

Marie-Theres Albert

The Global Strategy of World Heritage - A concept for an Equitable and Sustainable Implementation of the World Heritage Convention - Series of Lectures of the Institute Heritage Studies in 2019 and 2020¹

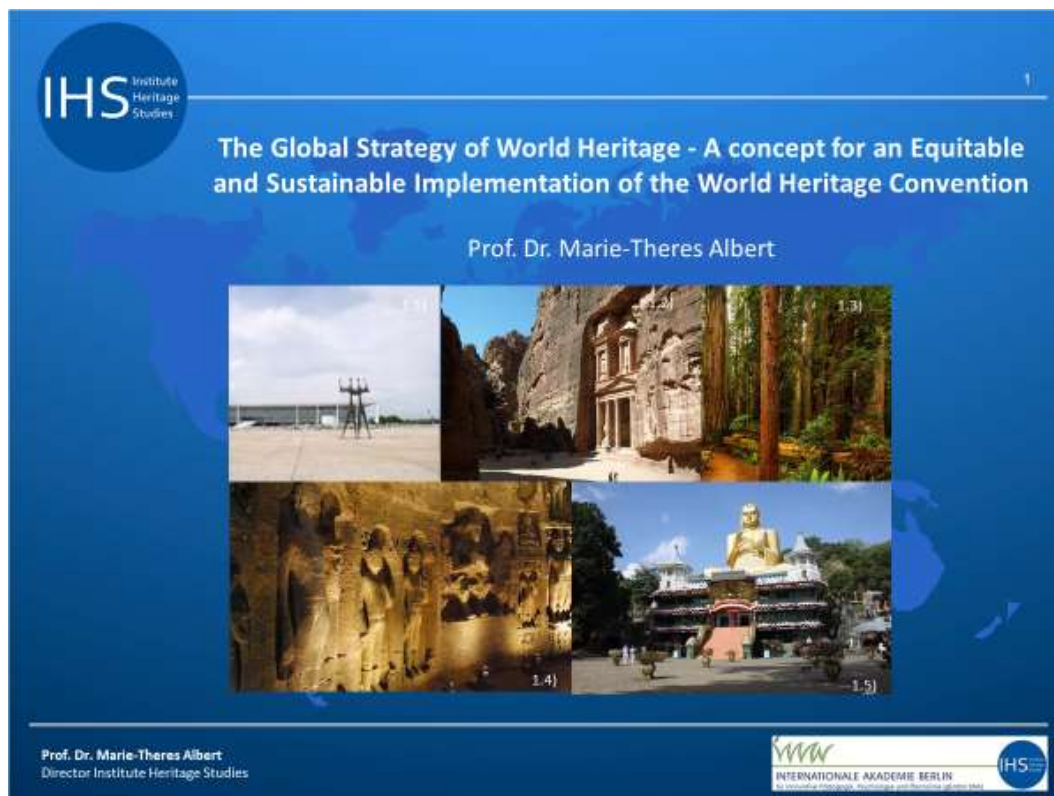


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¹ The presentation is based on publications of Marie-Theres Albert 2012, 2015a), 2015b) 2017


Introduction

The United Nations and UNESCO




When UNESCO's General Conference adopted in November 1972 the convention for the protection and conservation of natural and cultural assets of all kinds and all eras, UNESCO itself looked back on almost 30 years of experience.

Holocaust


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Source: <https://www.flickr.com/photos/larskjensen/2741004413/>



Source: <https://www.flickr.com/photos/jmmpereira/21949338361/>


Auschwitz Birkenau, German Nazi Concentration and Extermination Camp (1940-1945), Poland

Date of Inscription: 1979
Criteria: (vi)

The fortified walls, barbed wire, platforms, barracks, gallows, gas chambers and cremation ovens show the conditions how the Nazi genocide took place in the former concentration and extermination camp of Auschwitz-Birkenau, the largest in the Third Reich. According to historical investigations, 1.5 million people, among them a great number of Jews, were systematically starved, tortured and murdered in this camp, the symbol of humanity's cruelty to its fellow human beings in the 20th century.

Source: <http://whc.unesco.org/en/list/31>

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The experience with the Holocaust and the Second World War was so grave that not only individual countries, but the entire world community was committed to ensure peace in the world and peaceful coexistence of nations. Therefore in November 1945 the world community felt encouraged to found the United Nations Organization. It was later on England and France which took the initiative to establish UNESCO.

