

WORLD HERITAGE YOUTH FORUM

REPORT OF THE

FIRST AFRICAN WORLD HERITAGE YOUTH FORUM

**Organised by UNESCO Sub-Regional Office for
Southern Africa, in collaboration with The Zimbabwe
National Commission for the
World Heritage Centre and the UNESCO Associated Schools Project**

Victoria Falls, Zimbabwe, 18-24 September 1996



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Organised by the UNESCO Sub-Regional Office for Southern Africa, Harare, Zimbabwe in collaboration with The Zimbabwe National Commission for UNESCO.



Local dancers setting the mood for the forum during the opening ceremony.



*Ms. Breda Palvic
addressing the
forum participants*



UNESCO DIRECTOR GENERAL PROF. FEDERICO MAYOR OFFICALLY OPENING THE FORUM



UNESCO STAFF WITH THE DIRECTOR - GENERAL AT THE FORUM

ACKNOWLEDGEMENTS

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We also thank the Resource Persons whose presentations set the tone for discussion in the Forum: Mr Dawson Munjeri, Executive Director of Zimbabwe National Museums and Monuments, Mr. Lavious Matereke , Education Officer at the Museum of Human Sciences of Zimbabwe ,Mr Ranford Sililo, Artist, Mr Jeremy Wohlers ,a Science Teacher at Mosi-oa-Tunya High School, Ms Gerd-Hanne Fosen, Norwegian National Commission for UNESCO, Dr. Peter Stone, English Heritage and Mr Dick Haweza, a teacher at Mosi-oa-Tunya High School.

Finally, we are thankful to Mrs Sibanda for her services as Editor of this report.

A. B. Shankanga
Director
UNESCO Sub-regional Office for Southern Africa

INTRODUCTION

The project *Young Peoples' Participation in World Heritage Preservation and Promotion* was launched in 1994 to introduce, promote and preserve the world's natural and cultural heritage. This project is meant for students in the age group 12 to 18 who are mainly in secondary schools in accordance with the UNESCO World Heritage Convention concerning the protection of the World Cultural and Natural Heritage(1972). The project is being executed through the UNESCO Associated Schools Project (ASP) network. Knowledge about cultural and natural heritage helps young people understand their place in society and build links between past and future. Introducing World Heritage Education in the school curricula gives young people better insight into the relations between human activities and culture and the interdependency between humankind and nature. It also contributes to better understanding of one's own cultural roots, continuity and identity.

In an effort to create awareness in the youth and diffuse information about World Heritage Preservation and Promotion in Africa and input into the World Heritage Education Kit, the First African World Heritage Youth Forum for English speaking countries was organised in Victoria Falls, Zimbabwe from 18 to 24 September 1996. The Forum was attended by teachers and students from 20 countries and was conducted in plenary ,workshops and study tours. In the plenary and workshops both students and teachers learned and discussed the concepts of World Heritage Education, the World Heritage Convention and how the ASP network is being used to implement this project. They were also introduced to the criteria used in selecting a site for the World Heritage List and what it entails to be on that list. A cross-section of sites on the World Heritage List was shown, to illustrate the tremendous diversity of the World Heritage.

Creative workshops for teachers and students were conducted in parallel sessions . Students selected from sculpture, journalism, environmental impact assessment, cultural landscape/music, restoration/conservation. The results of these workshops were later presented to the meeting in plenary.



Participants in plenary

BACKGROUND

Why A World Heritage Education Project

Since every country, irrespective of its size, possesses natural and cultural splendours that it is proud of and would want to gladly share with other countries, there is need to open up a Forum for this debate and exchange experiences. These master-pieces of natural endowment and cultural civilisation constitute common inheritance to be treasured for generations to come for their own sake as unique testimony to an enduring past.

In 1972 the world recognised its responsibility in the preservation and promotion of heritage sites by adopting, through the UNESCO General Conference, the International Convention concerning Protection of the World Cultural and Natural Heritage. This convention has to date been signed by 147 countries and has attracted about 506 outstanding cultural and natural heritage sites in 108 countries (as of December 1996). These sites have been placed on UNESCO's World Heritage List entailing a pledge of international co-operation in efforts to safeguard them. The preservation and promotion of each World Heritage



Site can only be achieved through joint effort by both the international community and the respective local, national, and regional authorities.

Why Victoria Falls

Victoria Falls or Mosi-oa-Tunya (The smoke that thunders) as it is popularly known is one of the World Heritage Sites. It is found near the north-west corner of Zimbabwe on the Zambezi river. The Falls are 1000 kilometres away from the source of the Zambezi River which has its source in a spring on a hill called Kaleni on the border of Angola, Zaire and Zambia. The Zambezi river flows into Zambia through Botswana and along the border between Zambia and Botswana and finally into the Indian Ocean, a journey of 2700 kilometres from its source to the mouth.

Victoria Falls, on the boundary of Zimbabwe and Zambia

The Victoria Falls Town ,900 meters above sea level ,is a kilometre from the Falls covering an area of 57 300 hectares. Dr David Livingstone, an English explorer saw the Falls on 16 November 1855. He is believed to be the first white man to visit the area. On his return to England in 1864 , he publicised the existence of the Falls and other sites like Lake Malawi and Lake Chirwa.

Before the arrival of David Livingstone, the local African inhabitants called the Falls Mosi-oa-Tunya. The mist and spray from the Falls can be seen from a distance and at certain angles one can also see a rainbow.

The first World Heritage Youth Forum held in Bergen, Norway, in June 1995 brought together ASP students and teachers from 30 countries around the world participating in the project. It was agreed after the Bergen Forum to hold regional Fora to prepare and experiment the World Heritage Education Kit that was established in Bergen. It was also agreed that students should be mobilised around the world to champion the preservation and promotion of our heritage in schools and communities. Africa was represented at the Bergen Forum by Senegal ,Zaire and Zimbabwe. The African World Youth Fora were then planned for Zimbabwe and Senegal with Zimbabwe hosting the English speaking countries and Senegal, hosting the French speaking countries.

Victoria Falls was chosen as the venue after consideration was taken of the two preceding Fora that were held at cultural sites in Bergen, Norway and Dubrovnik, Croatia in June 1995 and 1996 respectively. Discussions held tended to concentrate on the preservation and promotion of cultural rather than natural sites.

Victoria Falls offered the appropriate natural heritage elements. The Forum was unique in that it provided both natural and cultural aspects. The cultural aspects emerged particularly from the visit to Livingstone in Zambia.

The World Heritage Preservation and Promotion Project draws up recommendations and experiences from youth rather than from policy makers. It is also meant to cement relations and exchange experiences among continental Youth. The bridges on the map convey the progression from Bergen to Dubrovnik to Victoria Falls and later on to Senegal and other parts of the world.



Linkage forged during the Victoria Falls forum

Left to right: Zimbabwe, Croatia and Norway Student Representatives to the Bergen world heritage Youth Forum (1995)

THE INTERREGIONAL EXPERIMENTAL PILOT-PROJECT

The World Heritage Convention has been in vigour for the past 25 years and a constantly increasing number of cultural and natural properties have been included on the World Heritage List. Today's young people who are tomorrow's decision makers however, are mostly unaware of this important international instrument and the sites which it strives to protect.

The purpose of the project being, above all, to stimulate the interest of the young people for the World Heritage "philosophy", the *raison d'être* of the World Heritage Convention and the actions that arise from it. It was up to each local team to find the most appropriate presentation of the subject.

An Interregional Project to develop World Heritage Education, was launched on an experimental basis within the framework of the UNESCO Associated Schools Project (ASP), and in collaboration with the World Heritage Centre (WHC). On the basis of the courses and materials developed at the national level, UNESCO plans to produce on an experimental basis as of 1997 a multi-functional World Heritage Educational Resource Kit to be diffused internationally with the aim of encouraging the integration of WHE into the curricula world-wide.

The objectives

The objectives of the Project were as follows:-

- i) to sensitize young people to the importance of the World Heritage Convention and the cultural and natural sites in their respective countries and elsewhere which are being protected and promoted under the World Heritage Convention;
- ii) to initiate and/or reinforce teaching about the World Heritage Convention and the listed cultural/natural sites and help produce relevant educational materials adapted to different socio-cultural environments;
- iii) to develop innovative interdisciplinary/pluridisciplinary educational approaches, including extra-curricular activities (e.g. field visits to sites, conduct information campaigns in the community etc.);
- iv) to encourage the preservation of traditional skills (artisans - hand crafts) needed for the restoration and maintenance of cultural World Heritage Sites by awakening the interest for these among children and young people;
- v) to ensure co-operation between participating countries including eight bilateral twinning arrangements in order to exchange information on educational approaches which are being developed and the corresponding teaching/learning material;
- vi) to provide concrete possibilities by which to reinforce young people's sense of responsibility to their cultural/natural heritage and to encourage them to participate actively in their societies' democratic decision making process;
- vii) to promote a dialogue on the importance of cultural and natural heritage between young people as future tax payers and decision makers and the actual decision makers at both the local and national and the international levels;
- viii) to contribute to UNESCO's efforts in preserving the World Heritage cultural and natural properties by helping the young discover the ethical and civilisation messages embodied in these sites thereby encouraging respect of other cultures, particularly in view of the 1995 International year of Tolerance and the 50th Anniversary of the UN and UNESCO (1995-1996).

Twenty five countries were invited to participate in the initial experimental phase of the Interregional project. Priority was given to those Member States of UNESCO which (i) have adhered to the World Heritage Convention and have sites (towns/cities) which participate in the Organisation of World Heritage Cities, and (ii) have active Associated School Project networks. These are:

Croatia	Morocco	Senegal	Argentina
Hungary	India	Nepal	Brazil
Spain	Egypt	Jamaica	China
New Zealand	Zaire	Greece	Cuba
Poland	Zimbabwe	Mexico	Indonesia
Lebanon	Russia	Vietnam	Thailand

The World Youth Forum, Bergen, Norway

Zimbabwe organised a material- writing workshop on the Interregional Project on World Heritage in May 1995 in preparation for the World Heritage Youth Forum in Bergen, June 24 to 28 1995 . Other countries which started experimenting with World Heritage Education independent of this project, participated as well, namely Australia, France, Canada and the USA.

The meeting was organised by UNESCO in co-operation with the city of Bergen, the Norwegian National Commission for UNESCO and other Norwegian authorities, the Organisation of World Heritage Cities (OWHC) and other partners including public and private sponsors. It took place at the end of June, before the beginning of the Second General Assembly of the Organisation of World Heritage Cities which was held from 27 June to 1 July 1995 in Bergen.

The purpose of this gathering was to assess the results of the first phase of the project and to launch an appeal for the world-wide development of World Heritage awareness-building through schools and curricular activities.

