



# Youth and Education on World Heritage



**At the end of the session, trainees will:**

- ✓ Have a **good understanding of the World Heritage Education Programme** and its objectives
- ✓ Be able to **navigate between the various World Heritage Education Programme's activities** (tool kit, forums volunteering initiatives, etc.)
- ✓ Acknowledge the **importance of engaging with young people** and **raising awareness** on World Heritage issues to local communities
- ✓ Be able to use the **Periodic Reporting questionnaire** in order to evaluate World Heritage education and awareness raising at sites and States Parties' levels





## I. World Heritage Education Programme

1. World Heritage Education programme: general presentation and objectives
2. The KIT: World Heritage in Young Hands
3. International and national World Heritage Youth Fora
4. World Heritage Volunteers Initiative (WHV)
5. Patrimonto's World Heritage Adventures

## II. Education in the Periodic Reporting questionnaire

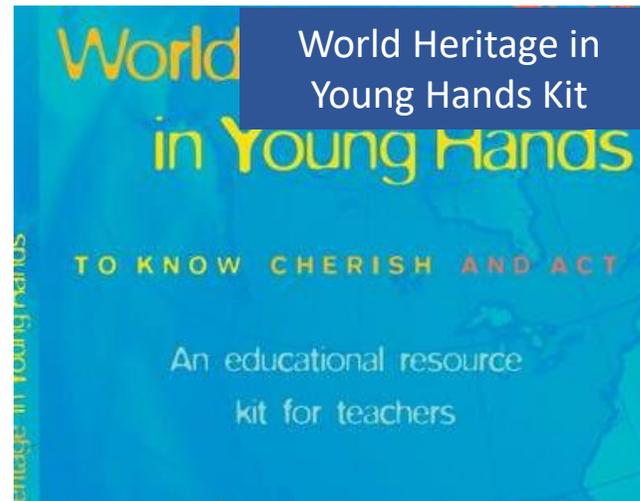
1. Education and awareness at States Parties' level: Periodic Reporting questionnaire (Section I, Chapter 12)
  - Existing strategies to raise awareness
  - Awareness level in various groups
  - Existing education programmes
  - Activities for children and/or youth and participation to the World Heritage Young Hand programme
2. Education and awareness at World Heritage sites' level: Periodic Reporting questionnaire (Section II, Chapter 8)
  - Awareness level in various groups
  - Existing education programmes
  - Adequacy of visitor facilities and services

# I. World Heritage Education Programme

## General presentation and objectives

### The World Heritage Education programme:

- **Promote awareness** among young people of the importance of our common World Heritage and of the UNESCO 1972 *World Heritage Convention*;
- **Provide young people** with the necessary **knowledge, skills** and **commitment** to become involved in the protection of cultural and natural heritage and to respond to the threats faced by our World Heritage;
- **Install dialogue** between World Heritage specialists and young people, as well as **inter-cultural dialogue** among young people from different countries;
- **Promote exchange** based on the common values that World Heritage sites share worldwide;
- **Create synergy** between educators, decision makers, heritage experts and other partners;
- **Develop** creative and effective **educational approaches**;
- **Introduce** World Heritage education into **national curricula** around the world.



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# I. World Heritage Education Programme

## The KIT: World Heritage in Young Hands, general presentation

Developed in 1998, the “**World Heritage in Young Hands**” educational resource Kit for secondary school teachers is one of the main tools of the World Heritage Education Programme

### This tool kit:

- Aims to **sensitise young people** to the importance of preserving their local, national and world heritage;
- Is based on an **interdisciplinary approach** seeking to involve teachers across curricula in raising awareness of young people of the importance of World Heritage;
- Strives to **incorporate World Heritage into the curriculum** as a way of delivering core subjects and transverse themes in the classroom as well as through extra-curricular activities;
- Focuses on **creative and participatory methods of teaching**, involving students in research, in collecting and analysing data, in role-playing and simulation exercises, in information and communication technology, and in taking part in well-planned field trips.