Founding UNESCO



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Founding UNESCO

„The Governments of the States Parties to this Constitution on behalf of their peoples declare: That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed; [...]"

(UNESCO Constitution)

Source: http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html

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The men and women founding UNESCO wanted to react to Nazism. They wanted to establish an organization that would respect the rights of all peoples regarding spiritual and intellectual progress, freedom of speech and development, as well as culture and education. UNESCO was founded as a specialized agency of the UN and it belongs to one of the main bodies of the UN, The Economic and Social Council. Since UNESCO has been founded the organisation has been the only one within the UN with a mandate on Culture. The most important aims that were defined for UNESCO were: Equal access to education for all people, the right of each individual person to seek objective truth and to guarantee the free exchange of thoughts and knowledge.

Policies for peace are based on recognizing the rights and duties of individuals within the community of nations. This requires that each individual is granted the right to search for and defend his or her individual truth. Already with UNESCO's foundation in 1945 the community of nations recognized free speech and individual life expressions as important factors for human development.

Human Rights

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1948 Universal Declaration of Human Rights

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.

Article 4.
No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.
Everyone has the right to recognition everywhere as a person before the law.

Eleanor Roosevelt with the Universal Declaration of Human Rights.
(Source: <https://commons.wikimedia.org/> (Public Domain))

Source: UN, 1948, Universal Declaration of Human Rights. Online: <https://www.un.org/depts/german/menschenrechte/aemr.pdf> (02.07.2019)

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And based on that, in 1948, the Universal Declaration of Human Rights was adopted by the international Community. A humanistic understanding of culture has been introduced into the collective consciousness of the World Community. After the period of fascism and racism the founders of UNESCO thus recognized that people can only live in peace if the peoples of the world accept each other. This necessarily involves acceptance of any kind of the material and the immaterial heritage and its diversity.

First initiatives for the protection of the heritage of humanity also directly date back to the time after World War II. They culminated in the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict adopted in 1954. Although not expressing the concept of heritage yet, the perspective that material objects of cultural value have an influence on identity was put forth.

Historic Centre of Warsaw



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Warsaw destroyed in 1945



Reconstructed Old Town of Warsaw

Historic centre of Warsaw

Category (ii), (vi)
listed since 1980

After the war, a five-year reconstruction campaign by its citizens resulted in today's meticulous restoration of the Old Town, with its churches, palaces and market-place. It is an outstanding example of a near-total reconstruction of a span of history covering the 13th to the 20th century.

Source: <http://whc.unesco.org/en/list/30>

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A catalyst for these developments was the fact that nations engaged in warfare did not shy away from the destruction of cultural heritage. Striking examples which are also relevant for the World Heritage Convention are Warsaw on the one hand and Dresden on the other.

Dresden



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Destroyed Dresden, 1945



Rebuilt Frauenkirche

The Reconstruction of Dresden

After the war, as part of the German Democratic Republic, the destroyed areas were subject to restoration and reconstruction.

In 2004, the Dresden Elbe Valley was listed under criteria (ii), (iii), (iv), (v).

The nomination includes the Frauenkirche, the reconstruction was completed in 2006.

The Dresden Elb Valley was delisted in 2009.

Source: http://whc.unesco.org/archive/advisory_body_evaluation/1156.pdf

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Another important activity which preceded the World Heritage Convention was the joint international effort of the relocation of Abu Simbel because of the construction of the Aswan High Dam. Between 1964 and 1969, a campaign for the protection of cultural heritage was started which was the very first campaign of this sort. This campaign is to this day unparalleled, not only for its engineering and financial achievements, but also concerning the profound involvement of all participating countries.