As a follow-up to the Bergen World Heritage Youth Forum a series of Youth Fora were foreseen to form an integral part of the development of the second phase of the overall ASP/WHC Interregional Project on World Heritage Education, which aims to develop educational approaches to sensitise and provide skills to young people for World Heritage preservation and promotion.



Zimbabwean Student Representative to the Bergen world heritage Youth Forum (1995).

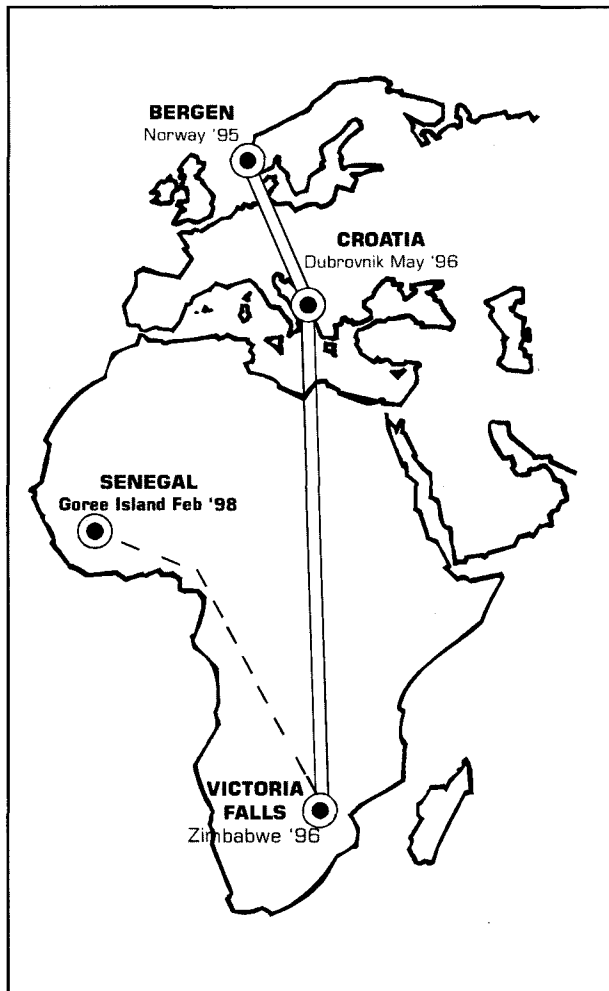
The European Youth Forum

The first European Youth Forum was held in Dubrovnik, Croatia, 25 to 31 May 1996. The teachers discussed mainly the production of multi-functional World Heritage Educational Resource Kit, and worked on the results achieved during the World Forum in Bergen in 1995, while students participated in creative workshops - restoration, Internet surfing, photography, journalism, architecture etc.

The World Heritage Youth Forum for Africa, Victoria Falls, Zimbabwe September 1996

This is the second Regional Youth Forum in the Interregional Project organised by UNESCO (ASP Unit, WHC and UNESCO Harare) in collaboration with the Norwegian National Commission for UNESCO and the Zimbabwe National Commission for UNESCO and sponsored by NORAD and the Rhone Poulenc Foundation . Through this Forum the UNESCO Interregional project, will be extended to 23 countries in the region.

The results of the European Forum were discussed during the teachers' workshop at the Victoria Falls Forum which will be followed by a Forum for French speaking Africa and will be held in Senegal , tentatively in February 1998. The success of the overall Interregional Project depends largely on effective co-ordination at both the national and the international level.



National Level

Each participating country through its National Commission for UNESCO designated a Focal-Point (or co-ordinator) whose responsibility was to:

- i) form the team and conduct the project;
- ii) identify the ASP schools best suited to participate in the project;
- iii) ensure liaison with the country's experts in World Heritage matters (e.g. members of the national branches of International Committee of Monuments and Sites (ICOMOS) ,International Union for Conservation of Nature (IUCN) etc., specialist in history, geography, architecture)
- iv) assure co-operation with the municipal administration of the country's World Heritage city/ cities;
- v) assure regular contacts with the UNESCO World Heritage Centre, the Associated Schools Project and the nearest Field Office or UNESCO Representative in the region;
- vi) assure regular contacts with the Focal Point/ co-ordinator of the country whose schools will participate in the twinning arrangement.

International Level

At UNESCO the entire project was co-ordinated jointly by the ASP unit of ED/HCI (contact person: Ms Elizabeth Khawajkie, Co-ordinator UNESCO Associated Schools Project) and (contact person: Ms Breda Pavlic, UNESCO World Heritage Centre) in co-operation with other UNESCO units and Field Offices.

The Norwegian National Commission for UNESCO (contact person: Mrs Ingunn Kvisteroy, Deputy secretary-general) and the Bergen municipal administration (contact person: Ms Siri Myrvoll, Director of Heritage Management) were UNESCO's main partners in all matters concerning the overall project, in addition to being the main co-ordinators in Norway.

BIRTH OF "PATRIMONITO"

Unlike most kids "Patrimonito" was not born at home or in a hospital but in a workshop at the First World Heritage Youth Forum held in Bergen, Norway in June 1995. Also "Patrimonito" does not have just 2 parents but was given birth by young people from all over the world. The name "Patrimonito" comes from the Spanish word "dear little heritage protector". Patrimonito resembles the World Heritage Logo and is a young World Heritage promoter and preserver. All students taking part in UNESCO World Heritage Education Project are considered to be "Patrimonitos" (boys) or "Patrimonitas"(girls).

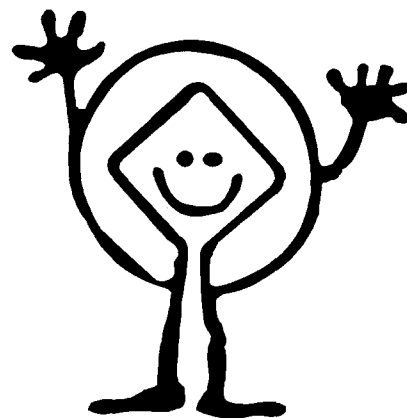
Friendship forged during Victoria Falls Forum

The World Heritage Youth Forum for English speaking Africa enabled Patrimonies to make friends and strengthen friendships created. On the other hand, teachers explored the possibility of making twinning arrangements. The presence of Audrey Ngozo, Rodwell Mabaera, Ingvild Grande and Ivan Vigen provided a link between the Bergen, Dubrovnik and the Victoria Falls Fora.

Common Sentiments

There was consensus among the participants that there was need to preserve and promote the natural and cultural heritage. It was observed that Africa had a lot to offer in terms of natural and cultural heritage. A recommendation was made to the effect that World Heritage holiday camps be held at local national or World Heritage Sites .

Participants were inspired to put their efforts towards the success of the Forum by the presence of senior UNESCO officials. The presence of the UNESCO Director-General, Professor Federico Mayor at the opening ceremony showed the importance attached to World Heritage Education by the organisation. Additional motivation was provided by the personal involvement of UNESCO Paris staff viz. Ms. M Perers, Ms E. Khawajkie, Ms B. Pavlic in the various activities executed during the Forum.



A cake depicting the Patrimontio symbol

STUDENTS CREATIVE WORKSHOPS

To acquire deeper understanding and knowledge of certain aspects of heritage, students chose among various creative workshops:

1. Ecological analysis Workshop -

Resource Person - J. Wohlers (Zimbabwe)

(a) Objectives

- i) To understand better issues relating to the sustainable use of natural resources
- ii) To learn techniques of conducting ecological impact studies on World Heritage Sites
- iii) To acquire new observation/analytical skills for World Heritage protection
- iv) To make proposals for ways and means of preventing ecological deterioration of World Heritage Sites.

(b) Activities

After having learnt and discussed how to conduct Environmental Impact Studies the students made their own studies at: Elephant Hills Hotel, Victoria Falls Safari Lodge, Caravan Park, a sewage pond, a refuse dump and the tourist market. The result of the Environment Impact Studies were that human activities impact negatively on the environment through pollution and destruction of flora and fauna.

(c) Comments from workshop Participants

- i) 15 year old Shi Shi Yueck (Zimbabwe) noted the following:
"The tour was very educative. Africalife 1sites are beautiful but human activities have contributed to the destrution of flora nnnd and fauna, especially through pollution. Youths should be aware of what human activausing to the Heritage sites and environment".
- ii) 16 year old Tendai Ndanga (Zimbabwe) stated that:
"Everyone should avoid activities that will damage the ecosystem, or have a negative effect on our heritage sites. Governments should create awareness of this through public education, use of posters etc."

(d) Observations

This was one of the most energetic groups and they covered areas such as the Falls, the National Game Park, Victoria Falls sewage ponds and dumping site . In each of these sites the students noted down their observations on a form that was designed by their resource person.

- i) National Game Park

At the Game Park students noted down the behaviour of animals, their habitat, their reaction when approached by people and their feeding pattern. They also observed that due to new buildings coming up in Victoria Falls Town, animals had changed their usual routes to the Zambezi river where they drank water. Some building structures had

been put up on the routes of these animals thereby forming frontiers. The existence of a town within walking distance of a National Game Park has also changed the behaviour of animals such as kudus and baboons that could now live with noise.

ii) Sewage Ponds and the Dumping Site

The sewage ponds of Victoria Falls Town have pervaded the air around with a bad smell. They have attracted aquatic life in the form of a crocodile and provided manure and water to the vegetation around thereby transforming the surrounding environment. The vegetation around the sewage ponds is lush green. The dumping sites have become a popular scavenging ground for people, baboons and birds. The vegetation around these sites has been burnt by fire from the dumping sites. Birds, animals and people sometimes receive burns from the fire.

iii) The Falls

The Environmental Impact Analysis group visited the Victoria Falls with a view to assessing the impact of tourists to the site. The group found out that the number of visitors coming to the site was becoming more than what the environment around the Victoria Falls can sustain. The visitors were destroying the grass since they could no longer be accommodated on the available walking paths. The problem of littering was also slowly getting out of hand with the available bins always filled to the brim. However, the group was impressed with the wooden material used in making the bins and also the barriers to protect people from falling into the gorge. This wooden material blended well with the environment.

iv) Visit to some Town Sites

The group also visited the camping site, curio shops and the banks of the Zambezi river where boats are anchored. Their findings from all these visits were environmental disturbances of high magnitude, from boats and sometimes curio making.

2. Cultural Landscape/Music Workshop

Resource Persons - D. Haweza (Zimbabwe)

- M. Perers (UNESCO Paris)

(a) Objectives

- i) To understand the concept of cultural landscape
- ii) To learn about the cultural heritage of the Victoria Falls
- iii) To learn about the traditions, values, norms and music of the people in and around Victoria Falls
- iv) To prepare and perform a dance from Victoria Falls Town.

(b) Activities

The Cultural Landscape working group visited the cultural village to learn and discuss the importance of cultural landscapes, a World Heritage category that illustrates the interactions between people and the natural environment and oral tradition. The participants enjoyed listening to talks on Tonga traditions, values and societal norms from the Mosi-oa-Tunya region. They were also exposed to the music and various dances, which are synonymous with the Victoria Falls locality. With the assistance of local music and dance groups, the participants performed captivating dances, played some traditional musical instruments and sang traditional songs.

