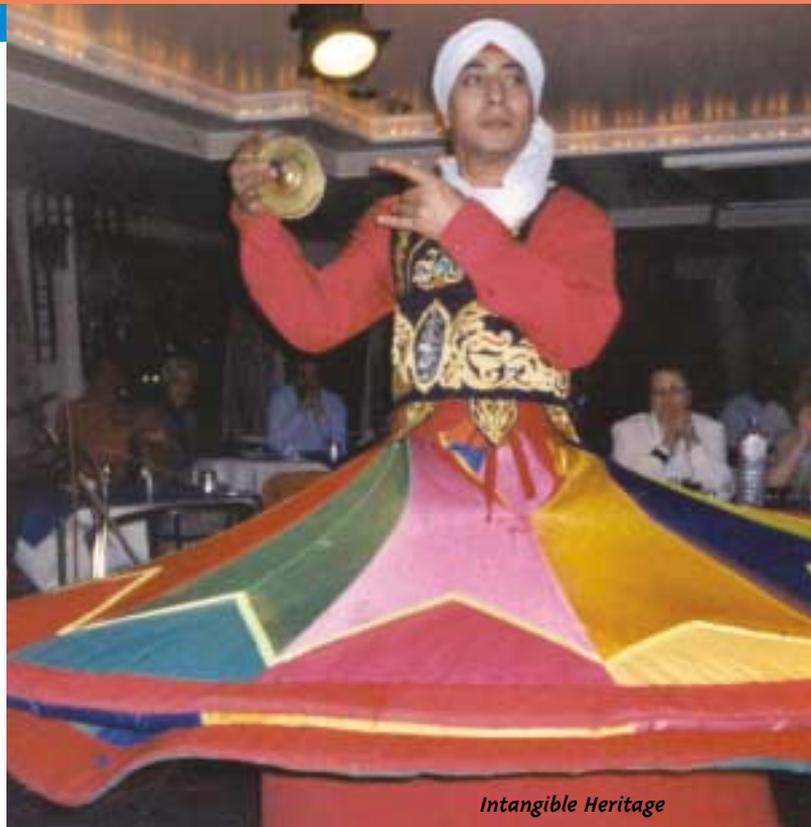
Discussion

Participants emphasized the role of museums in the development and enhancement of a country's civilization and as an important support for World Heritage Education.

Mr Osama Abel-Warth, Director of the Nubia Museum in Aswan (Egypt) underlined the role of museums in preserving and promoting a country's civilizations. He noted that a museum is a tool to mobilize young people as it is an evidence of the heritage linking the past with the present. He suggested organizing exhibitions on World Heritage on the local and national levels and producing educational materials that will raise teachers' awareness on the subject.

Following the inscription of Old Havana on the World Heritage List, the development of museums in Cuba took off. Mr Victor Marin, Vice-Director of the National Centre for Conservation and Museology, Havana (Cuba) gave a presentation on the Cuban World Heritage sites and noted that World Heritage Education activities in ASPnet schools had an impact at all levels in Cuba — from elementary schools to universities, and in varied contexts — from classroom teaching to the use of NICT and the broadcast of educational programmes on television.

Mr Antonio José Aguilera Montalvo, Specialist in Preservation and Restoration of Cultural Heritage, Rio de Janeiro (Brazil) underlined the need to develop in young people the sense of ownership of their country's heritage.



Intangible Heritage

He noted how museums are important for collection and presentation of artefacts related to the people who live near them, thus raising awareness and appreciation among local youth. He stressed the existence of two different levels in society's relationship with cultural heritage: reason and affection. Thus, heritage education must pursue not only scientific knowledge but must try as well to rekindle appreciation of workmanship.

“... two sides of the same coin: reason and affection. The first one drives us towards the acquisition of knowledge, comprehension and understanding, while the second one is rooted in personal experiences and feelings.”

Antonio José Aguilera Montalvo, Brazil

Outcomes

It was suggested that more exhibitions be organized on local and national levels on World Heritage and that teachers and museum personnel collaborate in strengthening World Heritage Education. Suggestions were also made regarding the visibility of heritage signs in museums and references to World Heritage at World Heritage sites, which should be used to establish a first connection and identification with the site.

In the Egyptian teachers' manual (see item 7), there is a chapter devoted to using museums for teaching about heritage. It notes that the first museum was built in Alexandria by Ptolemy I in 290 BC.

“The ASPnet School in Plaza Vieja is teaching heritage preservation matters, combining current educational curricula with visits to the sites, museum activities, research and discussions on the subject.”

Victor Marin, Cuba

Item 6: Celebration of the 30th Anniversary of the adoption of the Convention concerning the Protection of the World Cultural and Natural Heritage (16 November 1972-2002)

Background

A number of events have been organized around the world to mark the 30th Anniversary of the adoption of the World Heritage Convention. One of the major events is the International Congress of Experts "Shared Legacy, Common Responsibility", to be held in Venice from 14–16 November 2002, organized by UNESCO, in co-operation with the government of Italy. The Congress will provide the opportunity for international experts to reflect on some of the main issues, achievements and challenges related to the protection of World Heritage. The UNESCO Special Project devoted to World Heritage Education is one of the topics to be presented at the Congress.

A workshop will be organized in Treviso, in co-operation with the Gruppo Alconi of Italy, in which participants will discuss and elaborate how best to enhance "Involving Young People in World Heritage Preservation and Promotion". Their proposals will then be presented at the Venice Congress.

Discussion

Ms Vesna Vujicic-Lugassy, of the UNESCO World Heritage Centre, Paris (France) presented the main issues related to the 30th Anniversary of the adoption of the World Heritage Convention, highlighting the Convention's successes as well as the difficulties and challenges it was facing. In particular, she referred to the development of a Global Strategy for a Balanced and Representative World Heritage List, which is aimed at making the List more inclusive of sites reflecting the world's cultural and natural diversity. She emphasized the role of local communities, especially young people, in preserving the world's heritage, and drew attention to Article 27 of the Convention which encourages States Parties to develop educational and information programmes for raising public awareness. (See Annex 10).

Ms Elizabeth Khawajkie, UNESCO ASPnet International Coordinator, Paris (France) told of two recent examples of young people's participation in World Heritage activities: the International World Heritage Youth Forum (Karlskrona, Sweden, September 2001) and the International Workshop on World Heritage Education (Helsinki, Finland, December 2001). She stressed the need to make the World Heritage emblem better known through better signage at sites and through a more consistent use in publications. She also evoked the possibility of setting up a "Students' Manifesto in support of World Heritage", which could be prepared by students and encourage them to commit to World Heritage protection. She suggested that young people could elaborate a set of ten priorities for action through education to promote World Heritage protection, applicable not only during the year of celebrations for the Convention's 30th Anniversary, but also in years to come.

Outcome

The discussion brought forth a number of proposals and recommendations for celebrating the 30th Anniversary of the adoption of the World Heritage Convention. Several participants spoke in favour of establishing special World Heritage Days, at the national and international level, possibly linked to other existing events. They also brought up the idea of issuing World Heritage stamps, as well as printing greeting cards, bookmarks and other promotional material. They suggested that entrance to World Heritage sites could be free on 16 November, and special promotional activities could be held on that day in the national and international media. The idea of organizing caravans to and around World Heritage sites was very well received.



Patrimonitos present their recommendations to the World Heritage Committee, Helsinki, December 2001

Article 27 :

- 1. The 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 defined in Articles 1 and 2 of the Convention.**
- 2. They shall undertake to keep the public broadly informed of the dangers threatening this heritage and of the activities carried on in pursuance of this Convention.**

Patrimonito's World Heritage Adventures

During one of the working sessions (Item 2) an ASPnet cartoon series in favour of a culture of peace and non-violence "CIAK Cartoons 2000" was shown to the participants as an example of how to mobilize young people to express their message of peace and non-violence in contributing to the International Year for Culture of Peace. The project was jointly organized by the Gruppo Alconi of Italy, UNESCO Associated Schools Project Network (ASPnet) and the International Council for Cinema, Television and Audiovisual Communication (CICT). At the working session all participants agreed that World Heritage cartoons by young people would be a powerful tool to convey World Heritage messages to other young people.

Therefore, an initiative to organize a contest of storyboards 'Patrimonito's World Heritage Adventures' to mark the occasion of the 30th Anniversary of the Convention concerning the Protection of the World Cultural and Natural Heritage was proposed to reinforce the World Heritage Education concept. The initiative will be one of the main follow-ups to this Conference. Interested countries represented at the Conference will be asked to select schools to join the contest. The students will prepare a storyboard on a selected World Heritage site in their country and send the storyboard for eventual selection to UNESCO and Gruppo Alconi of Italy, who will produce a cartoon based on the storyboard.

The selected storyboard(s) will be presented in a cartoon format both at the International Workshop on "Mobilizing Youth for World Heritage", Treviso, Italy, 13-15 November 2002, and during a Special Presentation at the International World Heritage Congress in Venice, Italy on 16 November 2002.

The main objective of this initiative is to further involve young people in reflecting on important issues of World Heritage and to mobilize them to contribute to the promotion and preservation of World Heritage. As a new innovative educational resource material, this cartoon will be used to sensitize and mobilize young students on the importance of World Heritage sites. It will be disseminated to a large number of ASPnet schools and their students in many countries worldwide and will hopefully be diffused by the media (TV) to reach a wider audience.

Item 7: Strengthening pre-service and in-service teacher training in favour of World Heritage Education and the role of teachers regarding the use of UNESCO's kit "World Heritage in Young Hands"

Background

Teacher training is vital in order to enable the integration and mainstreaming of World Heritage Education in school curricula. The external evaluators of the Project emphasized that teacher training and the inclusion of heritage issues in school curricula has to go hand-in-hand and suggested the "cascade model" of training the trainers. They proposed that: "A small number (depending on size of country and geographical spread of schools) of teachers, heritage professionals, curriculum advisers should be given adequate training to a specified standard and they will become national key trainers. The training they are given should be comprehensive and should include the development of teacher training methods and skills, methods of World Heritage Education and an understanding of the overall curriculum context of their own country."