Aswan High Dam

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Ramses Temple in 1865

Ramses Temple in 2004

Deconstruction of the Temple

Aswan Dam

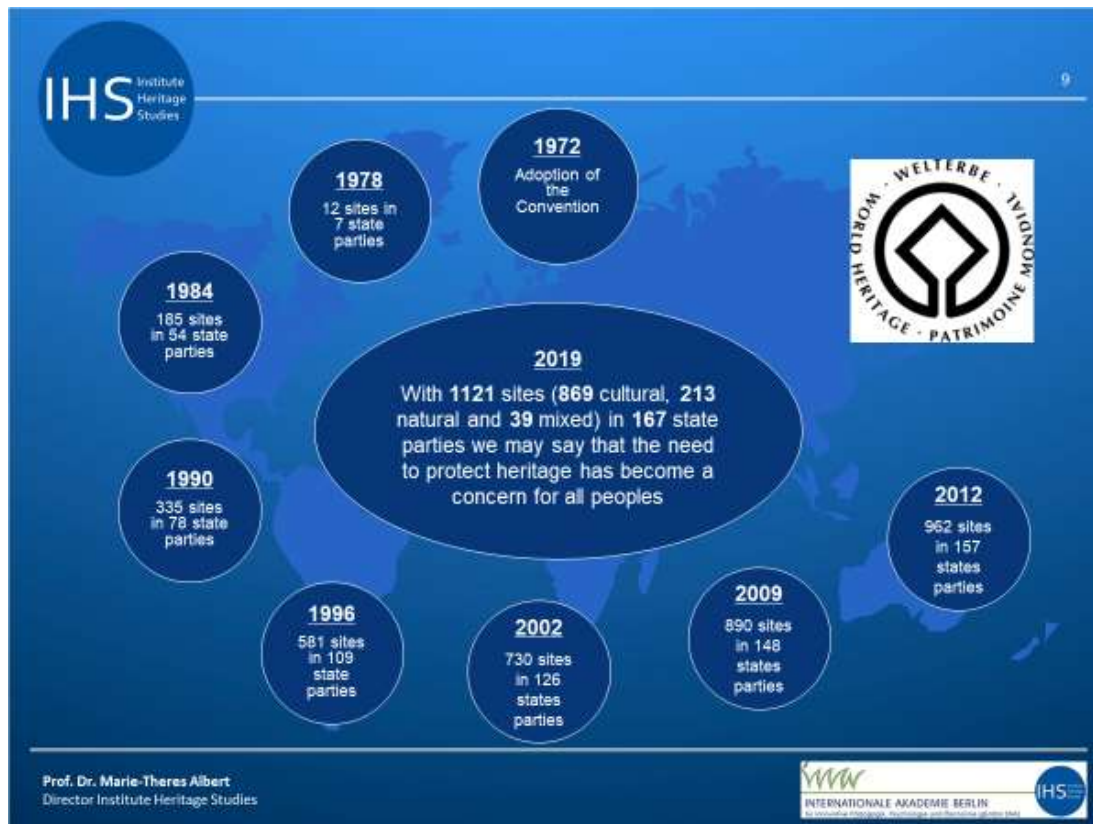
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The temples of Philae and Abu-Simbel were identified as cultural goods of humanity which had to be protected. The temples were divided into thousands of individual pieces, cautiously taken apart and then re-assembled only a hundred meters above their original place. The effort to rescue the temples was more than a mere engineering achievement. It was a milestone for the solidarity among the peoples of the world for the protection of the cultural heritage of humanity. This achievement was soon followed by the adoption of the World Heritage Convention in 1972, which by now has been declared as the most effective tool and instrument within UNESCO' s international strategy in protecting the material and the immaterial heritage of humanity.

