Youth and Education on World Heritage
Learning objectives

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
Module outline

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. Patrimonito’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.
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 sensitize young people to the importance of preserving their local, national and world heritage;
• Is based on an interdisciplinary approach seeking to involved 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

- 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
I. World Heritage Education Programme

World Heritage Young Professionals Fora

- Field visits & hands-on activities
- Detailed knowledge of World Heritage related themes
- Discussions, debates and working groups
- Outcomes activities from the Forum

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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** – [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
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**.
I. World Heritage Education Programme

World Heritage Volunteers Initiative

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

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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 is a cartoon series which invites young people to convey the message of World Heritage preservation to their peers.

The episodes are developed around existing World Heritage sites.

14 episodes have been produced and are available on the World Heritage Centre’s website: https://whc.unesco.org/en/patrimonito/

Democratic Republic of the Congo, Rwanda, Uganda
The Virunga Mountains

Australia
The Great Barrier Reef

Spain
Old Town of Avila

Peru
City of Cuzco

Lebanon
Qadisha Valley and the Cedars of God

China
The Great Wall

India
Sundarbans National Park

Cameroon
Dja Faunal Reserve
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.

Source: Section I of the Periodic Reporting questionnaire
II. Education in the Periodic Reporting questionnaire

Education and awareness at State Parties-level

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 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

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

- Other specific groups
- Tourism industry
- Private sector
- Decision makers and public officials
- General public
- Youth
- Indigenous peoples
- Communities living in/around heritage sites

*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): existing education programmes

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

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
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.

- Teacher training courses on the use of World Heritage in Youth Hands Kit
- Organised school visits to World Heritage properties/cultural and natural sites
- Skills-training courses for students
- Youth forums
- Courses/activities for students within school programmes
- Activities linked to heritage within the framework of UNESCO Clubs/Associations
- Other

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II. Education in the Periodic Reporting questionnaire

Education and awareness at World Heritage sites’ level

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.
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:

- Local communities
- Youth/children
- Researchers
- Landowners
- Indigenous peoples
- Tourism industry
- National/international tourists
- Local visitors
- Local businesses and industries
- NGOs
- Other specific groups

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 sites’ level (Section II): existing education programmes

**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

*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 sites’ level (Section II): adequacy of visitor facilities and services

**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**

- Visitor centre
- Site museum
- Information booths
- Guides tours
- Trails/routes
- Online (website, social media, etc.)
- Printed information materials
- Transportation facilities
- Other

*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.*