



INTERNATIONALE AKADEMIE BERLIN  
für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



UNESCO-Projektschulen  
Sachsen



Kulturstiftung  
des Freistaates  
Sachsen  
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EPA BETRAG ZUM  
EUROPÄISCHEN  
KULTURERBEJAHRE 2018  
SHARING  
HERITAGE

## Transboundary European Heritage - a Topic for UNESCO Associated Schools

Marie-Theres Albert

Key Note "Transboundary European World Heritage - a Topic for UNESCO Associated Schools" What has been done? What has been achieved? What are the next steps?

**IHS**

***Transboundary European World Heritage Sites –  
A Topic for UNESCO Associated Schools  
Network***

*What has been done?  
What has been achieved?  
What are the next steps?*

***Prof. Dr. Marie-Theres Albert***

Prof. Dr. Marie-Theres Albert – Director of the Institute Heritage Studies  
[www.heritagestudies.eu](http://www.heritagestudies.eu)

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**IHS**

Slide 1

Dear Ladies and Gentlemen, Colleagues, and Guests,

European cultural heritage and UNESCO World Heritage are closely linked: a large number of Europe's exceptional cultural heritage sites are on the World Heritage List.

## Transboundary European Heritage - a Topic for UNESCO Associated Schools


More than 20 of these European World Heritage sites extend across national borders. They have been jointly recognized by several countries and inscribed on the World Heritage list, including the following:

**"Erzgebirge/Krušnohoří Mining Region" in Saxony and the Czech Republic, inscribed in June 2019.**

Slide 2 - Erzgebirge/Krušnohoří Mining Region

## Transboundary European Heritage - a Topic for UNESCO Associated Schools

### "Muskauer Park/Park Mużakowski" In Saxony and Poland

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**Muskauer Park/ Park Mużakowski**




Border within Muskauer Park,  
(Source: <https://www.flickr.com/photos/125435211@N03/36018388269>  
Rolf Krahl, (CC BY 2.0))



Border within Muskauer Park,  
(Source: [https://www.flickr.com/photos/k\\_l\\_lirs/3650235251/](https://www.flickr.com/photos/k_l_lirs/3650235251/)  
k\_l\_lirs, (CC BY-NC 2.0))


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Slide 3 - Muskauer Park/Park Mużakowski

## Transboundary European Heritage - a Topic for UNESCO Associated Schools


### "Prehistoric Pile Dwellings around the Alps" in six countries – Austria, Germany, France, Italy, Slovenia and Switzerland

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#### Prehistoric Pile Dwellings around the Alps





Bronze Age Village Unteruhldingen. (Source: [https://de.wikipedia.org/wiki/Dateltale\\_Dwellings\\_Unteruhldingen\\_11.jpg](https://de.wikipedia.org/wiki/Dateltale_Dwellings_Unteruhldingen_11.jpg) (H. Zell))



Reconstruction of a Bronze Age Village (Landwiese, Zürich). (Source: [https://de.wikipedia.org/wiki/Dateltale\\_Dwellings\\_Unteruhldingen\\_11.jpg](https://de.wikipedia.org/wiki/Dateltale_Dwellings_Unteruhldingen_11.jpg) (Adrian Michael))

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Slide 4 - Prehistoric Pile Dwellings around the Alps

## Transboundary European Heritage - a Topic for UNESCO Associated Schools

### “Frontiers of the Roman Empire” in Germany, Austria and the UK

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### Frontiers of the Roman Empire

The Porta Praetoria (Main Gate), Saalburg Roman Fort, Source:  
<https://www.flickr.com/photos/robertmiller/6397376554/> (Carole Raddato, CC BY-SA, 2.0)

Remains of the Hadrian's wall (Grindon, England), Source:  
<https://www.flickr.com/photos/thermestwagress/150516492/> (Mike Bishop, CC BY-SA, 2.0)

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Slide 5 - Frontiers of the Roman Empire

## Transboundary European Heritage - a Topic for UNESCO Associated Schools

### “The Architectural Work of Le Corbusier” in Argentina, Belgium, France, Switzerland, India, and Japan

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### The Architectural Work of Le Corbusier

Notre Dame du Haut, Ronchamp, Le Corbusier  
(Source: [https://www.flickr.com/photos/robert\\_voors/2624611251/](https://www.flickr.com/photos/robert_voors/2624611251/); Robert Voors, (CC BY-NC-ND 2.0))

Le Corbusier / N. Koll 1929-1936, Moscow,  
(Source: <https://www.flickr.com/photos/danrosen/8245315692/>; Oleg Green, (CC BY-NC 2.0))

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#### Slide 6 - The Architectural Work of Le Corbusier

Transboundary sites represent in a special way how people in their respective countries have jointly created their culture and societies. They represent historical processes in which people and peoples have had conflicts, have separated but also reunited. Transboundary heritage sites are therefore ideally suited to identify and point out the respective national as well as transnational aspects of heritage and to draw from them a common European identity.