Inscriptions in the course of time

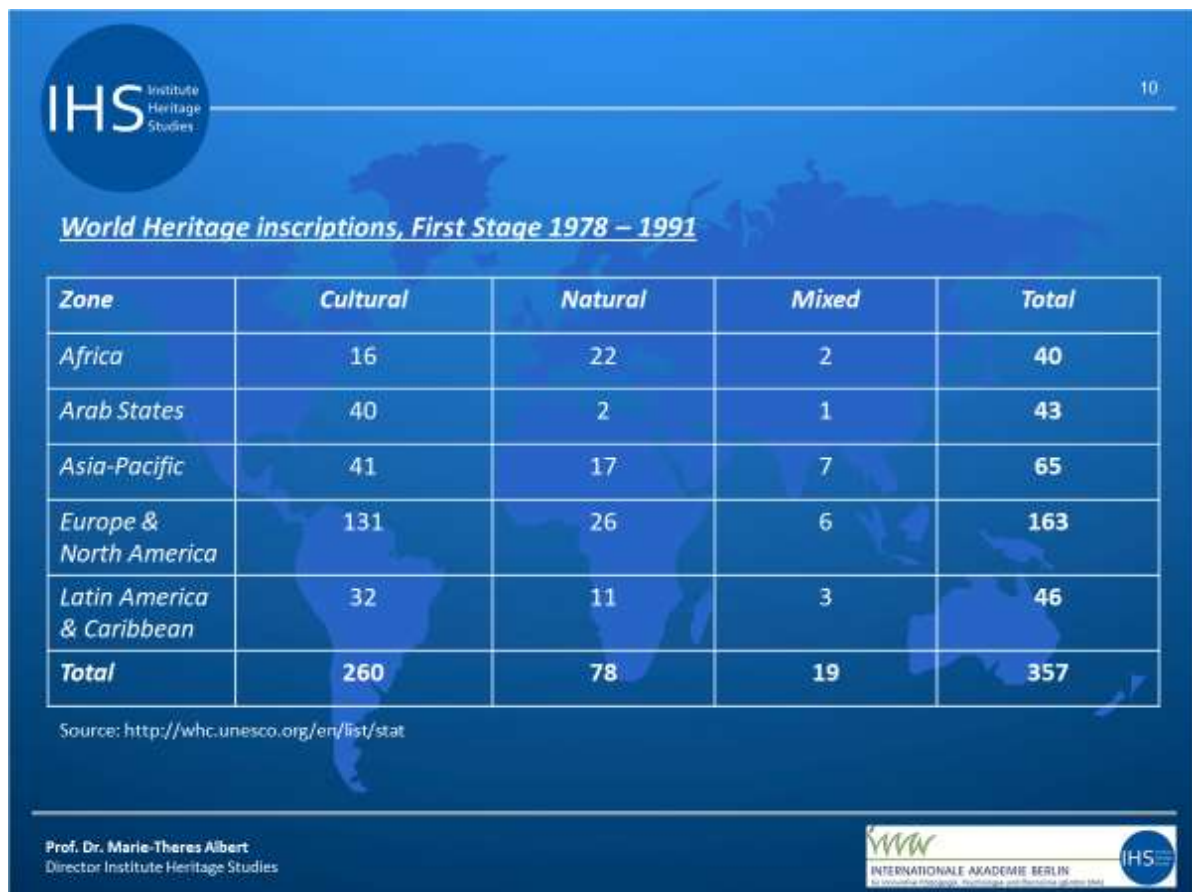


As of today, 1121 World Heritage Sites have been inscribed in 167 states parties. Out of these, 869 Heritage Sites are listed as cultural properties, 213 as natural and 39 as mixed properties. 193 states parties have by now ratified the “Convention” and it can truly be said that the global networking of the concept, its global recognition, and the world-wide endeavours to protect the heritage of mankind have become an important concern for many peoples.

Looking at it retrospectively, it can be said that protecting the heritage of mankind has become a concern of all peoples. Or, in other words: the globalisation that has taken place in the field of science and economics has now successfully been implemented on the cultural level. How could it be otherwise, since the global processes underpinning science and economics would not have been possible without the contribution of the cultures of the world?

Globalisation has contributed to the internationalization of the convention and at the same time to the protection of our cultural and natural heritage being seen as an interdisciplinary and international task. But on the other hand, it is not only the story of the successful implementation of the World Heritage Convention which has to be told, also problematic developments can be observed. Problems with the World Heritage List were identified on different levels.

World Heritage sites according to regions



Mainly it has to be mentioned, that as of its beginning the World Heritage Convention has been identified as material, and due to the majority of sites on the list located in Europe as Eurocentric. As you can see on the slide, already in 1991 about 50% of all sites inscribed on the list were in Europe.

World Heritage inscriptions, in total 2019



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World Heritage inscriptions, in total 2019

Regions	Cultural	Natural	Mixed	Total	%
Latin America and the Caribbean	96	38	8	142 *	12.67%
Europe and North America	453	65	11	529 *	47.19%
Asia and the Pacific	189	67	12	268 *	23.91%
Arab States	78	5	3	86	7.67%
Africa	53	38	5	96	8.56%
Total	869	213	39	1121	100%