Discussion

Ms Souraya El Atroush, Director General, Department for In-service Training, Ministry of Education, Cairo (Egypt) spoke of the Egyptian experience in using the World Heritage educational resource kit as a component in teacher training programmes and in developing Egypt's World Heritage Teacher training manual, which has already been mentioned. She suggested that the kit be developed in different formats, such as videos, CD-ROMs, PowerPoint presentations, and should target different ages of students.

Referring to the activities of ASPnet schools at the national level in launching the World Heritage Education Project, Mr Fekri Abdel Fattah, Director General for Foreign Cultural Relations and ASPnet National Co-ordinator, Ministry of Education, Cairo (Egypt) emphasized the importance of sensitizing the students to heritage issues and enhancing their sense of ownership.

International Conference

Ms Rahima Jalal, Zobaida Jalal Girls High School and member of the Female Education Trust in Pakistan, referred to their experience in launching a project. She presented slides of selected sites in Pakistan that were used to raise awareness of students to their cultural and natural heritage.

“If we are to ensure our World Heritage for present and future generations, we must sensitize and mobilize today’s young people who are tomorrow’s decision-makers.”

Fekri Abdel Fattah, Egypt

Ms Eugenia Livada, an ASPnet teacher from Greece gave a presentation on the different World Heritage Education activities – performances, concerts, exhibitions, dance, CD-ROMs, magazines, etc. – in her country.

Mr Stig Bjørshol, Assistant Professor, Vefold University College, Tromsø (Norway) spoke on teacher training and World Heritage Education in Norway. He referred to the reform that had been introduced to the educational system in Norway, which included both cultural and natural heritage, and cut across different disciplines.

“The core curriculum is linked to seven sets of values that contribute to shaping the whole personality ... the spiritual human being, the creative human being and the liberally-educated human being.”

Stig Bjørshol, Norway

Ms Monica Ardemagni, Project Manager, Advocacy Programme, International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), Rome (Italy) stressed the fragility of heritage and the necessity to include it in the curricula.

Egypt, the host country to the Conference, has prepared a teacher training manual, which could serve as a source of reflection for further elaboration by other countries. Ms Farea Hassan, Professor at Ain-Shams University, Cairo (Egypt) presented participants with an English summary version of the manual.

A Manual for Teachers on The Development of Cultural and Natural Heritage Awareness among Youth

Cultural dialogue and interactivity between countries helps countries and peoples realize that they all live on the same planet. The teachers manual prepared by Egyptian teacher trainers offers teachers detailed guidelines for encouraging dialogue and interactions among young people through heritage teaching, and proposes activities that could be used in the classroom and out. It outlines the stages young people go through in gaining awareness of World Heritage – in their own countries and around the world, and touches on topical implications of heritage awareness, such as working against environmental deterioration through protecting natural reserves. Since the aim of heritage education is to help young people develop knowledge, skills, attitudes and values related to the conservation of heritage, the manual emphasizes the need to sustain students’ interest in activities such as field trips and role-playing.



Outcomes

Many countries expressed their interest in further elaborating on work began in Egypt when producing a teacher training manual in support of World Heritage Education for international dissemination under the auspices of UNESCO.

Closing Ceremony

Mr Gaballah Ali Gaballah, Secretary-General, Supreme Council of Antiquities, Egypt, on behalf of the host country, thanked the participants for their active part in the discussions and for the fruitful outcome of the Conference. Ms Mervat Omar, Secretary-General of the Egyptian National Commission, presented the best wishes from her National Commission for UNESCO to the participants and for a safe return to their countries. Dr. Mohamed El-Deek, Director, UNESCO/Cairo Office thanked the organizers and participants of the Conference for their hard work, and emphasized the value of a "holistic approach" to curricula, which would integrate various dimensions of the culture of peace and allow "individuals to live together in a world of pluralism and diversity." (see Annex 7).



View of the Nile in Cairo

Conference Outcomes

By the end of the Conference, after nearly a week of panel discussions, workshops and field trips, participants agreed on a number of concrete actions, including:

- elaborating guidelines for developing innovative, multimedia educational material on World Heritage Education;
- producing a teacher training manual in support of World Heritage Education;
- undertaking a series of international ASPnet twinning route initiatives (see Annex 3);
- identifying ways to observe the 30th Anniversary of the World Heritage Convention.

At the close of the meeting, participants adopted the following "Call for Action" was elaborated by a drafting group from the five regions of the world and approved by all participating countries. The drafting group consists of Ms Farea Hassan (Egypt), Mr Rob Roney (New Zealand), Mr Michel Rabaud (France), Mr Diallo Massaër (Senegal) and Ms Maria de Lourdes Parreiras Horta (Brazil), (see pages 6 and 7).

Other activities



Cairo

Students from three ASPnet schools in Cairo — Heliopolis Secondary School for Girls, Oun Heliopolis Language School and Future Language School — presented their activities relating to the World Heritage Education Project, which include: visits to sites and museum; ASPnet arts exhibitions, songs, folk dancing; music and poems.



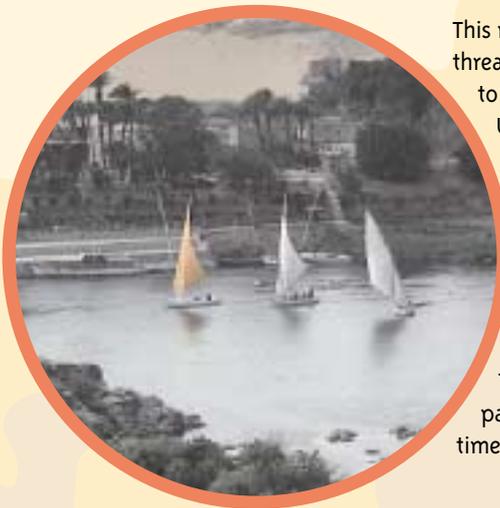
Cairo

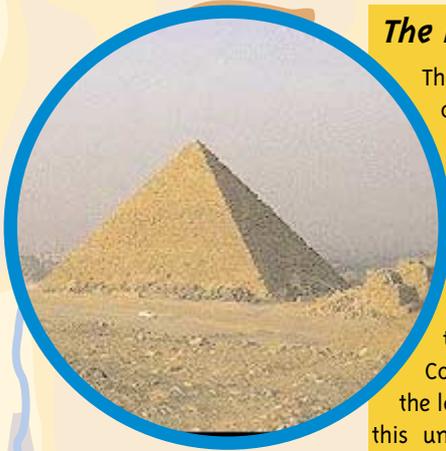
The Nile

World Heritage site of Philae

This magnificent archaeological area came under threat due to the building of the Aswan Dam. Thanks to an International Campaign launched and led by UNESCO from 1960 to 1980, the Philae temples were dismantled and reassembled at a nearby higher island called Agilkia. In 1980 the Philae temples were open once again for public. Philae was inscribed on the World Heritage List in 1979 as part of the Nubian Monuments from Abu Simbel to Philae.

To reach these extraordinary temples, Conference participants embarked on a short boat trip, just in time to watch the sun set down in the waters of the Nile.





The Pyramids of Giza

The only remaining of the Seven Ancient Wonders, the pyramids of Giza, inscribed on the World Heritage List in 1979, are today one of the greatest landmarks in Egypt. On the north is the entrance of the Great Pyramid, which leads to the tomb of the great pharaoh of Khufu, and the long small corridor with escape shafts leads to the King's burial chamber.

To enter the overwhelming chamber where the empty King's sarcophagus solemnly lay, the Conference participants had to walk through the low narrow corridor, backs bent forward, during this unforgettable visit to one of Egypt's greatest landmarks and treasures.



Abu Simbel

The decision to build the Aswan High Dam in Egypt, which would flood the valley containing the Abu Simbel temples, a treasure of ancient Egyptian civilization, aroused particular international concern. In 1959, after an appeal from the governments of Egypt and Sudan, UNESCO decided to launch an international campaign. Archaeological research in the areas to be flooded was accelerated. The Abu Simbel and Philae temples were dismantled moved to dry ground and reassembled. Before day break the Conference Caravan participants set out to admire the Abu Simbel temples.



Aswan, in Upper Egypt, was an ideal place for experts on cultural heritage to gather. The visit to this extraordinary and unique site left participants with a strong and unforgettable impression of the magic power of the Egyptian gods.

Aswan

Annexe I Programme

Programme International Conference
on "World Heritage in Young Hands -
a Dialogue among Civilizations"
6 - 12 February 2002

Date / Time	Item	Country	Presented by
6 February 17.00 – 18.30	Welcome and information session Mövenpik Hotel, Cairo	Egypt UNESCO, Paris	Ms Mervat Omar Ms Elizabeth Khawajkie
7 February 8.00	Departure to Aswan		
13.00 – 14.30 17.00 – 18.00	Lunch Inauguration of the Conference Welcome speeches Opening of the exhibition of ASPnet schools in Aswan, Egypt	Egypt UNESCO, Paris Aswan authorities	Ms Mervat Omar Ms Elizabeth Khawajkie Dr Mohammed El Deek Prof Gaballah Ali Gaballah Gen. Samir Youssef Governor of Aswan
18.00 – 19.30	Item 1 : The Role of World Heritage Education in fostering "Dialogue amongst civilizations" contents, methods, new innovative educational resource material.	Egypt Russian Federation Uzbekistan New Zealand	Ms Farea Hassan Mr Youri Pochta Mr Doniyolbek Boltaboev Mr Rob Roney
8 February 9.15 – 11.00	Item 2 : Elaboration of Guidelines for the Preparation of New Educational Material on Selected World Heritage Sites as "touchstones of civilization"	UNESCO Consultant Finland Spain	Ms Elena C. Léger Ms Paula Reinikkala Mr José Antonio Fernández Ruiz Ms Farea Hassan
11.00 – 11.30	Coffee break		
11.30 – 13.00	Working groups on Item 2 1. English 2. French 3. Mixed languages (Eng., Fr., Ar.)		
13.00	Lunch		
15.00 – 17.00	Reporting by rapporteurs Item 3 : Proposals to reinforce the role of young people in promoting and preserving intangible heritage related to World Heritage sites and the "Dialogue amongst Civilizations".	Lebanon South Africa Mali	Dr Mustafa K. Yaghi Ms Zodwa Tsajwa Mr Adama Moussa Traore
18.00	Visit to Philae Temples and Sound & Light show		