**Website:** <https://whc.unesco.org/en/educationkit/>

# I. World Heritage Education Programme

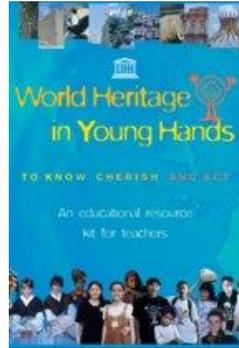
## The KIT: World Heritage in Young Hands



### World Heritage site excursions

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

Hungarian students learn more about the Caves of the Aggtelek Karst and Slovak Karst, Hungary and Slovakia, directly from an expert.  
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- Exists in **40 national language versions** and can be freely downloaded from the World Heritage Centre's website page
- Provides **information** about the **World Heritage Convention**
- Puts **World Heritage in several contexts**:
  - World Heritage and identity
  - World Heritage and tourism
  - World Heritage and the environment
  - World Heritage and a culture of peace



### ■ Student Activity 1

#### WORLD HERITAGE SITE QUIZ

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



Exercise



Classroom activity



1 class period



Geography, Social studies



Laminated photographs, World Heritage List, Brief Descriptions

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

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

# I. World Heritage Education Programme

## World Heritage Young Professionals Fora



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# I. World Heritage Education Programme

## World Heritage Youth Forum

The **World Heritage Young Forum** is one of the core activities of the **World Heritage Education programme**, designed to foster intercultural learning and exchanges by bringing young people together from different parts of the world. The fora provide a platform for intercultural dialogue and discourse and enable the participants to explore the concepts related to World Heritage in greater depth. At the international level, World Heritage Youth Fora are held in conjunction with the World Heritage Committee sessions, and with the support of the host countries. The Fora are conducted at regional levels too, drawing from the socio-cultural contexts and directing the conversations to the needs of heritage in these regions. In 2019 three such fora were organised.

Here are some of the latest World Heritage Youth Forum:

- **2021** – [World Heritage Young Professionals Forum online, Fuzhou, China](#) – 5-9 July
- **2019** – [Arab World Heritage Young Professionals Forum, Tunisia](#) – 2-6 December
- **2019** – [World Heritage Young Professionals Forum, Azerbaijan](#) – 23 June - 2 July
- **2019** – [European Young Heritage Professionals Forum, Croatia](#) – 20-24 May
- **2018** – [World Heritage Young Professionals Forum, Bahrain](#) – 17-26 June
- **2018** – Third African World Heritage Regional Youth Forum, Mozambique – 30 April - 5 May
- **2017** – [World Heritage Young Professional Forum, Poland](#) – 25 June - 4 July
- **2016** – [World Heritage Youth Forum, Turkey](#) – 29 June



European Young Heritage Professionals Forum, Zadar, Croatia (May 2019)  
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Arab World Heritage Young Professionals Forum In Tunisia (2-6 December 2019)  
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# I. World Heritage Education Programme

## World Heritage Volunteers Initiative

**Launched in 2008, the World Heritage Volunteers Initiative:**

- Encourages young people to undertake **concrete actions** and play an active role in the protection, preservation and promotion of World Heritage sites;
- Consists of **action camps** prepared by organisations and institutions, mobilising **national and international volunteers**;
- **Raises awareness** on World Heritage issues and develops hands-on activities;
- Involves **local communities**.



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# I. World Heritage Education Programme

## World Heritage Volunteers Initiative

### World Heritage Volunteers project overviews

- **13+ years | over 450 projects | about 70 countries**
- **Nearly 7,000 volunteers | about 150 organisations**

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# I. World Heritage Education Programme

## World Heritage Volunteers Initiative: 13 years of thriving history

- **2008:** 12 projects in 10 countries
- **2009:** 11 projects in 10 countries
- **2010:** 26 projects in 17 countries
- **2011:** 24 projects in 17 countries
- **2012:** 42 projects in 24 countries
- **2013:** 47 projects in 28 countries
- **2014:** 48 projects in 31 countries
- **2015:** 45 projects in 33 countries
- **2016:** 48 projects in 29 countries
- **2017:** 44 projects in 26 countries
- **2018:** 51 projects in 28 countries
- **2019:** 68 projects in 36 countries
- **2020-2021:** 20 projects in 14 countries
- **2022:** 59 projects in 29 countries (selected)



# I. World Heritage Education Programme

## Patrimonito's World Heritage Adventures

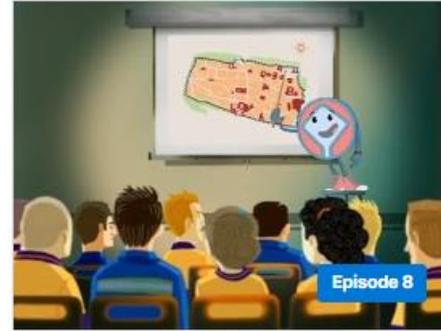
**Patrimonito's World Heritage Adventures** is a **cartoon series** which invites young people to convey the message of World Heritage preservation to their peers