Source: <https://whc.unesco.org/en/list/stat>

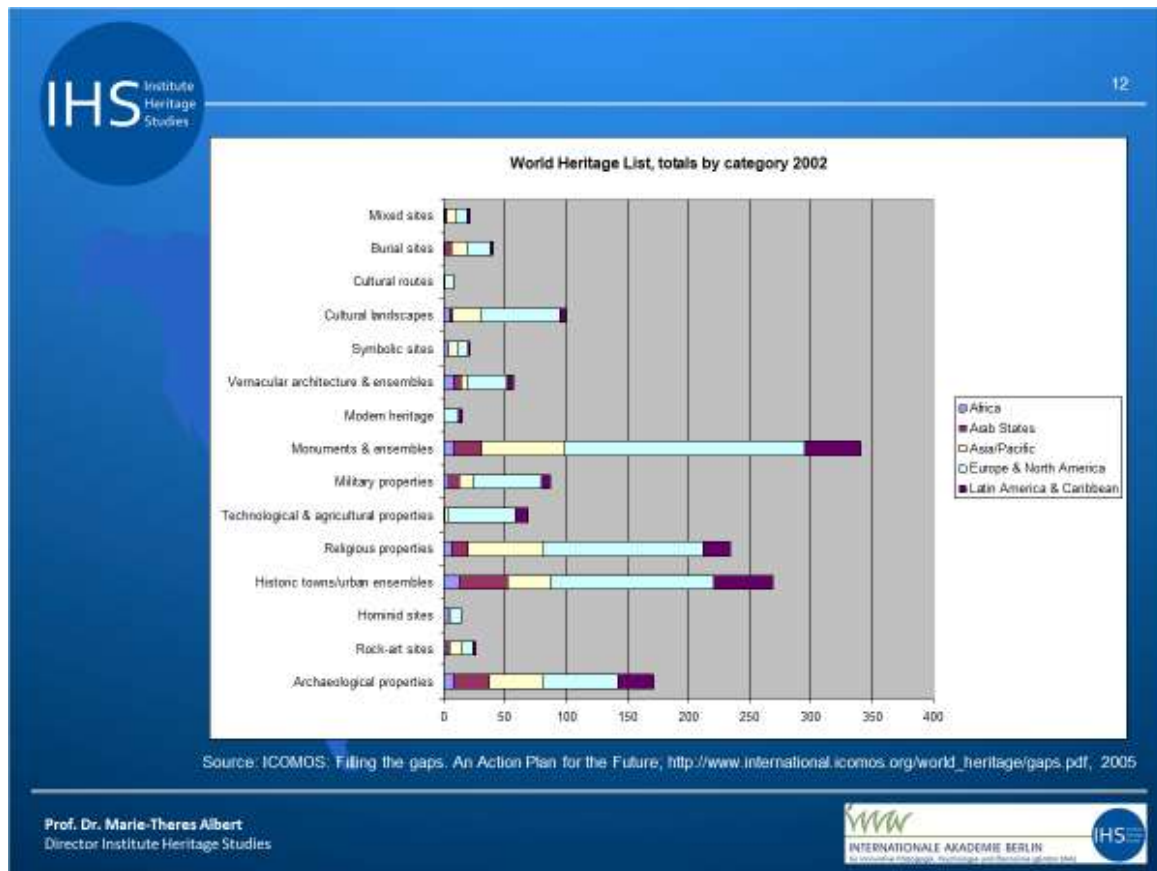
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Today we have 1121 sites inscribed. And if you look at the distribution around the world you can see, that not much has been changed. On the contrary, the Eurocentrism of the convention is reflected not only in the unbalanced regional distribution of sites, it shows furthermore the unbalanced distribution between cultural and natural sites and according to the different life conditions within the regions the contrasts between modern and traditional architecture, sites expressing the diversity of the religions or between monuments and other types of sites etc are evident.

And similar to the quantitative regional unbalances explored in the first evaluation in 1991 also the typological unbalanced distribution is evident presented already in 2002 when ICOMOS has conducted a research about the typological distribution of sites.

ICOMOS Study 2002



Already at this early stage of inscriptions of World Heritage sites in 2002 you can see the dominance of types of sites inscribed in the World Heritage List reflect the European history while sites reflecting Africa, Asia or Latin America such as Rock Art, Hominid Sites or Symbolic Sites were completely underrepresented. This unbalanced distribution of sites as well as types of sites or stories behind led to a debate within the international community. They acknowledged that a reflection upon the goals and procedures of the convention mainly as **World** and not **European** Heritage Convention was needed. It was furthermore determined that the states of conservation worldwide had to be improved because in many cases of inscribed sites the authenticity and/or the integrity were not any more the same as in the time of its inscription. This lack went along directly with the need of training and education respectively with capacity building of people involved in world heritage. Changes of procedures have to be based on the processes of communication. Therefore the World Heritage committee decided on its 26th session in 2002 – 30 years after its adoption in Budapest a

first and fundamental instrument to control better than before the implementation of the convention

The Budapest Declaration – adopted in 2002: The “4 C’s”

This very general instrument was the **Global Strategy of World Heritage** which has been revised several times but still exist until today. The first step of implementation was the so-called Budapest Declaration with it's 4 C's. These four C's entailed the following:

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

At the World Heritage Committee New Zealand Session in 2007, a fifth C in addition to the four C's of the 2002 Budapest Declaration was introduced:

- This C stood for the meaningful **involvement** of human **communities**. Since then these 5 C's form the core of the global strategy of world heritage and include the hope to achieving a more balanced list in all its challenges.