(c) Comments by participants

Fred Apolot (Uganda) had the following comment to make:

"Oral traditions give rise to questions. Young people can, through oral traditions, gain a good understanding of how their people lived. Asking elders politely about what occurred in the past will equip us with enough knowledge to transmit culture and tradition to other generations".

(d) Observations

The music workshop was unique in that it included local elderly people who were helping the youth in their workshop by leading the singing and beating of drums. A line from one of their songs went like this:

“Pray for me a little, grandmother. Oh yes, oh yes, pray for me a little”.

This song was being sung in Ndebele, one of the languages of the Victoria Falls inhabitants. The song’s message is that of maternal love.

There was great enthusiasm from the youth in learning this song and a challenge for foreign students to sing in the local language. Their difficulties included among other things pronunciation of local words .

Drum beating was another art that some were very keen to master and at the end the majority in the group mastered the basics . As a result the group gave a music and dance performance for the other Forum participants. The idea of the music workshop according to Cephas Mlilo, one of the local elderly cultural group leaders, was to “teach the young people about culture through music because culture does not die, it can only be wounded”.

3. Sculpture/Art Workshop:

Resource Person - R. Sililo (Zambia)

(a) Objectives:

- i) To acquire new skills in the art of wood carving
- ii) To reflect on the role of art in promoting World Heritage

(b) Activities

Workshop participants found the Sculpture/Art workshop fascinating albeit encountering difficulties in carving, using chisels and mallets. There was a sense of achievement and pride when at the end of the workshop, budding artists and sculptors had beautiful wooden carvings and portraits on display.

(c) Comments from workshop members

Nuno Remane (Mozambique) remarked that

“.....The work is interesting but difficult. Would like to be a good sculpture artist”.

(d) Observations

The sculpture workshop focused on activities in Art and Craft. The young Sculptors produced marvellous drawings of dwelling units and carved statues of people. Although they had a shorter session than the rest of the other workshops and only three participants in their group, two boys and one girl, their enthusiasm kept them at par with the rest.

4. Restoration/Conservation Workshop:

Resource Person - L. Matereke (Zimbabwe)

(a) Objectives

- i) To appreciate the role that archaeology plays in the conservation of the cultural heritage.
- ii) To learn and appreciate skills and techniques used in documenting information at cultural World Heritage Sites
- iii) To appreciate and understand better the natural and human factors threatening the cultural heritage at World Heritage Sites
- iv) To come up with proposals on how the tangible cultural heritage on World Heritage Sites can be preserved

(b) Activities

The thirteen students were introduced to the discipline of archaeology, its aims, operations, its interrelationship with other scientific research disciplines and the nature of archaeological evidence. Participants developed an increased awareness of the existence of abundant material culture both on and within the earth's surface.

Both the Patromonitos and Patrimonitas appreciated the value of this cultural heritage and expressed concern over its destruction through various factors such as ignorance, vandalism, cultural conflict, tourism, agriculture wars and natural deterioration. It became apparent to the workshop participants that both the young and the old in today's society had a responsibility to put preservation measures in place to save this heritage from further destruction in which the human element is quite prevalent even at World Heritage Sites.

i) Surveying for archaeological indicators on the surface

The participants carried out a mock survey near the hotel grounds. They were thrilled to have a practical experience in field survey, a technique used by archaeologists in their systematic examination, recovery and recording of artefacts found on the surface in areas threatened by continuous destruction such as fields.

ii) Mock Excavation

The mock excavation was the highlight of the workshop. The students were exposed to the archaeologists' tools for the first time. The excavation stimulated a very interesting discussion and the survey and excavation developed the participants' appreciation of archaeology.

iii) Archaeological Detective Games

The students played the archaeological detective games in order to fully understand the nature of archaeological evidence. Through these games the participants came to appreciate that some archaeological techniques such as excavations are essentially destructive hence the need to be accurate and observant.

c) Workshop Appeal

Appreciative of the importance of the material culture as embedded in the sites and monuments in different countries of Africa and the need to conserve this heritage for the benefit of the present and the future, participants to the Conservation Creative Workshop raised among others the following concerns:

- African governments need to legislate pre-development archaeological impact assessments binding developers from destroying the archaeological records
- Africa needs to step up it's efforts in educating its people about the importance of the heritage through:
 - *heritage education outreach programmes in schools*
 - *introducing heritage education in the school curriculum at all levels*
 - *public education drives through both the print and the electronic media*
- African countries need to control tourism at their World Heritage Sites.
- ASP schools in African countries should exchange information on the cultural heritage sites in their countries.

The participants came up with the following as their workshop slogan "DIG INTO OUR HERITAGE".

5. Journalism/Creative Writing Workshop -

Resource Persons - *B. Pavlic (UNESCO Paris)*
 - *G.H. Fosen (Norway)*

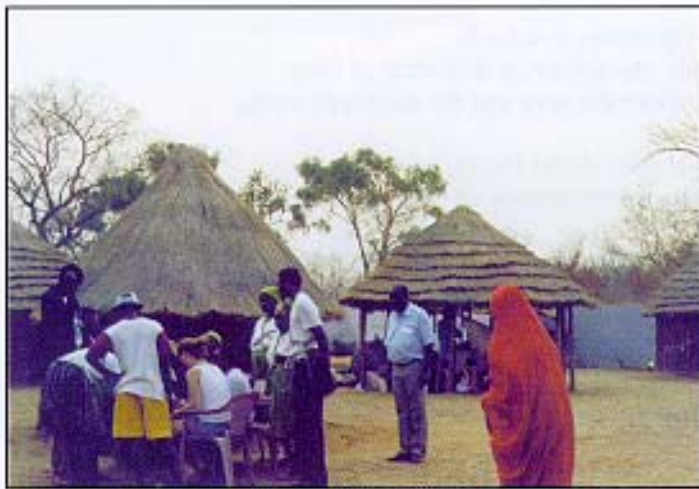
(a) Objectives:

- i) To develop writing skills to promote World Heritage
- ii) To contribute to the "Patrimonito" Forum Newsletter
- iii) To write an essay on Patrimonito's stay in Victoria Falls

(b) Activities

Participants enjoyed interviewing other African World Heritage Youth Forum participants. They wrote about their experiences, read and summarised speeches. A lot of effort was put into the successful production of an informative Patrimonito Newsletter. The newsletter provided detailed coverage of activities that took place during the week long Forum.

PHOTO: *Students in Creative Workshops*



COUNTRY PRESENTATIONS

It was established during country presentation sessions that every country had a number of cultural and natural heritage sites although only a few of them were listed on the World Heritage List. There was consensus that all heritage sites needed care and preservation regardless of whether they appeared on the World Heritage List or not. Owing to the large number of presentations made, it is not possible to feature all articles presented. Therefore, a few excerpts which epitomise the general thrust of the country presentations will be used.

GHANA - WORLD HERITAGE

World Heritage is divided into two main groups, viz. "Tangible and Intangible". The tangible World Heritage are the cultural, historical and natural heritage sites and monuments which we can touch and feel, such as Museums, Forts and Castles, Traditional Buildings, Wild life and National Parks, etc. The Intangible World Heritage are folk stories/music, dances, customs, festivals and performing arts.

UGANDA - YOUTH AND WORLD HERITAGE

It is important for the youth to play an active role in protecting the heritage sites otherwise the future generation will never have a chance to appreciate the contributions of their forefathers to peace and development.

NIGERIA - HERITAGE PRESERVATION

Heritage in schools reflect heritage in the communities where the schools are located. Among the many problems facing the world today, the one that indisputably affects humanity as a whole is that of protecting the environment. The World Heritage needs to be preserved for posterity and also for tourism.

ZAMBIA - WHY WE PRESERVE OUR WORLD HERITAGE

- i) To protect the wild life from extinction
- ii) To protect or keep the traditions from being eradicated so that the next generation can benefit from it
- iii) To improve the standard of living through financial gains from tourism
- iv) To minimise air, land and water pollution

ZAMBIA - HOW CAN ASP SCHOOLS/UNESCO CLUBS ASSIST IN THE PRESERVATION OF OUR CULTURAL AND NATURAL HERITAGE

- i) By reviving some traditional ceremonies
- ii) Through promotion of music, dances, community celebrations, story telling and cultural tourism
- iii) Cultivating love and interest of the heritage at a very early age
- iv) Starting resource centres for provision of audio visual materials
- v) Through international exchange programmes

KENYA - PROMOTIONAL ACTIVITIES FOR WHC

- i) Publication in English and French of brochures with colour illustrations
- ii) Production of leaflets and colour posters
- iii) Contributing articles to UNESCO periodicals
- iv) Production of radio and television programmes
- v) Mounting photographic exhibitions in interested UNESCO ASP member countries
- vi) Campaigning for the issuing of commemorative postage stamps

ZIMBABWE - ASP SCHOOLS FINDINGS FROM STUDY OF ROCK PAINTINGS

Basic themes of Rock Art

- distinction between bush and village settlement
- relationships between sexes
- the struggle of man to control natural/supernatural forces

Typical scenes in Rock Art

- i) Warfare
- ii) Hunting
- iii) Mythological subjects

Possible liquid ingredients used in paints

- i) Blood
- ii) sap
- iii) animal fat

Colorants

- i) Iron oxides Hematite (red)
- ii) Manganese Limonite (yellow) ochres
- iii) Organia (purplish - red)
- iv) Clay

Style sequence of rock art

1. Monochrome animals in silhouette with "stick" figures
2. Complex, with outline detail and filling in of figures
3. Animals outlined, with detailed human forms
4. Polychrome, with lots of animals and white pigment

FIELD TRIPS



Some of the field trips undertaken by the Forum Participants.



The first African World Heritage Youth Forum would have been incomplete without a visit to the world famous Victoria Falls. There was a consensus amongst Forum participants that this World Heritage Site is a spectacular natural wonder and that it is being well cared for. Appreciation of the beauty of nature was consolidated by an educative tour of Spencer's Creek crocodile farm and a boat cruise on the tranquil waters of the mighty Zambezi River. Fauna observed included elephants, giraffes, duikers, wildebeests, zebras and warthogs.

Victoria Falls Craft Village

A visit was paid to the Victoria Falls Craft Village which operates under the theme "Traditional Living in Zimbabwe". The craft village depicts the customs of the diverse ethnic groups found in Zimbabwe. Tour guides were able to explain quite clearly the functions of various cultural artefacts as well as the rationale behind ethnic customs and beliefs.

Victoria Falls(Zambian Side)

The view of the Falls from the Zambian Side gives a feeling that the Falls may one day be a tale of the past .