**Episode 6**  
Democratic Republic of the Congo, Rwanda, Uganda  
The Virunga Mountains



**Episode 7**  
Australia  
The Great Barrier Reef



**Episode 8**  
Spain  
Old Town of Avila



**Episode 9**  
Peru  
City of Cuzco



**Episode 10**  
Lebanon  
Ouaid Qadisha and the Forest of the Cedars of gods



**Episode 12**  
China  
The Great Wall



**Episode 13**  
India  
Sundarbans National Park



**Episode 14**  
Cameroon  
Dja Faunal Reserve

**14 episodes** have been produced and are available on the **World Heritage Centre's website:**

<https://whc.unesco.org/en/patrimonito/>

The episodes are developed around **existing World Heritage sites**

## II. Education in the Periodic Reporting questionnaire

### Education and awareness at State Parties-level

#### Section I

The Third Cycle **Periodic Reporting questionnaire** aims to gather information on steps taken to raise the awareness of decision-makers, property owners and the general public, and in particular the youth, about the protection and conservation of cultural and natural heritage

In **Section I of the questionnaire** (State Party-level), national Focal Points are invited to **evaluate and rate the level of general awareness** of different groups of people about World Heritage, including youth, and to **evaluate the existence of education initiatives** for children and/or youth in order to raise their awareness of World Heritage issues

Title	Page	Completed
▶ 1 Introduction	1	0
▶ 2 Synergies with other Conventions, Programmes and Recommendations for the Conservation of the Natural and Cultural Heritage	2	0
▶ 3 Tentative List	3	0
▶ 4 Nominations	4	0
▶ 5 General Policy Development	5	47
▶ 6 Inventories/Lists/Registers of Cultural and Natural Heritage	6	0
▶ 7 Status of Services for the Identification, Protection, Conservation and Presentation of Natural and Cultural Heritage	7	0
▶ 8 Financial Status and Human Resources	8	0
▶ 9 Capacity Development	9	0
▶ 10 Policy and Resourcing of World Heritage Properties	10	0
▶ 11 International Cooperation	11	0
▼ 12 Education, Information and Awareness Building	12	0
12.1 Does the State Party have a strategy to raise awareness among communities and different stakeholders about conservation, protection and pre...	12	0
12.2 Please rate the level of general awareness of the following groups about World Heritage in your country	12	0
12.3 Does the State Party have heritage education programmes for children and/or youth, that contribute to improving understanding of heritage, pr...	12	0
12.4 Please rate the level of frequency of the following activities to improve understanding of cultural and natural heritage, promote diversity and fo...	12	0
12.5 Does the State Party participate in UNESCO's World Heritage in Young Hands programme?	12	0
12.6 Please add any additional comments, description of best practices in World Heritage Education, conclusions and/or recommendations related t...	12	100
▶ 13 Conclusions and Recommended Actions	13	50
▶ 14 Good Practice in the Implementation of the World Heritage Convention	16	0
▶ 15 Assessment of the Periodic Reporting Exercise	17	14

*Source: Section I of the Periodic Reporting questionnaire*

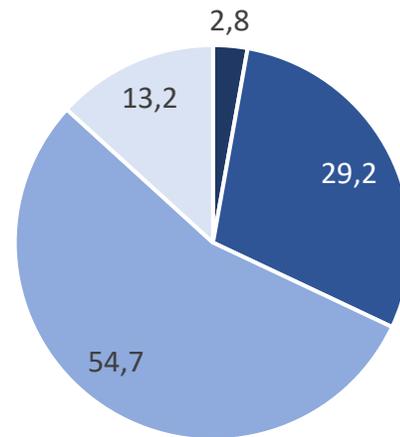


## II. Education in the Periodic Reporting questionnaire

### Education and awareness at State Parties-level

#### Section I

**Question 12.1:** Does the State Party have a **strategy to raise awareness** among communities and different stakeholders about conservation, protection and presentation of World Heritage?



