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CONVENTION CONCERNING THE PROTECTION OF THE  
WORLD CULTURAL AND NATURAL HERITAGE

WORLD HERITAGE COMMITTEE  
Nineteenth session

Berlin, Germany

4-9 December 1995

**Item 13 of the Provisional Agenda: Promotional and Educational Activities**

1. As approved by the World Heritage Committee at its eighteenth session, held in Phuket (December 1994), the Centre's promotional and educational activities in the past twelve months can be summarized under two broad areas: (i) providing general public information (electronic networking, interactive multimedia, photo-exhibits, publications, audio-visual projects), including on-site promotional activities; and (ii) World Heritage awareness-building through schools and extracurricula activities. What follows is a report on the work accomplished and an outline of the activities proposed for 1996 and, as an indication, for 1997.

2. It should also be recalled that the Committee approved "a sum not exceeding US \$ 45,000 for the organization of an exhibit entitled 'From Abou Simbel to Angkor' within the framework of the 50th anniversary of UNESCO" (Report of the eighteenth session, page 62) which was requested by the Culture Sector (Division of Physical Heritage). What follows is a report on the approved activities.

**I. ACTIVITIES CARRIED OUT IN 1995**

**A. General public information and on-site activities**

Data-base and INTERNET

3. Thanks to the grant received from the National Federation of UNESCO Associations in Japan, the Centre's electronic information capacities were upgraded in terms of equipment and training of the Centre's staff. Consequently, the Centre's database regarding States Parties and their World Heritage activities has been reorganized and modernized, so as to permit a more efficient retrieval of information. Moreover, since March of this year, basic documents such as the World Heritage

Convention, the Operational Guidelines, World Heritage lists, reports of the Committee, the World Heritage Newsletter, reports of expert meetings, etc. have become available through INTERNET, using World Wide Web or UNESCO's Internet "gopher". As stated by UNESCO's Department of Informatics and Telecommunications, the World Heritage programme on INTERNET is growing quickly and is expected to become the largest of the server. Furthermore, electronic links with the advisory bodies allow the Centre to provide the users with better technical information, and using the network to identify experts for specific needs more rapidly. Finally, the Centre's staff now increasingly uses electronic mail in its daily contacts, which should help bring down the high telephone and fax costs.

4. As mandated by the Committee, the Centre organized in February a one-day consultation with the representatives of the advisory bodies and relevant units of UNESCO's Secretariat, notably CLT/CH, SC/ECO and DIT/CH, on the preparation of an Experts Meeting on World Heritage Information Management, held at UNESCO in September 1995. Subsequently, the Centre prepared, in cooperation with consultants, a comprehensive working document on the possible setting up of a decentralized yet integrated **World Heritage Information Network (WHIN)**, which was discussed in detail by the Experts Meeting on World Heritage Information Management (UNESCO, 27 to 28 September 1995).

5. The report of this meeting, including its recommendations to the Committee, is given in document **WHC-95/CONF.203/INF.10**. It should be noted that this document has as an annex a proposal for the distribution of information responsibilities among the participating organizations. The document includes also the results of a one-day consultation with all relevant UNESCO units and the advisory bodies on the practical and technical aspects of respective internal data bases and their compatibility, which preceded on 20 September, the Experts' Meeting. As this raises some fundamental issues, including the questions of confidentiality of information and copyright, these proposals need to be discussed further by the Expert Group whereupon the results would be submitted to the Committee.

#### General information material

6. While carrying on with the production and distribution of the usual information material such as the **World Heritage folding poster**, the **Newsletter** (Nos. 7, 8 and 9), the **World Heritage Diary** (distribution of 1995 and preparation of 1996), the **Committee Report** and the **Operational Guidelines**, the following novelties are underlined:

(a) the **folding poster** was also produced in 2000 copies as a wall-poster to be used in schools, and a large number was distributed to schools through the "Bergen Forum";

(b) the **Brief Descriptions** of all sites, reproduced in standard form in English and French, are now available through INTERNET;

(c) an interactive multimedia CD-ROM on 103 cities with World Heritage properties, which accompanies the photo-exhibit **"World Heritage Cities"**, has been produced in cooperation with French and Spanish media partners. The new maquette of this product was shown at the "Bergen Forum" and in Paris at UNESCO's exhibit marking its 50th anniversary (during the 28th session of the General Conference) as well as in London (50th anniversary celebrations, December). The complete CD will be commercially available as of January 1996.

(d) a draft text for a multi-purpose modifiable World Heritage **information kit**, for wide distribution, has been prepared in cooperation with UNESCO's Office for Public Information (OPI) and is being submitted to the Committee for eventual comments/modifications before printing.

### Exhibits

7. The itinerant photo exhibit **"World Heritage Cities"**, presenting 103 old towns/historic centres that are protected by the Convention, consists presently of 108 PVC pannels (2.5m x 90cm) with colour photos and explanatory text in English, French and Spanish. This exhibit, which can easily be enlarged with additional presentations of newly inscribed sites with historic centres, has been produced with the help of ICOMOS and the Organization of World Heritage Cities. It was inaugurated in Bergen by Norway's Minister for Culture, Ms Ase Kleveland, and the Director-General of UNESCO, on the occasion of the 2nd General Asembly of the World Heritage Cities and as an event marking the 50th anniversary of UNESCO. After its presentation in Berlin, (on the occasion of the World Heritage Committee's nineteenth session), it is to be shown (up-dated) in Paris, Milan, Geneva, Istanbul (HABITAT), New York, Quebec, Montreal and other cities.

8. The Centre was actively involved in the preparation of UNESCO's major exhibit marking the Organization's 50th anniversary (**"The Ethical Mission of UNESCO"**). It was moreover entrusted the coordination of the entire part dealing with **"The Common Heritage of Humanity"**, which includes the presentations of UNESCO's programmes in both tangible and intangible cultural heritage as well as the natural heritage.

9. The Committee approved in Phuket a considerable sum for the production, as part of this year's 50th anniversary, of another exhibit: **"From Abou Simbel to Angkor"**, proposed by the Culture Sector (CLT/CH). By October (when this report was written), a Scientific Committee and a Technical Committee were to begin their work, parallel to the negotiations undertaken by CLT/CH, to obtain possible extra-budgetary funds, and to borrow from a number of museums their artefacts for the exhibit. More information will be provided by CLT/CH at the meeting in Berlin.

10. The Centre's other two photo-exhibits, each presenting a selection of cultural and natural World Heritage properties, circulated throughout the year and were presented in Argentina,

Belgium, Cuba, France, Mauritania, Spain and the United Kingdom. In addition to this, the Centre assisted in a number of initiatives by various National Commissions for UNESCO, the organization's field offices and other bodies, mostly by providing important numbers of the World Heritage folding poster and other information material. These include: the "World Festival" in Tilburg (Netherlands); the 50th anniversary celebrations organized by the UNESCO Office in Dakar (Senegal); the WHC/ICOMOS Joint Meeting in Harare (Zimbabwe); Ulster University in Londonderry (UK & N. Ireland); the "Salon Masterart" (Paris, 6-9 April) in collaboration with ICOMOS; the projection of a film on the Vezelay Basilica carried out by a group of young local animators entitled "Presence à Vezelay", and others.

### Audio-visual projects

11. The World Heritage Centre signed an agreement with the German group "E.M", which consists of ARD, ZDF, public televisions, F.A. Brockhaus (the German Encyclopedia) and other German-speaking distributing networks) with the aim of cooperating in the development and production of a series of fifteen-minute, 35mm format films on UNESCO's World Heritage. The Centre is providing assistance to the producers in return for servicing fees. In addition to distributing such films in non-broadcast format for its own in-house purposes or for educational purposes on a non-profit making, non-exclusive basis, the Centre also holds rights to make alternative language versions of the series. Furthermore, UNESCO is entitled to use up to forty-five seconds of each film as well as up to seven minutes from the series as a whole, for UNESCO public relations purposes. The agreement has a two-year validity; during this period "E-M" will produce 104 films. It is envisaged that eventually the project will continue and include all the sites on the World Heritage List. Its first films were presented in Cannes in May 1995, at the MIP-TV, Europe's largest television fair. A selection of these films will also be presented to the Committee during its session in Berlin.

12. The **CNN World Report** launched in February a "World Heritage Quiz" which, having proven successful, has been upgraded this autumn. The respondents, whose names are given by the CNN to the Centre on a regular basis, receive the folding poster and the World Heritage Newsletter as a prize. Furthermore, the CNN World Report carried five times UNESCO's 5-minute feature on the **World Heritage Youth Forum** and a second feature on the World Heritage site Bryggen. Another activity, the **"Chasse au Tresor"** shown by **FR2**, which also speaks of a selected number of World Heritage sites, continues to be shown this year in France and many other countries.

### Publications

13. The publishing sector has been one of the key elements of our promotional activity. Since the end of 1994 and this year,

there have been some revisions and changes - mostly influenced by a stronger emphasis on the non-exclusivity principle - that led to the signing of three main publication agreements. Two of them were concluded with Spanish firms, Plaza y Janés (an associate of the German Bertelsmann publisher) and Planeta (a Spanish-Italian company), for the publication of the Encyclopedia of the World Heritage. In Germany, a third contract for a similar Encyclopedia was signed with Stuttgart Verlaghaus, of the Bertelsmann group. This agreement could prove very promising because of the publisher's accord with ADAC, the German Automobile Association, to sell the Encyclopedia to its members.

14. Other co-publication agreements involve INCAFO (Madrid) for the publication of a tourist guide on World Heritage Cities sites, the folding map/poster and the World Heritage Diary. The **Diary** was published this year also in Japanese (10,000) by the National Federation of UNESCO Associations in Japan. In 1996 it will be published also in Germany (English-French-German languages), thanks to the German National Commission for UNESCO, and in Belgium (English-French-Flemish).

15. The Centre cooperated with **Paris-Match magazine** on another contribution to UNESCO's 50th anniversary: the publication of "The Sentinels of World Heritage", series of portraits of ten eminent personalities (including President Moubarak of Egypt, H.M. Queen Noor of Jordan and several UNESCO Goodwill Ambassadors) and interviews with them on the importance of safeguarding cultural and natural heritage. This issue is scheduled to appear in November.

16. The **Geographische Rundschau**, a German publication distributed widely, especially to teachers and students, devoted its June 1995 issue to World Heritage. The World Heritage Centre's staff and leading German specialists contributed articles for this issue which was printed in German (16,000 copies) and English (300), the latter having been made available to the Committee members thanks to the German National Commission for UNESCO.

17. **National Panasonic** chose for the second consecutive year to illustrate its promotional calendar with World Heritage images on the basis of a special arrangement with the Centre, and is already preparing with the Centre the material for its 1997 and 1998 calendars. It is distributed to more than 200,000 Panasonic clients.