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### The 5 C's



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2002  
*The Budapest Declaration : The "4 C's"*

- I. To strengthen the credibility of the World Heritage List
- II. To ensure the effective conservation of World Heritage properties
- III. To promote the development of effective capacity-building measures
- IV. To increase public awareness, involvement and support for World Heritage through communication

2007  
*World Heritage Committee New Zealand session*  
*The "5th C": community involvement*

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Slide 7 - The 5 C's

Although the importance of these sites for transnational understanding in Europe is sufficiently known, they have rarely been elaborated for the affected population. This is all the more surprising in view of the fact that the participating countries committed themselves to basic capacity building as early as 2002 within the framework of the Global Strategy of the World Heritage Convention. Community Involvement was introduced in 2007 as an important factor in the protection of World Heritage.







## Transboundary European Heritage - a Topic for UNESCO Associated Schools

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future. Within the framework of this project, students from UNESCO project schools should be the target group. In contrast to the World Heritage Convention, ECHY did not only aim at the conservation and protection of the so-called "tangible heritage." Rather, the concept is based on a holistic understanding of material and immaterial heritage, of formally and non-formally defined heritage sites, of institutions concerned with heritage and the corresponding actors.

And that is what this is about. Heritage must be understood as a factor for democratic development processes. In other words, the actors of civil societies must be involved in the protection and use of heritage in a responsible manner. This requires the participation of the population as called for in the Global Strategy, which unfortunately still takes place far too rarely. It is still standard to focus responsibility for the protection and use of heritage on institutions and their representatives. The criticism of this attitude, which was already voiced in the 1990s using the term "authorize discourse", therefore continues.

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### European Cultural Heritage Year - Sharing Heritage



Slide 9 - European Cultural Heritage Year (ECHY)

A very important aspect of the ECHY program was therefore no longer to promote the "authorized discourse" of institutions and self-proclaimed experts. What should be heritage and what quality it should have must also be determined by the members of civil societies. They must therefore be declared responsible for the conservation processes of their heritage. The heritage of humanity, both material and immaterial, represents cultural diversity; this is precisely what is called for in the protection of heritage, especially with regard to democratic processes.

ECHY guaranteed diversity, which is reflected on the cover of the ECHY Newsletter from January 2019. The facets reflected here not only express diversity, but also the success that this year has brought to the European cultural heritage for all partici-

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pants. And it was precisely the diversity of views on European culture in terms of heritage, its history, present and future that was the linchpin for us to initiate this project.

### UNESCO World heritage and UNESCO Associated Schools

The slide features a blue background with a white header area. The header contains the IHS logo and the text "Transboundary European World Heritage Sites – a Topic for UNESCO Associated Schools Network". Below the header, there are three main visual elements: 1) The UNESCO World Heritage logo, which is a circular emblem with a stylized 'W' and 'H' and the text "WELTERBE · WORLD HERITAGE · PATRIMOINE MONDIAL" around it. 2) The UNESCO logo, which is a classical building facade with the text "UNESCO" and "United Nations Educational, Scientific and Cultural Organization" below it. 3) The UNESCO Associated Schools logo, which is a stylized globe with a leaf and the text "UNESCO Associated Schools" below it. At the bottom of the slide, there is a footer with the text "Prof. Dr. Marie-Theres Albert – Director of the Institute Heritage Studies www.heritagestudies.eu" and the INA and IHS logos.

Slide 10 - UNESCO World heritage and UNESCO Associated Schools

### Goals and target groups

The aim of the project has been to prepare the common World Heritage of the participating countries as a theme for the network of UNESCO-associated schools in Europe and to anchor it there in a sustainable manner. This network was to be strengthened through transnational cooperation between the UNESCO Associated Schools and with the cultural heritage. In addition, European students should be mo-

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bilized for the significance of their common heritage sites and their sustainable development.

### UNESCO Associated Schools Network (ASPnet)

**Transboundary European World Heritage Sites – a Topic for UNESCO Associated Schools Network**

**UNESCO Associated Schools Network (ASPnet)**

- The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to build the defences of peace in the minds of children and young people.
- Over 11.500 ASPnet member schools in 182 countries work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice.