- There are no strategies to raise awareness about the conservation, protection and presentation of World Heritage
- There are no strategies to raise awareness about the conservation, protection and presentation of World Heritage but this is being done on an ad hoc basis
- There are strategies to raise awareness about the conservation, protection and presentation of World Heritage but there are some deficiencies in its implementation
- There are strategies to raise awareness about the conservation, protection and presentation of World Heritage that are being effectively implemented

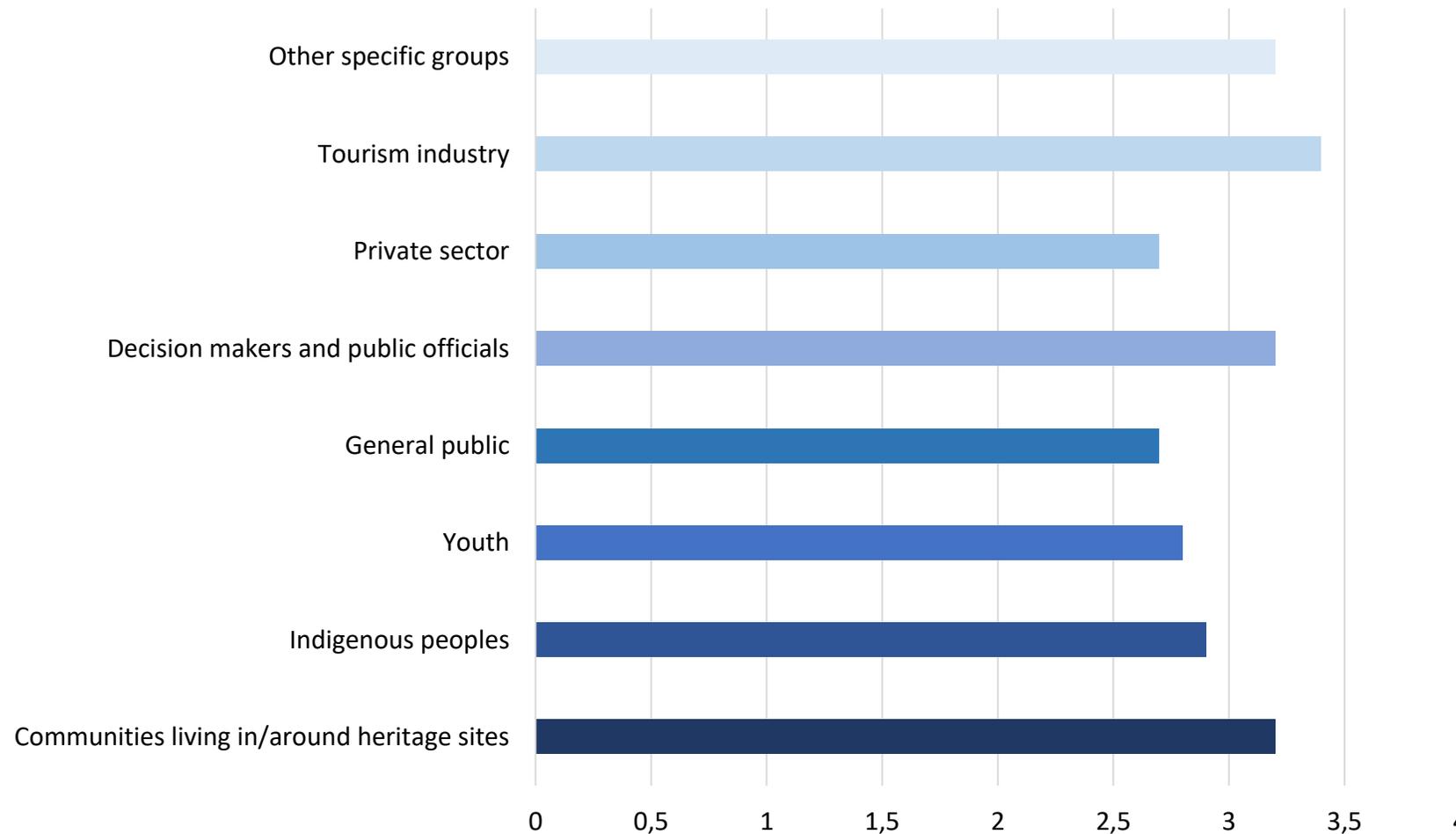
*Source: the information presented in this chart gathers data from the submitted Third Cycle Periodic Reports at the moment of the preparation of this Module. Therefore, only the following regions were taken into account: Africa, Arab States, and Asia and the Pacific*

## II. Education in the Periodic Reporting questionnaire

### Education and awareness at States Parties' level (Section I): awareness level in various groups

#### Section I

**Question 12.2:** Please rate the **level of general awareness** of the following groups about World Heritage in your country



