



Transboundary European Heritage - a Topic for UNESCO Associated Schools

Conference: Results – Planning of Next Steps – Developing Teaching Materials

Minutes of the Conference, 19th and 20th December

Opening Reception and Welcome

The final conference started with an opening reception. All participants were invited to meet and chat and exchange their experiences in the project. Finger food and coffee was served. More than 50 people attended the conference: teachers from the participating schools, the ASPnet coordinators from Poland, Germany and the Czech Republic. Students from World Heritage Studies as well as professionals dealing with heritage and intercultural education were present to hear and discuss the project results. The aim of the conference was to use the experiences of the project in order to jointly develop teaching materials about the three World Heritage Sites, which can then be uploaded on the digital learning platform.

At 10 p.m. Marie-Theres Albert officially opened the conference and welcomed all guests. She briefly described the background and aim of the project and thanked all the project participants for their commitment and engagement during the past year. Several words of greeting followed in which the speakers all expressed their gratitude to the IHS team for developing and implementing the project. Both Friederike Hansell (Head of the Saxon World Heritage Coordination) and Matthias Maluck (Head of the World Heritage Coordination Hedeby and Danevirke) stressed the importance of engaging young people in World Heritage. They praised the project for using media technology in order to reach out to the young generation and raise their interest.

Also the ASPnet coordinators of Germany, Poland, the Czech Republic and Denmark, in their words of greeting, reported on how the project had successfully raised the awareness about World Heritage in schools. Klaus Schilling (National Coordinator ASPnet) argued that World Heritage is a means to articulate dreams, to be critical towards the present, and to achieve the Sustainable Development Goals, and therefore it must play a vital role in education. The Coordinator of the Czech ASPnet, Petr Cap, emphasized the importance of ASPnet projects in Europe that aim to connect the ASPnet schools and provide input on the ASPnet goals. The National Coordinator of Poland was replaced by the teacher and local school coordinator Agata Slomka, who had participated in the project herself with students. Furthermore, Agata Slomka had shared her project experiences with other teachers in Poland by preparing and disseminating a Powerpoint presentation about the project. She had also successfully encouraged Polish teachers to make use of the digital learning platform. Finally Sebastian Grobba (ASPnet Denmark) emphasized the importance of intercultural understanding between neighboring countries, which the project fostered by holding discussions of transboundary World Heritage sites with binational student groups. He also invited the IHS to share the project materials on the Danish ASPnet website.

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Keynote Speeches on Human Rights, Sustainability and Intercultural Education

The following keynote speeches provided the necessary theoretical input for the development of teaching materials in the workshops. Klaus Hüfner (Honorary Chairman of the Committee for UNESCO's Work Berlin e.V.) talked about how teaching heritage is intertwined with learning about human rights and peace building. He reminded the audience that heritage sites are not just stones. They represent human beings of the past, present and future and are therefore an essential part of the identity of people. For that reason, the access to and use of heritage is a cultural right. Klaus Hüfner closed with the example of the destruction of the Mausoleum in Timbuktu, which marked the first time such an action was assessed by the International Criminal Court as a war crime.

Verena Aebischer (University Paris Quest Nanterre) in her keynote showed how heritage education and intercultural education come together in this project. Students of different backgrounds and nationalities come together and, through their common heritage, discover similarities and differences and interact with each other. By accomplishing a task together – making a video – they develop the capacity to interact with each other and thus gain intercultural competence.

Friederike Hansell (Head of the Saxon World Heritage Coordination) talked about World Heritage and sustainable development. She emphasized that World Heritage could contribute to sustainable development, specifically to inclusive social development, if the local communities are engaged. They should be empowered and enabled to care for their heritage and pass it on to the next generation. She showed how in the Erzgebirge/Krušnohoří Mining Region the local mining association has been supported in the safeguarding of its heritage and has also been involved in the nomination of the region as a World Heritage site.

Matthias Maluck (Head of the World Heritage Coordination Hedeby and the Danevirke) introduced the border land of Hedeby and Danevirke. He showed how historically the border had always been a means and a sign of separation. However, through the implementation of projects like this, the border has now become a symbol of cooperation.

After a short coffee break Larissa Eikermann and Viviane Bierhenke introduced the three working groups. They had prepared questions and proposals for teaching materials intended to guide the discussions and the development of materials in the workshops. The discussions in the working groups were animated, lively, and lasted till the end of the conference that day.

Results of the Working Groups: reflections on the workshops and the development of teaching materials

The next morning, the results of the working groups were presented. After some reflection on the project and the workshops in general, each group made site-specific suggestions about the content of teaching materials.