#### Patrimoine 2001

18. On December 1994 an agreement was signed by UNESCO and "La Caixa" of Barcelona renewing and partially revising a previous agreement regarding "Patrimoine 2001". It foresees the continuation of a highly qualified photographic archive of the properties on the World Heritage List. The work will take some time to be completed since only some thirty sites can be photographed in a year. The activity of the internationally known

Paris-based Gamma Agency, which is in charge of the implementation of the project, is made possible by the active collaboration of the States Parties which we duly inform, when necessary, prior to each photographic mission. It is expected that "Patrimoine 2001" helps UNESCO, and the World Heritage in particular, to promote free of charge the Organization's image through publications, books and photographic exhibitions. In order to represent better UNESCO's interests in this project a Directors' Committee has been set-up in which both UNESCO's Publishing Office and the World Heritage Centre are represented.

## **B. World Heritage Awareness-building through schools**

19. The pilot project phase of the interregional project **Young People's Participation in World Heritage Preservation and Promotion**, launched in 1994 jointly with the Education Sector, and with important financial support from the French-based Rhone-Poulenc Foundation, was successfully concluded at the end of June, in Bergen (Norway), with the UNESCO World Heritage Youth Forum, the World Heritage exhibit and the launching of a World Heritage CD-ROM, all three events marking the Organization's 50th anniversary, as indicated earlier. Students and teachers from 30 countries (altogether ninety persons) participated in this event, which made it possible for students and teachers from all regions of the world to exchange views on possible approaches to World Heritage education, which UNESCO plans to develop in the next few years. The participants discussed World Heritage issues also with conservation experts and mayors from some eighty "World Heritage Cities", and attended the opening session of the Second General Assembly of the Organization of World Heritage Cities. More details are given in **Annex 1: Report of the Bergen Forum**.

20. Thanks to OPI's film coverage (in addition to its press coverage), this event was presented worldwide through the CNN World Report. This furthermore made it possible to send a copy of the video to all of the 30 participating countries, so that the experience could be shared with other students and schools.

21. Encouraged by these results, particularly by the genuine enthusiasm created in the participating countries, it has been proposed to implement the project also in other States Parties. In UNESCO's Draft Programme and Budget for 1996-1997, submitted to the General Conference at its 28th session, it is proposed, as a six-year special project, that **Young People's Participation in World Heritage Preservation and Promotion** be part of the World Heritage Centre's programme, to be carried out in co-operation with the Education Sector, the Youth & Sports Division of the Social Sciences Sector, and other partners. Please see Part II (Proposals for 1996 and 1997) of this document for further information.

22. The successful outcome of the pilot project, it should be underlined, was made largely possible by the financial assistance of the World Heritage Fund, and the generous contribution of the Norwegian Government and the City of Bergen, which hosted the

Youth Forum. Likewise, thanks to the Government of Sweden, the entire project benefits from the services of a capable and dedicated young Associate Expert. A sign of appreciation should also be addressed to the UNESCO National Commissions in twenty-nine of the participating countries, and to US/ICOMOS, for their support and efficient cooperation. Finally, the project received also considerable assistance from the International Student Travel Confederation, member of the Federation of International Youth Travel Organizations with which UNESCO concluded an agreement of cooperation in 1993. Other sponsors included the Scandinavian Airlines (SAS) and several Norwegian (local) companies.

23. Finally, a further 50th anniversary activity, coordinated by OPI, in which the Centre participated, was the preparation of a special collection of coins to mark UNESCO's 50th anniversary: 8 in silver and 2 in gold, all displaying World Heritage properties. More specifically, the first issue of coins will present Abu Simbel (gold) and Merida, Machu Picchu, Taj Mahal and Djenné (all in silver). Initially, these are minted in Spain. Altogether 120,000 silver coins and 4,000 gold ones will be produced.

## II. PROPOSALS FOR 1996 AND 1997

24. The experience of the past biennium shows that a successful promotion of the World Heritage Convention, and possible fund-raising, at the national as well as the international level, requires a concerted effort in the following areas of action:

(i) development of an integrated albeit decentralized global **World Heritage Information Network**, linking specialized databases of concerned international organizations (particularly the advisory bodies) and of the individual States Parties with the database of UNESCO/World Heritage Centre in order to assure rapid and accurate information;

(ii) dissemination within each State Party and through international networks (various NGOs, UNESCO Clubs and Associations, the media, tourist organizations, etc.) of written and audio-visual information on World Heritage, addressed to the general public and to particular "target groups"; utilization of electronic networks (INTERNET, WWW) and interactive multimedia (CD-ROM, CD-I);

(iii) integration of World Heritage information in school programmes and extra-curricula activities, with the help of the advisory bodies, other international NGOs and partners in each State Party (e.g. UNESCO Clubs), and particularly by using UNESCO's Associated Schools Project wherever possible.

25. Furthermore, to achieve a major breakthrough in the promotion of the Convention, and to attract significant financial means for restoration projects, the Secretariat's human and

material resources need to be conjugated more systematically with (a) those of the States Parties; (b) those of the advisory bodies and (c) those of other possible partners. As a step in this direction, a select number of sites (one or two per region) could be considered as **"World Heritage promotion flagship projects"** which would benefit from coordinated inputs provided by several partners, and which could serve as promotional and fundraising "models" in the (sub)region. Should the Committee endorse such an approach, the States Parties would be invited to indicate to the Centre which of their restoration projects could be particularly suitable for such action in the next few years.

26. Specifically, the following activities could be envisaged for 1996 and 1997, subject to the Committee's approval.

#### **A. The World Heritage Clearing-House**

27. Further to the recommendations formulated by the Expert Meeting on World Heritage Information Management (Paris, September 1995), once these are approved by the Committee, this part of the Centre's work should continue to receive particular attention and resources. In addition to a further upgrading of the Centre's capacities (additional equipment, further training of the staff, computerization of documents, etc.), the Centre would be responsible for developing and disseminating to site managers a package of materials (**"starter kit"**) recommending style sheets, heading, links, image formats, etc., which is essential for a proper functioning of the network. Furthermore, the Work Group (consisting of the representatives of the Centre and of the advisory bodies) established at the Expert Meeting, will continue to function, as specified in Document INF.10.

28. Likewise, in order to develop and strengthen the capacities of some of the network's key partners and, through them, the sites' capacities, the Centre is expected to assist, in co-operation with the advisory bodies, in the development of at least two World Heritage information sub-networks, that of the World Heritage sites of the Mediterranean basin (as part of UNESCO's overall project regarding the Mediterranean), and that of the cities which have World Heritage sites. The importance of both of these projects should be seen also within the context of UNESCO's contribution to the **UN HABITAT** Conference (Istanbul, 3-16 June 1996), which is expected to focus, among other, on cultural and natural heritage.

29. Parallel to the above efforts, the Centre's **Documentation & Information Unit**, which has so far developed in a sporadic way, will be organized as of January 1996 by professional standards, and needs to be equipped with basic audio-visual means (slide-projector, TV, video and CD-I equipment).



## B. Promotional material

### Publications and audio-visual

30. The **World Heritage Information Kit**, prepared in cooperation with UNESCO's Office of Public Information, which will be distributed to the Committee at the Berlin session for a final verification, has been conceived so as to permit quick and relatively inexpensive up-dating, reproduction and modification in order to reach different public "target groups". Presently available in English and French, it is to be produced gradually in all six languages of the UN and, hopefully, also in other languages, with the help of interested National Commissions for UNESCO.

31. The **World Heritage folding poster/map**, although rather successful in its present form, will have to be modified in 1996 so as to have room for new inscriptions. Likewise, the **World Heritage Diary** is likely to change in appearance (in 1997), while the **World Heritage Newsletter** may have to be modified in the light of INTERNET, on the one hand, and the publication as of 1996 in English, French and Spanish of a new **World Heritage Magazine** proposed by UNESCO's Publications Office (UPO), on the other. The Centre also plans to produce jointly with UPO a new version of the book **A Legacy For All**, to be published in 18,000 copies in both paper-back and hard-cover versions.

32. In Germany, the Verlaghaus Stuttgart's **World Heritage Encyclopedias** will be sold as of 1996, a large part of it through the German Automobile Club (ADAC). In Spain, UNESCO's present agreements concern two main publishing initiatives, both regarding World Heritage Encyclopedias: one involving the Plaza y Janes Publishing House, which is associated with Verlaghaus Stuttgart, and the other being a joint venture between the Madrid-based INCAFO and the Barcelona-based Planeta Publishing House. Both are expected to sell as of 1996 World Heritage Encyclopedias. The project will be extended also to Italy through Planeta's parent publisher, De Agostini.

33. In Japan, the Kodansha Publishers (Tokyo), one of the leaders in this field, will bring out its own World Heritage Encyclopedia in 1997 as a result of an agreement with Plaza y Janes.

34. The film project undertaken in 1995 by the consortium of German television companies plans to produce annually 40 to 50 brief (15-min) high-quality **documentaries** on World Heritage sites, to be shown throughout the German-speaking countries, including Austria and Switzerland. Furthermore, both the Chinese state-owned television (BTV-the Beijing Television Station) and the Japanese TV company, N.H.K. Enterprises (in association with a Tokyo-based foundation, the Global Environmental Forum) are currently working on a series of films on World Heritage sites, which are expected to be ready in 1996 and 1997 respectively.

35. The last eight volumes of the **World Heritage series for Young People**, co-published by UNESCO and Children's Press (Chicago) in English, will be available in 1996. This series, which exists also in French and Spanish, will be included in the World Heritage Teaching & Learning Kit which the Centre will prepare in 1996 with the Education Sector and other partners. (Further on this under the next heading).

36. The Centre will produce in 1996, jointly with UNESCO's Unit for Eastern and Central Europe (PROCEED), **brochures** on World Heritage sites where important restoration projects are underway, such as the Old Town of Vilnius (Lithuania), Spissky Hrad (Slovakia) and possibly others.

### Exhibits

37. The "World Heritage Cities" photo-exhibit, up-dated with the newly inscribed urban sites, will be shown in February in Milano (Italy) at the International Tourist Fair (BIT), and then in Paris, Geneva (UN), New York (UN), Istanbul (UN Habitat, 3-16 June 1996), in Canada and elsewhere. The presentation at the UN Habitat being particularly important, arrangements are being made with UNESCO's OPI and the Social Sciences Sector to have the exhibit integrated into UNESCO's overall contribution to the event. Efforts are also being made to find a sponsor to help with the production of an accompanying publication (catalogue).

38. The Centre will cooperate in the preparation of other exhibits, such as those proposed by different States Parties, namely: an exhibit on "Great Zimbabwe National Monument" proposed by the Government of Zimbabwe, to be shown first in May 1996 at UNESCO, during the Executive Board session, and which could be used in 1997 at the subregional Youth Workshop ("Mini-Bergen") for the English-speaking countries in Africa; an exhibit on the World Heritage sites of Georgia, to be presented at UNESCO in Spring 1996, and others.