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#### Slide 11 - UNESCO Associated Schools Network (ASPnet)

The UNESCO Associated Schools Network is committed to integrating UNESCO's goals and ideals into school teaching and everyday school life. The main focus is on human rights and democracy education, intercultural and global learning, environmental education and UNESCO World Heritage. The worldwide network was founded in 1953 and now comprises over 10,000 educational institutions worldwide, coordinated by UNESCO headquarters in Paris, which in turn cooperates closely with the

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national coordination offices of the UNESCO project schools, which manage the school networks at the national level. So this is the context of our project.

### Implementation

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a Topic for UNESCO Associated Schools Network*

Kickoff Meeting, Dresden, 28. January 2019

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#### Slide 12 - Kick Off - Meeting

On 28 January 2019 we had the 'kick-off' meeting of this project in Dresden. That was 11 months ago. At that time, I think we all had little concrete idea about how we could implement the project. What we knew was that we wanted to expand the concept of the World Heritage Convention, which is directed at material heritage, with transboundary sites.

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### What values and paradigms oriented our work?

I would like to identify, to name, the paradigms that are relevant to us. And when I say us, I mean the IHS team, the participating schools and their teachers and students, and last but not least the representatives of the participating sites.

### Peace policy through human rights and intercultural and global education

The first paradigm to which we have oriented ourselves has been that of peace politics in a world that is once again marked by national megalomania and the associated conflicts, and by forms of nationalism and racism.

### Universal Declaration of Human Rights

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**Universal Declaration of Human Rights (1948)**

Article 1.  
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.  
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. ...

Article 3.  
Everyone has the right to life, liberty and security of person.

Eleanor Roosevelt and the  
Declaration of Human Rights  
<http://www.udhr.org/index.htm>

Human Rights Logo  
[www.humanrightslogo.net](http://www.humanrightslogo.net)

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Slide 13 - Universal Declaration of Human Rights



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In this respect, the human rights adopted in 1948, which call for the acceptance and appreciation of life in cultural diversity, have been important goals and tasks for us. They have been the basis for and constituent components of the projects of the IHS and thus of this project as well. Mr. Huefner and Verena Aebischer have already described these paradigms. However, I would like to go into this briefly.

Peace is the recognizing of the rights and duties of individuals within the community of nations based on common and internationally accepted rules. These rules were defined by 48 member states of the International Community in 1948 with the Universal Declaration of Human Rights. Thus, the founders of UNESCO recognized that people can only live in peace if the peoples of the world accept each other. This necessarily involves acceptance of every kind of diversity; diversity of cultures, diversity of traditions, diversity of life styles and, even more, diversity of values.

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### Project Participants

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Project participants





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Slide 14 - Project Participants

In the transboundary project the implementation of the values of the Declaration of Human Rights aimed at a fundamental mediation of cultural diversity through a transnational intercultural discourse, here among Czech, Danish, German and Polish students. The goal was to initiate joint experiences of the participating students in various workshops. This in turn has facilitated processes of cooperative learning about the common sites and has brought the participants together with the joint production of the videos with regard to their heritage. It is difficult to assess the extent to which this experience has brought us closer to the history that distinguishes and connects it. The common experience in the workshops as such, however, has shaped the col-





## Transboundary European Heritage - a Topic for UNESCO Associated Schools

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lective consciousness of the participants. And that alone can be considered a success.

### **In reflection on what has been achieved, and what the next steps are, the following can be stated:**

The category of "Transboundary World Heritage" implies that these sites share common criteria for the inscription as World Heritage. These criteria of so-called "outstanding universal value" can be found on both sides of the border. For the pupils this meant that they had to identify the criteria bi-nationally. That is, they had to work together to deal with a heritage that separated them both nationally and historically. They were thus confronted with history and the present at the same time. They had to reconcile both with a view to the future. This, it can be said, was achieved and is expressed in the videos. It remains to be seen whether and, if so, how these experiences will be sustainable. In any case, these students must continue the discourse they have begun and we should all work towards that.

The conclusion is therefore that transnational world heritage, both as an object of learning and as a method, is a useful tool for initiating intercultural dialogue. At the same time, human rights and cultural diversity are requisites of the European values whose implementation must never cease.