The low water levels in the river, caused by erratic rainfall patterns in the Southern Africa sub-region and a high rate of siltation of the Zambezi River did not look promising. There were sights of deep gorges, an indication that the Falls have "migrated" inwards.

Chipala Village

At Chipala Village, Forum participants were enthralled by traditional dance ensembles who treated them to a repertoire of ethnic dances. Traditional meals were also on offer.

Zambia

The participants visited the Victoria Falls Field Museum, the Victoria Falls, the Livingstone Museum, the National Game Park and Mukuni Village. The idea was to expose students to cultures separated by just a river and to afford them the opportunity to appreciate the difference in these cultures.

The National Game Park

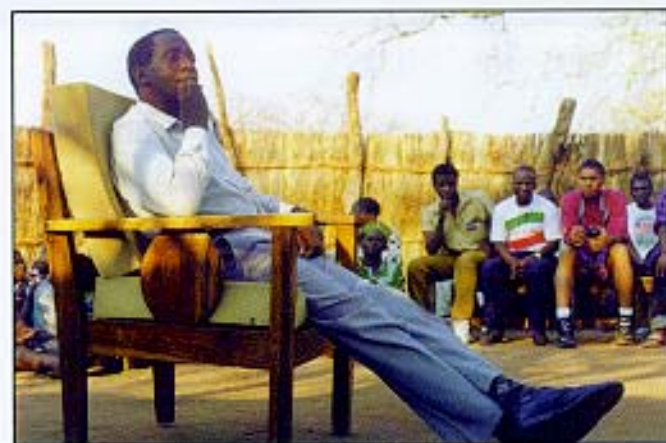
The site of the park was disappointing as there were trails of damaged vegetation by elephants. It is important, therefore, to cull elephants to manageable numbers. For example the manageable elephant population for Zimbabwe is estimated at 25 000 but it is believed to have more than 75 000 elephants. It is, therefore, not surprising to find such over population of elephants virtually destroying the environment.

Livingstone Museum

Livingstone Museum is one of the best and biggest in the Southern Africa Sub-region. It holds a wide collection of historical material and has very educative inscriptions on all that is found in it. It also has profiles of past and present high ranking Zambian politicians and the history of Zambia prior to and after independence in 1964.

Mukuni Village

The area along the Southern and Northern bank of the Zambezi river close to the Victoria Falls is inhabited by local African peoples of the Lozi, Tonga and Nambiya origin. Mukuni Village, occupied by a Tonga-speaking people, the Toka-Leya, is one of those villages situated close to the Falls. The village is about 10 kilometres from the Falls off the road to Livingstone on the eastern side of the road. The visit to Mukuni Village marked the climax of the visit to Zambia by the Youth Forum participants.

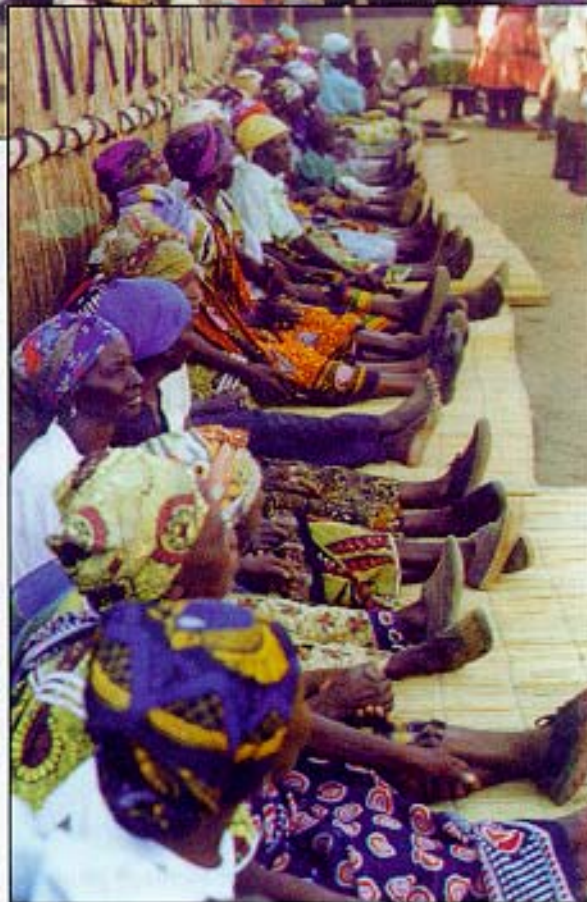


Chief Mukuni

Chief Mukuni and his people maintain their cultural tradition and values despite the influence of European culture from tourists to Victoria Falls. The Village follows traditional, political, social and religious structures at the head of which is the Chief. The Chief, whose reign is by inheritance, is a well educated man who commands a lot of respect from his people and Government. He is committed to serving his people as evidenced by sacrificing his job with British Petroleum to take up chieftaincy.

An economist by profession, Chief Mukuni is a humble man, who is tolerant of other people's cultures and is courageous and selfless in serving his people. Chief Mukuni is a man of rare character. He is a man who stands to save his culture and the environment without giving too much consideration to economic gains. At Mukuni Village, Forum participants were welcomed

and entertained with a display of openness and affection which was typical of the whole Forum. The Chief's respect for and tolerance of all participants' cultures, strong commitment to his own culture and his easy diplomatic style inspired teachers to re-double their efforts to work for greater understanding between peoples through World Heritage Education.



DANCERS FROM MUKUNI VILLAGE

FIELD TRIPS OBSERVATIONS

Panel Discussion Between Students and Teachers

A panel discussion between students and teachers was held the day after the visit to Zambia. The students were asked to give their observations of the study visits arranged to sites and museums in both Zimbabwe and Zambia. They were asked to compare the visits and to suggest ways of improving the facilities and resources available to visitors. This was to be done in the form of open discussion focusing on the facilities that they would like to see at such sites and museums to help visitors better understand what they were seeing and the need for the protection of the world's cultural and natural heritage. The discussion touched on many aspects of World Heritage Education. The students had been tremendously impressed by Chief Mukuni's commitment to protecting his heritage and gained a new understanding of the spiritual significance of a natural site that is perceived by too many visitors simply as a tourist attraction.

"I believe the cultural traditions we had before were actually splendid"
remarked Ambrose (Zimbabwe)

The students were very concerned with having adequate tourist facilities that complimented rather than diminished the sites.

"Victoria Falls demands more respect than it is given. Tourism has to be controlled in a better way"
Freddy (Uganda)

It was emphasised throughout the discussion that participants were a very privileged group to have been brought together and to have seen so much together. It was recognised that participants had a responsibility to take what they had learnt back with them to their schools, families and communities so that the message of World Heritage Education could be spread.

"The most important thing is that we have to share to each other at school when we get back. Let us share the pride that we feel" Sarah (Zimbabwe)

The panel discussion made participants realise that there were many aspects of World Heritage Education that were not simple. An example was the return of cultural property to the country of origin. They appealed to the countries concerned to return these objects to the countries of origin. They further appealed to the latter countries to take the necessary steps with UNESCO's assistance to conserve and preserve the objects concerned on their return.

"Why were things taken out of the country to England? What can we do?"
Freddy (Uganda)

The effect of the Forum and in particular the visits to Victoria Falls and Mukuni Village made a huge impression on all participants.

"I cannot describe it. You would have to open my heart to see it"
Seida (Ethiopia)

The impression that Chief Mukuni had made on participants was obvious throughout the discussion and from the many contributions from the floor. It was agreed that most of the qualities that were seen in the Chief were those that they hoped Patrimonitos would develop in the years to come.

Proposed Profile for "Patrimonito"

In addition to being a Young World Heritage Promoter and Preserver, the students felt that Patrimonito should also

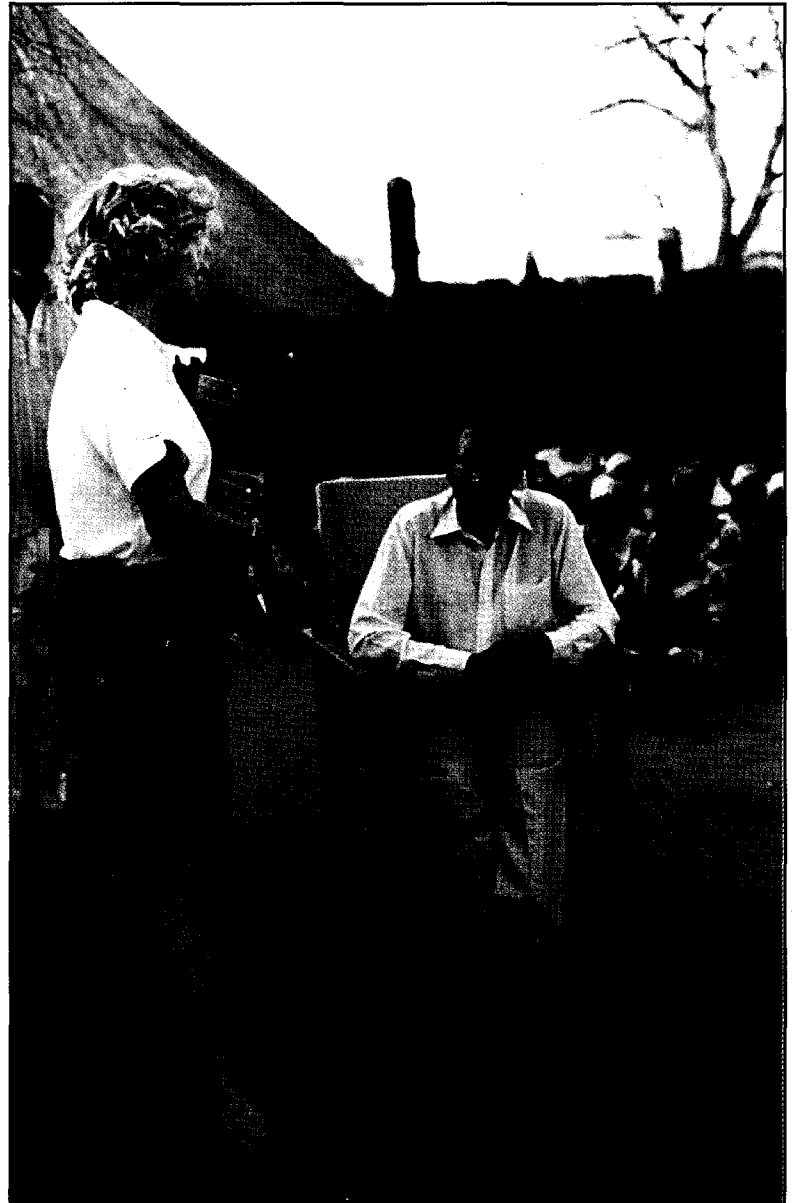
have many of the fine qualities which they found in Chief Mukuni during their visit to his village. Students should strive to be:

- peaceful
- respectful and to be respected
- humble
- tolerant
- courageous
- unselfish
- confident
- educated
- dynamic
- sober
- diplomatic
- intelligent

and they should:

- listen to everyone and try to answer all questions
- try to be good teachers
- defend and promote their cultures

Ms. Elizabeth Khawajkie presenting books on World Heritage to Chief Mukuni.