<p>9 February 9.30 – 13.00</p> <p>13.00</p> <p>15.00 – 17.00</p> <p>17.00</p>	<p>Item 4 : Interregional ASPnet Flagship Projects and formulation of plans for conducting Interregional ASPnet Flagship Projects on World Heritage Education and the "Dialogue among Civilizations"</p> <p>Working groups on Item 4 1. Atlantic Ocean 2. Mediterranean 3. Silk Road</p> <p>Lunch</p> <p>Reporting by rapporteurs Item 5 : The role of museums in furthering and supporting World Heritage Education, and "Dialogue among Civilizations"</p> <p>Down-town tour to Aswan</p>	<p>UNESCO Amman Office Italy Senegal France Morocco Ethiopia</p> <p>Egypt Cuba</p> <p>Brazil</p>	<p>Ms Eman Qara'een</p> <p>Ms Cecilia Preziuso Mr Gora Kane Ms Marie-Paule Belmas Mr Mohammed El Allali Ms Martha Mengesha</p> <p>Mr Osama Abdel El-Warth Mr Victor Marin</p> <p>Mr Antonio José Aguilera Montalvo</p>
<p>10 February 4.00 – 13.30 15.00 – 17.00 19.00 – 20.30</p>	<p>Visit to Abu Simbel Lunch Item 6 : Celebration of the 30th Anniversary of the adoption of the Convention on the Protection of the World Cultural and Natural Heritage (16 November 1972-2002)</p>	<p>UNESCO Paris</p>	<p>Ms Vesna Vujicic-Lugassy Ms Elizabeth Khawajkie</p>
<p>11 February 4.00 11.30 15.30 – 16.00</p> <p>16.00 – 18.30</p> <p>19.00</p>	<p>Departure to Cairo Visit to the Pyramids Presentation of activities and achievements ASPnet schools in Egypt Venue: Shepherds Hotel, Cairo</p> <p>Item 7 : Strengthening pre-service and in-service teacher training in favour of World Heritage Education and the role of teachers regarding the use of UNESCO's Kit World Heritage in Young Hands.</p> <p>Nile Cruise Dinner</p>	<p>Egypt</p> <p>Egypt</p> <p>Pakistan Greece Norway ICCROM</p>	<p>1. Heliopolis Secondary School for girls 2. Oun Heliopolis Language School 3. Future Language School</p> <p>Ms Souraya El Atroush Mr Fekri Abdel Fattah Ms Rahima Jalal Ms Eugenia Livada Mr Stig Bjørshol Ms Monica Ardemagni</p>
<p>12 February 10.00 – 12.00</p> <p>14.30</p>	<p>Closing session Presentation of recommendations and adoption of final report</p> <p>Lunch in the Diplomatic Club, Cairo, hosted by Ministry of Foreign Affairs of Egypt</p>		

Annex 2

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Annex 3

Flagship Twinning Route Projects

I. Mediterranean project

Representatives from (10) countries:

1. Lebanon
2. Spain
3. Egypt
4. Morocco
5. New Zealand
6. Ethiopia
7. Mali
8. Senegal
9. Norway
10. Greece

Main Discussion

The main theme of the discussion was to elaborate "a new interregional World Heritage Education Twinning Dialogue initiative of ASPnet schools". After the discussion the participants agreed on the following:

Overall objective

To raise the awareness of students and increase the cooperation between ASPnet schools in different region in issues on World Heritage.

Proposed Actions

Suggested themes for twinning

1. selected World Heritage sites
2. intangible heritage
3. return of cultural properties to the countries of origin
4. cultural diversity
5. threats to the World Heritage sites

Participating members

4 schools from each country (2 primary schools and 2 secondary school from rural and urban areas)

Beneficiaries

The ASPnet schools in the Mediterranean region and the members of the above mentioned countries which attended this working session.

Expected partners for twinning

Universities
Mass media

Suggested activities

- Exchange of brochure, videotapes and films on World Heritage site as well as CD-ROM on intangible heritage
- Training courses on this initiative
- Organize festivals and workshops for students
- Produce and distribute publication specified to this twinning initiative
- Teach foreign languages

Proposed calendar

Duration of the project is two years from 2002 - 2003

2002 / February

UNESCO should provide the guidelines for this initiative

2003 / March

Representatives of the above mentioned countries should submit to UNESCO the list of participating schools

April

Start of implementation of the project
Monitoring and Evaluation

Funding resources

1. UNESCO
2. National Commissions for UNESCO
3. ASPnet schools
4. Local community

Responsibilities for the project

- Each country select one co-ordinator, this could be the ASPnet National Co-ordinator
- The National Commission will be the medium
- UNESCO Amman Office could be the focal point of this initiative.

II. Silk Road

Representatives from (9) countries

1. Egypt
2. Finland
3. Italy
4. Mali
5. New Zealand
6. Norway
7. Pakistan
8. Senegal
9. Uzbekistan

Main Discussion

It was immediately noted in the group that there is a great need for information and a clear definition of what the "Silk Road" actually is.

Proposed Actions

Preliminary methodology

1. First of all, reference material and a substantial bibliography has to be assembled. This material should cover all fields of human activity connected to the "Silk Road", e.g. medicine, science, commerce, trade, intangible heritage (dance, song, drama, etc.), and of course World Heritage sites. Collecting this material should be done in close collaboration with museums and professionals within the fields concerned, and it should be good and easily accessible information for use IN schools BY students.
2. Together with the information material, PRACTICAL guidelines for the participating schools have to be elaborated.
3. UNESCO has to identify regional and/or national co-ordinators. The co-ordinators in their turn have to identify active schools that are willing to join in the project, and also select one school in each country to serve as a national network co-ordinator (this school should be advanced in the use of NICT).

Suggested means to reach the objectives

1. Local collaboration between schools, museums, universities, etc., should be encouraged.
2. A web-site for the Silk Road Project should be established for better networking, where information of the various World Heritage Sites could be presented, and facilitate interactive online dialogue among the participating countries. A web-site is also important in order to share information with other schools in other regions not taking part in the project.
3. However, in addition to online information, printed material (such as flyers) have to be provided to schools that are not connected to Internet.
4. For schools that are online, there should be organised video-conferencing to discuss the topics of the project.

5. For schools in distant areas far from a relevant World Heritage site, guest lecturers could be used.

6. UNESCO should provide correct and updated information and data for the project (on the web-site). Also, a map of the Silk Road (such as the one already made for the Slave Route Project) should be made. This map could eventually be a world map with all the ASPnet interregional Flagship Projects included.

7. Simplified versions of writings by the great travellers (such as Marco Polo) could be produced or translated if already existing. To start with, a bibliography of such books should be assembled in all countries (not necessarily only the ones directly connected to the Silk Road), and be widely distributed with the resource material.

8. To ensure the visibility of such a important project, the mass-media must be involved whenever possible and suitable. In this respect, an activity was suggested that could enhance international media coverage:

Suggested activities

1. Sub-regional Silk Road meetings should be organised for exchange of information and ideas, and to ensure close collaboration between countries.
2. An international caravan of children from ASPnet schools that travel along the Silk Road.
3. The project should consist of parts such as research, teacher training, and a goal should be that teaching about the various aspects (historical, national, international, consequences, etc.) are included in national school curricula.

Funding resources

It was agreed in the working group that the project planning should foresee the visibility of implementation, therefore identification of sponsors is necessary.

Start of implementation

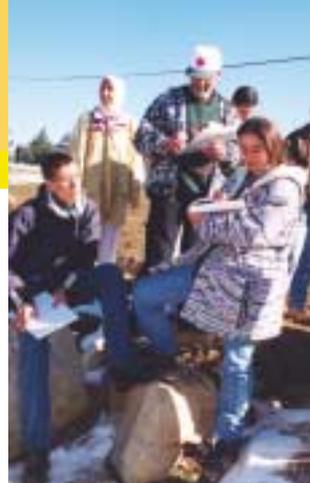
Furthermore, it was suggested to start the project implementation in one of the countries along the silk road.

Further remarks

The working group suggests that the suggestions above are integrated in the draft document for Item 6.

Furthermore, that these proposals are included in the final appeal from this conference, in order to start the urgent identification of suitable sponsors.

Annex 3 Flagship Twinning Route Projects



III. Trans-Ocean Project

Representatives from (14) countries

1. Brazil
2. Cuba
3. Egypt
4. Ethiopia
5. France
6. Italy
7. Mali
8. Morocco
9. New Zealand
10. Norway
11. Senegal
12. South Africa
13. Spain
14. Uzbekistan

Main Discussion

Overall objectives

- To promote the concept of dialogue among civilizations through better understanding and analysis of universal value of world heritage sites, past and present intangible cultural heritage and foreign language learning and
- To promote through education awareness of the positive value of cultural diversity and to improve both curriculum design and teacher education.

The following topics for study were agreed:

1. World Heritage sites representing "touchstones of civilizations".
2. Protection / promotion of intangible cultural heritage.
3. Recognition of cultural diversity.
4. Foreign language learning, recognize the value of learning several languages and not just one or two "global" languages.
5. Protection of the environment/sustainable development.
6. It was proposed that human rights should be an integral dimension of all five themes.

Proposed Actions

Suggested methodology

- Need for interdisciplinary approach.
- Need for participatory methods (record data, collect info, collect mail, analysis, reporting, ...etc.).
- Creative approach to involving art work, drama, role play, music, ...etc).
- Use of new information technologies.
- Recognize that not all schools have technology.
- Request a firm commitment to participate in twinning.
- Countries with resources should share with countries with little access to new information technology to enhance the twinning process.