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### Convention Concerning the Protection of the World Cultural and Natural Heritage

**Transboundary European World Heritage Sites –  
a Topic for UNESCO Associated Schools Network**

### Preamble

“Noting that the cultural heritage and the natural heritage are increasingly threatened with destruction not only by the traditional causes of decay, but also by changing social and economic conditions which aggravate the situation with even more formidable phenomena of damage or destruction,  
Considering that deterioration or disappearance of any item of the cultural or natural heritage constitutes a harmful impoverishment of the heritage of all the nations of the world, ....”

Source: <https://whc.unesco.org/en/convention/>

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Slide 15 - Preamble

A further aim of this project was to make all participants, but especially the students, aware of the importance of heritage for identity formation. To this end, I would like to address the preamble to the World Heritage Convention and explicitly the transnational heritage expressed in the transboundary sites. Two aspects of the Convention are relevant to this objective. The first aspect is the justification for the adoption of the Convention, presented in the preamble:

It says, among other things, that the destruction of heritage is multidimensional. Destruction of heritage is usually done by human beings. At the same time, societies

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suffer a destruction of their identity through the destruction of heritage. They lose thereby the awareness of their belonging.

### World Heritage Sites

*Transboundary European World Heritage Sites –  
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Destroyed Buddha statues in Bamyan valley (Afghanistan).  
Source: <https://www.flickr.com/photos/david7408738172/>  
(DVIDSHUB, CC BY 2.0)



Market in Aleppo (Syria). Source:  
[https://www.flickr.com/photos/pietro\\_f5179653059/](https://www.flickr.com/photos/pietro_f5179653059/)  
(Pietro Ferreira, CC BY-NC-ND 2.0)



Site of Palmyra (Syria).  
Source: <https://www.flickr.com/photos/alper1305060108/>  
(Alper Cugun, CC BY 2.0)



Timbuktu (Mali). Source:  
<https://www.flickr.com/photos/cushay/4809807353/>  
(Cushay, CC BY 2.0)

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### Slide 16 - World Heritage Sites

Why do you think the IS, Boko Haram and other terrorist organizations are so active in many Arab and African countries? They are destroying heritage in order to establish their own power more easily. In the preamble to the World Heritage Convention, it was therefore precisely their identity-forming character as well as the transnational societal responsibility for the protection of heritage that were formulated.

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### Convention Concerning the Protection of the World Cultural and Natural Heritage



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**Convention Article 27**

1. The States Parties to this Convention shall endeavor by all appropriate means, and in particular by educational and information programmes, to strengthen appreciation and respect by their peoples of the cultural and natural heritage defined in Articles 1 and 2 of the Convention.
2. They shall undertake to keep the public broadly informed of the dangers threatening this heritage and of the activities carried on in pursuance of this Convention.