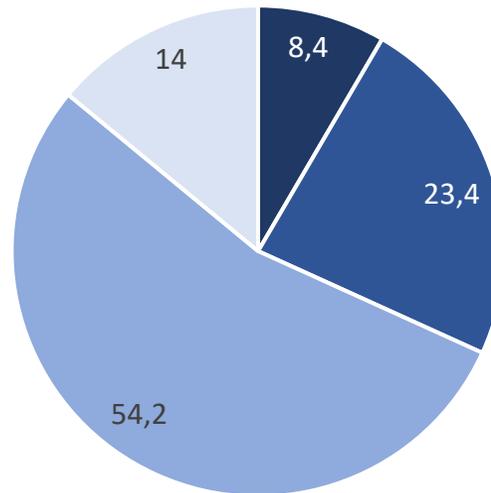
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## II. Education in the Periodic Reporting questionnaire

### Education and awareness at States Parties' level (Section I): existing education programmes

#### Section I

**Question 12.3:** Does the State Party have **heritage education programmes for children and/or youth**, that contribute to improving understanding of heritage, promoting diversity and fostering intercultural dialogue?



- There are no heritage education programmes to improve understanding of cultural and natural heritage, promote diversity, and foster intercultural dialogue
- There are no heritage education programmes to improve understanding of cultural and natural heritage, promote diversity, and foster intercultural dialogue but this is being done on an ad hoc basis
- There are heritage education programmes to improve understanding of cultural and natural heritage, promote diversity, and foster intercultural dialogue but there are deficiencies in implementation
- There are heritage education programmes to improve understanding of cultural and natural heritage, promote diversity, and foster intercultural dialogue that are effectively implemented

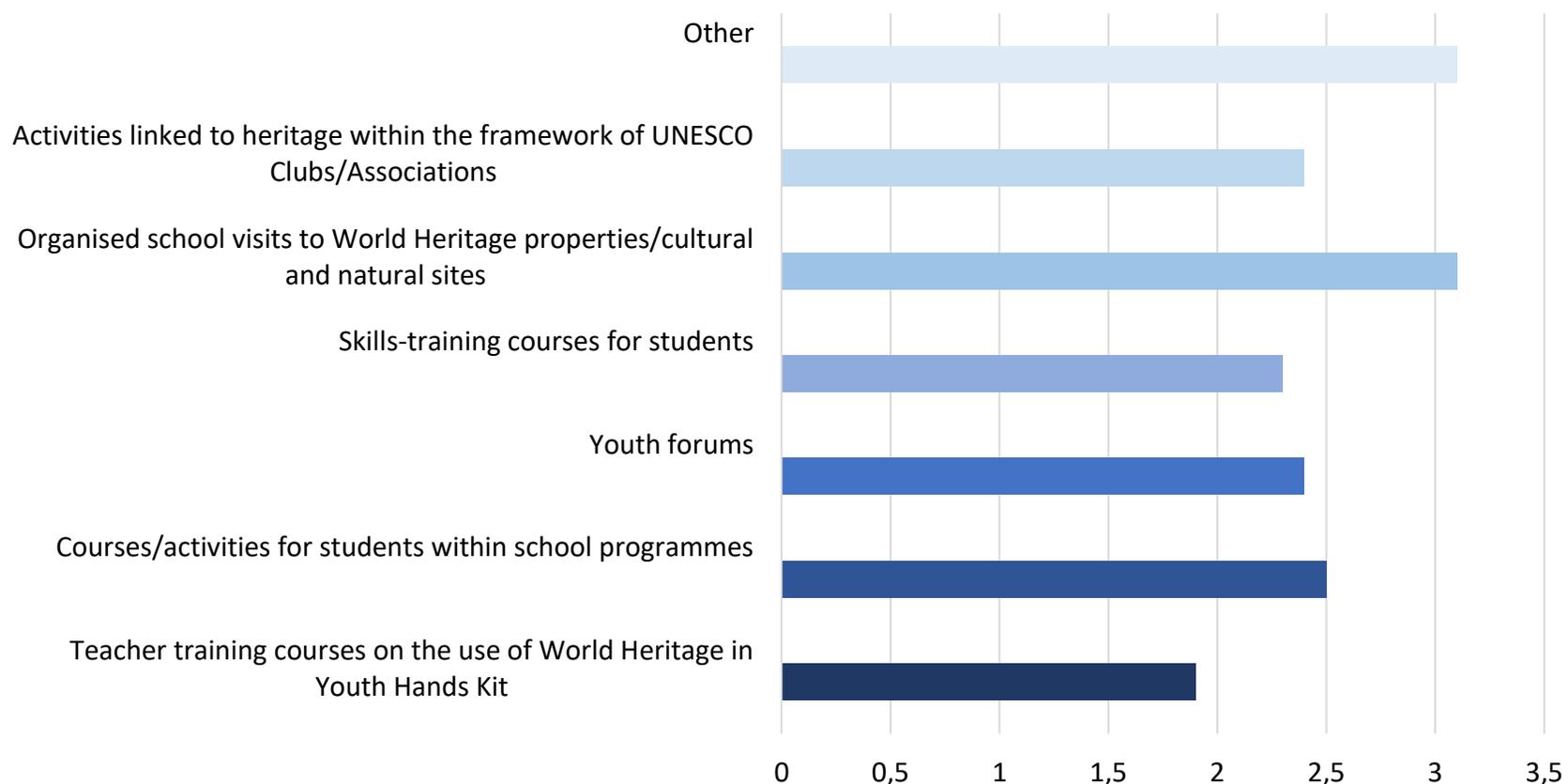
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## II. Education in the Periodic Reporting questionnaire