39. The Centre is already involved in the preparation of a major World Heritage exhibit to be presented at the **EXPO 2000 Hildesheim/Hanover**, which is meant to present World Heritage in all its diversity, with special emphasis on its educational potential.

### Promotional "flagship" projects

40. As of 1996, some of the Centre's promotional and fundraising efforts could be concentrated around several restoration and preservation projects, ideally at least one by (sub)region, which would have the potential to attract external partners with important financial means, which would allow the Centre to develop a more comprehensive promotion and education approach by conjugating the partners' potential with that of UNESCO/World Heritage. As a first step, such an approach could be used for the Historic Centre of Vilnius, where the UNESCO/WHC is cooperating with several Member States and the World Bank, in addition to the

Lithuanian authorities. Another example is the restoration of the Imperial City of Hue (Vietnam) which is being carried out in co-operation with several States Parties and a French private company. Yet another example, presently discussed with the Agence pour la Co-operation Culturelle et Technique (ACCT), the major intergovernmental organization of the French-speaking countries, is the restoration of the World Heritage sites in Mali, which could attract national as well as international funding. In each of these cases, the restoration projects would be accompanied also with: (i) training seminars for conservation/management specialists, and (ii) educational projects involving secondary-school teachers and students, as part of the Bergen Forum follow-up actions.

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

41. Given the successful outcome of the pilot stage of this project, it has now evolved into a six-year interregional project, to be carried out jointly with the Education Sector and the Youth & Sports Division of SHS as part of UNESCO's new Medium-Term strategy, **(Annex 2)**. Its main focus will now be (i) on the production of pedagogic material to be used by secondary-school teachers for sensitizing students to the World Heritage Convention and its implementation, and (ii) on organizing regional and subregional World Heritage youth workshops ("mini-Bergens") similar to the first World Heritage Youth Forum, held in 1995, so that all States Parties may eventually participate.

42. Two States Parties, namely Brazil and Croatia, have expressed readiness to organize the first regional "mini-Bergens" to be held in 1996: the one for Latin America is being planned in **Ouro Preto (Brazil)**, while the European meeting, to be co-organized with the Council of Europe, would be held in **Dubrovnik (Croatia)**. The project's major sponsor, the Rhone-Poulenc Foundation, has already indicated its wish to continue its co-operation and co-financing of these meetings. Other "mini-Bergens" are being planned for 1997: in Africa (possibly Dakar and/or Harare) and in Asia (no host as yet identified).

43. Parallel to this, the Centre is preparing together with the Education Sector and other UNESCO units, a basic **World Heritage Teaching & Learning Kit**, inspired by the material and pedagogic approaches brought to our attention through the pilot phase of the project. The kit, consisting of a wide range of information on World Heritage, from written material to interactive multimedia products, is meant to be easily adaptable to different languages and socio-cultural environments. In the initial stage, it is conceived primarily for teachers rather than students, although a student version is also foreseen.

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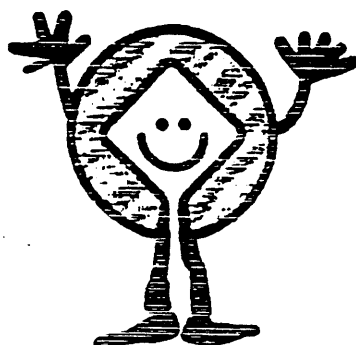
# First World Heritage Youth Forum

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Bergen, Norway  
24 to 28 June 1995

## FINAL REPORT

***"YOUNG PEOPLE CALL FOR ACTION  
TO SAVE OUR  
WORLD HERITAGE"***



Organized by UNESCO  
in co-operation with  
the Norwegian National Commission for UNESCO  
the Rhône-Poulenc Foundation  
and the Organization of World Heritage Cities



# **FIRST WORLD HERITAGE YOUTH FORUM**

Bergen, Norway, 24 to 28 June 1995

## **REPORT**



### **BACKGROUND**

Throughout the world our cultural and natural heritage is seriously threatened. Environmental deterioration, population density, urbanization, wars, poverty and sheer neglect weight heavily on the preservation of our cultural legacy and natural wonders which have been passed on to us from one generation to another over the centuries.

Population pressure, expressways and mass tourism threaten Kathmandou Valley in Nepal, the Pyramids of Egypt, Stonehenge in England, and some of the most beautiful natural sites in various regions of the world. Air pollution is having severe consequences on the preservation of the Acropolis in Greece. The exhaust from air-conditioned buses is damaging the stone temples in Borobudur, Indonesia and the monuments in Mexico. These are but a few examples.

Yet how many people really care about the hundreds of cultural and natural sites inscribed on the World Heritage List in some 100 countries which need to be protected in accordance with the Convention concerning the protection of the World cultural and natural Heritage, adopted by UNESCO in 1972? How many have ever heard of their existence? How can they become committed to their preservation?

It is obvious that if our World Heritage is to be preserved, it is vital to engage, without delay, young people in its conservation.

Consequently UNESCO launched in 1994 an **interregional project** to mobilize schools in different parts of the world to develop innovative educational approaches aimed at "sensitizing young people to the need to protect our World Heritage". It aims to bring together students, teachers, heritage conservation specialists, site-managers and other decision-makers in designing World Heritage awareness-building approaches and appropriate pedagogical material. The Project also strives to facilitate contacts between participating schools in different countries and the exchange of information on innovations and results obtained.

Sixteen countries were invited to take part in the Project. All of them are State Party to the 1972 Convention and are participating in the **UNESCO Associated Schools Project (ASP)** network of which one of the objectives is to promote intercultural learning.

In view of positive results achieved in a short period of time and thanks to extra-budgetary resources granted by the **Rhône-Poulenc Foundation**, (which has already been active in the restoration of Venise, Italy and Hué, Viet-Nam) the Project was extended in 1995 to 9 additional countries. Some 170 lower secondary schools (students aged between 12 and 18 years old) are taking part in the Project in 25 countries.

## INTRODUCTION

In order to enable students and teachers taking part in the Project to share their views about the importance of world heritage and make proposals in support of heritage protection, the first **World Heritage Youth Forum** was held in Bergen (a World Heritage city), Norway, from 24 to 28 June 1995.



The **Forum** was unique for a number of reasons.

*Firstly*, young people attended it from **all 25 countries** taking part in the Project located in different parts of the world and from **an additional 5 countries** interested in the Project. Students were hence in a position to meet their peers from many different countries and reflect together on ways and means to enhance and preserve World Heritage.

*Secondly*, the Forum provided a platform for students and teachers to exchange their views with **Mayors from World Heritage cities** (who were attending the Second General Assembly of the Organization of World Heritage Cities which was also taking place in Bergen) thereby creating new partnerships between youth and local authorities and between educators and politicians.

*Thirdly*, reduced models or '**maquettes**' of both natural and cultural sites made by students and sent to Bergen were displayed at an exhibition inaugurated by the Minister of Culture, the Honorable Madame Ase Kleveland in the presence of the Director-General of UNESCO, Federico Mayor. The maquettes were made out of a variety of materials e.g. paper, wood, cardboard, stone, plaster, etc...

*Fourthly*, teachers accompanying the young people met in several sessions in order to discuss the vital issues facing **heritage education**, to learn from each other and to advise UNESCO on the continuation of the interregional project.

*Fifthly*, with the help of some 15 young Norwegian guides and several Norwegian teachers, young people were able to have direct contact with people from the host country, learn more about Norway's heritage, customs and traditions and see for themselves the beautiful city of Bergen and the surrounding area.

*Lastly*, discussions and creative workshops resulted in a **Young People's Pledge in Support of World Heritage** which was adopted at the Forum and subsequently discussed also in the presence of the mayors. The pledge will be diffused world-wide by UNESCO and serve as a basis for the regional meetings ("Mini-Bergens") to be held as of 1996.

The students elected their own officers to conduct the proceedings of the Forum namely as President: Catherine Knopp (New Zealand); Vice-Presidents: Thomas Benjamin Anderson (USA), Mame Touty M'Baye (Senegal), Arit Patricia Garduño Rosas (Mexico); Rapporteurs: Koranin Suwannaprasert (Thailand) and Rawad Nazih Ezzeddine (Lebanon).

The **Pledge** serves as the background for this report which is also based on the discussions and creative activities held during the Forum as well as the replies to questionnaires issued to both students and teachers prior to their arrival at the Forum.

As the **Programme** of the Forum (*see Annex I*) was very intensive, it is not possible to relate in detail all of its substance. Hence, the purpose of this report is to draw attention to the main issues discussed and to the follow-up proposals in order to share it with as many people as possible. Although some 100 students and teachers attended the Forum (*see list in Annex II*) we should like to make the students' and teachers' views known throughout the world and not only to young people and educators but also to conservation specialists, museum curators, and decision-makers.



# Our Pledge

*Cultural and natural sites form the environment on which human beings are dependent psychologically, religiously, educationally and economically. Their destruction or even deterioration could be harmful to the survival of our identity, our nations and our planet. We have the responsibility to preserve these sites for future generations.*

Our active participation in preserving the world heritage has so far included various actions, such as:

- cleaning of the sites (*Cuba*);
- restoration and reconstruction of old buildings and other heritage sites, including revival of traditional crafts (*Hungary*);
- written information about heritage sites, as for instance through a journal made by school children (*Senegal*);
- Children's books on historical themes where monuments and sites are included as illustrations (*Zimbabwe*);
- improving personal knowledge through computer networks and CD-ROM interactive media (*Norway*).

Taking into consideration the **fragility** of this **heritage**, we must develop a **responsible awareness** towards conserving it, but in order to accomplish this, we need help.

## Our Expectations

We ask for help from UNESCO and other international bodies, from governments, from local authorities and even from private sponsors.

Our proposals for action, to be undertaken immediately, are:

### Education

- Education in favour of cultural and natural heritage, so that we can understand the **World Heritage Convention**, should be incorporated in national curricula. This should include visits to sites as well as regular teaching hours in the subject matter.
- We need interesting and relevant educational material to help us understand the importance of World Heritage. Young people should participate in its preparation.
- We need a **long-term Plan of Action for World Heritage education** to encourage and monitor work undertaken by young people, teachers, national

authorities and international organizations. This should include practical guidelines for youth involvement in the preservation of heritage.

### Voluntary work

- The organization of **voluntary clubs**, workshops, etc. in our communities are helpful to create a wider interest and involvement of youth.

### Role of UNESCO

- We ask UNESCO to continue **World Heritage projects** through periodic national, regional and international gatherings (as this Forum) and the **Associated Schools Project**, and to provide educational material, information networks and technical equipment.
- We ask UNESCO to revive **forgotten cultures** because ignoring culture does not mean preserving it.