The need for reciprocal visits and exchanges was emphasized.

It was agreed that there was nothing better than being able to come together and that technology cannot substitute personal contact.

It was therefore necessary for all participating schools to find minimum resources for this project by doing their own fund raising or finding sponsors and donors. One way to reduce costs could be to organize home stays and family visits. It was also mentioned that the G 8 countries are committed to educational twinning which could provide a source of financing.

Suggested activities

Participants endorsed the following international activities to be organized within context of the project:

- Intercultural youth festivals.
- Youth skills development training, workshops at World Heritage sites including courses on restoration, crafts, communications, new technology, production of audiovisual aids including CD Rom's, photography, videos.
- Role playing, games.
- Involving the media e.g. making radio programs, television clips, electronic newsletter, ...etc.

Discovery boxes

It was suggested that each school produce a box containing cultural objects and artifacts reflecting the past and the present. Each school will send a discovery box to the other twinned schools in order to learn more about each others' culture.

Practical suggestions for the implementation of the project

All twelve countries will identify three Associated Schools which will be fully committed to twinning with the other schools in the project, therefore, there will be a total of thirty-six schools in the project.

One country will be identified as the international co-ordinator for the project for the first year (2002) and the co-ordination will be continued on a rotation basis. The co-ordinator will setup a databank for all of the schools.

Each country will

1. Select one World Heritage site for in-depth study.
2. Identify three schools (1 urban, 1 rural & 1 semi-urban).
3. Establish a national focal point.
4. Ensure that schools have access to minimum technology.
5. Target age range of students (14 - 16 years old).
6. Each school will set up five thematic workshops and start to contact the other twinned schools on-line.
7. Each school will have 3 other twinned partners in 3 other continents thereby, they will be 9 mini networks in the project.

Proposed calendar

2002

End of March

Send to UNESCO - Paris.

List of 3 schools identified to take parts in project.

Name of national focal point.

Indicate World Heritage site.

Identify international co-ordinator for the project.

April, May & June

Introduce and set up project in schools.

End of June

Send progress report to international co-ordinator.

International co-ordinator will decide on twinning arrangements and inform schools accordingly.

July - December

Implementation of twinning project.

2003

Organize international event involving at least one teacher and one student from each school.

Assess and plan continuation of project.

Funding resources

- ⇒ Countries should try to find their own resources for the project and solidarity should be promoted
- ⇒ Countries can submit requests to the UNESCO World Heritage Centre for International Assistance under the World Heritage Fund for an amount between US \$ 5,000 and 10,000
- ⇒ Other donors should be contacted such as: NORAD, ...etc.

Annex 4

Ms Elena Catarini Léger

UNESCO Consultant

Guidelines for the preparation of new educational materials on World Heritage sites as touchstones of civilizations.

Background

Results of the pilot projects on the classroom-use of the kit "World Heritage in young hands" and recommendations on the World Heritage Education Special Project made by external evaluators in January 2002, agreed on the need to launch the **the second phase project** focusing on a more regional approach to the cultural heritage and proposed to produce a new series of multimedia innovative educational resource material on national cultural sites, selected as World Heritage sites.

In presenting discussion item II, Mrs. Elena Catarini Léger, UNESCO Consultant, pointed out the importance of the World Heritage Convention which since 1972 until today, has highlighted 721 sites spread all over the world, selected on a national basis, representing our common cultural and natural Heritage and the touchstones of our civilization. She indicated also that on the threshold of the 21st century, facing the globalisation process that is affecting all cultures, we should foster "Civilization of universal values" enriched with our diversities. Seen from this angle, the word "civilisation" expresses a phenomenon that is universal, plural, non-hierarchical and interactive.

In this perspective each country is invited to prepare educational material on a national cultural site, selected in the World Heritage List and this educational material must be both intercultural and identity-oriented.

Since World Heritage sites are the "touchstones of our universal civilization", such material prepared by each nation will enable young people to better understand his own and other's country civilization as well as the interaction of civilizations and cultures. These contributions from all parts of the world to illustrate our universal civilization will develop the appreciation of other cultures, respect for diversity, fostering as well solidarity, peace and non-violence. The aim, therefore, is to reinterpret the history of World Heritage sites in the light of these considerations and develop cultural exchange among young people. She presented and suggested some general guidelines for the preparation of new educational material on World Heritage sites selected as touchstones of civilizations in order to develop the dialogue among civilizations.

This educational material will contain three parts:

- An audiovisual presentation of the cultural site for secondary school pupils
- A teacher's manual comprising pedagogical guidelines on use of audiovisual presentations following interactive, multidisciplinary approaches, in both curricular and extra-curricular activities.
- Reference material for pupils containing the text of the World Heritage Convention, its selection criteria and other practical information or even a version of the Convention for the young people.

She furthermore referred to the objectives, contents, methods, techniques media and issues related to the production of the material. She also indicated some examples of World Heritage sites in different regions as touchstones of civilizations.

She pointed out that the long term objectives of this educational material should aim: to bring about a new attitude towards the history of humanity focusing on the contributions of different civilizations to it, to create awareness of the fragility of the site registered on the World Heritage List and to develop a joint and shared sense of responsibility for the protection and enhancement of this site and stimulate the dialogue among cultures.

The short-term objectives will aim to make better known the cultural values and the history of the site between national and international young people; to develop educational activities and intercultural exchange projects, using the example of the intercultural roads between countries and continents.

In this perspective the World Heritage sites selected to serve as educational material for young people must illustrate major milestones in the universal history of humankind or bear evidence of the intensity of the exchanges and encounters that have fashioned human history.

The contents of this educational material will illustrate the cultural site, indicate its cultural and social role in the region, highlight its formal and artistic aspects, illustrate the history of the site, its relations with the history of the region or regions, underlining the cultural values that characterise it and make it unique.

Presenting the sites that are situated at the crossroads or exhibit an important interchange of human values, contents should focus those aspects that demonstrate the meeting of cultures that have followed and penetrated each other, thus creating the cultural symbioses that have shaped the history of the site.

She invited to choose the World Heritage sites that constitute a reference in the history of civilisations, or illustrate the cultural interactions. A selection of these sites, listed in chronological order, is presented in a tentative list (Annex 2); some represent the touchstones in the history of man, others are situated on the major migration or navigation routes and have already been studied in the UNESCO "Cultural Roads" projects. Such projects include the Silk Roads between Europe and Asia, the Iron Roads in Africa, the Slave Routes, the Baroque World or the Jesuits between Europe and the Americas, and the Routes of al-Andalus between North Africa, Spain and South America.

Also in this respect, it should be recalled that criterion (ii) for inclusion on the World Heritage List states that the site must 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; Presenting the methods it was indicated that:

- A. The educational material must propose an interdisciplinary approach that goes beyond the framework of a single school discipline and shows how elements of culture are felt in all areas of a person's life, ranging from agriculture to trade, thinking or music and can be developed in all school disciplines.
- B. It was also suggested that a play-oriented approach be developed in an enjoyable fashion for children, that they ask questions rather than accept fixed principles; it should capture the children's attention with riddles or guessing games.
- C. Curricular and extracurricular activities should be extended towards an intercultural dialogue that emphasises equality between cultures and the wealth that comes with intercultural hybridisation, with a view to a history of humanity made of the contributions of all civilisations.
- D. For their presentation, those in charge of the educational material can draw inspiration from the 10 criteria used for inclusion of sites on the World Heritage List.

When selecting **techniques and media** for the educational material, it was stressed that specialists from each country will use the audio-visual medium that they consider the most appropriate for presenting their chosen World Heritage site, and that is also most easily available in their country and most suitable for developing exchanges with Associated Schools in other countries.

A. Films, audio-visual arrangements with photos, drawings and written texts, videos, CD-ROMs and cartoons are all acceptable.

Each person in charge of the educational material will decide on the duration of the audio-visual presentation, as long as it is no shorter than 15 minutes and no longer than 52 minutes.

Annex 5

Ms Mervat Omar

Secretary-General of the Egyptian National Commission
for UNESCO

Opening remarks

Ms Elizabeth Khawajkie, International Co-ordinator, UNESCO Associated Schools Project, General Samir Youssef, Governor of Aswan, Prof. Dr. Gaballah Ali Gaballah, Head of the Egyptian Supreme Council of Antiquities, Ladies and Gentlemen,

It is a great pleasure and honour to inaugurate with this gathering of distinguished persons the proceedings of the "International Conference of World Heritage in Young Hands – Dialogue Amongst Civilizations" organized by the Egyptian National Commission for UNESCO, in collaboration with UNESCO, the World Heritage Centre, ASP Net, Division for Promotion of Quality Education and in close co-operation with the Egyptian Ministries of Culture and Education.

It is my pleasure too to present here the greetings of H.E. Prof. Dr. Mofeid Shehab Minister of Higher Education and Scientific Research and Head of the Egyptian National Commission for UNESCO and his best wishes for all participants and UNESCO officials for a fruitful work and successful meeting.

I welcome you all to the land of Egypt – the land of civilizations and ancient history. Egypt is always proud of being the first nation to recognize writing and recording, as our grand ancestors had recorded their activities and the details of their daily lives on the walls and pillars of the temples and obelisks. Thus presenting them as huge architectural newspapers informing through drawings the ideas, traditions, habits, poems and even the wisdom of Man in the early stages of humanity.

Ladies and Gentlemen,

Each country has its own cultural and natural heritage that deserves preservation for future generations; the great China Wall, the Acropolis in Greece, Taj Mahal in India, Philae in Aswan, Cartage in Tunis and many others throughout the world.

These monuments are authentic, of a unique universal value as regards the historic, cultural, artistic and scientific aspects. They represent human products that reflect the various life styles of certain people in particular epochs of their history.

As these cultural properties are considered the heritage of mankind and humanity, peoples of the world have agreed for its preservation and restoration in 1972 when Member-States have signed the Convention concerning the Protection of World Cultural and Natural Heritage, thus confirming their commitment towards the preservation of cultural properties that are highly esteemed on the world level.

