

World Heritage and the re-structuring of the Danish UNESCO-ASP-networks

The Danish network of UNESCO-associated schools was established 2 decades ago and has experienced a rapid growth over the past years. Currently, there are almost 50 member schools, comprised of both primary, upper secondary, vocational schools and 'efterskoler', which are organised in two networks, 'Sustainable Development' (consisting of the former whole school approach – and Baltic Sea project networks) and 'Human Rights and Global Citizenship' (consisting of schools from the former Transatlantic Slave Trade and World Heritage networks).

The recent merging of the four school networks has led to a few challenges, but also many new opportunities.

EUC Syd offers a number of different vocational and upper secondary education programmes. Initially, in 2016/17, the school became a member of the 'Transatlantic Slave Trade Project' (aimed primarily at upper secondary schools, with the International Baccalaureate Diploma Programme (IBDP) at Sønderborg taking the lead. Later on, the upper secondary department at Tønder joined the Baltic Sea project and teachers and students at the four main campuses tried to raise awareness of the Sustainable Development Goals and organised numerous projects and activities in order to make their schools more sustainable.

The offer to participate in the third workshop of 'Transboundary World Heritage - a project for UNESCO-associated schools' represented an excellent opportunity for us to also focus on culture in general - and World Heritage sites in particular - as a part of a modern, comprehensive upper secondary education.

Hedeby/Danevirke, which was declared a World Heritage site in 2019, was a particularly interesting starting point for EUC Syd, as the latter served as a boundary between Western/central Europe and Scandinavia and later between Germany and Denmark for centuries. It marks a story of conflict, as well as of cultural exchange and understanding and over the past 65 years, also one of mutual cooperation and an exceptional relationship between the two countries and the national minorities on either side of the border, which some of our students and staff are part of.

On behalf of EUC Syd, I'd like to thank the IHS, as well as the State Archaeology Department of Schleswig-Holstein and all the other schools and project partners involved for the fruitful cooperation, making this a valuable learning experience for the students involved and offering new perspectives on introducing younger generations to World Heritage sites.

It is our hope that this cooperation will be continued and deepened, possibly by extending it to other Transboundary World Heritage Sites.

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