Education and awareness at States Parties' level: activities for youth and the World Heritage in Young Hands programme

### Section I

**Question 12.4:** Please rate the **level of frequency of the following activities** to improve understanding of cultural and natural heritage, promote diversity and foster intercultural dialogue among children and/or youth



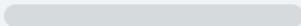
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# II. Education in the Periodic Reporting questionnaire

## Education and awareness at World Heritage sites' level

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Search

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Title	Page	Completed
▶ 1 World Heritage Property Data	1	0
▶ 2 Other Conventions/Programmes under which the World Heritage property is protected (if applicable)	2	0
▶ 3 Statement of Outstanding Universal Value	3	0
▶ 4 Factors Affecting the Property	4	3
▶ 5 Protection and Management of the Property	9	0
▶ 6 Financial and Human Resources	10	0
▶ 7 Scientific Studies and Research Projects	11	0
▼ 8 Education, Information and Awareness Building	12	0
8.1 Please rate the awareness and understanding of the existence and justification for inscription of the World Heritage property amongst the followi...	12	0
8.2 Does the property have a heritage education programme(s) for children and/or youth, that can contribute to a better understanding of heritage, ...	12	0
8.3 Who are the target audiences for education and awareness programmes at your property?	12	0
8.4 Please rate the adequacy of the following visitor facilities and services at the World Heritage property for education, information, interpretation ...	12	0
8.5 Comments, conclusions and/or recommendations related to education, information and awareness building	12	100
▶ 9 Visitor Management	13	0
▶ 10 Monitoring	14	0
▶ 11 Identification of Priority Management Needs	15	0
▶ 12 Summary and Conclusions	16	0
▶ 13 Impact of World Heritage Status	18	0
▶ 14 Good Practice in the Implementation of the World Heritage Convention	19	0
▶ 15 Assessment of the Periodic Reporting Exercise	20	13

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The level of awareness on World Heritage and the existence of effective education activities can also be **evaluated at World Heritage properties' level**

In **Section II of the Periodic Reporting questionnaire (properties' level)**, Site Managers are invited to reply to a list of comprehensive questions in order to identify gaps and good educational practices directly at the property level