May I recall here that the international movement for the preservation of World Heritage had been launched by UNESCO during the sixties to safeguard Philae and Abu Simbel Temples in Upper Egypt. About 50 states had participated in this International Campaign, which still exists within UNESCO as a sign for its high appreciation to the value of monuments, through its goals and tasks have been altered to the establishment of the Nubian Museum which is holding the sessions of this Conference as well as Cairo Museum.

All of us here, attendants of this Conference have a noble commitment as regards the safeguards of our cultural properties. We are able to realize this and achieve marvellous results through developing and promoting public awareness, and particularly the youth, in order to strengthen natural appreciation and exchange among cultures as well as deepen the dialogue among peoples. We, as representatives of various human civilizations have to stick to our cultural identities. Communities usually differ in their traditions, features and history yet they all approve that civilization targets the welfare of all humanity.

Through exchange, co-operation and establishing cultural relations based on equality, respect and continuous dialogue, we are able to draw the integrated picture of the comprehensive human culture. Without the unique contribution of each nation, this picture would have remained incomplete.

This International Conference is one of the milestones that represent UNESCO's activities implemented in the field of the reservation and safeguard of cultural heritage in collaboration with WHC and ICCROM.

I welcome you again to the land of Egypt and I am certain we can elaborate a comprehensive project for increasing awareness for the safeguard of international cultural heritage that will be of great importance.

Last but not least I extend my deep thanks to UNESCO for selecting Egypt for holding this Conference. I also like to express my thanks to General Samir Youssef, Governor of Aswan for his participation in this inauguration. My appreciation goes to Prof. Dr. Gaballah Ali Gaballah and Dr. Kamal Barakat for their efforts to facilitate the carrying out of the activities of the participants and their stay in Cairo.

I wish you happy stay in Egypt and to the Conference all the success.

Thank you.

Annex 6

Ms Elizabeth Khawajkie

UNESCO Representative and ASPnet International Co-ordinator
Paris, France

Opening remarks

*Honorable Governor of Aswan, Mr Samir Youssif
Distinguished Secretary-General, Egyptian National Commission
for UNESCO, Ms Mervat Omar
Distinguished President of the High Council of Antiquities in the
Republic of Egypt, Mr Gaballah Ali Gaballah
Distinguished, Director, UNESCO Cairo Office, Mr El-Deek
Distinguished Participants,
Ladies and Gentlemen,*

Last year we were at the dawn of a new millennium, filled with new hopes and expectations that our 21st century would be spared the horrors and tragedies of the past. It was the United Nations Year of Dialogue amongst Civilisations and the first year of the United Nations Decade for a Culture of Peace and non-Violence for the Children of the World. We had just celebrated the International Year for the Culture of Peace during which millions of people signed the UNESCO Manifesto for Peace and well being for the peoples of the world.

In spite of many continuing injustices, the scourge of poverty, the scandal of some one billion illiterates in the world, the status of women still largely ignored and in some cases inexistent, the widening economic and digital divide, we had hoped that peace would finally become a reality and not remain just a mere inspiration. And then overnight, a new form of warfare emerged, and struck swiftly with unprecedented violence, hatred and destruction. What happened to the dialogue we had set out to ensure? The peace we had hoped would prevail?

Our world civilisation is like a mosaic composed of many cultures – each one unique, has its own specificity. If one piece of this universal composition is missing, ignored, or destroyed, our mosaic is no longer complete – it is impoverished and impaired. The wealth of our world resides in its rich diversity. But we have to understand its value, comprehend how it enriches us and how we can benefit from it. If peace is to be preserved we need a constructive and constant intercultural dialogue and a deep understanding and appreciation of each other.

In our quest for real and lasting peace, a significant step was taken, thirty years ago in 1972 with the adoption of the World Heritage Convention. The old adage that 'the whole is greater than the sum of its parts' embodies the underlying principle of this Convention: that by joining together, individual countries can better safeguard our world's outstanding cultural and natural heritage for future generations. Since its adoption, with 167 States Parties and 721 cultural and natural sites inscribed on the World Heritage List, the Convention has become the most important international legal instrument for the protection of heritage. Its Article 27 draws specific attention to the important role of education and consequently young people. During this Year of 30th Anniversary of the Convention, our Conference is of special importance as it dwells on the most important tool that humanity has for preserving its heritage: dialogue and understanding....

I personally have great belief and confidence in today's young people, who as we know will soon become tomorrow's decision-makers. They are our only hope and our best investment for the future, but they need our support and the best possible education, which we can provide them.

Like some of you, I have been very fortunate to have been part of the launching and conduct of the UNESCO Special Project "Young People's Participation in World Heritage Preservation and Promotion". Like you I have seen hundreds of young people who have been transformed into "Patrimonitos" – young World Heritage guardians. They have developed a keen awareness of the importance of their local, national and World Heritage, their own identity has been reaffirmed in the turbulent wake of globalisation, they adhere to unity in diversity. By taking part in a wide range of activities they understand the outstanding universal value of World Heritage sites and the importance of the application of the World Heritage Convention. Young people are creative, imaginative and talented and World Heritage Education gives them many opportunities to take pride in, safeguard and develop further their intangible and oral heritage.

Thanks to the pioneering efforts of the UNESCO Associated Schools in your countries, here in Egypt and elsewhere, UNESCO was able to produce the Education Resource Kit "World Heritage in Young Hands" which now exists in some twelve different language versions and many others are underway. Thanks to some ten World Heritage Youth Fora held in all parts of the world from China to Peru, from Norway to Zimbabwe, from Morocco to Japan, from Croatia to Australia and from Senegal to Sweden, young Patrimonitos have learned from each other, they have embarked in rich and meaningful intercultural dialogues and have helped to pave the way for a future based on respect for diversity including bio-diversity, an appreciation of differences and mutual sharing and solidarity.

Two months ago, it is significant to recall that in inaugurating the 25th Session of the World Heritage Committee, the President of Finland, a lady, Ms Halonen, spoke out in favour of the Young People's World Heritage Project. She declared and I quote "In children and young people, we have the key to a future society where cultural tolerance and respect for differences shall come true. Family primarily transmits traditions, but school also has a great responsibility for passing heritage in all its forms. Schools lay the foundation for an appreciation of culture and for tolerance...In this respect I see great potential in the World Heritage Education project initiated by UNESCO. It deserves our strong support."

World Heritage Education contributes directly to reinforcing the four pillars of learning for the 21st century [: to know, to do, to be and to live together.] and I believe that is why it deserves our commitment and resources.

For example, the first pillar "learning to know": we should keep in mind World Heritage is an on-going process. World Heritage sites are constantly being threatened by pollution, urbanisation, mass tourism, natural disasters, indifference, ignorance, wars and conflicts, which call for urgent solutions. It is vital that young people learn more about the fragility and vulnerability of World Heritage sites so they can take an active part in the search of solutions and their application. Furthermore, as we know the World Heritage List is not a static process, every year more sites are inscribed on the List and it becomes a part of life long learning and fulfilment.

As we know the world is rapidly changing and young people need to "learn to do", the second pillar of learning, and acquire new skills to enable them to play meaningful roles in their societies and in the world. They need to learn to communicate better and in several

languages. They need research and analytic skills, they need to learn to preserve, conserve and to prevent deterioration of local and World Heritage sites. The first UNESCO World Heritage Skills Development Course will be held for young people in the Arab States next month in Petra, Jordan, and is organised by our UNESCO Office in Amman, the Jordanian Authorities and ICCROM.

World Heritage Education has much to contribute to the third pillar "learning to be" as it requires a new code of ethics based on universal values such as mutual respect, tolerance, social inclusion, solidarity and equality. We cannot content ourselves with reaching students, we must also reach out to the unreached. Last summer Belize in the Caribbean organised the First very successful "World Heritage Summer Course for Disadvantaged Youth" at the World Heritage barrier reef site.

As we know, knowledge does not always lead to wisdom and doing does not always lead to peaceful acts. In spite of so much accumulated knowledge and know how, we have still not learned the essential – we have not yet learned how to live together in peace and in dignity with each other and with our environment. World Heritage Education strengthens this fourth pillar and helps to translate it into reality. That is why we need so badly and urgently to mainstream World Heritage Education in the curricula and in classroom teaching in all countries. The Minister of Cuba has just informed us of his intention to introduce and mainstream World Heritage Education in the secondary school cycle and we hope other countries will follow his example in order to improve the quality and relevance of education for the XXIst Century.

We have just accomplished an in-depth evaluation of the Young People's Project which was conducted by external evaluators from English Heritage (United Kingdom) and you have received a copy of their main recommendations in which they emphasise the considerable success and potential of the Project.

As we now enter phase two of the Project by planning this International Conference and in light of the external assessment, we propose to focus, during the next two years, on four main areas:

- Translations, adaptations of the World Heritage Education kit and mainstreaming of World Heritage Education in secondary school education and efforts to adapt it to elementary schools;
- Preparation and production of a series of new educational resource material on World Heritage sites as "touchstones of civilization";
- More systematic school twinning along dialogue routes in promotion of World Heritage and the intangible heritage, mutual respect and an intercultural dialogue, linking East and West, the countries surrounding the Mediterranean Sea and those in the Atlantic world;
- Both pre-service and in-service training of teachers and the production of an international World Heritage Education teacher training manual.

Our host country, Egypt, has already conducted some valuable work in preparing a teachers' World Heritage Education guide which I find to be inspiring and constructive and I am sure we can all benefit and contribute towards its finalisation and world wide use.

As I underlined at the outset of my presentation, you and your countries were amongst the leading pioneers of World Heritage Education and we continue to need you as the new architects for the next phase of this vital project. You all have much to contribute at this critical time in the history of humanity. No time should be lost, no means should be spared. Today's young people deserve the best quality education we can provide as outlined in the Dakar

Framework for Action for Education for All so that they can live together in a peaceful world, to live in dignity, to take pride in their origins, in the accomplishments of their ancestors and to benefit from the rich diversity of our world, to grow up in a climate of caring, sharing and of mutual trust and respect and to continue to explore their rich heritage locally and globally. By learning about the past, young people can better understand the present, prevent former tragedies from reoccurring and build together a truly peaceful and harmonious future.