STUDENTS APPEAL

“We, the youth of Africa, have met at the UNESCO World Heritage Forum for Africa in Zimbabwe (18-24 September 1996). During this week, we have discovered just how important it is to conserve and preserve our heritage. Our appeal to you is to help us carry this heritage into the future. We “Patrimonitos” are defenders of World Heritage and the leaders of the future. We want to spread the great pride we have in our African heritage to all members of our generation. Though we are many, we need your support. We believe that together we can preserve and promote the legacy of our natural and cultural heritage”.

The students resolved :

- To involve and educate their communities on the importance of their heritage
- To introduce in their education at an early stage an awareness of world heritage. They also appealed for help in organising traditional culture oriented events like workshops and seminars
- That authorities should be able to control the number of tourists visiting heritage sites, and encourage a respect for their value.
- To restore chiefs' powers.

Patrimonitos participating in the creative writing workshop viz, Ingvild Grande, Ambrose Tinarwo, Ivan Viden and Seida Tahir, emphasised the importance of the appeal through the following message to their colleagues:

“Words alone cannot help us preserve any cultural or natural heritage sites. We need to take action. Politicians are the ones who decide where and when to build roads, houses and other infrastructure. The entire development of our society is in their hands. If they seem to forget about the importance of preserving and caring for the environment, we, the Patrimonies, can remind them of the fact through writing an appeal for co-operation from local and central government. By this means we can directly influence the preservation of our heritage.”

THE WORLD HERITAGE EDUCATION KIT



PHOTO: *Teachers Plenary Session.*

TEACHERS RECOMMENDATIONS

All the teachers who attended the first ASP/WHC African World Heritage Youth Forum mindful of the following quotes:

“When an old man dies a whole library burns down”

“World Heritage is a treasure for life”

“A country without heritage has no future”

resolved to:

- i) Actively support and participate in the UNESCO ASP/WHC World Heritage Youth Project.
- ii) Commit themselves to the ideals of identifying, protecting, preserving and promoting World Heritage Sites and Monuments for prosperity and overall benefit.

The teachers discussed various techniques for incorporating World Heritage Education into the curriculum. These included multi-disciplinary and integrated approaches using local and familiar examples of World Heritage Sites as teaching contexts with which students could readily identify.

The teachers acknowledged that World Heritage Education is a process beginning with techniques for enhancement of student sensitivity and awareness, learning about the World Heritage Convention and fieldwork planning. Examples were given of project and exploration based teaching

approaches perhaps involving student choice to enhance their involvement and “ownership” of their work. Discussions were held on techniques which would help clarify the values of parties in World Heritage issues such as tourism and development.

World Heritage Education is an entry point that gives students the attitudes, knowledge and skills to empower them to play a more active role in preserving heritage in their own communities. In particular the discussions concentrated on the following aspects of the Kit:

(a) **The Convention**

The teachers agreed that teaching about the World Heritage Convention starts with sensitising students to their local, national and regional (African) heritage and gradually widening the perspective to the global (World) heritage. Through studying and visiting local sites basic knowledge of the Convention may be introduced:

- the World Heritage List;
- the World Heritage Committee;
- the World Heritage Fund; and
- challenges facing nations and peoples of the world in implementing this international legal instrument.

The judicial aspects of the convention must be underlined and related to local management and national laws. An essential objective of teaching about the World Heritage Convention is to promote students’ ability to assess the value of the local as well as their global heritage. It was only necessary to adopt the Convention because of humankind’s inability to preserve their heritage. Considering the serious threats facing the World’s Heritage it is vital to make young people work to preserve heritage. Teaching students about the criteria for nominating and then placing sites on the lists enables them to appreciate the unique qualities of the sites.

(b) **Identity**

It was agreed that an understanding of identity is crucial to World Heritage Education. Only through identification with and understanding of the cultural aspects of their background can students develop respect for and commitment to their heritage - cultural as well as natural. The key word is “belonging”. By respecting their traditional cultural values students will work to preserve their heritage and appreciate the heritage of others. Teaching World Heritage and identity includes site visits that concentrate on social, religious, indigenous, historical and political topics and inviting resource persons (elders) to the school and documenting their stories.

(c) **Tourism**

Tourism is an important and essential part of the world economy and of the economies of all of the countries. However, tourism frequently exploits local people and often misrepresents the very culture that it claims to be explaining while at the same time it often contributes to the deterioration of both natural and cultural sites. Authorities responsible for the development of tourism should work closely with local communities and promote responsible sustainable tourism that will lead to better mutual understanding and to the long term protection of the world’s natural and cultural heritage. Tourism venues and businesses should also work with local schools to enable students to visit and learn more about their natural and cultural heritage. For example,

sites could give free or reduced admission to educational groups and provide interesting and suitable information and literature; students could produce written information about sites; local businesses could sponsor transport for visiting sites and museums and allow schools access to computer technology including the Internet; and local and national media could offer air time for covering heritage education.

(d) A Culture of Peace

The teachers regarded this as an important topic for World Heritage Education and students should be reminded of the Preamble of the UNESCO Constitution which reads:

“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”.

Students should be invited to define and discuss what peace means to them. In order to establish the relationship between peace and World Heritage, teachers could show posters or videos of World Heritage sites representing peace/war or tragic historical events (e.g. Goree Islands, Senegal) as well as the impact of war on World Heritage sites (e.g. Dubrovnik, Croatia). Students should conduct research on peace related issues such as the relationship between humankind and nature.

(e) Environment

All students should be aware of extracts from Agenda 21 (a major recommendation from the United Nations 1994 Rio Earth Summit) in order that they may learn more about the critical issues facing World Heritage Sites - especially natural sites.

Human impact on the environment has become so great, and damaging, that all students must be sensitised to the potentially catastrophic nature of this threat. As a species human beings seem to have lost the understanding of the inter-relationship between people and nature; that man cannot exist without taking care of the natural environment. For example, students should study the impact of water/air/soil pollution and the “greenhouse effect”.

Students should develop these ideas in a number of ways including identifying natural World Heritage Sites on a map, puzzles, debates, quizzes, poems and art work. Furthermore, students could assist in awareness campaigns reaching out to the general public.

(f) Sites and Museums

The idea of visiting sites and museums as part of the school curriculum is of enormous value. This should not be put off by the common lack of financial resources every effort must be put to raise funds to enable site and museum visits to take place.

It is by actually visiting sites and museums, seeing the real physical remains of the past at first hand, that students begin to understand the value of preserving their natural and cultural heritage and begin to accept the responsibility for doing so.

In Africa, heritage is concerned not only with physical remains but also with the beliefs and traditions of the ancestors and communities. These beliefs and traditions are unique to Africa and they have significance for all people as they move into the next millennium.

Those responsible for the natural and cultural heritage should accept the extra responsibility of providing information and interpretation for students, linked wherever possible to curriculum subjects in order to help and encourage the educational use of museums and sites.

Site managers, teachers and students should work together and form an irresistible force for the protection of heritage. The teachers agreed to follow up the students after visits to sites and museums in the classrooms and in extra-curricula activities.

(g) Role play

Role play and simulation are useful approaches for teaching World Heritage. These include peaceful resolution, reviving the past, within a site setting, dramatising literature and students' texts. The teachers also proposed an African example to be included in which dancing, singing and telling stories provide an alternative to a role play with a dialogue.

(h) Resource material

It was agreed that the Kit should contain the World Heritage Map, a brief description of all sites, the list of properties included in the World Heritage List, the dates of State Parties, laminated photos of World Heritage Sites, transparencies and posters concerning the issues of World Heritage Protection. It was also suggested that the Kit should contain promotional material such as mugs, badges, World Heritage stickers, pins, T-shirts and caps. It was also proposed that UNESCO should produce and send Patrimonto T-shirts to all participants so that they can be used as a prototype and be reproduced locally/nationally for the World Heritage Education Project.

The teachers agreed that the main challenge was to introduce and incorporate World Heritage Education at all levels in all schools, for all students around the world. For Africa, the teachers envisaged the following strategies to be implemented within both formal and non-formal education in order to reach this ambitious and long term objective:

- (i) On a short term basis
 - to encourage teachers to use an integrated approach across a range of subjects under the single theme or context of World Heritage;
 - to sensitise schools by wearing World Heritage T-shirts and badges, etc.
 - to strengthen the Associated School Project (ASP) network in their own countries and use the network to consolidate the place of World Heritage Education in formal and non-formal education.

- (ii) On a medium term basis
 - to create national and sub-regional World Heritage Education task forces including teachers, curriculum developers, teacher training colleges and ministries;
 - to develop educational packages on individual sites by students;
 - to promote adoption of sites by schools;

- to sensitise site and museum guides, parents, local communities and developers to the importance of preserving World Heritage; and
 - to promote the monitoring of World Heritage Education through mobile teaching teams which can help extend World Heritage Education to other schools.
- (iii) On a long term basis
- to ensure the inclusion of World Heritage Education in all formal curricula and examinations;
 - to ensure the inclusion of World Heritage Education in as many aspects of non-formal education as possible.

The teachers recommended :

a) **National Level**

-that all teachers present at the Forum report back on the results and conclusions of the Forum to their schools, local communities, local and national television and/or radio, UNESCO National Commission and relevant Ministries.

-the identification of a national focal person for the World Heritage Youth Project who should:

- * identify Associated schools to take part in the project.
- * provide technical assistance to school projects
- * provide reports and/or newsletters, nationally/sub-regionally/regionally
- * identify pilot project schools to test the UNESCO World Heritage Education Kit;

-the organisation of national workshops on ASP and the World Heritage Youth Project to:

- * organise visits to sites or places of special interest.
- * adopt sites in close co-operation with site managers.
- * organise National World Heritage Youth Fora
- * organise national competitions for the development of World Heritage posters.

b) **Regional Level**

- * the organisation of World Heritage quiz contests by UNESCO National Commissions through sub-regions (the first prize of which could be travel to a World Heritage site in a neighbouring country)
- * the development of an African World Heritage calendar
- * the preparation and production of teaching materials on the countries' exceptional places of interest
- * the production of notebooks, writing pads, pencils etc. with slogans such as "Protect our World Heritage" or "World Heritage is a treasure for life".

c) **International Level**

- * UNESCO to produce stickers or other promotional material in order to raise money for school projects.
- * UNESCO to produce World Heritage games based on the idea of snakes and ladders

SUB-REGIONAL ENVIRONMENTAL EDUCATION/WORLD HERITAGE EDUCATION PROJECTS

Organisers took advantage of the Forum to talk about two pilot projects to be conducted within the framework of the UNESCO Associated Schools Project as a follow-up to the Youth Forum. These Projects are the Zambezi River Basin Project and the Indian Ocean Project.