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In all groups it was emphasized that the World Heritage sites offered great authentic historic learning places that were fascinating for the students. The binational character of the workshops was also evaluated very positively by students and teachers. Many of the students kept in touch after the workshop. The duration of the workshops was critically discussed. While in the Erzgebirge the workshops were too short to allow for producing good quality videos, this was adjusted at the workshops in Bad Muskau and Hedeby, where the duration of the workshops was increased. This was necessary not only because the video production took a long time, but also because the input about World Heritage and the sites required more time. It was also positively stressed that the task of making videos was interesting and motivating for the students.

The teachers emphasized that more preparatory time is needed in general. Every school project should be announced at least six months ahead in order to integrate it into the school schedule. This would also give the teachers enough time to prepare the students and introduce the topic of World Heritage in class.

Another point of discussion was the language. Many teachers suggested extending the platform (that is now available in German and English only) to include Polish and Czech. Others felt that only English should be used as the single project language. Marie-Theres Albert explained that this issue had been much discussed. She offered to upload materials in Czech or Polish if the teachers would prepare them.

Various suggestions for teaching materials were then presented. All three working groups had prepared proposals for teaching units that focussed on their site but also integrated the topic of World Heritage.

For the Erzgebirge/Krušnohoří mining region, a role play was suggested in which students would re-enacted the World Heritage Committee Session. One group of students could play the World Heritage Committee and the other groups the applicants of the Erzgebirge presenting their nomination. In history lessons, students could create a timeline similar to a mind map that would depict phases of mining of different materials (like silver or uranium). Important persons, like Agricola or Marie Curie, as well as technological inventions could be integrated. The videos should help the students create the timeline. For students more interested in technology, the building of a water wheel was suggested in order to illustrate the development of water hoisting technologies in the Erzgebirge and their worldwide influence.

For the Muskauer Park/Park Mużakowski the following three teaching proposals were developed for the classroom: 1) to create a hiking route in the park that includes points of interest reflecting the World Heritage qualities of the site; 2) to prepare a book or exhibition about Fürst Pückler; 3) or to create a park in Pücklers vision in 2030. All three tasks relate to the topic of environment and sustainability.



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For the site Hedeby and the Danevirke a worksheet was developed using the pedagogical method of “place-based learning”. Starting from the border complex and the archaeological remains, students should answer questions such as: “What is a border? To whom is this place important and why should it be kept? Why is it World Heritage?” Moreover, the topic of World Heritage was also didactically prepared. Students should first reflect on their own heritage and afterwards be introduced to the topic of World Heritage.

All of the teaching proposals that were presented can be found on the digital learning platform.

Summary and Prospects

Marie-Theres Albert initiated and moderated the final summary with four general questions. The first question was: Are transboundary sites the right places to start teaching about World Heritage? The teachers emphasized that transboundary sites are well suited to teach about World Heritage, since they incorporate a transnational vision about heritage and therefore show explicitly how heritage always belongs to many and not to one nation. But it was also stressed that teaching World Heritage is already a challenge in itself. To teach a special category like transnational World Heritage makes it even more challenging, especially since there are no teaching manuals available yet. The IHS team therefore encouraged the working groups to prepare the teaching units as soon as possible.

The next question was related to the production and use of videos in general. Are videos the right format to teach about World Heritage? What are their strengths and weaknesses in terms of a learning process which should help students to immerse themselves into the identity building role of World Heritage? The first question was generally affirmative; the second one was not really discussed. Furthermore it was stressed that apart from videos many other formats such as podcasts, blogs, and role play could be used. There were different views on the question of whether media experts need to be involved in the production of videos. On the one hand, students can easily use their mobile phones to produce videos by themselves. On the other hand, by engaging media pedagogues, the children gained professional knowledge about video production which was reflected in the quality of the videos.

Another question was: How was the cooperation among the teachers and what did you learn from one another? The teachers all affirmed that working together had been a great experience and was pleasant and easy. They made suggestions about how the project results could be integrated sustainably in ASPnet schools and emphasized the need to involve people at higher decision-making levels, like the headmasters of the schools. Also the ASPnet should be involved in order to sustainably implement the Results of the project in schools.

The teachers suggested, that schools that had already participated in the project could, in a second round, be invited to take part in a role play similar to “Model United Nations” but with the World Heritage Committee instead. Marie-Theres Albert said that the continuation and sustainable imple-



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EIN BEITRAG ZUM
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SHARING
HERITAGE

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mentation of the project experiences and results is an institutional question and should be discussed with the corresponding institutions.

Finally issues concerning the copyright of the videos were discussed. The question was how the videos and all materials produced during the project could be shared and disseminated. This is a question of ownership and needs to be discussed with the financing institutions. For now the teachers are encouraged to share the videos and project results using the digital platform.

Marie-Theres Albert closed the conference and thanked all the participants. She reminded the workshop moderators to send the produced results and promised to upload them on the digital platform as soon as possible. She wished everyone a good journey home and expressed her wish to continue the project and work together again.