Source: <https://whc.unesco.org/en/conventionart27/>

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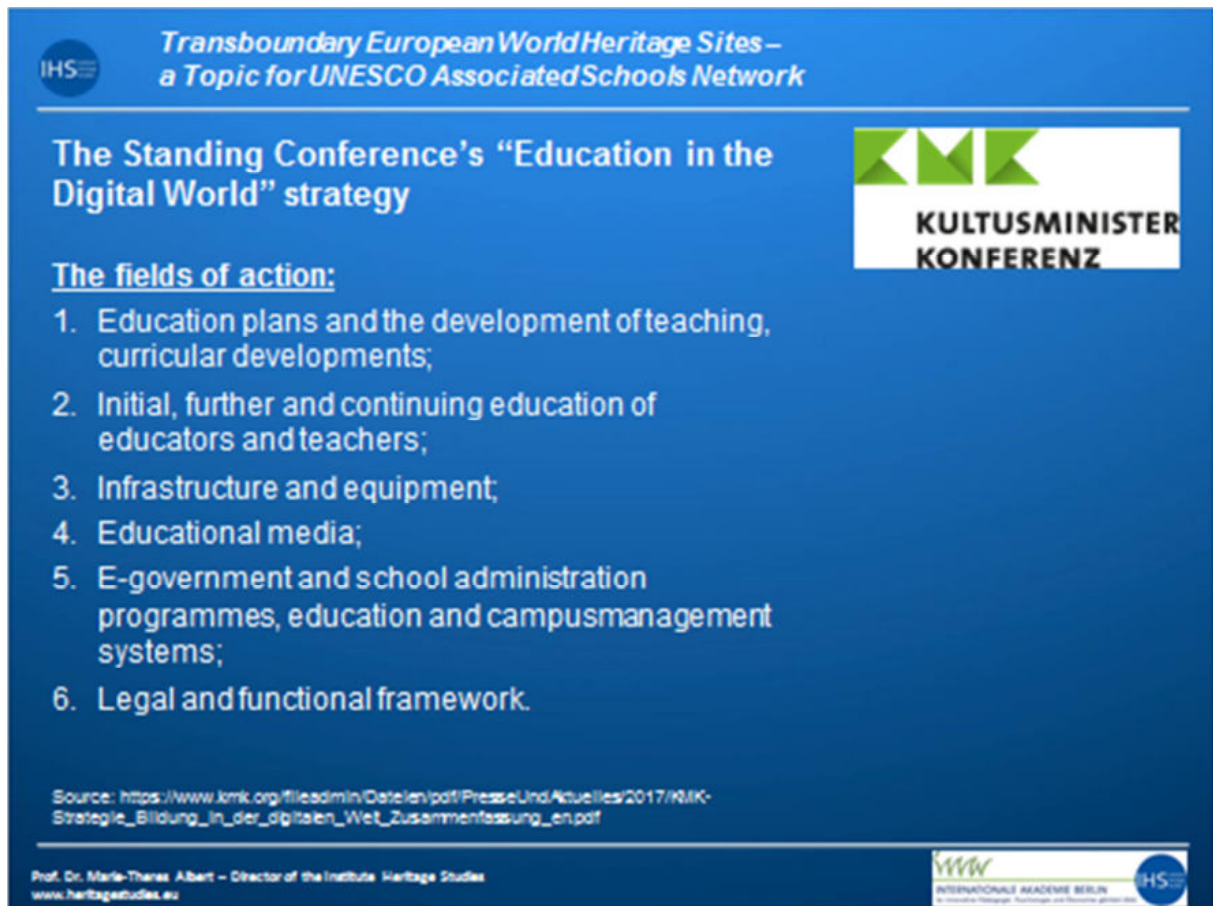


Slide 17 - Convention Article 27

The second aspect to which I would like to refer to is the educational mandate formulated in Article 27 of the Convention; also that of World Heritage. I think that the UNESCO Associated Schools network (ASPnet) also refers to this article when it declares the mediation of World Heritage to be an educational mission. For the interpretation of this article this means that World Heritage must be passed on across generations and institutions, as this is the only way to ensure that the value of our World Heritage can be sustainably anchored.

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### The Standing Conference's "Education in the Digital World" Strategy



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**The Standing Conference's "Education in the Digital World" strategy**

**The fields of action:**

1. Education plans and the development of teaching, curricular developments;
2. Initial, further and continuing education of educators and teachers;
3. Infrastructure and equipment;
4. Educational media;
5. E-government and school administration programmes, education and campus management systems;
6. Legal and functional framework.

Source: [https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2017/KMK-Strategie\\_Bildung\\_in\\_der\\_digitalen\\_Welt\\_Zusammenfassung\\_en.pdf](https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2017/KMK-Strategie_Bildung_in_der_digitalen_Welt_Zusammenfassung_en.pdf)

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**KULTUSMINISTER KONFERENZ**

Slide 18 - The Standing Conference's "Education in the Digital World" Strategy

A third aspect that came to bear on our project was the strategy of the Conference of Education Ministers [of the German Federal States] "Education in the Digital World" adopted in 2016. Within this strategy, the chapter on educational media was particularly relevant for us. Taking this strategy paper into account, the project aimed to identify and implement new formats for communicating relevant topics.

Of particular importance to us were the so-called "open licences" for media, as they are expressed in the term "open educational resources," which were promoted by UNESCO itself. With the production of videos by and for schoolchildren, we have been active in the field of educational media and, in my opinion, have been very successful. In contrast, my assessment of the matter of identity formation is ambivalent.

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### Project Sites

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Muskauer Park – Park Müchelwitz, Source: Stiftung „Fürst-Pückler-Park „Bad Muskau“



View on the Ore Mountains, Source: Jens Kugler/WTG



Trading post of Hedeby  
Source: flickr.com



Dienavitzke  
Source: flickr.com

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### Slide 19 - Project Sites

The workshops did not explicitly address the issue of identity, either in the two cross-border sites or in the German World Heritage Site. This had to do with the fact that we had to enter into the depths of the World Heritage Convention. This was neither possible in terms of time nor content.

Furthermore, the students should have been comprehensively informed about the sites along with their transnational history and significance for sustainable development. That, too, was and unfortunately is not possible due to — in my opinion — relatively inflexible requirements of the various curricula. I also doubt that we would have

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achieved such fundamental substantive objectives within the short time available to us.