ZAMBEZI RIVER BASIN PROJECT

This project aims to make students more aware of the problems facing the Zambezi River Basin and to involve them in seeking and applying appropriate solutions including the preservation of the Mosi-oa-Tunya World Heritage Site. The first phase will include Associated Schools in Malawi, Mozambique, Zambia and Zimbabwe. Schools in each country will conduct experimental projects, exchange their views and results through the publication of new teaching materials and a Project Newsletter, plan and participate in joint activities and events for both youth and teachers. Partners such as the Zambezi River Society in Harare will be invited to collaborate. For the first two years (1996-1998) Malawi will ensure the regional co-ordination of the Project.

INDIAN OCEAN PROJECT (IOP)

The IOP was launched at the First Planning meeting held in Mauritius from 15-17 July 1996 and attended by Comoros, Madagascar, Reunion, St Brandon and Agalega and Seychelles. The project will mobilise students to reflect on the major threats facing the Indian Ocean such as textile industries, hotels and tourism, sewage waste, land erosion, maritime travel and deterioration of coral reefs, etc. Students will be encouraged to find solutions by taking concrete action. The preservation of World Heritage sites will be an integral part of this Project which will be co-ordinated by Mauritius.

It is hoped that similar sub-regional projects will be conceptualised and launched in other countries represented at the Forum.

SUMMARY OF PLENARY SESSIONS PRESENTATIONS

UNESCO ASP- Ms E. KHAWAJKIE - HUMANISTIC, CULTURAL AND INTERNATIONAL EDUCATION(UNESCO PARIS)

Reference was made to the multiplier effect of the Associated Schools Project. Efforts were underway to more than double the current number of ASP institutions. It was pointed out that there had been more European ASP institutions due to the proximity of UNESCO Headquarters. Decentralisation of ASP activities to field offices has been very helpful. The increase in the number of African institutions has been attributed to a decentralisation thrust currently underway. The increase in the number of African ASP institutions was recognised by the handing over of nine ASP membership certificates by the Director General of UNESCO, Mr Federico Mayor to the Minister of Higher Education and Chairman of the Zimbabwe National Commission for UNESCO, Dr Ignatius Chombo during the inaugural opening of the Forum. Mention was also made of the **Culture of Peace Festivals** and competitions such as the one entitled **“What it takes to be a good teacher”**. Attention was also given to the four main themes of study in the ASP programme, viz: World concerns and the United Nations system; Human rights and Democracy; Intercultural Learning; Environment Issues.

WORLD HERITAGE CONVENTION - Ms B. PAVLIC - WORLD HERITAGE CENTRE (UNESCO PARIS)

It was stated that the World Heritage Convention was adopted by the General Conference of UNESCO in 1972. Its principal mission was to define world wide natural and cultural heritage considered to be of such exceptional interest and universal value that their protection was the responsibility of all humanity. Criteria for inclusion on the World Heritage List were also clearly spelt out.

HERITAGE PRESERVATION - MR D. MUNJERI, NATIONAL MUSEUMS AND MONUMENTS (ZIMBABWE)

Emphasis was made on the negative impact of tourism on World Heritage Sites. People were said to consider only the monetary benefits of Heritage sites whilst ignoring their value to future generations and therefore, the need for preservation. Heritage sites needed to be treated as symbols of cultural and personal identity. The onus lay on the youth to come up with ways of promoting and preserving Heritage sites.

ROCK PAINTINGS - MR L. MATEREKE, NATIONAL MUSEUMS AND MONUMENTS, (ZIMBABWE)

Focus was on the deterioration of rock paintings through exposure to the sun, running water and vandalization by local communities. Communities were, however, beginning to appreciate the value of the sites due to the introduction of a mobile museum education system and annual quiz contests whose national finals are the climax of activities to mark the Museums Day. Emphasis was placed on the need to educate the community about World Heritage as this provides knowledge of the past, which is a basis for the present and inspiration for the future.

Annex I

POEMS

THE WORLD HERITAGE

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

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

I look and what do I see?
I see the beautiful landscape and the ancient ruins of Zimbabwe
The mysterious pyramids of Egypt in the land of Pharaoh
I see the ancient walls of Jerusalem and the great wall of China

I look up and I see
The Mighty Drakensburg Mountains
The Steep hills of Muchinga Escarpment
The Himalayas and Urals of Russia
I count the Rockies of Canada and the breath taking Kilimanjaro

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

Mauyaneyi Marebesa
Zambia

SPARE HERITAGE

Let us be responsible altogether
Let us take care of the work
Done by our ancestors
And the work of God's hands
Neither do not try to destroy them

Let us reason together
Had it been they were all put down
Could we have any chance
To know what our ancestors did?
Could we have chance to know



How they dressed, lived and ate?
How could we have known more
About our culture?
Could we have made a better world
Now let us save these things
For future generations
Let us save them for maintenance
Of our culture

Let us be responsible altogether
Let us reason together
Let us keep them for others to help them
What our ancestors did and
How our culture is adopted

Nsimbeni Zguga
Malawi

GIVE WHC A CHANCE

World Heritage Centre,
I stand for peace, protection,
preservation and restoration.
I am made of both tangible and intangible, cultural, historical and natural sites and monuments

Remember my past usefulness to mankind and save me from destruction and extinction
Revive me for the sake of posterity and tourism
I am found in all the four corners of the world
Yet, I am almost lost and forgotten

Search for me, and rescue me
All hands must be on deck -
Both young and old rich and poor;
UNESCO needs your help
To implement the convention of World Heritage
Is a task that must be done!
No contribution is too small

Isaac Newton-Kusi
Ghana

CULTURAL LANDSCAPE

Culture, a reflection of the past,
A pathway to the future
A way of life, intangible and visible.
Beyond every being, lies a culture
that holds a soul and gives identity.

Culture, the way how people interact with their environment.
Culture can shape an environment
and a culture is formed with the environment
With so many cultures around
the world is what it was yesterday,
today and tomorrow.

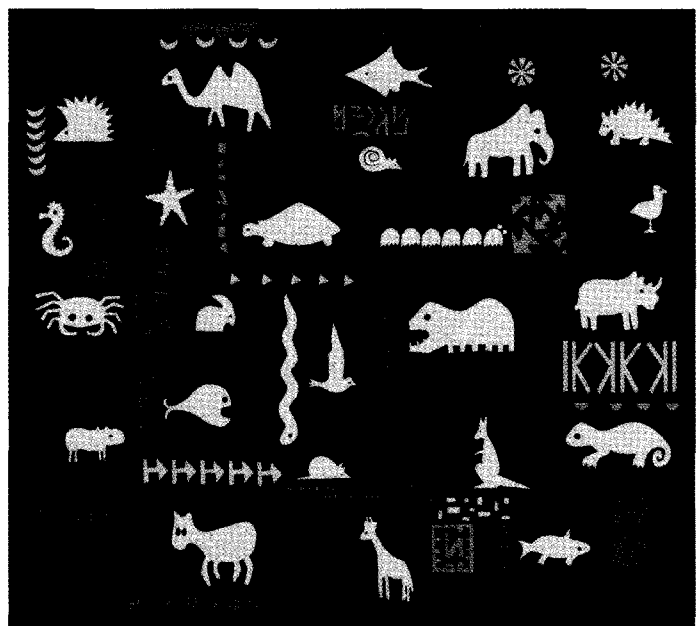
When I look around
I get confused, my future is vanishing.
Where am I off to?
I know the earth revolves, everyday different.
But that doesn't mean you should forget the past.
You should show people your identity,
through your culture.
Do not claim somebody else's heritage

Cultures are becoming extinct.
Disappearing into nowhere.
Let us all preserve our cultures.
They are our precious heritage.
Deserving respect and preservation.
Devotion and love.
Oh, where would I be without my culture?

Yes ,I have to allow change.
For better , not for worse
and not complete disappearance.
Let's think of how this heritage
was and is important to us.
I love and accept who I am
so I have to take care of
where I came from and how I came to be
what I am today

Let us preserve this heritage.

Faith Chisadza
Zimbabwe



Annex II

LIST OF PARTICIPANTS

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WELCOME REMARKS

ADDRESS BY DR I.M.C. CHOMBO, THE HONOURABLE MINISTER OF HIGHER EDUCATION AND CHAIRMAN, ZIMBABWE NATIONAL COMMISSION FOR UNESCO

The Director General of UNESCO Professor Dr. Federico Mayor
The Governor and Resident Minister for Matebeleland North Mr. W. Mabhena
The Secretary for Higher Education Dr. M. N. Mambo
The Director and UNESCO Representative, UNESCO Sub-regional Office for Southern Africa Dr. A.B. Shankanga
The Minister Counsellor Education Scientific and Cultural Affairs and Deputy Permanent Delegate to UNESCO Mr. J.J. Mhlanga
Members of the Diplomatic Corps
Senior Government Officials
Teachers and pupils from ASP schools and other countries and from Zimbabwe
Ladies and Gentlemen

It is my honour and privilege to address you, as chairman of the session, on the official opening of the Africa Region World Heritage Youth Forum for English Speaking African Countries. As the first speaker in this session, I would like to welcome you, on behalf of the Government of Zimbabwe, to the country and to thank those of you who have come from outside Zimbabwe, for making a special effort to come here and be with us at this Forum.

Distinguished guests we are very happy, as the Zimbabwe National Commission for UNESCO, that the Forum is being held here in Zimbabwe.

This is because we have been involved in the network of UNESCO Associated Schools world-wide who took part in the UNESCO Project World Heritage Preservation and Promotion, one of whose objectives was the creation of awareness of the importance of World Preservation and Promotion. Four of our High Schools, which were involved in the project were the Dominican Convent in Harare, Chinhoyi High School in Mashonaland West, Victoria High School in Masvingo and Mosi-a-Tunya High School right here in Victoria Falls in the Province of Matebeleland North.

We were very happy that two of our pupils, Audrey Ngozo from Masvingo High School and Rodwell Mabayera from Chinhoyi High School, and a teacher from Mosi-a-Tunya High School, Mr K.Z Raura, who is also one of the task force responsible for the arrangements for this meeting, had the privilege of attending an International Forum, the World Heritage Youth Forum in Bergen, Norway. Our participating schools also had the opportunity to correspond with the Greymouth High Schools in New Zealand. An official from our national commission, Mr S.S. Chishiri, Assistant Secretary General, participated in the European Region World Heritage Youth Forum.

Ladies and Gentlemen I am informed that officials of National Commissions, teachers and pupils from these countries which invited us and which our schools corresponded with are here today. I would like to thank them for that warm gesture. I am also informed that the hosts of the next Forum, to be held in Dakar Senegal, are here with us today. I hope they, like we also did from previous Fora, will benefit from their experience here at Victoria Falls and as I hope that indeed all of you will benefit.