In thinking of our World Heritage and Universal Civilization, our thoughts often turn to Egypt which has given us so much and over such a long period of time. In the fields of science, technology, mathematics, astronomy, medicine, art, music, philosophy, architecture, poetry, literature Egypt has given us and continues to give us such a legacy, of refinement, of wisdom, and of inspiration.

On behalf of UNESCO, I should like to express our deep appreciation to the Egyptian Authorities for having accepted to host this important Conference and for their warm and generous hospitality. I thank Her Excellency, Ambassador Omar and Permanent Delegate to UNESCO for facilitating it. I thank the Distinguished Secretary-General, Ms Mervat Omar, Egyptian National Commission for UNESCO, for the excellent planning, preparations, and impressive programme. I thank all of the Distinguished Egyptian experts and partners, Dr Gaballah, President of High Council of Antiquities, Dr Soraya El-Atrosh, Director General Department for In-Service Training, Dr Fareea Solyman, Faculty of Education, Ain Shams University, Mr Fikry Abdel Fattah, ASPnet National Coordinator, Dr Osama Abid Alwarth, Director of the Nubian Museum, and many others for making available to us such fine venue, facilities and inspiring debates.

On behalf of UNESCO, I thank each and everyone of you, distinguished experts, coming from the five continents, for accepting our invitation to take part not only in the Conference but also in its follow-up.

I invite our Norwegian Delegation to transmit our deep gratitude to the Norwegian Agency for Development Co-operation (NORAD) for its staunch support of the Project and for making our Conference possible.

I thank my fellow UNESCO colleagues for all of their support and assistance, Dr. El-Deek, Director of the UNESCO Office in Cairo and the members of his Office, Madame Ndeye Fall, Director, UNESCO Office, Amman, and her colleague Eman Qara'een and my colleagues from the World Heritage Centre, Mr. Bandarin, the Director and represented by his colleagues, Vesna Vujicic-Lugassy and Rosemarie Oei and our UNESCO consultant Elena Léger.

In closing I should like to quote the Director-General of UNESCO, Mr. Koïchiro Matsuura, who recently declared in connection with the United Nations Year of Cultural Heritage and I quote "...heritage preservation is essential if we are to retain the wealth of our cultural diversity and ensure that the world is enriched rather than impoverished by globalisation."

I believe that, thanks to all of you, our Conference will prove to be a major turning point in bringing World Heritage to all young people world wide.

Thank you for your attention.

Annex 7

Mr Mohammed El Deek

Director, UNESCO/Cairo Office

Opening remarks

*Excellencies,
General Samir Youssef, Governor of Aswan,
Prof. Gaballah Ali Gaballah, Secretary-General
of Supreme Council of Antiquities,
Mrs. Mervat Omar, Secretary-General
of the Egyptian National Commission for UNESCO
Mrs. Elizabeth Khawajkie, International Co-ordinator,
Associated Schools Project Network
My Colleagues,
Distinguished Participants,
Ladies and Gentlemen,*

It is both an honour and a pleasure for me to be among you today in this magnificent city of Aswan, to participate in the opening of the International Conference on World Heritage in Young Hands – A Dialogue amongst Civilizations. To all the distinguished participants present here today I wish fruitful deliberations and a pleasant sojourn in Egypt.

Indeed the choice of Aswan as seat of this Conference is most pertinent, as this region occupies a special place in the history of UNESCO activities in Egypt. You may recall that almost four years ago, Aswan has witnessed an unforgettable Ceremony. I am speaking of the Official Opening of the Nubia Museum on 23 November 1997. This cultural achievement marked indeed the coronation of the International Campaign for the Safeguarding of the Nubia Monuments launched in 1960, which has given a new lease of life to unique treasures of the cultural heritage of mankind and has placed UNESCO in a very special place in Egypt.

In fact our present Conference which is organized by the Egyptian National Commission for UNESCO and jointly with the Egyptian Supreme Council of Antiquities and UNESCO World Heritage Centre and the Associated Schools Project Network, is an example of a fruitful multi-disciplinary approach linking education to culture and, I am sure, that it will also be followed by future joint activities tackling topics of crucial importance to our era. In fact there are so important that the United Nations have designated 2001 as the year of "Dialogue amongst Civilizations". The main topics of our working sessions which deal with the role of World Heritage Education in fostering a dialogue amongst civilizations, the elaboration of guidelines for the preparation of educational material on some world heritage sites, and proposals to reinforce the role of young people in promoting and preserving intangible heritage, plans for interregional projects on world heritage education and the role of museums in furthering world heritage education, to name some of the most significant, will certainly attract the attention of the community at large and the recommendations of its Conference will be given the attention it deserves.

In this context the theme of "Youth and Culture Heritage", addressing youth the adults and the leaders of tomorrow, will certainly stress the need for youth to be taught early of the importance of new ways of living together based on tolerance, generosity and respect of human rights and not on violence and oppression, and events like this Conference will certainly help foster these ideals.

In line with these ideas, in fact already three years ago the UNESCO/Cairo Office has adopted them and put them into practice by organizing, in this lovely city of Aswan a training workshop on "Raising awareness on cultural heritage" in close partnership with the Egyptian Ministry of Culture and other international institutions. I must say that this workshop was extremely successful and has attracted people from various walks of life and notably students, educators, archaeologists and others. They even encouraged us to organize a second training workshop on raising awareness on the importance of museums and of introducing this topic in school's curricula.

Moreover I must recall here that Prof. Koichiro Matsuura, Director-General of UNESCO, has stressed the importance of dialogue in the preservation of diversity, and therefore of cultural pluralism. He has also declared that dialogue has become an "instrument of transformation, a way for tolerance and peace to thrive, a vehicle for diversity and pluralism". I believe that this Conference will indeed help in putting into practice these precious guidelines.

*Excellencies,
Distinguished Guests,
Ladies and Gentlemen,*

Before concluding may I express my thanks and appreciation to our distinguished partners: HE the Governor of Aswan, the Egyptian National Commission for UNESCO and the Egyptian Supreme Council of Antiquities; Prof. Gaballah Ali Gaballah, Dr. Barakat and Mr. Ousama and of course to our distinguished colleagues from the Education and Cultural Sectors at Headquarters whose joint efforts and close collaboration have made this event possible.

I wish you all success in your deliberations

Thank you for your attention.

Annex 8

Maj. General Samir Youssef

Aswan Governor

Opening remarks

**Participants of the Conference,
Ladies and Gentlemen,**

Welcome to the magnificent land of Aswan, the cradle of old civilization. It also symbolizes the human collaboration for the preservation of world heritage. I welcome you all in the name of Aswan citizens and I thank you for inviting me to attend the inauguration of this important Conference.

We appreciate very much UNESCO efforts started since 1994 for raising the awareness of concerned people and thinkers who tackle the issue of heritage with special emphasis on youth.

Youth are our strategic target, we are addressing youth as they are the future decision-makers who will bear the responsibility of preserving world heritage for future generations.

We all agree that each nation has its own distinguished heritage that it is always proud of, and is keen to preserve. UNESCO has dedicated its efforts to address this issue

among its priorities, which target intensifying Dialogue among Civilizations. Hence we have the Convention concerning the Protection of World Cultural and Natural Heritage signed in 1972 by many Member States. We also appreciate that UNESCO's efforts address the education and participation of youth besides governments and concerned institutions.

I admit that we are proud that UNESCO has chosen Egypt for holding this conference, thus emphasizing its historic role through the different civilizations and the value of its cultural heritage borne on the boarders of the Nile.

We – Aswan citizens- the southern gate of Egypt which leads to Africa are proud of our ancestors and their heritage and we are looking forward to the promising future. Aswan does not only represent the past. It is a great city with its present developmental projects, its human and natural resources, as well as its ambitions for the future.

At the end of my speech I address my deep thanks to the participants, the representatives of the concerned ministries, and my best wishes to your conference and to all of you.

Annex 9

Mr Mohammed El Deek

Director, UNESCO/Cairo Office

Closing remarks

**Excellencies,
Distinguished Participants,
Ladies and Gentlemen,**

May I start my address by saying how much I was impressed by this encounter and by the very innovative and constructive presentations/deliberations made during your sessions. I believe that the topic of World Heritage in Young Hands – A Dialogue among Civilizations needed to be tackled with all the seriousness you have all devoted to it.

In fact, the main thrust of your interdisciplinary approach of culture and education jointly conducted by the Associated Schools Project Network and the World Heritage Centre, has been the strengthening of historical and contemporary processes that are conducive to a favourable convergence of cultures through the discovery of a common heritage and shared values. As a scientist I may remind you that a similar experience took place since

the end of Second World War when a concern for the preservation of the environment entailed a profound change in attitudes. An international approach was adopted by science and education sectors and Environmental Education saw the light and has become a pattern in our lives. We hence could follow a similar path in the field of culture and education.

Indeed, several issues will weigh heavily on the future of education in the next 20 years. The first issue will be the constant updating of teachers' skills at all levels. Also the quality of education will depend on introducing electronic networks as tools for assisting learning. Another important issue will be that of improvement of educational contents of all disciplines, which requires of devising educational contexts to take account of the contribution of new forms of knowledge, particularly in biology and culture.

You think of creating a new curricula in education, but it will certainly be easier if you could adopt a holistic

Annex 9 - Dr. Mohmed El-Deek / continued

approach to improve current textbooks and curricula on history and geography and elaborate plans of education integrating various dimensions of the culture of peace such as human rights, non-violence, gender equity, intercultural understanding, cultural and linguistic diversity, in brief learning should encompass values allowing individuals to live together in a world of pluralism and diversity. Also, we should find extrabudgetary resources for developing modern tools such as establishment of web sites, pictures, films and audiovisual educational materials which assist teachers in developing countries and could replace out-of-school activities if the cost of such activities are prohibitive, in particular in developing and least developed countries.