### Muskauer Park / Park Mużakowski


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Muskauer Park / Park Mużakowski



Border within Muskauer Park.  
(Source: <https://www.flickr.com/photos/125435211@N03/36018398349>  
Rolf Krahl, (CC BY 2.0))



Border within Muskauer Park.  
(Source: [https://www.flickr.com/photos/k\\_l\\_lirs/3660232511](https://www.flickr.com/photos/k_l_lirs/3660232511)  
k\_l\_lirs, (CC BY-NC 2.0))

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#### Slide 20 - Muskauer Park / Park Mużakowski

For example The Muskauer Park / Park Mużakowski, which is a transboundary site on both sides of the German-Polish border. The Muskauer Park is directly related to the Oder-Neisse Line, which was established as the German-Polish border by the Polish and GDR governments in the Görlitz Agreement of 6 July 1950.

It was chosen because it represents both the history of the division of Europe and that of reunification. It was chosen because it reflects the experiences that went along with it — connecting people as well as separating them. Last but not least, it

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was chosen because the site has been the nexus of many years of close German-Polish cooperation in the field of cultural heritage protection.

### Project Videos Muskauer Park / Park Mużakowski

**Transboundary European World Heritage Sites – a Topic for UNESCO Associated Schools Network**

The students Zuzanna Praszcyk, Aleksandra Kaleta and Grzegorz Krzykawski (Poland), Markus Negledy and Scott Grunewald (Germany) explore the cultural landscape Muskauer Park / Park Mużakowski.

In the film of the students Viktoria Petal, Piotr Wozniak, Bartosz Bak and Hanna Kulakowska (Poland), Livia Herrmann and Angelina Gesell (Germany), Prince Hermann von Pückler-Muskau is brought, through time travel, into the present.

In the "The UNESCO Global Geopark Muskau Arch/ Łuk Mużakowa reportage, the students Michal Szymaszek, Maciej Niemirowicz and Julia Wlazłowska (Poland), Tim Lemberg and Fanny Patzig (Germany) address the many facets of the UNESCO Geopark Muskau Arch

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Slide 21 - Project Videos Muskauer Park / Park Mużakowski

In the videos these concrete elements of content are not evident. On the other hand, Polish and German students have come together on the overarching theme of Prince Pückler and his park as well as the Muskau Coal Crescent surrounding the park and have elaborated their own interpretations through media.

This shared experience was successful in terms of content, intercultural aspects and transnational understanding of World Heritage. The students and their teachers immersed themselves in a bygone world that they had to explore for themselves. They



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experienced what had commonly shaped and what had separated them. In this respect we were successful. We are therefore determined to continue this form of joint and target-group-oriented reappraisal of history and world heritage.

### Erzgebirge/Krušnohoří Mining Region

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**Erzgebirge/Krušnohoří Mining Region**

View on the Ore Mountains, Source: Jens Kupfer/IWTG

Mining Cultural Landscape Erzgebirge/Krušnohoří, Source:  
<https://www.montanregion-erzgebirge.de/en.html>

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#### Slide 22 - Erzgebirge/Krušnohoří Mining Region

Similar assessments can be made for the "Erzgebirge/Krušnohoří Mining Region – a serial cultural landscape." The "Erzgebirge/Krušnohoří" is also a cross-border cultural landscape. It lies on both sides of the German-Czech border and is connected to mining for both Germans and Czechs.

The Second World War also had a fundamental impact on this transboundary site. It shaped the experiences and values of the people and also had a lasting effect on

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their cultural identity. In my opinion, this history has not been worked through very much either. If we reflect on the objectives that we associated with the selection of this transnational site for the project, we must say here that much has been achieved and much remains to be done. And yet, in creating their videos, the students have worked on topics that give the common transnational history of mining and its consequences an appropriate framework for the target groups.

### Project Videos Erzgebirge/Krušnohoří Mining Region

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Videos of contemporary witnesses

**Franz Beyer**  
70 years old, is a former miner of the tin mine Ehrenfriedersdorf/ Annaberg and its former chief of mine rescue.

**Igor Grund**  
50 years old, is a former worker of Brigade Wismut and member of the association "Altbergbau".

**Marc Schwan**  
57 years old, was the first chairman of the association Altbergbau "Markus-Röhling-Stolln" Frohnau e.V., visitor center Markus-Röhling Stolln.