### Mass media

- The role of the **mass media** is very important. Famous celebrities, young people's idols, should be invited to help support the World Heritage cause so as to mobilize all young people.

### Tourism

- Tourism has both positive and negative effects on heritage sites and there is a need to ensure the former and eliminate the latter and young people can contribute to a new form of "**cultural tourism**".

### Youth committees

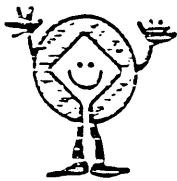
- Local and national authorities, such as mayors, should help establish **youth advisory committees** (councils) on protection of cultural and natural heritage.

Consequently, we, the **young people** from various parts of the world, conscious of the international importance of these sites, **commit ourselves** to participate in the **safeguarding** of this **heritage** and to fight against its destruction.

*In order to meet our expectations, we the young people, the students from 30 countries throughout the world attending the First UNESCO World Heritage Forum being held in Bergen, Norway, on 27 June 1995 are committed to do the maximum. We want to co-operate with you the adults, mayors and decision-makers who have experience and wisdom to share with us.*



# I. Highlights and Outcome of World Heritage Youth Forum



## Preamble

"Cultural and natural sites form the environment on which human beings are dependent psychologically, religiously, educationally and economically. Their destruction or even deterioration could be harmful to the survival of our identity, our nations and our planet. We have the responsibility to preserve these sites for future generations."

## *Students' Pledge*

The students agreed that our cultural identity is closely linked to the past and that we can better understand ourselves by knowing our origin and the contributions of our ancestors to our local/national/world heritage. The UNESCO Project helped spark interest, respect and enthusiasm for one's own heritage and a willingness to become involved in enhancing and conserving it. As one of the students said "We have now become heritage fanatics!"

Teachers said that some of the students are now even considering heritage conservation as a future career. Many of them see their neighbourhood/town differently with a renewed interest. The UNESCO project implies team work and the expression of cooperative/creative skills and talents. This had a positive impact on the young people. The Project proved to be motivating for the young people, making them interested and even enthusiastic about their heritage and about World Heritage sites elsewhere.

In addition to protecting cultural sites, the young people gave equal emphasis to natural sites, to the flora and fauna upon which they depend and to the ecological balance they provide for the survival of humanity such as the rain forests, the glaciers, etc...

## 1. ACTIVE PARTICIPATION

"Our active participation in preserving the World Heritage has so far included various actions, such as:

- \* cleaning of the sites (Cuba);
- \* restoration and reconstruction of old buildings and other heritage sites, including revival of traditional crafts (Hungary);
- \* written information about heritage sites, as for instance through a journal made by school children (Senegal);
- \* children's books on historical themes where monuments and sites are included as illustrations (Zimbabwe);
- \* improving personal knowledge through computer networks and CD-ROM interactive media (Norway).

Taking into consideration the fragility of this heritage, we must develop a

**responsible awareness towards conserving it, but in order to accomplish this, we need help."**

### *Students' Pledge*

When asked what they hoped to gain from the Forum, the young people replied mainly that they looked forward to learning more about heritage sites in other countries, to meeting their peers from many different countries, to learning how sites are protected elsewhere and to establish friendship and solidarity with young people in support of World Heritage.

Through discussion groups and by setting up a display of material which they brought with them, students and teachers were able to 'go around the world' and take stock of educational approaches developed to sensitize young people to heritage sites in different countries, to see photographs and material (including slides, videos, etc.) of sites and the problems each of these has. All this contributed to reinforcing the participants' consciousness of the **vulnerability** of the World Heritage and of the necessity to rescue it through action. Unfortunately, time was too limited to take full advantage of the wealth of material.

Prior to the Forum students were invited to build a reduced model, "maquette" of a cultural or natural site in their country for an exhibition during the Forum. Twenty some maquettes arrived (unfortunately some were still "en route") and both students and teachers had an opportunity to take a close look at them. When asked what they learned whilst making them, students replied:

"It reinforced my identity and taught me more about the specificity of the Moroccan people" *Achraf Mouslik, Morocco*

"The complexity of the beauty of the site" *Omar Eliezer Sosa Arias, Mexico*

"Heritage must not vanish and we must work hard and patiently to preserve it." *Rawad Nazih Ezzedine, Lebanon*

"Team work and co-operation." *Nancy Morsy El Shayeto, Egypt*

"I learned how my ancestors lived." *Achara Rakkun, Thailand*

Students selected 12 cultural/natural sites to illustrate the 1996 Associated Schools Project calendar which will be devoted to World Heritage protection. The selected sites were:

- Greece: The Acropolis
- Spain: Parque Guell (Barcelona)
- Poland: Cracow
- Mexico: Guanajuato
- Ecuador: Galapagos
- Brasil: Ouro Preto
- Morocco: Fez and Marrakesh
- Lebanon: Baalbek
- Senegal: Ile de Gorée
- India: Sanchi Stupa
- China: The Great Wall
- Thailand: Sukhothai

Students and teachers were also able to learn more about the **World Heritage Cities** by visiting the UNESCO exhibition which was inaugurated by Madam Ase Kleveland, the Norwegian Minister of Culture and the Director-General of UNESCO, Mr. Federico Mayor.

## 2. OUR EXPECTATIONS

**"We ask for help from UNESCO and other international bodies, from governments, from local authorities and even from private sponsors."**

*Students' Pledge*

The students want to become more involved in protecting and promoting their local and global heritage. As their "APPEAL" reveals to us, they have many ideas on possible useful contributions. However, since their means are often few and limited they do require support and encouragement from UNESCO as well as their own authorities and the private sector such as the French corporation, Rhône-Poulenc, the major sponsor for the UNESCO interregional project and the Youth Forum.

At the inauguration of the Forum, Mr. Colin N. Power, Assistant Director-General for Education (UNESCO) drew attention to UNESCO's new priority (*see Inaugural Address in Annex III*). He declared:

*"After having worked closely with the world's leading architects, archaeologists, jurists, and historians, we at UNESCO felt that the time had come to concentrate on involving young people in protecting our world heritage.*

*You alone will decide if local sites will continue to be inscribed in the UNESCO World Heritage List. Their preservation or their deterioration and eventual disappearance will largely depend on you. It will be up to YOU to decide if cultural differences can be a source of cultural enrichment rather than continuous causes of conflict.*

*However, in order to take such decisions and meet such challenges, it is obvious that you must first be given the opportunity to be made aware of the issues at stake. You must have the necessary know-how to deal effectively with them—knowledge, skills and passion, as one of you replied in your questionnaire.*

The Forum provided a platform to discuss the problems facing heritage protection today and the seeking of appropriate solutions.

**"Our proposals for action, to be undertaken immediately, are: Education, Voluntary work, Role of UNESCO, Mass Media, Tourism, Youth Committees."**

### **a. Education**

**"Education in favour of cultural and natural heritage, so that we can understand why the World Heritage Convention should be incorporated in national curricula. This should include visits to sites as well as regular teaching hours in the subject matter."**

*Students' Pledge*

Prior to participating in the UNESCO interregional project most students were little aware of the need to preserve and promote World Heritage. Little if any mention is included at present in their education.

Hence, in their "Appeal" students called first and foremost for more education on World Heritage. However, although they agreed that **knowledge** is important, they felt that it is not

sufficient and that heritage protection calls also for **commitment, involvement** and **action**.

In fact, many of the teachers in planning the interregional project organized excursions and visits to the sites which proved to be memorable and moving moments for the students. The young people, after having studied in-depth about the site, how and why it was built, its significance and value, often looked at it with renewed awe, wonder and respect. In some cases, such as the visit to the Pyramids in Egypt, young people wore clothing of that epoch, listened to legends of that era, etc. One student from Athens who visited the Acropolis as part of the project got for the first time "goose pimples" because she fully realized the extraordinary achievement of her ancestors. Croatian students from Split re-acted the Roman way of life and even dressed as Romans of that period.

Working in three language groups (English/French/Spanish), the teachers were able to present some of their work in promoting heritage education. Effective learning combined both cognitive/affective approaches and classroom and extra-curricular activities. It was agreed that interdisciplinary/multidisciplinary approaches were required since learning about cultural and natural sites requires in-puts from many different subjects in the curriculum such as history, geography, language, mathematics, chemistry, art, etc. Learning about the past not only helps us to understand better the present but it also enables us to plan better the future.

**"We need interesting and relevant educational material to help us understand the importance of World HERITAGE. Young people should participate in its preparation."**

### *Students' Pledge*

Students underlined the dearth of informative and attractive educational material regarding World Heritage. They emphasized the need to produce good teaching material, including visual and audio-visual material, which would be of immediate interest to young people and have their in-puts.

For example, in one of the creative workshops during the Forum, the "Poster Group" made three posters inspired by the following messages:

- \* "Let's make the preservation of our heritage a way of life!" *Jamaica*
- \* "Each country's heritage from the past gives blood to our future!" *Greece*
- \* "If we loose our origin, we will loose our identity!" *Spain*



The "Designation of World Heritage Key Words Group" identified a series of words related to heritage such as **"appreciation"**, **"responsibility"**, **"identity"**, **"preservation"**, **"tolerance"**, **"commitment"**, etc. They also drafted a press release.

In order to prepare appropriate educational resource material, UNESCO asked teachers what should be included in the World Heritage Teaching and Learning multi-media kit which it plans to produce as a result of the Forum and the Interregional Project. They proposed:

- \* teaching units on specific sites covering a wide range of disciplines;
- \* guidelines for new teaching methods and suggestions on how best to plan visits to sites;

\* reference material and audio/visual material such as photos, slides, video cassettes and CD-ROMS

**"We need a long-term Plan of Action for World Heritage education to encourage and monitor work undertaken by young people, teachers, national authorities and international organizations. This should include practical guidelines for youth involvement in the preservation of heritage."**

*Students' Pledge*

Throughout the Forum the young people expressed their concern that although they were 'convinced of the importance of heritage protection and of the need to act urgently' many of their peers throughout the world have not yet been sensitized to the issues at stake. In some cases, even in their own schools, not all young people were involved in the project. Therefore in view of the work to be accomplished, they proposed a **long-term Plan of Action**.

### **b. Voluntary work**

**"The organization of voluntary clubs, workshops, etc. in our communities are helpful to create a wider interest and involvement of youth."**

*Students' Pledge*

"**Learning by doing**" is one of the most effective ways to impart knowledge and shape attitudes and the students were very keen to have an outlet for their desire to become actively involved in heritage protection/promotion. By organizing voluntary clubs, youth workshops, summer heritage camps, and other activities, young people could contribute more effectively to preserving cultural and natural sites in their communities.