Distinguished guests and delegates, I should not abuse my privilege as Chairman and first speaker at this meeting by going on at length. It is now my pleasure and privilege to introduce and call upon the Council Chairman of Victoria Falls, Mr S.L Bazwi to address you.

**WELCOME ADDRESS BY THE COUNCIL CHAIRMAN, VICTORIA FALLS TOWN COUNCIL,
MR S L BAZWI**

The Director General of UNESCO, Professor Dr Federico Mayor
The Honourable Minister of Higher Education Dr.I.M.Chombo
The Governor and Resident Minister for Matebeleland North, Mr W. Mabhena
The Secretary for Higher Education, Dr M.N. Mambo
The Director and UNESCO Representative, UNESCO Sub-regional Office for Southern Africa, Dr A.B. Shankanga
The Minister Counsellor Education, Scientific and Cultural Affairs and Deputy Permanent Delegate to UNESCO, Mr J.J. Mhlanga
Members of the Diplomatic Corps
Senior Government Officials
Teachers and Pupils from ASP Schools from other Countries and from Zimbabwe
Ladies and Gentlemen

It gives me great pleasure to welcome you all to the resort town of Victoria Falls. Indeed we feel greatly honoured that you chose our town, Victoria Falls to host this very important meeting whose objective is to create awareness among those of us who are not aware, and to remind those of us who may be aware, of the importance of the preservation of the World Heritage. The choice of our town for hosting this event did not, however come as a total surprise to us as we have the fortune to have been endowed with a beautiful site which is not only part of our natural heritage, but has cultural significance as well as having been referred to and still being referred to as "Mosi-a-Tunya" meaning "The smoke that thunders". This beautiful natural site has historical and cultural significance for the local Tonga people but as of today, it belongs to the whole world having been recognised and listed by UNESCO as one of the "World Heritage Sites", worthy of preservation and promotion. That it belongs to all of us is seen by the many people who come from all over the world to see and admire this wonderful site with its rain forest, the gorges and the spray from the falls which is "the smoke that thunders".

We the residents of Victoria Falls are already aware of the importance of preserving and promoting our important heritage. With regards to this, several rules and regulations have been put in place to promote preservation of the falls and rain forest. We are very happy that you have come from all over Africa and from UNESCO to underline the importance of this theme of the World Heritage. We are particularly happy that it is being introduced to the youth to whom we will hand over the responsibility of preserving and promoting our sites. These sites are not only important as places of interest to be looked at and admired, they also can provide us our livelihood. The importance of such sites therefore goes beyond the natural and cultural element and impinges on the economic and social aspects of our lives.

Distinguished guests, Ladies and Gentlemen my role is to welcome you to Victoria Falls Town. On behalf of people of Victoria Falls, I extend to you our heartfelt welcome. Please feel at home and feel free to call upon us if you have any difficulties or problems. I wish you successful deliberations and a most pleasant stay in Victoria Falls.

Thank you.

**ADDRESS BY THE PROVINCIAL GOVERNOR AND RESIDENT MINISTER FOR
MATABELELAND NORTH, THE HON. W.H. MABHENA**

Minister of Higher Education and Chairman of Zimbabwe National Commission for UNESCO Dr. I.M.C.Chombo
Director General of UNESCO Professor Federico Mayor
Your Excellencies
Distinguished Guests
Students' Representatives
Ladies and Gentlemen

It was with profound gratitude that I accepted your kind invitation to this special occasion, the World Heritage Youth Forum. I feel greatly honoured to have been afforded this opportunity to welcome you all to this World Heritage Youth Forum. I would like to register and recognise the presence of our distinguished guests from outside Zimbabwe and give them a special welcome to Zimbabwe in general and Matabeleland North in particular.

Ladies and Gentlemen, this indeed is a very important occasion and gathering in that it has brought together participants from different countries, affording them the opportunity to share ideas and exchange of information and experiences on how youth can preserve and promote our heritage.

I am reliably informed that the aim of this youth Forum is to conscientise the youth about the need to preserve and promote our heritage. It also aims at discussing the World Heritage Education Kit that will be used to teach World Heritage in schools the world over. This could not have come at a better time as nations are becoming more conscious of the need to focus on programmes aimed at preservation of our heritage so as to create an enabling environment conducive to development. I am also informed that similar Heritage Youth Fora were held in Bergen, Norway in June 1995 and in Dubrovnik Croatia for the European countries in June 1996 and that there will be a series of these all over the world including one for French Speaking African Countries planned for February 1997 in Senegal.

May I now take this opportunity to congratulate the organisers of this Youth Forum for working so hard. It is indeed a job well done. May I urge all of you here to take positive attitudes towards the development and proper management of our heritage for the benefit of our nations.

I do hope that the six days you are gathered here will be used profitably. I wish you very fruitful deliberations on those important topics you are to cover.

Finally, Ladies and Gentlemen, I would like to say how pleased I am, to be a part of this gathering today. To all delegates and to the participating countries I say welcome to Zimbabwe and to Matabeleland North Province in particular.

To the Zimbabwean delegation, welcome to this province, endowed with abundant natural resources and tourist attractions. I hope our visitors of the participating countries will become our ambassadors in publicising what Zimbabwe can offer in the way of tourism when they get back to their respective countries. This goes to show the importance nations attach to their heritage. As many of us have come to realise, a society which neglects its heritage, is a society that denies itself a better future. Any society that desires a better future for itself must of necessity lay a firm foundation by conscientising the youth about the need to preserve and promote its heritage.

Ladies and Gentlemen, there is need therefore to encourage our youth to take an interest and be committed in programmes aimed at preservation of our heritage. And let us not forget that commitment to the cause of preservation of heritage is the springboard for action. To this end, Ladies and Gentlemen, the need for good management of our heritage cannot be over-emphasised.

I would like therefore to urge our governments to continue doing their best to support all those organisations charged with the responsibilities of preserving, promoting and managing our heritage.

Have a nice stay in Victoria Falls, one of the wonders of the world, the heritage we would like preserved for future generations. Once again welcome to Victoria Falls and in particular to this World Heritage Youth Forum.

Thank you

ADDRESS BY THE DIRECTOR GENERAL OF UNESCO, PROFESSOR FEDERICO MAYOR

It is a great pleasure to be here in this inspiring setting for this African World Heritage Youth Forum. I wish to express warm thanks on your behalf to Minister Chombo for his statement of welcome.

We are very grateful to the Government and people of Zimbabwe, particularly the Zimbabwe National Commission for UNESCO, for hosting this Forum immediately following the hosting of the World Solar Summit, which completed its work successfully in Harare on the 17th of September 1996.

Our thanks go also to the World Heritage Committee for its support for this project, to numerous National Commissions for UNESCO, and to the project's generous sponsors the Rhone Poulenc Foundation and the Norwegian Agency for Development Co-operation.

"Youth is the trustee of posterity", said Disraeli. Yet we live in a world in which the future of young people is too often clouded by the problems of poverty, lack of educational opportunities, unemployment, social exclusion, intolerance, violence and drug abuse. Young people must be given positive reasons for living and hoping. Above all, they must be given a role to play in creating the world which they and their children will inherit.

On the eve of a new century, UNESCO is concerned that young people should occupy a central place in its programmes. In all its fields of activity, it is stepping up its action to cater for the needs of the young and to involve them in the life of society and in the shaping of a better and more peaceful world.

As you all know, UNESCO has for many years been promoting the ideals of peace, human rights, international solidarity and protection of the environment through its Associated Schools Network. This network today includes nearly 4 000 schools in some 130 countries and we decided that it would form the perfect basis for launching a project to involve young people more actively in the protection of the world's natural and cultural heritage.

Next year marks the 25th anniversary of the adoption of the World Heritage Convention. It is a measure of its success that it today has 145 signatories and provides protection to 469 natural and cultural sites in 104 countries of the world. Yet, despite the prestige that World Heritage Sites enjoy, inscription on the World Heritage List is no absolute guarantee of their protection. Many countries do not have the resources to safeguard their national treasures adequately, and the support available under the World Heritage Fund is necessarily limited. Meanwhile, the heritage faces many new as well as old threats - population growth, urban development, pollution, mass tourism as well as the continuing action of time and climate.

Heritage should not be identified only with those masterworks of nature and culture inscribed on the World Heritage List. They are but the tip of an iceberg. The heritage encompasses all those legacies from the past that enrich our lives in the present and which we hold in trust for the future. It includes in particular all the intangible expressions of our culture - music, dance, crafts, oral traditions - which are no less precious than sites and monuments which UNESCO is engaged in promoting and preserving. Africa needs to contribute more not only on monuments but also on intangibles as well as biotheic genetics ethics.

Protecting the heritage is therefore a task that can only be accomplished if it becomes the task of everybody, a task carried out at local, national and international levels. And since "youth is the trustee of posterity", who but them can take the lead in promoting and preserving the heritage? This was the reasoning that led us to involve the associated schools in the programme which brings you here today.

The interregional programme, launched in 1994, aims to sensitise young people through teaching about the World Heritage, exchanges of information between participating schools and encounters between students, teachers, conservation specialists, site-managers and decision-makers. As you know, the first World Heritage Youth Forum was held in Bergen in Norway in June 1995 - one of its features being a debate between the students and the mayors of World Heritage cities who were meeting in the city at the same time. This was followed in May 1996 by a European World Heritage Youth Forum in Dubrovnik attended by some 100 students from 23 countries, who sent a message to - and received a reply from - the European Conference of Ministers of Culture.

It is inadmissible that most of our work today is restoration/reconstruction what's **destroyed** by war. The young people's World Heritage Education Project continues to grow. Today you are gathered together from 20 countries to take part in the First African Forum. Over the next six days, you will have the opportunity to see some of Africa's rich natural and cultural heritage in this part of the continent and to discuss a whole range of issues relating to Africa's Heritage and the role of young people in heritage protection.

Three remarkable sites of Zimbabwe are inscribed on the World Heritage List: Victoria Falls, the Great Zimbabwe and Khami Ruins. As this meeting is taking place in the first one, I have no need to emphasise its importance as a natural site of outstanding universal value. Let me therefore simply remind you that the ancient city of Great Zimbabwe testifies to a brilliant civilisation which once flourished in the basins of the Zambezi and Limpopo rivers. I am glad that the beauty and significance of these sites will be shared by a large number of young people, thanks to this meeting.

Throughout the world the African Continent is known for its beautiful landscapes, national parks, game reserves, ancient culture and wisdom transmitted from one generation to another over the ages. At present there are 42 African Sites on the World Heritage List, 17 of which are cultural sites. Every year the majority of new nominations to the World Heritage List are examples of monumental cultural sites from western European countries. Is African culture duly represented on the World Heritage List? Until 1992 outstanding interactions between people and the natural environment remained unacknowledged. However, since the World Heritage Committee's decision to recognise cultural landscapes as a new category of World Heritage, Tongariro National Park in New Zealand and Uluru kata tjuta National Park in Australia stand on the World Heritage List in their own right. The World Heritage Convention now has the means to pay tribute to some of the oldest cultures on this planet. I therefore look forward to a more balanced representation of all cultures of the world.