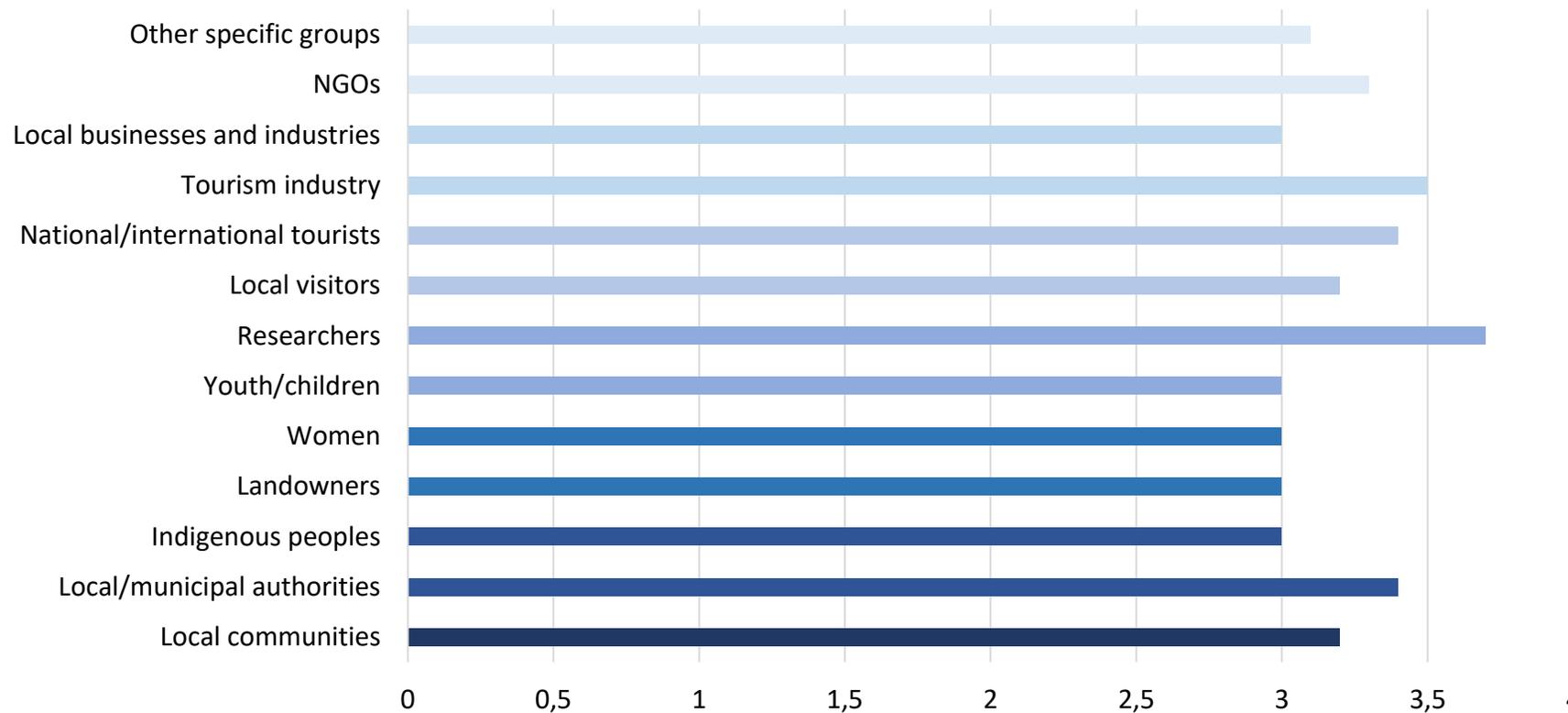
Allowing **Site Managers to give their on-the-ground experience about awareness and education** is crucial to have a better understanding of the way the property is managed and what types of activities related to education are developed directly at the property. It also allows to complete the answers given by the National Focal Point in Section I

## II. Education in the Periodic Reporting questionnaire

### Education and awareness at sites' level (Section II): awareness level in various groups

#### Section II

**Question 8.1:** Please rate the **awareness and understanding** of the existence and justification for inscription of the World Heritage property amongst the following groups



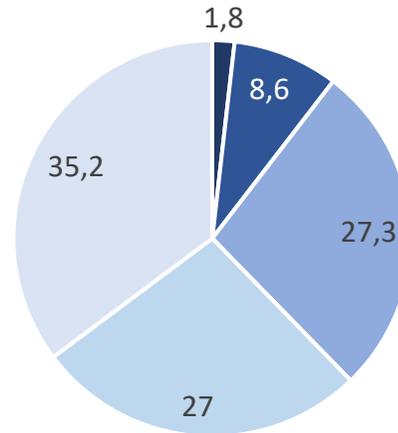
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## II. Education in the Periodic Reporting questionnaire

### Education and awareness at sites' level (Section II): existing education programmes

#### Section II

**Question 8.2:** Does the property have a **heritage education programme(s) for children and/or youth**, that can contribute to a better understanding of heritage, promote diversity and foster intercultural dialogue?