### **c. Role of UNESCO**

**"We ask UNESCO to continue World Heritage projects, through periodic national, regional and international gatherings (as this Forum) and the Associated Schools Project, and to provide education material, information networks and technical equipment."**

*Students' Pledge*

The students see UNESCO's role in this regard primarily as a catalyser and facilitator. They felt that the Forum was a very useful way to provide them with a platform in order to exchange their views, discuss the problems at stake and make plans for the future.

They look forward to the World Heritage multi-media kit to be produced by UNESCO and they would like to provide their own in-puts for it.

The students emphasized the need for effective **networking** in support of heritage conservation. Some schools communicate already via **telecommunications** and **INTERNET** and it was felt that they can facilitate effective communication amongst students and schools. However, many schools, particularly in less industrialized countries, do not yet have access to such technology. Thereby students proposed that measures be taken by international organizations such as UNESCO to provide the necessary equipment to enable schools to communicate via satellite. They even proposed that well equipped-schools should help schools which lack the necessary equipment.

**School twinning and exchanges** can also be a very beneficial way to learn about each other's

culture and heritage. In fact, the UNESCO Interregional Project proposed twinning amongst participating countries and the Forum served as a useful occasion to consolidate contacts and links between both students and teachers.

Most of the institutions represented at the Forum are taking part in UNESCO's **Associated Schools Project (ASP)** which is a network of some 3,200 schools in 125 countries. Schools carry out "projects" in such fields as education for peace, respect for human rights, intercultural learning and concern for the environment. The objective of the ASP is to have a **multiplier effect** whereby pilot projects such as the interregional project can shed light on innovative ways and means to improve and adapt education to meet the needs of the XXIst century.

**"We ask UNESCO to revive forgotten cultures because ignoring culture does not lead to preserving it."**

#### *Students' Pledge*

Students expressed much concern about indigenous cultures which are disappearing and being forgotten. Education should provide information on past cultures and civilizations as well as on indigenous peoples in the country, in the region and in the world at large. One evening, at the historical Schiot-stuene, students wore clothing depicting their culture and in many cases their ancient cultures. During the week, the students from New Zealand taught other participants songs and dances of the Maori, the indigenous people of their country.

UNESCO being the United Nations specialized agency responsible for the promotion of culture, students expect UNESCO to help plan national programmes and action in support of indigenous peoples and cultures which are in many cases threatened by extinction.

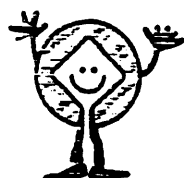
#### **d. Mass Media**

**"The role of the mass media is very important. Famous persons (celebrities), young people's idols, should be invited to help support the World Heritage cause so as to mobilize all young people."**

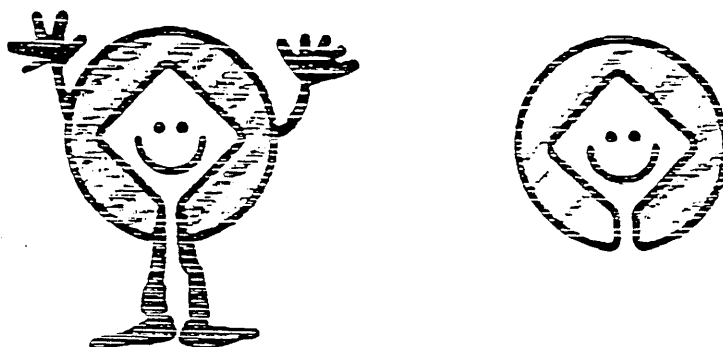
#### *Students' Pledge*

Throughout the Forum the students were genuinely concerned about the need to **sensitize**, on a large scale, **public opinion** about the urgency to take part in preserving our world heritage. They are preoccupied why there is so little action in favour of the sites.

They agreed that the mass media could play a very effective role in this regard, particularly the press and television. In fact another unique feature of the Forum was that it had its own daily illustrated 'newspaper' (see page 1 of issue No 2 in Annex VI) thanks to 2 roving reporters (Mr. and Mrs. Seppo Heinonen, Norway).



The creative workshop on the media (intended for Spanish-speaking students) suggested that a cartoon character (designed on the basis of the World Heritage logo) be designed and called "**Patrimonito**" (small heritage guardian) (see illustration). This character could be used for a vast international media campaign involving **television, radio, press, cartoons, etc.** and based on the slogan "Care for Heritage".



With regard to television, the French-speaking group of teachers suggested that UNESCO should collaborate with its sponsor Rhône-Poulenc to purchase films from the French televised series "USHUALA" for projection in schools.

Young people are also sensitive to what their idols (in fields such as sports, music, movie actors, etc.) have to say and the students suggested that young people's favourite stars be contacted and encouraged to speak out in favour of World Heritage.

#### **e. Tourism**

**"Tourism has both positive and negative effects on heritage sites and there is a need to ensure the former and eliminate the latter, and young people can contribute to a new form of "cultural tourism".**

#### ***Students' Pledge***

The question of tourism was debated throughout the forum and in a special working group. Students agreed that tourism can have a positive impact by providing foreign currency, jobs and furthering international understanding. However, they were also conscious of the some less positive or even negative aspects of tourism with regard to heritage preservation. Masses of tourists can lead to the deterioration, littering and over-commercialization of sites.

Moreover, certain tourists prefer going to beaches rather than visiting the cultural/natural sites of the country. Even local people tend to be unaware of the significance of sites. In India, students interviewed people picnicking near a heritage site and asked them what they knew about it. Most of them replied that it was just a pleasant place to visit and they were not familiar with its historic value.

Hence, students suggested strongly the need for a new kind of tourism, particularly "cultural tourism", which would enable visitors to get a better insight about the customs, traditions, values and heritage of the country visited and the link between the sites visited and our universal heritage.

Students felt that they were well-placed to introduce such a **new form of tourism**. During their schools vacations they could serve as guides and provide explanations not only about the sites but about the links to the present, their way of life today and prospects for the future. Young people are also very keen to travel abroad, to forge bonds of friendships with their peers abroad,

visit World Heritage sites, etc. The Director General of the International Student Travel Confederation, Mr. Roger Charles, informed the young people about travel facilities and benefits provided to youth by this confederation. He offered to them free travel cards.

#### **f. Youth committees**

**"Local and national authorities, such as mayors, should help establish youth advisory committees (councils) on protection of cultural and natural heritage."**

#### *Students' Pledge*

Young people who have become sensitized to the importance of heritage protection are anxious to become actively involved in its preservation. They have many sound ideas for concrete action and they would like to be part of the decision-making process.

Hence, they recommended that youth advisory committees be set up at the municipal level in order to optimize the participation of young people in caring and promoting cultural and natural sites.



## **II. Debate between *young people* and *Mayors* of World Heritage Cities**

One of the highlights of the Forum was the **debate** between students and the mayors who were attending in Bergen the **2nd General Assembly of the international Organization of World Heritage Cities**. Ernst Tonseth, a Norwegian environmentalist and heritage expert helped to prepare students for the debate by giving a lecture on "What young people can do to get Mayors interested in World Heritage protection based on four 'i's' : Involvement, Interest, Incentives and Initiatives.

The debate was moderated by a well-known Norwegian television commentator, Ms. Marie Christiansen. Students designated their own representatives to take part in the panel discussion with the mayors. They were: Ezequiel Hilbert (Argentina), Saskia Frater (Jamaica), Rawad Ezzedine (Lebanon), Arit Patricia Garduño Rosas (Mexico), Tim McTigue (New Zealand), Camila Thomas (Norway), Mame Touty M'Baye (Senegal), Andreu Aparicio Pastor (Spain) and Audrey Ngozo (Zimbabwe).

The Organization of the World Heritage Cities was represented in the panel by: Mr. Jean-Paul L'Allier, Mayor of Quebec and President of the Organization of World Heritage Cities; Mr. Daniel Estrada Pérez, Mayor of Cuzco; Mr. P.L. Singh, Mayor of Katmandou; Mr. Yacouba Diabate, representing the Mayor of Djenné; Ms. Sémia Akrouit Yaiche, representing the Mayor of Tunis; and Ms. Katalin Kiss, representing the Mayor of Budapest.

At the beginning of the debate, speaking on behalf of the Norwegian National Commission for UNESCO, its President, Ms. Ingrid Eide, situated the Youth Forum and the debate with Mayors in the context of the 50th anniversary of UNESCO. She felt that promoting a dialogue between youth and those who have political and decision-making power was an effective way to observe UNESCO's 50 years of existence. Ms. Eide appealed also to the need to look at heritage sites from a wide range of perspectives.



The first ever to be held on World Heritage issues, this debate enabled a frank exchange of views and ideas between students and those who are today responsible for the management of cities that have World Heritage sites.

One of the key questions debated and asked by the students was "in the various cities of the world, to what extent are young people aware of the importance of world heritage"? "Not enough" was the main consensus.

The Mayor of Katmandou thus placed emphasis on providing heritage education as early as possible, starting at the primary school level, so that children should be nurtured to **share and care**.

The Mayor of Cuzco agreed to the important role to be played by both education and the mass media, particularly television.

The Mayor of Quebec stressed the intrinsic link between youth, culture and the environment in preparing for a better future.

Young people also wanted to know what Mayors do to educate youth and the general public about World Heritage.

The Representative of the Mayor of Tunis explained that many guided tours are given of heritage sites and they are open to all schools. In fact they have an educational programme which encourages requests from schools. Workshops are organized subsequently to the tours so that young people can discuss further their views and impressions. Young people's councils have been established and a heritage award scheme has been set up and is granted to the most dynamic council.

Speaking on this subject, the Mayor of Katmandou underlined the need to change mentalities. He referred to our present day 'remote control society' whereby young people are getting used to change by pushing a button. In order to reach young people effectively he said we have to know more about the sentiments and feelings of young people.

The Mayor of Djenné explained that every two years the facade of the Mosque, a World Heritage site, is redone by young people. Mali has also opened a Technical College to train young people in traditional crafts and techniques.

The Mayor of Quebec spoke of the need for education to transmit genuine values. It is therefore important to find the adequate means by which to motivate people. Such mediums could for example be music and the mass media.

Inspired by the debate, the Director-General of UNESCO, Mr. Federico Mayor, responded to some of the suggestions expressed. He emphasized the major responsibilities facing both mayors and young people in ensuring heritage protection. Pointing out that so far our efforts in this regard have been insufficient, Mr. Mayor encouraged the search for "new ways of thinking and new ways to ensure heritage protection". He also placed much importance on the UNESCO ASP World Heritage Interregional Project's ability to pave the way for new and effective educational approaches to this end.