World Heritage Educational Platform: <https://worldheritage-education.eu/en>

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#### Slide 23 - Videos of contemporary witnesses

This is particularly evident in the videos created by the students. In interviews, they gave contemporary witnesses of the region the opportunity to talk and thereby made the population speak for themselves. Thus they succeeded not only in describing the

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various epochs in the history of ore mining – e.g. before and after the Second World War, in the time of the GDR, and after – they also drew on a legacy that cannot be taken for granted as being part of school lessons.

### Project Videos Hedeby and the Danevirke

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**Archaeology**  
Main idea: Hedeby's treasures mainly lie in the untouched site between the shore and the half-wall which is part of the Danevirke.



**Trade**  
The Vikings developed a prosperous trade hub at Hedeby's shore. With up to 2000 inhabitants, Hedeby was the largest settlement in the entire region during the Viking Age and signals the beginning of urbanisation in Northern Europe.



**Borders**  
Main idea: The Danevirke blocks around 30 km between North Sea and the river Treene and the Baltic Sea with the fjord Schlei.

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#### Slide 24 - Project Videos Hedeby and the Danevirke (Archaeology, Trade, Borders)

The videos concerning the Vikings were produced in Hedeby and the Danevirke by Danish and international students from German schools. They addressed two important aspects of the lives and activities of the Vikings between the end of the eighth and middle of the eleventh century, namely the topics: borders — cross borders as well as that of trade. Through archaeological investigations, assisted by experts, the students found still visible traces of the Viking legacy and worked out ways of con-



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veying them in their videos. Formally the results correspond to the global educational mission of ASPnet, although the needed depth of treatment is missing.

In summary, I would therefore like to state that when looking ahead, the real or supposed attractiveness of the new media for students should be taken into account. However, this should not take place at the expense of the intellectual development of students. In my understanding of learning, this means that students of SEK I and II should also be confronted with questions of knowledge and insight. To some extent, they avoid pure cognitive and reproductive learning, even if they have fun with it. Whether and how this can be combined with the existing curricula and whether this can also be achieved by means of media production are questions that would have to be tested. A research project within the framework of the KMK's [Conference of Education Ministers] strategy on "digital education" would certainly be helpful here.

With regard to the objectives and content of the project, I would therefore like to conclude by referring once again to the importance of transboundary World Heritage sites for a sustainable, transnational European identity, in addition, to the objectives of Agenda 2030. I mentioned them in my welcome speech.

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### Sustainable Development Goals

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**SUSTAINABLE DEVELOPMENT GOALS**

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	SUSTAINABLE DEVELOPMENT GOALS

Source: <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

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#### Slide 25 - Sustainable Development Goals

Adopted in September 2015, the 2030 Agenda extended the objectives and content of the Millennium Declaration with nine more objectives and implementation strategies. Seventeen objectives were set. Out of these, our project is focusing specifically on Objective four (sustainable education) and Objective eleven (our World Heritage).

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### Sustainable Development Goals

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**4 QUALITY EDUCATION**

**Goal 4.7**  
“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”

**11 SUSTAINABLE CITIES AND COMMUNITIES**

**Goal 11.4**  
“Strengthen efforts to protect and safeguard the world’s cultural and natural heritage”

Source: <https://sustainabledevelopment.un.org/?menu=1300>; Graphics: <https://www.un.org/sustainabledevelopment/>

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Slide 26 – Goal 4.7, Goal 11.4

And on this basis alone it can be said that our project was successful in every way. Our clear perspective is therefore to continue. The how-to is just as diverse as the project itself.



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Thank you very much for your attention.



**IHS** *Transboundary European World Heritage Sites – a Topic for UNESCO Associated Schools Network*

Thank you for your attention!

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Slide 27 – Thank You

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### Images

Slide 2: View on the Ore Mountains, Source: Jens Kugler/IWTG; Mining museum Oelsnitz, Source: <https://www.flickr.com/photos/neuwieser/4963823077/> (Neuwieser, CC BY-SA 2.0)

Slide 3: Border within Muskauer Park, Source: <https://www.flickr.com/photos/126435211@N03/36018359346/>, Rolf Krahl, (CC BY 2.0); Border within Muskauer Park, Source: [https://www.flickr.com/photos/k\\_lins/3660725261/](https://www.flickr.com/photos/k_lins/3660725261/), k\_lins, (CC BY-NC 2.0)