- There is no need for an education and awareness programme for children and/or youth
- There is no education and awareness programme for children and/or youth, despite an identified need
- There is a limited and ad hoc education and awareness programme for children and/or youth
- There is a planned education and awareness programme for children and/or youth but it only partly meets the needs
- There is a planned and effective education and awareness programme for children and youth that contributes to the protection of the World Heritage property

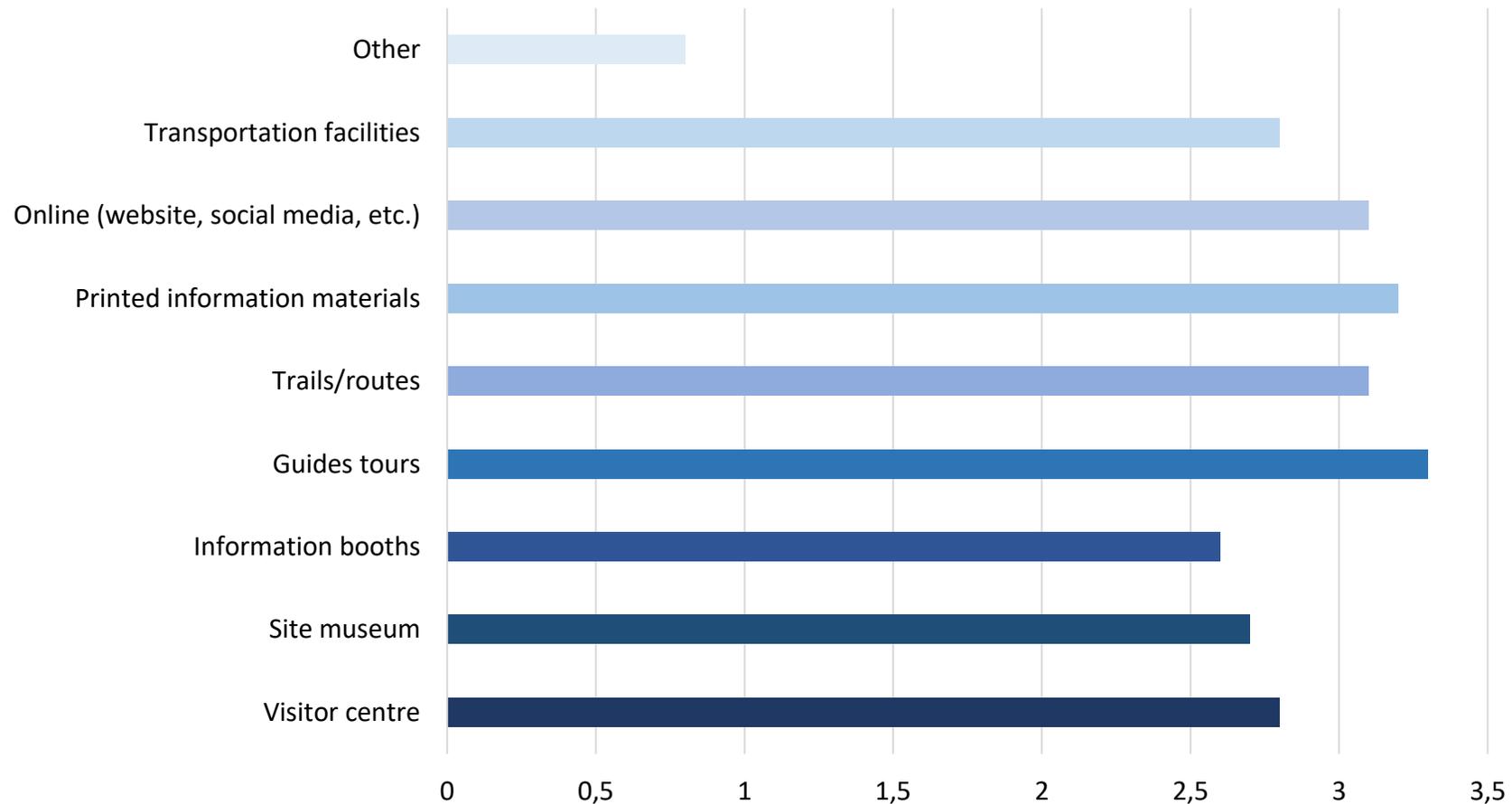
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## II. Education in the Periodic Reporting questionnaire

### Education and awareness at sites' level (Section II): adequacy of visitor facilities and services

#### Section II

**Question 8.4:** Please rate the adequacy of the following visitor facilities and services at the World Heritage property for **education, information, interpretation and awareness building**



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World Heritage Convention



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