Following the debate, the Honorable Minister of Culture (Norway), Madame Ase Kleveland, presented certificates of participation and a gift to each participant while the Director General of UNESCO, Mr. Federico Mayor, presented awards to the representatives of all countries participating in the UNESCO Interregional Project in support of heritage education, and to each

of the teachers, a copy of The New Page (1995).

Inaugurating the Exhibition of Maquettes and the UNESCO Exhibition of Photographs of World Heritage Cities, Madame A. Kleveland said: "The real guardians of the cultural heritage of cities are their citizens (...). Where do we find them? Everywhere -but an obvious and effective place to start is the school. Again; UNESCO's network could be mobilized; the Associated Schools Project has thousands of schools engaged in international co-operation (...). Culture is inconceivable without creativity. The students and teachers have applied great creativity in their own (...) learning process. Together the models demonstrate that there is reality behind the vision of the World Heritage." (see Madame Ase Kleveland's address in Annex IV).

### III. **Teachers' Views and Proposals for World Heritage Education**

The teachers who accompanied the students (mainly from schools participating in the UNESCO ASP network) met several times in small groups according to language (English/French/Spanish) to exchange their views on heritage education.

#### 1. **Heritage educational innovations**



They had the opportunity of presenting some of the innovations developed in their respective countries in support of heritage education.

Examples were numerous.

In **India**, the **Centre for Cultural Resources and Training** under the Ministry of Culture is organizing *training programmes for teachers* to enable them to teach more effectively about the 16 Heritage Sites in India. It is also developing educational training kits.

In the **United States of America** (Maryland), *heritage teaching units* have been prepared for lower secondary education which have proved to be very effective and stimulating for young people.

In the **Russian Federation** an attempt has been made to integrate heritage education in three subject areas: *history, geography and biology*.

**Senegal** and **Zaire** have designed an *integrated interdisciplinary programme* for heritage education which they have shared with other ASP and non-ASP schools.

**Canada (Quebec)** has set up *information campaigns* within schools and the community via various media.

**Spain** has experimented in reactivating historical times and events through *simulated exercises*.

However, in promoting heritage education, teachers in all three working groups expressed the same concern about a number of problems encountered.

## 2. Obstacles encountered in promoting heritage education and possible solutions

The lack of teacher training, methodology, material, interest and a place in the curriculum were considered to be the main obstacles and for which urgent solutions are required.

### a. Teacher Training

Few teachers have had formal training in the field of heritage education so there is a need to introduce it in teacher training institutions and to organize in-service teacher-training workshops for practising teachers from a wide range of disciplines. Such workshops should design educational guidelines which could be helpful to teachers in seeking ways and means to introduce heritage education in their teaching. In view of the interdisciplinary character of heritage education such workshops could shed light on the important contributions of each subject area.

### b. Methodology



Because of the historical dimension of heritage education, it seems that most of the teaching at present in this field is offered by history and geography teachers. However, language teaching (both mother tongue and foreign languages) can help young people to reflect on the overall importance of World Heritage and establish the necessary linkages between the **past, present** and **future**. **Mathematics** can help explain the equations developed by our ancestors to build such wonders of the world as the pyramids in Egypt, the Taj Mahal in India, etc... **Chemistry** can explain new technologies developed to preserve sites. **Art** and **music** can contribute to the ethical dimensions of heritage protection, the construction of reduced models (maquettes) of heritage sites, etc...

Heritage education requires both **cognitive** and **socio-affective** methodology since there is a need for both **knowledge** and **action**. However, most of heritage education today relies on the former rather than the latter and there is a need to strike a balance between the two.

Several teachers referred to the success they had in recreating the past with the students. They arranged field visits to the site under study, which included wearing the clothing of the period under study, reading extracts of literature of that time, listening to music, etc. in order to relive history and past civilization.

Teachers agreed that teaching about the past often remains too theoretical. It has to come "alive" for young people and be made interesting for them. New approaches in the classroom are needed as well as field visits, excursions and extra-curricular activities.

However such innovations require human and material resources, including transportation, etc. which schools do not always have. Seeking solutions to such problems some schools were able to raise support from local non-governmental organizations (Thailand) or from local municipal authorities (Brazil). Teachers and students in Senegal used their vacation time to work on the Project, in Jamaica teachers used their own cars, while commercial sponsorships from private industry was obtained for field visits in New Zealand.

### c. Educational Material

An inadequate supply of up-to-date, user-friendly and visual material was considered to be a major need in promoting heritage education in most countries. Amongst the solutions found by teachers to resolve this issue were: visits to libraries, the British Council, etc. (India); material

from local cultural organizations (Poland); heritage specialists were invited to come to speak at the schools (Nepal) as well as archaeologists (Lebanon); and UNESCO material was translated into Chinese by the State Education Commission (China).

Teachers therefore expressed much interest and support for the **World Heritage educational multi-media kit** to be produced by UNESCO as a result of the Interregional Project. There was a general consensus that it should contain material for both teachers and students as well as reference material (e.g. the 1972 UNESCO Convention on Heritage Protection, the World Heritage List, pictures of sites, etc.) and educational material, mainly guidelines for teachers, examples of activities to be conducted, and activity sheets for students.

Although resources vary from country to country (and even within countries) and not all or even the majority of schools are well equipped with slide projectors, VCRs, overhead projectors, computers/CD-ROM readers, it was proposed that the kit should contain a wide-range of **visual** material. Posters, maps, transparencies, stickers, cartoons, comic books, photographs, slides, video cassettes (including documentary films), and a CD-ROM should be foreseen.

However, in view of the lack of equipment in schools particularly in less developed countries, teachers urged UNESCO and its sponsors such as the Rhône-Poulenc Foundation, to help equip schools so that they can use all of the material to be contained in the kit.

#### **d. Lack of interest in Heritage Education**

Teachers were concerned that since heritage education is not yet a part of the formal curricula there is a lack of interest in it on the part of both fellow teachers and students. The former are not usually aware of the contributions that they can make towards it (hence the need for the workshops already mentioned above) and the latter are already involved in many extra-curricular activities or leisure past times (such as watching television, playing with electronic games, etc.).

However, given an opportunity such as the UNESCO Interregional Project on Heritage Education and in view of the results achieved so far and the level of enthusiasm and motivation of the students taking part in the Project and in the Forum, the teachers were aware of the enormous potential for heritage education, not only with regard to preparing young people to contribute to its preservation and promotion but also to understand and appreciate more other cultures and hence take an active part in promoting **peace, international co-operation and solidarity**.

#### **e. Lack of Place for Heritage Education in the Curriculum**

Of all of the problems encountered by the teachers striving to promote heritage education in their respective schools and countries, they agreed that the foremost **issue** today is the fact that heritage education as such is not yet integrated into the school programmes. There may be some elements of it in history, geography and social studies syllabi but there is no systematic teaching of it.

Furthermore, in most countries, education is still very **exam-oriented** and subjects which are not part of examinations receive little if any interest and priority by educators, teachers, parents and students.

The obvious solution is therefore to ensure that heritage education becomes incorporated into the curriculum in all countries. Teachers felt that **UNESCO** and its **donors** can play an important role on advising and encouraging countries to introduce heritage education and that the results of the Interregional Project can facilitate such measures and action.

### 3. Heritage Education Exchanges and Twinning

Since heritage education is still very much in an embryonic stage, teachers emphasized the need for a better exchange, at the national and international levels, of information on results obtained in different countries, material produced, etc... At the international level, they suggested that UNESCO could facilitate and ensure such an exchange and diffusion of information.

Direct exchanges between schools in different countries were also highly recommended which could include the exchange of simple material like young people's drawings, posters, videos concerning their cultural and natural sites as well as the exchange of students and teachers. However, with regard to the latter, local and national authorities as well as international organizations (UNESCO, various professional associations such as ICOMOS, IUCN, etc...) should lend support in order to make it possible.

In the first stage of the Interregional Project, UNESCO suggested eight bilateral twinning arrangements for the 16 participating countries. However, on account of insufficient time and resources, problems of language, access to communication channels, etc. few contacts had been made. However the Forum enabled teachers and students to meet each other and it can be expected that many of the twinning linkages originally suggested will now be consolidated as a result of the Bergen encounter.



### 4. Co-operation with Rhône-Poulenc

The main sponsor of the Interregional Project, Rhône-Poulenc (France), was represented at the Forum by Mr. André de Marco, Director for Communication, and Ms. Nicole Martin, from the Advertising and Sponsoring Department. In his opening remarks at the Forum (*see full text in Annex V*), Mr. de Marco told young people that "they belong to the generation of action and success for the safeguarding of our heritage, not only in their countries but world-wide". In referring to Rhône-Poulenc's slogan for its 100th anniversary, Mr. De Marco said to them that they are "the roots of the future".

The support granted to the Project by the Rhône-Poulenc representatives in the participating countries e.g. defraying part of the cost of publishing teaching material (Mexico), the sending of the "maquette" to Bergen (Greece), etc... was mentioned by teachers on several occasions.

As for future support, they suggested that it be concentrated on providing support in favour of the Interregional Project and the development of educational approaches, the provision of equipment to schools, the production of the multi-media kit to be produced by UNESCO, the establishment of an international information network in favour of World Heritage and assistance to UNESCO Member States for restoration projects aimed at heritage protection.

### 5. The Use of Museums for Educational Purposes

A visit to the outdoor **Horda Museum** was included in the Programme of the Forum. Whilst students visited the historical houses and ancient sites and had fun with rowing boats, the teachers discussed the important issue of the role of museums in facilitating heritage education.

The French-speaking teachers proposed, for example, that the following objectives be retained in encouraging museums to take part in educational and recreational activities designed for young people:

- \* Help make known a specific period of history or civilization;
- \* Enable young people to be able to situate the evolution of the univers and world heritage;
- \* Develop in young people the art of doing ("savoir-faire") and the art of being ("savoir-être");
- \* Facilitate interdisciplinarity amongst teachers; and
- \* Develop creativity and imagination of young people.

The Spanish-speaking group of teachers drew attention to the need to co-operate with both **science museums** and **art museums**. They suggested that **all** museums should have an **educational department/services**.

Such a department should provide **educational material** which could be of help to teachers in planning visits to the museum and in explaining/situating what the museum has to offer.

Museums might prepare and propose to schools various thematic visits taking into account the age of students and interests e.g. historical, biblical, mythical, scientific, inventions, etc. Each visit should respond to a specific field of interest.

Museums should have good and interesting explanatory panels using a lot of graphics. Show cases should not just contain old artefacts but should include photographs, drawings, etc. illustrating the epoch of the period. Museums should be equipped with various audio-visual and interactive means (using sound, smell, special effects, tri-dimensional approaches, etc.).

Museums should have trained educational personnel to serve as resource persons in order to plan and conduct the guided visits of school children.

As a result of visits to museums, an evaluation should be made and shared with the museum. Subsequent teaching units or activities should also be revised in the light of the visit.