I, therefore, highly recommend a special web site be established by the Associated Schools Project Network (ASPnet) for this new initiative and provide assistance to developing countries suitable and relevant educational models.

Before concluding, may I express my deep appreciation to all participants for their presentations, which will certainly be of use in the elaboration of follow-up and future actions to be undertaken. Also, may I commend the excellent preparations of this International Conference made jointly by the Egyptian National Commission for UNESCO, the Egyptian Supreme Council of Antiquities, the ASPnet and the World Heritage Centre at headquarters.

Thank you all for your kind attention.

I wish you a safe trip back home.

Annex 10

Ms Vesna Vujicic-Lugassy

World Heritage Centre, Paris

**Ladies and Gentlemen,
Dear participants,
Dear Egyptian hosts,**

First of all, I would like to share with you the feeling of having been specially privileged and honoured during this week since our meeting has started. Honoured to be here, in the name of UNESCO's World Heritage Centre, to recall the 30th anniversary of the World Heritage Convention that we are celebrating this year, and privileged to be able to do this at the very scene of the origins of the Convention, its birthplace in some way.

Along with a lot of dedicated work this week, we have also had the pleasure to admire the Nubian monuments - not only as jewels of Egyptian heritage - but also as jewels of the heritage of humankind. And if they are there today to be admired, it is thanks to the hands joined from all over the world to save them from disappearing.

For this is the main purpose of the World Heritage Convention: to join our efforts and take care together of the legacy of our past for the benefit of future generations. The Convention defines the kind of sites that can be considered for inscription on the World Heritage List. It also sets out the duties and obligations of its signatories - the States Parties in identifying potential sites and in protecting and preserving them.

Thirty years after the Convention's birth, we do not only want to celebrate and blow the candles on the birthday cake. We feel that age of reason has been reached and that time has come to reflect upon the achievements, the successes and the difficulties, and, in a changing world, find new ways of going forward.

Yes, 167 countries have ratified the Convention, making it the leading force among legal instruments in heritage preservation, and this is a success. Over 700 sites are inscribed on the World Heritage List - one hundred times more than the "Seven Wonders of the World" with which analogies are still often made - and this is a success. Or is it?

Certainly, on the one hand, the number testifies to the enormous interest expressed by countries to protect their sites and gain recognition of their most valuable heritage - natural and cultural. We have heard, also from participants at this Conference, the pride their peoples feel at knowing their sites have been recognized for their outstanding universal value.

On the other hand, does such a large number of sites inscribed - and more and more are added each year - not deflate the importance of the World Heritage List?

The World Heritage Committee, the governing body of the Convention, has been focussing on this issue since 1994, when it started developing a Global Strategy aimed at enriching the World Heritage List, by making it more representative and more inclusive of sites reflecting the world's cultural and natural diversity.

Because, among the 721 World Heritage sites there are four times as many cultural as natural sites; not all cultures are well represented; the European monumental architecture is predominant, while regions such as the Pacific and Africa have relatively few sites. Only in recent years has the perception of what is eligible as World Heritage changed, opening the way for the inclusion of cultural landscapes; sites with special spiritual meaning for the communities that live in them; trade and pilgrimage routes; industrial sites, etc.

Should a limit be set to the total number of World Heritage sites to be reached? The answer to this question seems to be NO, but it has certainly been understood that rapid growth of the number of sites does not mean a proportional increase in resources available for protecting them.

So, we come back to the most important resource we can count upon: the people living in and around the sites, the tourists visiting them and the managers responsible for preserving them. If people acquire knowledge about sites, they will care for them, and even better so if, as children and young people, they have been taught about their values and importance.

By ratifying the World Heritage Convention, the countries commit themselves to strengthen their people's appreciation of cultural and natural heritage. Article 27 of the World Heritage Convention clearly calls the States Parties to develop educational and information programmes through which the public, and the young in particular, can be informed of the dangers threatening our common heritage and of the actions undertaken to preserve it.

Since the launching of the Youth Project in 1994, so many contacts and exchanges have been developed between young people all over the world – contributing to new links and better understanding of other cultures and a greater awareness of the need to protect heritage. Which leads us to the aim of our Conference: Enhance young people's awareness of our heritage through a better awareness of cultural diversity and through dialogue.

And this Conference has a special significance among the events taking place in this year of the 30th anniversary of the Convention. It focuses on two issues essential for UNESCO's mandate: diversity and dialogue. The future of our heritage depends on the will and the capacities of the young people – tomorrow's decision makers – to cherish the diversity of the world's heritage through peaceful dialogue and mutual understanding.

The 30th anniversary of the Convention is an opportunity to study new ways forward in accomplishing our task. So, how can you, the participants in this Conference from twenty countries in all regions of the world, contribute to find these new ways? There are several possibilities for this:

In November this year, in Venice in Italy, UNESCO is organizing an International Congress of Experts entitled "Common heritage – Shared responsibility". Experts from around the world (some 500 participants are expected to attend) will meet there to discuss the challenges of World Heritage conservation today and to promote partnerships which, it is hoped, will trigger off increased support from both public and private sectors in favour of heritage protection.

A special presentation on "Involving Young People in World Heritage Conservation" is planned to be held on the 16th of November, the very anniversary date of the Convention, when a panel of 6 to 8 participants (aged anywhere from 15 to 95, maybe) will present the achievements of our project and the challenges of World Heritage education.

We would appreciate very much your proposals and ideas for a most effective use of the 60 minutes that are given to this important topic.

Related to this event, and just before it, we are hoping to be able to organize a two-days workshop during which a creative activity, such as the preparation by the young of a cartoon on World Heritage, could take place and its results be presented at the Panel.

But the organization of the Venice Congress is certainly not the only means we have in marking the anniversary of the Convention. What is even more important are the activities on the national level that your communities and your pupils can organize in order to promote the protection of World Heritage.

We would like you, when you go back to your country, to reflect upon and initiate such activities on the local and national levels. Activities can vary from preparing and distributing promotional material on the preservation of World Heritage sites, to exhibits and to skills-training or on-site workshops.

Suggestions and recommendations for such activities have been made at the Karlskrona World Heritage Youth Forum, held last year in Sweden. I would just like to remind you that the UNESCO World Heritage Centre provides assistance to States Parties, both financial – through the World Heritage Fund – as well as expert advice for developing on-site promotional and educational activities to raise public awareness of the Convention.

Finally, thank you all for your precious inputs during our Conference and for all your future efforts in its follow-up.

Annex II

General Conference adopts Universal Declaration on Cultural Diversity

"The General Conference,

Committed to the full implementation of the human rights and fundamental freedoms proclaimed in the Universal Declaration of Human Rights and other universally recognized legal instruments, such as the two International Covenants of 1966 relating respectively to civil and political rights and to economic, social and cultural rights,

Recalling that the Preamble to the Constitution of UNESCO affirms "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 the nations must fulfil in a spirit of mutual assistance and concern",

Further recalling Article I of the Constitution, which assigns to UNESCO among other purposes that of recommending "such international agreements as may be necessary to promote the free flow of ideas by word and image",

Referring to the provisions relating to cultural diversity and the exercise of cultural rights in the international instruments enacted by UNESCO, 1

Reaffirming that culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional

features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs, 2

Noting that culture is at the heart of contemporary debates about identity, social cohesion, and the development of a knowledge-based economy,

Affirming that respect for the diversity of cultures, tolerance, dialogue and cooperation, in a climate of mutual trust and understanding are among the best guarantees of international peace and security,

Aspiring to greater solidarity on the basis of recognition of cultural diversity, of awareness of the unity of humankind, and of the development of intercultural exchanges,

Considering that the process of globalization, facilitated by the rapid development of new information and communication technologies, though representing a challenge for cultural diversity, creates the conditions for renewed dialogue among cultures and civilizations,

Aware of the specific mandate which has been entrusted to UNESCO, within the United Nations system, to ensure the preservation and promotion of the fruitful diversity of cultures, Proclaims the following principles and adopts the present Declaration:

IDENTITY, DIVERSITY AND PLURALISM

Article 1 - Cultural diversity: the common heritage of humanity

Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations.

Article 2 - From cultural diversity to cultural pluralism

In our increasingly diverse societies, it is essential to ensure harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together. Policies for the inclusion and participation of all citizens are guarantees of social cohesion, the vitality of civil society and peace. Thus defined, cultural pluralism gives policy expression to the reality of cultural diversity. Indissociable from a democratic framework, cultural pluralism is conducive to cultural exchange and to the flourishing of creative capacities that sustain public life.

Article 3 - Cultural diversity as a factor in development

Cultural diversity widens the range of options open to everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence.

CULTURAL DIVERSITY AND HUMAN RIGHTS

Article 4 - Human rights as guarantees of cultural diversity

The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples. No one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope.

Article 5 - Cultural rights as an enabling environment for cultural diversity

Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights as defined in Article 27 of the Universal Declaration of Human Rights and in Articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights. All persons should therefore be able to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons should be entitled to quality education and training that fully respect their cultural identity; and all persons should be able to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

Article 6 - Towards access for all to cultural diversity

While ensuring the free flow of ideas by word and image care should be exercised that all cultures can express themselves and make themselves known. Freedom of expression, media pluralism, multilingualism, equal access to art and to scientific and technological knowledge, including in digital form,

and the possibility for all cultures to have access to the means of expression and dissemination are the guarantees of cultural diversity.

CULTURAL DIVERSITY AND CREATIVITY

Article 7 - Cultural heritage as the wellspring of creativity

Creation draws on the roots of cultural tradition, but flourishes in contact with other cultures. For this reason, heritage in all its forms must be preserved, enhanced and handed on to future generations as a record of human experience and aspirations, so as to foster creativity in all its diversity and to inspire genuine dialogue among cultures.