Slide 4: Bronze Age Village Unteruhldingen, Source: [https://de.wikipedia.org/wiki/Datei:Lake\\_Dwellings\\_Unteruhldingen\\_11.jpg](https://de.wikipedia.org/wiki/Datei:Lake_Dwellings_Unteruhldingen_11.jpg) (H. Zell); Reconstruction of a Bronze Age Village (Landwiese, Zürich), Source: <https://de.wikipedia.org/wiki/Datei:Pfahlbauland.jpg> (Adrian Michael)

Slide 5: The Porta Praetoria (Main Gate), Saalburg Roman Fort, Source: <https://www.flickr.com/photos/carolemage/33873748544/> (Carole Raddato, CC BY-SA 2.0); Remains of the hadrian's wall (Grindon, England), Source: <https://www.flickr.com/photos/thearmaturapress/150514099/> (Mike Bishop, CC BY-SA 2.0)

Slide 6: Notre Dame du Haut, Ronchamp, Le Corbusier Source: [https://www.flickr.com/photos/robert\\_voors/3634511251/](https://www.flickr.com/photos/robert_voors/3634511251/); Robert Voors, (CC BY-NC-ND 2.0); Le Corbusier / N. Kolli 1929-1936, Moscow, Source: <https://www.flickr.com/photos/oleggreen/6945315596/>, Oleg Green, (CC BY-NC 2.0)

Slide 8: Source: [https://europa.eu/cultural-heritage/toolkits\\_en](https://europa.eu/cultural-heritage/toolkits_en)

Slide 9: Source: European Year of Cultural Heritage, Newsletter January 2019, <http://archive.newsletter2go.com/?n2g=mc6v5gmb-glzg30mu-163g>



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Slide 10: Logo World Heritage, Source: <https://de.wikipedia.org/wiki/UNESCO-Welterbe#/media/Datei:Welterbe.svg>; Logo UNESCO ASP-Net, Source: [https://de.wikipedia.org/wiki/Datei:UNESCO\\_Associated\\_Schools.jpg](https://de.wikipedia.org/wiki/Datei:UNESCO_Associated_Schools.jpg)

Slide 11: <https://unesdoc.unesco.org/ark:/48223/pf0000261994>

Slide 12: Kickoff Meeting, Dresden, 28. January 2019; Author: Carola Muysers

Slide 13: Eleanor Roosevelt and the Declaration of Human Rights, Source: <http://www.udhr.org/index.htm>; Human Rights Logo, Source: [www.humanrightslogo.net/](http://www.humanrightslogo.net/)

Slide 14: Project participants, Author: Institute Heritage Studies

Slide 16: Destroyed Buddha statues in Bamiyan valley (Afghanistan), Source: <https://www.flickr.com/photos/dvids/7408738172> (DVIDSHUB, CC BY 2.0); Site of Palmyra (Syria), Source: <https://www.flickr.com/photos/alper/1306080108/> (Alper Çuğun, CC BY 2.0); Market in Aleppo (Syria), Source: [https://www.flickr.com/photos/pietro\\_f/5176658056/](https://www.flickr.com/photos/pietro_f/5176658056/) (Pietro Ferreira, CC BY-NC-ND 2.0); Timbuktu (Mali), Source: <https://www.flickr.com/photos/cushayvids/2609807433/> (Cushay, CC BY 2.0)

Slide 19: Muskauer Park – Park Mużakowski; Source: Stiftung „Fürst-Pückler-Park Bad Muskau“; View on the Ore Mountains, Source: Jens Kugler/IWTG; Hedeby and the Danevirke, Author: Tom Körber, © Archäologischen Landesamt Schleswig-Holstein

Slide 20: Border within Muskauer Park, Source: <https://www.flickr.com/photos/126435211@N03/36018359346/>, Rolf Krahl, (CC BY 2.0); Border within Muskauer Park, Source: [https://www.flickr.com/photos/k\\_lins/3660725261/](https://www.flickr.com/photos/k_lins/3660725261/), k\_lins, (CC BY-NC 2.0)

Slide 21: [www.youtube.com/heritagestudies](http://www.youtube.com/heritagestudies)



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Slide 22: View on the Ore Mountains, Source: Jens Kugler/IWTG; Mining Cultural Landscape Erzgebirge/Krušnohoří, Source: <https://www.montanregion-erzgebirge.de/en.html>

Slide 23: [www.youtube.com/heritagestudies](http://www.youtube.com/heritagestudies)

Slide 24: [www.youtube.com/heritagestudies](http://www.youtube.com/heritagestudies)

Slide 25: <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

Slide 26: <https://www.un.org/sustainabledevelopment/>