As concerns methodology and strategy, teachers felt that museums can help young people to learn to understand more about the general way of life of the epoch studied. They can contribute to heritage awareness, respect and protection from a cultural, manual and intellectual viewpoint.

Museums can be instrumental in organizing guided tours of sites. Museum specialists can point out the significant aspects of the sites and relive history (already mentioned above). Following the actual visits, museum personnel can continue discussions with students and help them build reduced models of the site(s).

All agreed that museums have much to contribute in preparing young people to become "Initiators/Ambassadors/Guardians" for World Cultural and Natural Heritage Protection.

## **6. Continuation of UNESCO World Heritage educational interregional project**

The Youth Forum provided the opportunity to consult teachers about the continuation and the future of the interregional project. Although many innovative initiatives were underway in the 25 countries currently involved in the Project and a number of visible results were already available, teachers felt that the task at hand i.e. the incorporation of heritage education in the

curriculum, remained so enormous that it was necessary for UNESCO to envisage *not only an extension of the Project* to other countries *but also a continuation* of it in the 25 participating countries.

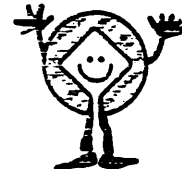
**Local and national authorities** (in the fields of education, culture, environment, etc.) need to be more fully informed and involved in the Project. When planning and conducting their extra-curricular activities, schools should therefore implicate various members of the community. *National newsbulletins* on heritage education should be prepared and diffused.

More emphasis should be given to designing children's games in favour of heritage education in order to attract their attention. Schools should encourage the setting up of "*Friends of World Heritage Clubs*" for students. Each country should organize national contests of reduced models "maquettes" of heritage sites for which prizes (primarily in the form of trips abroad to visit other sites) should be awarded.

## 7. Future Assistance requested from UNESCO

Teachers suggested a number of ways in which UNESCO can continue to lend support in favour of heritage education, such as:

- \* **Monitor the protection** of inscribed sites and place new cultural and natural properties on the World Heritage List (*India*);
- \* **Facilitate exchanges**, organize **regional workshops** and diffuse the conclusions of the interregional project (*Zaire, China*);
- \* **Grant financial support** to facilitate Member States' participation in the Project (*Morocco*);
- \* **Support the organization of Youth Forums** in different parts of the world (*Thailand, Spain, Viet-Nam, Brazil*);
- \* **Encourage free entrance** to museums for teachers (*Spain*);
- \* **Organize national chapters** of heritage youth forums (*Nepal*);
- \* **Provide schools with specialized magazines** on world heritage (*Germany*);
- \* **Prepare and diffuse an international world heritage newsletter** (*USA*);
- \* **Organize different kinds of international heritage contests** (*Lebanon*);
- \* **Fellowships** for teachers and students (*Mexico*)



## 8. Visit to Norwegian ASP School

Teachers were able to learn more about Norwegian education, its involvement in promoting heritage education, its participation in the UNESCO Associated Schools Project (ASP) and the use of telecommunications by schools through a visit to the Hav Secondary School (Hav Videregaende Skole) in Landas.



## IV. FINAL ASSESSMENT OF FORUM



UNESCO is always anxious to improve the organization of its encounters, meetings, workshops, etc.. Hence, at the close of the Forum participants were asked to complete a brief questionnaire in order to share their views concerning various aspects of it.

### 1. Expectations

Many students had similar expectations for the Forum and felt that they were largely met. Expectations included: gaining more knowledge about World Heritage, meeting other students from different countries, collecting information on World Heritage to be used at school, sharing experiences with others and having adults listen to them. One student, although very satisfied with the Forum, felt that it concentrated too much on cultural sites and that there should be a good balance between natural and cultural sites.

Teachers had similar expectations including learning how to conduct World Heritage youth forums.

### 2. Suggestions for the improvement of future forums

Both students and teachers urged more days for such Forums in order to have more time for: in-depth discussions, presentations on work underway by country, see and learn more about the host country, etc... Students suggested that more countries be invited as well as more students per country. They would like to receive more information on who is coming prior to arriving. They suggested that other Forums be held including one for the same students of the Bergen Forum. The teachers proposed that the background documents and discussion guidelines be sent to participants long in advance in order to optimize participation. The distance between airports and hotels during stop-overs should be taken more into account. Effective twinning arrangements should be made prior to Forums. Sufficient time should be foreseen for contact to be made between the various language working groups.

### 3. Most Positive Aspects of Forum

When asked what they found to be most positive about the Forum, students reported as follows.

"I have become more aware of my responsibility for world heritage sites." *Olga Nojciechowska, Poland*

"Some people actually did listen to what we young people had to say which was really encouraging." *Saskia Frater, Jamaica*

"I began to speak English better." *Lioudmila Konstantinovna, Russia*

"The debate with the Mayors." *Ezequiel Hilbert, Argentina*

"As President of the Forum I develop self-confidence and leadership skills." *Catherine Knopp, New Zealand*

"Freedom of expression." *Arit Patricia Garduño Rosas, Mexico*



When asked what they felt their students gained the most, teachers' comments included:

"They became more conscious of the importance of World Heritage." *Angela Maria Xavier, Brazil*

"They became more emotionally involved in the Project, they learned how to co-operate at the international level." *Maria Glowacka, Poland*

"It enabled them to continue to discover their own capacity."

"The sharing of feelings for a common goal and making collectively a pledge." *Lance Dempsey, USA*

"Reinforced determination and a sense of responsibility."

"Determination to spread the word at home." *Kamsasha Raura, Zimbabwe*

"We discovered many new talents in our students." *María de los Angeles Juárez González, Mexico*

Asked about the most positive aspects of the Forum for them, teachers replied:

"To be able to channel better our initiatives and feel less isolated in our work." *Liliana Maria Gavriloff de Romero, Argentina*

"It enabled us to realize that we have many similar problems and need a common strategy." *Tatiana Bazilewitch, Russia*

"Motivation to continue our work in spite of the problems we face." *Dimitra Papachristou, Greece*

#### **4. What next? Immediate action by students, teachers and UNESCO**

When asked what they intend to do upon their return from the Forum both students and teachers had many plans.

Student initiatives include the following;

"Immediately upon my return I will be interviewed by our local television." *Ni Komang Sarini, Indonesia*

"I plan to launch a clean-up campaign in favour of our heritage sites." *Rawad Ezzedine, Lebanon*

"Most people in my community like to go to the movies at night so I will contact the movie theatres so that they can include advertising or entire movies on World Heritage conservation." *Rodwell Mabera, Zimbabwe*

"I will meet with the Minister of Education to discuss our proposals and request his help to promote heritage education." *Saskia Frater, Jamaica*

"Hold a press conference." *Tim McTigue, New Zealand*

"I plan to start a local branch for youth of Fortidminneforeningen, an NGO which has saved Norwegian stave churches." *Inger Tambs Lykke, Norway.*



As for teachers, plans consist of:

"Put into practice the new ideas discussed at the Forum." *Angel Morillas Gonzalez, Spain*

"Start a new project with an archaeolgocial museum and work on the preservation of another monument in Split." *Jasenka Zuvla-Splivalo, Croatia*

"Organize a photo exhibition with commentary at school, suggest the introduction of a new programme on television entitle "Discover your country and other countries", introduce heritage in the curriculum and maintain contact with UNESCO, the country which we are twinned with and correspondence with colleagues encountered at the Forum." *Samira Yammine Fakhoury, Lebanon*

"Encourage the creation of heritage clubs." *Doudou Gaye, Senegal*

"I will write a report about the Forum for other students as well as articles for our local newspapers and try to organize similar local/national Forums." *Abdelkader Naimi, Morocco*

"I plan to organize a national information campaign in favour of World Heritage." *Hilaire Ngob'e-Bisengo, Zaire*

"Immediate action to implement the students' Pledge." *Prema Sunderajan, India*

As for UNESCO, it plans to diffuse widely this report of the First World Heritage, Youth Forum and the Students' Pledge. It will examine carefully all of the proposals made in favour of World Heritage education suggested by students and teachers and incorporate them in its medium-term plans to extend and develop further the Interregional Project on "Young People's Participation in World Heritage Preservation and Promotion".

It should also be pointed out that at the Second General Assembly of the International Organization of World Heritage Cities which was inaugurated on 28 June, inaugurated by the Director-General of UNESCO, Mr. Federico Mayor, and attended by the students and teachers, considerable mention was made of the Youth Forum. In his opening remarks at the General Assembly, the Organization's President, Mayor L'Allier (Quebec) emphasize that the 'views of youth are important and an inspiration and a challenge to us...our results will be handed over to you the heritage "caretakers"...without your enthusiasm and care we are helpless...young people are impatient to get work done... we must all work together...to find creative solutions...cultural heritage belongs to humanity".

Their encounter with the youth made a strong impression on the Mayors. Throughout their assembly, they continously wanted to talk about the issues raised by the young people. In her address to the young people, Ms. Mari Hareide, Secretary-General of the Norwegian National Commission for UNESCO said "When you are back in your countries(...) I hope that you have learnt something important, maybe you will look at your own cultural and natural heritage with new eyes, maybe you will discover that you have a new attitude to sites and monuments you took for granted before..." (see text in Annex VII).

## V. ORGANIZATION OF FORUM

Such a special Encounter called for many organizational arrangements over an eighteen-month period and involved many partners.

### UNESCO

The idea for the Forum originated at UNESCO's World Heritage Centre following the First General Assembly of the Organization of World Heritage Cities (OWHC) held in Fez, Morocco, in September 1993. Elaborated as a six-year interregional project ("Young People's Participation in World Heritage Preservation and Promotion") by the World Heritage Centre (WHC) and the Associated Schools Project (ASP), unit of the Education Sector, and endorsed by the Norwegian National Commission for UNESCO, the project was inscribed in the programme marking the 50th anniversary of UNESCO. The Forum was carried out by the following team:

#### World Heritage Centre:

*Breda Pavlic, Vesna Vujicic, Maria Perers, Saurenne Deleuil and Cecilia Coq.*

#### Education Sector - ASP:

*Elizabeth Khawajkie, Carolina Ebel, Aurélie Queille and Almaz Ghebray.*

### Norwegian National Commission for UNESCO

Without the personal commitment of Ms. Mari Hareide, Secretary-General of the Commission, Ms. Ingunn Kvisteroy, Deputy Secretary-General, and their team (Gerd-Hanne Fosen, ASP Norwegian National Coordinator; Seppo Heinonen, member of National Commission, subcommittee for culture; Lisbet Egerhei, Former Senior Executive Officer and Olaug Ronesen, secretary), the Forum would not have been possible. Besides contributing greatly to its substance, they also raised considerable funds.