This Forum will address many crucial issues. What can be done to ensure that Africa is better represented? Are current sites effectively safeguarded? What is the role of young people. How can school education help sensitise and provide skills for World Heritage to young people? I look to you, students and teachers, to find answers to these questions. Your work in the next few days will contribute to the production of a World Heritage Education Kit, which UNESCO intends to distribute to schools world-wide in 1997. It will also help plan an African framework of action to implement the World Heritage Education Project.

Let me here address a word to the teachers present on this occasion. While this is essentially a Forum for young people, you have a vital role in guiding and motivating your students, in helping them to explore the whole range of issues (cultural, environmental, historical etc.) associated with the protection of the heritage and in developing teaching materials that respond to the interests and needs of your students.

To sum up, the purpose of the World Heritage Youth Project and of this Forum is to promote:

- Awareness of the heritage in the local and global community and why its preservation and promotion is important;
- Understanding of different cultures, their values, traditions and customs so as to encourage mutual respect;
- Communication between present-day and future decision makers;
- Development of educational methods, activities and materials for incorporation into secondary school curricula and action to protect cultural and natural sites from increasing threats in a rapidly changing world.

An essential aspect of this project is that it concerns the protection of a shared heritage and that it involves co-operation between young people of all countries and regions. I believe such co-operation in pursuit of a shared goal is the best way of moving towards a culture of peace, which is the supreme goal of UNESCO. Beyond the protection of the heritage, you will thus be contributing in your efforts now and in the future to an even more important objective - helping to lay the foundations for the construction of a more peaceful and just world.



Participation in the UNESCO ASP/WHC World Heritage Education Project

1. Name of Country.

2. Please indicate how many Associated Schools you intend to involve in the Project.

3. Indicate the name of the person who will serve as the liaison person for the WHE project:

Name:

Address:

Tel:

Fax:

E-mail(if available)

4. Indicate the main topics for your proposed World Heritage Education activities (one or several):

- Learning about local, national and World Heritage Sites or places of particular interest
- World Heritage Convention
- World Heritage and Identity
- World Heritage and Environment
- World Heritage and Cultural Tourism
- World Heritage and Peace
- Other Please explain

5. Describe briefly the type of education approaches you plan to develop:

- Integrated approach (reinforcing World Heritage Education in the present curriculum through history, language, science. art etc.)
- Extra-curriculum approach(planning activities for students after school and during weekends / vacations
- Non-formal education(involving the community, parents, the media.

6. Describe briefly the type of educational material you intend to develop:

- Teaching Units
- Visual Material(Posters,etc)
- Audio-visual Material(Video,etc)
- Promotional(T-shirts, caps ,badges etc.)

please describe:

7. Do you plan to organise any special national or sub-regional activities for teachers or students, e.g. visits to WH sites, workshops for teachers, restoration camps for students etc. in 1997 or 1998 ?

8. Indicate how your project is to be financed:

- Support from national authorities(please specify)
- Support from non-governmental organisation or the private sector
- Schools will be asked to fund their own activities
- Support is needed from UNESCO

9. Indicate how the project is to be assessed after 6 months (April 1997): after one year(October 1997):

10. Please provide a list of the ASP schools participating in the project so far, with their complete addresses, telephone and fax numbers, etc:

11. UNESCO is preparing a World Heritage Education experimental kit to be produced in 1997 for upper primary/lower secondary school teachers. Approximately how many copies of this kit are you interested in receiving for experimentation within the framework of this project?

Date: _____ Signature _____

To be returned to: **Dr. A. B. SHANKANGA**
Director
UNESCO Sub-regional Office for Southern Africa
P O Box HG 435
Highlands
Harare
ZIMBABWE
Fax: 263-4-776 055

Annex V

ASP/WHC WORLD HERITAGE YOUTH FORUM FOR AFRICA ELEPHANT HILLS HOTEL, VICTORIA FALLS ZIMBABWE, 18-24 SEPTEMBER 1996

Wednesday 18 September

8:00- 10:00 Arrival and Registration

10:30 -11:00 **Coffee/Tea Break**

11:00-13:00 Opening Ceremony

:Chairman of Session-Chairman of Zimbabwe

National Commission for UNESCO

: Welcome statement by Governor

: Message by: Croatian Representative

Zimbabwe(Audrey Ngozo, Rodwell Mabaera)

NORAD Representative

Rhone Poulenc Representative

: Cultural dance

: Presentation of delegations

: Opening Speech by Director General of UNESCO

: Opening of Exhibition by D .G. of UNESCO

13:00-14:30 **Lunch**

14:30- 15:30 Registration (cont'd)

15:30-16:00 **Coffee/Tea Break**

16:00-18:00 Introduction, Presentation of Programme, Objectives of the Forum and Social interaction

18:00-20: Dinner

20:00 Retire

Thursday 19 September

8:30-10:00 :The World Heritage Youth Project
UNESCO Paris (with aid of Audio Visual Material)

:The role of ASP in World Heritage Project
UNESCO Paris

:What is Heritage
World Heritage in Africa
Mr. D. Munjeri(with aid of audio visual material)

10:00-10:30 **Coffee/Tea Break**

10:30- 12:30 **Creative Workshops at the Craft Village**

Students**Teachers**

*Sculpture to relate

*Discussion on world Heritage

*to the site

teaching kit

*Painting of the falls

*sensitising young people to World Heritage

*Restoration/Conservation

*Pedagogical concept WHE

*Ecological Analysis

*Resource Material for WHE kit

*Art & Craft

*The Role of ASP in World Heritage Project

12:30-14:00 **Lunch**

14:00-17:00 Guided Tour of the Victoria Falls

18:00-21:00 Statement by Chairman of Victoria Falls

Town Council- Dinner hosted by Chairman of Town Council

21:00 Retire

Friday 20 September

8:30-10:00 Presentations on

.Heritage Sites in Zimbabwe

.Heritage in Schools and Community

.Cultural Tourism and Heritage Preservation

10:00-10:30	Coffee/Tea Break												
11:30- 12:30	Country Presentation and projects and posters by students (plenary session)												
12:30 -14:00	Lunch												
14:00-14:30	Visit to the Craft Shop												
14:30-18:00	Creative Workshops at the Craft Village												
	<table> <thead> <tr> <th><u>Students</u></th> <th><u>Teachers</u></th> </tr> </thead> <tbody> <tr> <td>*Sculpture to relate to the site</td> <td>*Discussion on World Heritage teaching kit</td> </tr> <tr> <td>*Painting of the Falls</td> <td>*Sensitising young people to World Heritage</td> </tr> <tr> <td>*Restoration/Conservation</td> <td>*Pedagogical Concepts of the WHE</td> </tr> <tr> <td>*Ecological Analysis</td> <td>*Resource Material for the WHE kit</td> </tr> <tr> <td>*Art & Craft</td> <td>*The Role of ASP in World Heritage Project</td> </tr> </tbody> </table>	<u>Students</u>	<u>Teachers</u>	*Sculpture to relate to the site	*Discussion on World Heritage teaching kit	*Painting of the Falls	*Sensitising young people to World Heritage	*Restoration/Conservation	*Pedagogical Concepts of the WHE	*Ecological Analysis	*Resource Material for the WHE kit	*Art & Craft	*The Role of ASP in World Heritage Project
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*Sculpture to relate to the site	*Discussion on World Heritage teaching kit												
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*Restoration/Conservation	*Pedagogical Concepts of the WHE												
*Ecological Analysis	*Resource Material for the WHE kit												
*Art & Craft	*The Role of ASP in World Heritage Project												
19:00-21:00	Dinner												
21:00-23:00	Social Activities												
23:00	Retire												

Saturday 21 September

8:30-9:30	Visit to Victoria Falls (Livingstone Side)
9:30-10:00	Visit to the Field Museum
10:00-12:30	Visit to Livingstone Museum
12:30-14:00	Packed Lunch in Livingstone
14:00-19:00	Visit to Archaeological Excavations Mukuni Dance Festival

Refreshments

19:00	Border crossing to Zimbabwe
20:00-22:00	Dinner in Victoria Falls(Zimbabwe)

Sunday 22 September

8:30-10:00 Workshop based on Livingstone trip

10:00-10:30 **Coffee/Tea Break**

10:30-12:30 **Creative Workshops(cont'd)**

Students

*Sculpture to relate to the site

*Painting of the Falls

*Restoration/Conservation

*Ecological Analysis

*Art & Craft

Teachers

*Framework of action for World Heritage Education 1996-2001

*Objectives and expected results

*National and regional action co-ordination and databank

*Implementation, continuation and development of World Heritage Projects

12:30-14:00 **Lunch**

14:00-19:00 Free Afternoon

19:23:00 Barbecue and Country Cultural Evening

Monday 23 September

8:30-10:00 Presentation of Results of Creative Workshops by both teachers and students (plenary session)

10:00-10:30 **Coffee/Tea Break**

10:30-12:00 Presentations (cont'd)

12:00-13:00 **Lunch**

14:00-15:00 Visit to the Crocodile Farm

15:00-17:00 Zambezi River Cruise

19:00-20:00 Closing Ceremony

20:00-22:00 Farewell Dinner

Tuesday 24 September

Departure



WHAT IS THE WORLD HERITAGE CONVENTION?

More than 145 countries have signed the *Convention concerning the Protection of the World Cultural and Natural Heritage*, making it the most successful international cultural and natural heritage conservation instrument in the world. It was adopted by UNESCO in 1972.

Responding to the increasing threats to heritage caused by poverty, neglect or unconsidered economic growth and development, it encourages countries to identify, protect, preserve and present cultural and natural heritage for future generations in a spirit of international co-operation.

As of December 1995 there were 469 sites from 104 countries on the World Heritage List. 18 of these sites have been placed on the World Heritage in Danger List.

WHAT IS THE ASSOCIATED SCHOOLS PROJECT NETWORK?

The ASP, created by UNESCO in 1953, is an international network of some 3 800 schools in 130 countries. The ASP conducts pilot projects to promote education for peace, international understanding and co-operation. It aims at reinforcing the role of education in preparing children and young people to meet the pressing challenges facing humanity within the context of the planet's resources.

YOUNG PEOPLE'S PARTICIPATION IN WORLD HERITAGE PRESERVATION AND PROMOTION

PARTNERS:

National Commission for UNESCO

The International Council on Monuments and Sites (ICOMOS)

The World Conservation Union (IUCN)

The International Centre for the Study of the Preservation and the Restoration of Cultural Property (ICCROM)

International Council on Museums (ICOM)

Organisation of World Heritage Cities (OWHC)

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