Article 8 - Cultural goods and services: commodities of a unique kind

In the face of present-day economic and technological change, opening up vast prospects for creation and innovation, particular attention must be paid to the diversity of the supply of creative work, to due recognition of the rights of authors and artists and to the specificity of cultural goods and services which, as vectors of identity, values and meaning, must not be treated as mere commodities or consumer goods.

Article 9 - Cultural policies as catalysts of creativity

While ensuring the free circulation of ideas and works, cultural policies must create conditions conducive to the production and dissemination of diversified cultural goods and services through cultural industries that have the means to assert themselves at the local and global level. It is for each State, with due regard to its international obligations, to define its cultural policy and to implement it through the means it considers fit, whether by operational support or appropriate regulations.

CULTURAL DIVERSITY AND INTERNATIONAL SOLIDARITY

Article 10 - Strengthening capacities for creation and dissemination worldwide

In the face of current imbalances in flows and exchanges of cultural goods and services at the global level, it is necessary to reinforce international cooperation and solidarity aimed at enabling all countries, especially developing countries and countries in transition, to establish cultural industries that are viable and competitive at national and international level.

Article 11 - Building partnerships between the public sector, the private sector and civil society

Market forces alone cannot guarantee the preservation and promotion of cultural diversity, which is the key to sustainable human development. From this perspective, the pre-eminence of public policy, in partnership with the private sector and civil society, must be reaffirmed.

Article 12 - The role of UNESCO

UNESCO, by virtue of its mandate and functions, has the responsibility to:

(a) Promote the incorporation of the principles set out in the present Declaration into the development strategies drawn up within the various intergovernmental bodies;

(b) Serve as a reference point and a forum where States, international governmental and non-governmental organizations, civil society and the private sector may join together in elaborating concepts, objectives and policies in favour of cultural diversity;

(c) Pursue its activities in standard-setting, awareness-raising and capacity-building in the areas related to the present Declaration within its fields of competence;

(d) Facilitate the implementation of the Action Plan, the main lines of which are appended to the present Declaration.

Main lines of an action plan for the implementation of the UNESCO universal declaration on cultural diversity

The Member States commit themselves to taking appropriate steps to disseminate widely the "UNESCO Universal Declaration on Cultural Diversity", in particular by cooperating with a view to achieving the following objectives:

1. Deepening the international debate on questions relating to cultural diversity, particularly in respect of its links with development and its impact on policy-making, at both national and international level; taking forward notably consideration of the opportunity of an international legal instrument on cultural diversity.

2. Advancing in the definition of principles, standards and practices, on both the national and the international levels, as well as of awareness-raising modalities and patterns of cooperation, that are most conducive to the safeguarding and promotion of cultural diversity.

3. Fostering the exchange of knowledge and best practices in regard to cultural pluralism with a view to facilitating, in diversified societies, the inclusion and participation of persons and groups from varied cultural backgrounds.

4. Making further headway in understanding and clarifying the content of cultural rights as an integral part of human rights.

5. Safeguarding the linguistic heritage of humanity and giving support to expression, creation and dissemination in the greatest possible number of languages.

6. Encouraging linguistic diversity – while respecting the mother tongue – at all levels of education, wherever possible, and fostering the learning of several languages from the youngest age.

7. Promoting through education an awareness of the positive value of cultural diversity and improving to this end both curriculum design and teacher education.

8. Incorporating, where appropriate, traditional pedagogies into the education process with a view to preserving and making full use of culturally appropriate methods of communication and transmission of knowledge.

9. Encouraging "digital literacy" and ensuring greater mastery of the new information and communication technologies, which should be seen both as educational discipline and as pedagogical tools capable of enhancing the effectiveness of educational services.

10. Promoting linguistic diversity in cyberspace and encouraging universal access through the global network to all information in the public domain.

11. Countering the digital divide, in close cooperation in relevant United Nations system organizations, by fostering access by the developing countries to the new technologies, by helping them to master information technologies and by facilitating the digital dissemination of endogenous cultural products and access by those countries to the educational,

cultural and scientific digital resources available worldwide.

12. Encouraging the production, safeguarding and dissemination of diversified contents in the media and global information networks and, to that end, promoting the role of public radio and television services in the development of audiovisual productions of good quality, in particular by fostering the establishment of cooperative mechanisms to facilitate their distribution.

13. Formulating policies and strategies for the preservation and enhancement of the cultural and natural heritage, notably the oral and intangible cultural heritage, and combating illicit traffic in cultural goods and services.

14. Respecting and protecting traditional knowledge, in particular that of indigenous peoples; recognizing the contribution of traditional knowledge, particularly with regard to environmental protection and the management of natural resources, and fostering synergies between modern science and local knowledge.

15. Fostering the mobility of creators, artists, researchers, scientists and intellectuals and the development of international research programmes and partnerships, while striving to preserve and enhance the creative capacity of developing countries and countries in transition.

16. Ensuring protection of copyright and related rights in the interest of the development of contemporary creativity and fair remuneration for creative work, while at the same time upholding a public right of access to culture, in accordance with Article 27 of the Universal Declaration of Human Rights.

17. Assisting in the emergence or consolidation of cultural industries in the developing countries and countries in transition and, to this end, cooperating in the development of the necessary infrastructures and skills, fostering the emergence of viable local markets, and facilitating access for the cultural products of those countries to the global market and international distribution networks.

18. Developing cultural policies, including operational support arrangements and/or appropriate regulatory frameworks, designed to promote the principles enshrined in this Declaration, in accordance with the international obligations incumbent upon each State.

19. Involving civil society closely in framing of public policies aimed at safeguarding and promoting cultural diversity.

20. Recognizing and encouraging the contribution that the private sector can make to enhancing cultural diversity and facilitating to that end the establishment of forums for dialogue between the public sector and the private sector.

The Member States recommend that the Director-General take the objectives set forth in this Action Plan into account in the implementation of UNESCO's programmes and communicate the latter to institutions of the United Nations system and to other intergovernmental and non-governmental organizations concerned with a view to enhancing the synergy of actions in favour of cultural diversity.

1. Among which, in particular, the Florence Agreement of 1950 and its Nairobi Protocol of 1976, the Universal Copyright Convention of 1952, the Declaration of Principles on International Cultural Cooperation of 1966, the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970), the Convention for the Protection of World Cultural and Natural Heritage of 1972, the UNESCO Declaration on Race and Racial Prejudice of 1978, the Recommendation concerning the Status of the Artist of 1980, and the Recommendation on Safeguarding Traditional and Popular Culture of 1989.

2. This definition is in line with the conclusions of the World Conference on Cultural Policies (MONDIACULT, Mexico City, 1982), of the World Commission on Culture and Development (Our Creative Diversity, 1995), and of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998).

Last update 25/01/02



On the Nile

Annex 12 International Conference on "Dialogue among Civilizations" Vilnius, Lithuania 23 - 26 April 2001

1. Civilisations are entities of faith, historical memory, moral imagination, and human connection. They contain historically unique and self-asserting cultures, irreplaceable forms of human creativity, and also intellectual and moral sensibilities of large groups of people. Bio-diversity and cultural diversity are closely linked and are instrumental for the ability of humankind to adapt, create, and invent. No civilisation can solely assume the responsibility for the entire humanity; neither can a single civilisation claim exclusive rights to provide an ultimate and universally valid vision of how to be a human being in a complex and multifaceted world of today and tomorrow.

Like human beings, the historically formed and living civilisations can never be interchangeable, since they are all equally unique and valuable. The loss of any single trait of one of civilisations is the loss for the entire humanity.

2. The ideas of tolerance and of the dialogue among civilisations rest on a clear awareness of human incompleteness. This is particularly true of the concept of "the polylogue of civilisations" elaborated by Vytautas Kavolis, a great Lithuanian scholar.

3. Up to now the political exploitation of the concept of civilisation has been among the most problematic traits of the modern social sciences and humanities. Regrettably, the theoretically exhausted and morally dubious inclination to employ or even exceedingly exploit the concept of civilisation for sheer political and ideological purposes is still the case.

4. Simplistic, monologue-based, or otherwise politically convenient notions of civilisation should not be applied. Contrary to a firm conviction that Western civilisation was the only civilisation nurtured by dialogue-based individualism, liberty and toleration, scholars have stressed the importance of each civilisation and the dialogue among them as an inescapable part of the concept of civilisation itself.

5. Civilisations are symbolic designs within which people raise core questions concerning their being in the world, and also search for key concepts and frames of meaning to interpret themselves and the world around them. No civilisation can be regarded as a theory-emanating entity solely capable of interpreting the world and therefore framing the rest of the world as its empirical evidence. Genuine dialogue allows no room for absolute otherness, for it occurs among morally committed human individuals.

6. No civilisation can assume or represent complete humanity. The comparative approach therefore brings us to a proper understanding of the complementarity of civilisations. It powerfully stands against bias, clichés, demonisation of the Other, and the sense of superiority over other societies and cultures. The complementarity of civilisations would be unthinkable without constant interplay and exchange of such faculties of human thought and creativity as science, art, and philosophy; nor would it be possible without the ethical and spiritual dimension. Women and young people can play a crucial part in the process of bridging and uniting the world.

7. As a crucial attempt to uphold mutual respect, sympathetic understanding, and tolerance, the dialogue among civilisations is the only means to build a world of human dignity, solidarity, and hope. Such a dialogue of multiple, pluralistic, and communicating identities would result in a multi-civilisational universe of discourse. No civilisation could be demonised, and references to all of them, their intellectual traditions and masterpieces of art would come to the contemporary individual as easily and naturally as references to his or her own civilisation. A particular civilisation can experience itself or critically examine its core values only through a dialogue with other civilisations.

8. All governments and civil societies are enjoined, as an integrated part of their cultural policies, to take the initiative to further a dialogue among civilisations, in such a way that it can become an instrument of transformation, a yardstick for peace and tolerance, a vehicle for diversity and pluralism, especially in culture, with the ultimate aim of furthering the common good.

*The participants admire
ASPnet Schools' creative work*



*Exhibition by
Associated Schools*



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