### Local organizing team in Bergen

Ms. Siri Myrvoll, Director of Culture and Leisure (Bergen), Mr. Audun Oiestad, the Director-General for Culture (Bergen), Betty Saveras and Grete Fjeldtvedt were at the heart of an efficient local organizing team, which included volunteer teachers and young people who served as guides throughout the Forum.

### The Rhône-Poulenc Foundation

Mr. André de Marco, Director of Communications, Ms. Nicole Martin, Sponsoring and Cathy Forget, Communications, provided helpful advice throughout the preparatory stage and mobilized Rhône-Poulenc representatives in the various countries to lend support in favour of the Forum (e.g. by transporting the reduced models to Bergen, etc...) in addition to the financial grant which the project received from this partner.

### Organization of World Heritage Cities (OWHC)

The President of the OWHC and Mayor of Quebec, Mr. L'Allier, the Organization's Board of Directors and its Secretariat endorsed the project from the start and participated actively in the Forum's debate with the students.

## International Student Travel Confederation

It helped reduced considerably the travel costs by arranging student fares where possible.

## SAS

They kindly accepted to transport the World Heritage Exhibition free-of-charge and further cut travel costs by organizing reduced fares and offering two free tickets for students travelling from Bangkok.

## Acknowledgement of local Sponsors

In addition to the generous support of the major sponsor of the UNESCO Interregional Project and Youth Forum, Rhône-Poulenc, a number of other Norwegian organizations and companies provided valuable assistance which greatly enhanced the quality of the facilities, conditions and results of the Forum. The Organizers express their deep appreciation to the following:

*The Royal Ministry for Culture*

*NORAD (The Norwegian Agency for Development Co-operation)*

*City of Bergen*

*Grieg shipping A/S*

*Westfal-Larsen & Company shipping*

*Bjornseth fond*

*Norsk laererlag (a Norwegian teachers' association for lower school level)*

*Laererforbundet (" " " " for upper level)*

*Bergenshalvoens Kommunale Kraftselskap (a local communal electricity agency)*

*Bergen kino*

*Ringnes*

*PAN trafikk*

*TINE*

*Hav videregående skole*

*Hennig-Olsen Is*

*Vestlandske eggcentral*



## VI. CONCLUSIONS

The Forum helped to reveal the **young people's** extraordinary **enthusiasm** and **commitment** in favour of World Heritage protection and promotion. After having participated in the UNESCO Heritage Project for just a short time, they had grasped the issues at stake, the work to be accomplished and had embarked on taking concrete action to save their local/world heritage. Hence, the students came to Bergen **well prepared**. During the discussions and the debate with the Mayors, they were very **articulate, realistic** and **concrete** in voicing their opinions and concerns and making useful proposals for heritage protection.

As for the **teachers**, they confirmed the students' interest in striving for heritage protection. They all agreed that the number one issue is to ensure **heritage education** in the **curriculum**

which is not the case today in most of the countries around the world. The teachers emphasized the importance of both **cognitive** (learning about the sites, the UNESCO Convention, etc.) and **socio-affective** (developing attitudes, behaviour, etc.) approaches conducive to heritage promotion. They called for, inter alia, the production of innovative **teaching** and **reference material** including audio-visual aids, CD-ROMS, etc.

Both students and teachers drew attention to the **value** of organizing such forums so that people from different countries could share each other's experience, learn from each other's ideas, cultural/natural sites and values. In fact, many of them commented on how it helped them also practice **foreign languages** which they had studied but did not have much of an opportunity to use.

The Forum created much **synergy** in favour of heritage education at many different levels, e.g. between students and teachers, between students and Mayors, between intergovernmental (UNESCO), governmental (Norwegian National Commission for UNESCO), non-governmental organizations (OWHC) and the private sector (Rhône-Poulenc, etc...). It provided the **first** occasion to take stock of educational approaches developed so far to heighten students' awareness of heritage protection. It was also an opportunity to identify problems and shortcomings and to help plan the future of the **UNESCO Interregional Project on Young People's Participation in World Heritage Preservation and Promotion**. Plans are already underway to organize, as of 1996 onwards, regional and subregional World Heritage Youth Fora ("**mini Bergens**") and to produce a **multi-media heritage education kit** while at the same time extending the Project progressively to all countries signatories of the Convention concerning the protection of the World Cultural and Natural Heritage.



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## FORUM DE BERGEN

Intervention de André de Marco

Direction Communication Rhône-Poulenc

le 26 juin 1995

Bonjour,

La génération de vos parents, ma génération a été celle de la prise de conscience de l'impérieuse nécessité et de l'urgence de préserver le patrimoine culturel et naturel mondial.

Elle a déjà commencé à le faire.

L'UNESCO, notamment a fait beaucoup depuis sa création, mais cet effort est encore très insuffisant.

Il vous appartient de devenir la génération de l'action et des réussites de la sauvegarde du patrimoine, non seulement de votre pays mais également de la planète.

Votre tâche ne sera pas facile.

Vous devrez concilier plusieurs priorités et trouver les moyens humains et financiers nécessaires.

A quoi bon vous dira-t-on se préoccuper du patrimoine culturel et naturel quand :

- deux hommes sur trois dans le monde n'ont pas de travail (chômage),
- quand la moitié des maladies n'ont pas de remèdes thérapeutiques et que chaque jour des milliers d'enfants meurent dans la souffrance,
- quand les deux-tiers de l'humanité souffre de malnutrition ?

C'est vrai :

Le défi, votre défi, est de concilier le progrès au service de l'homme et de la qualité de la vie à la protection du patrimoine .

Je crois que ceci n'est pas incompatible, d'abord parce que cette préservation du patrimoine peut être créatrice d'emplois, et de ressources pour un pays, ne serait ce que touristiques nous y croyons aussi parce que nous n'avons pas le droit de sacrifier l'avenir au court terme, parce que nous sommes responsables de ce que nous laisserons aux générations futures selon la célèbre formule :

**"NOUS N'HERITONS PAS LA TERRE DE NOS ANCETRES, NOUS L'EMPRUNTONS A NOS ENFANTS".**

Contrairement à ce que l'on entend encore trop souvent dire, le progrès scientifique et technologique n'est pas contradictoire avec cet objectif.

La preuve est faite aujourd'hui, que la science et l'industrie peuvent apporter des réponses efficaces à la préservation et à la restauration du patrimoine.

M. POWER a cité tout à l'heure l'informatique, on peut y ajouter la biologie, la chimie, et bien d'autres encore.

Chaque année de magnifiques opérations sont ainsi réalisées faisant appel à ce que le progrès a de meilleur.

Pour ne citer que ce que je connais, Rhône-Poulenc a plusieurs réalisations à son actif.

Qu'il s'agisse des restaurations effectuées en Italie, comme celle de la Crypte de la Basilique San Marco à Venise où des produits chimiques ont permis d'extraire l'humidité et le sel qui rongeaient la pierre, avant de protéger celle-ci par un film protecteur de silicone.

Ou qu'il s'agisse encore de l'opération en cours à la Cité impériale de HUE au Viet Nam, qui vise à protéger les temples contre la destruction des piliers et des charpentes de bois par les termites.

Nous sommes heureux que cette opération se réalise en coopération avec le gouvernement Viet Namien et l'UNESCO.

Je suis heureux que RHÔNE-POULENC soit associé à l'UNESCO pour la poursuite de ce programme.

Nous sommes également très heureux de collaborer avec l'UNESCO pour l'organisation du Forum et j'espère qu'il sera possible d'organiser d'autres rencontres de ce type.

Si vous le souhaitez, nous serons toujours à vos côtés pour de telles réunions..

Notre mission d'entreprise est de vous aider par nos conseils, par de l'aide matérielle et de l'argent, mais c'est de votre énergie, de votre imagination, de votre volonté, de votre enthousiasme que dépend l'avenir.

Ne vous laissez jamais décourager.

Bravo et merci pour tout ce que vous faites déjà.

Bravo et merci pour ce que vous ferez demain.

Pour reprendre le slogan du centenaire de RHÔNE-POULENC, vous êtes les "Racines du Futur".

03111

### ***Young people's participation in world heritage preservation and promotion***

<b><i>Duration</i></b>	Six years.
<b><i>Location</i></b>	States Parties to the World Heritage Convention in all regions of the world.
<b><i>Objectives</i></b>	<ul style="list-style-type: none"> <li>● To develop through schools and out-of-school activities young people's awareness of the world heritage natural and cultural sites and of the ways and means to protect them.</li> <li>● To encourage the preservation of traditional skills and to develop interest in new methods which are indispensable for the safeguarding of cultural and natural sites.</li> </ul>
<b><i>Description</i></b>	<p>The project, initiated on an experimental basis in 1994-1995 in a selected number of schools which are part of the Associated Schools Project, aims at integrating world heritage knowledge into secondary-school programmes. It will seek to foster the active involvement of students, teachers, heritage conservation specialists (mostly members of ICOMOS, IUCN and ICOM) and site-managers in designing world heritage awareness-building approaches and appropriate pedagogic material. During 1996-1997, efforts will focus on (i) increasing the number of participating schools in the 25 countries already included in the project; (ii) extending the scope of the project to other countries in all regions; (iii) producing and distributing written and audio-visual teaching material, on the basis of the recommendations of the World Heritage Youth Forum (Bergen, Norway, June 1995); (iv) strengthening co-operation between the public and the private sectors in world heritage protection efforts; (v) assessing the results so far obtained by organizing, in 1997, at least one regional evaluation workshop.</p>
<b><i>Expected outputs for 1996-1997</i></b>	<ul style="list-style-type: none"> <li>● Launching of world heritage secondary-school level courses in at least 50 countries (120 countries by the end of the project).</li> <li>● Production and distribution of a basic world heritage teaching kit in two languages (in six languages by the end of the project).</li> <li>● Distribution of basic written and audio-visual materials on the world heritage to 300 schools (some 1,000 schools by the end of the project).</li> <li>● Provision to at least 20 schools in developing countries of basic technical equipment (slide projectors and/or video equipment) for world heritage teaching (some 100 schools by the end of the project).</li> </ul>
<b><i>Regular budget for 1996-1997</i></b>	\$100,000 (supplemented by \$20,000 under the ASP project and by extra-budgetary resources).

#### ***Financial arrangements***

03112 The resources of the UNESCO World Heritage Centre are made up of a financial allocation to be approved by the General Conference under the regular programme (\$3,525,800 proposed), supplemented by contributions from States Parties and other sources deposited with the World Heritage Fund, in accordance with Articles 15 and 16 of the Convention concerning the Protection of the World Cultural and Natural Heritage, estimated at \$5,800,000 for 1996-1997. The total amount of \$9,325,800 is expected to be used as follows:

- \$2,925,500 for staff costs;<sup>1</sup>
- \$6,400,300 for direct programme and support costs.<sup>2</sup>