1. Strengthen the **credibility** of the World Heritage List

The Budapest Declaration - Credibility



2002
Budapest Declaration on World Heritage:

I. strengthen the **credibility** of the World Heritage List, as a representative and geographically balanced testimony of cultural and natural properties of outstanding universal value.

Budapest, Hungary
Source: <https://pixabay.com/images/id-1254366/>

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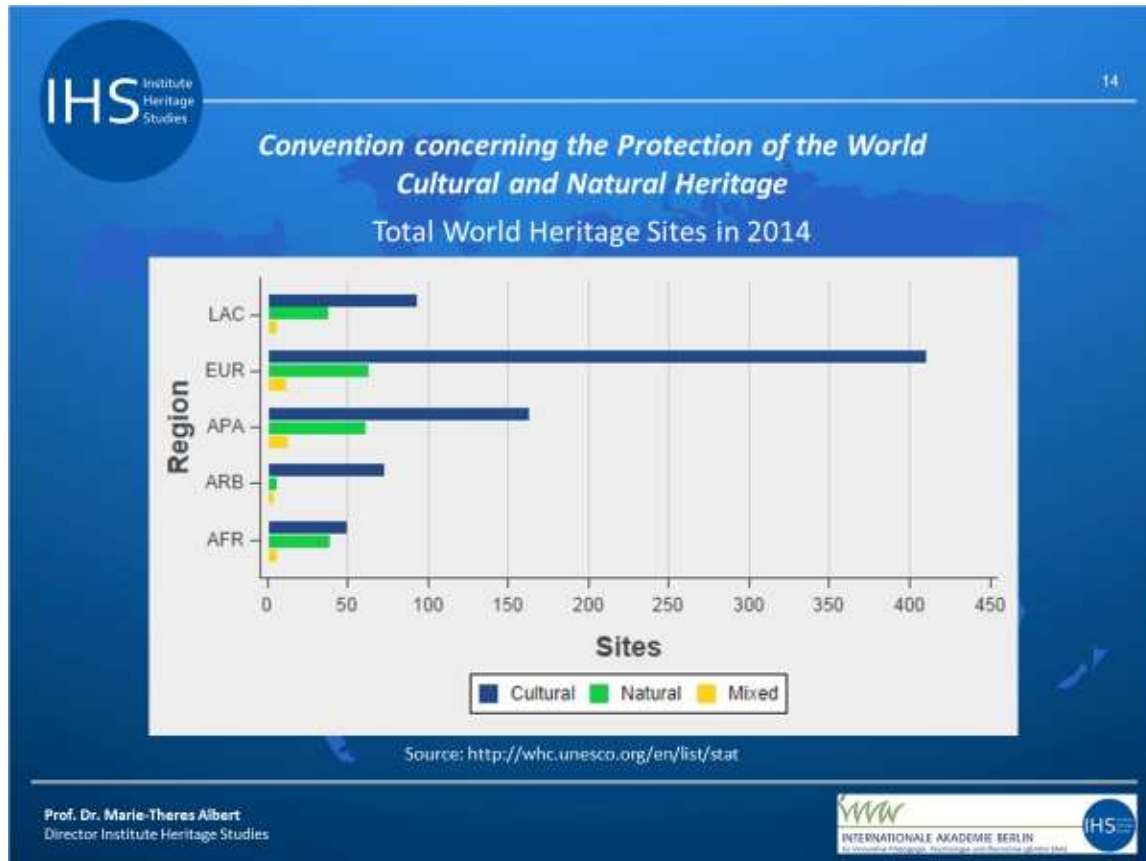
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The first strategic objective stands for the objective to: ***“strengthen the credibility of the World Heritage List, as a representative and geographically balanced testimony of cultural and natural properties of outstanding universal value.”*** (WHC-02/CONF.202/5/The Budapest Declaration on World Heritage).

The main aim of this strategic objective is to achieve representativeness of Sites according to the diversity of the categories of sites worldwide and with regions and nations respectively. On a practical level this means reducing the existing geographical and typological inequality of heritage sites on the list.

As mentioned already, inequality has existed from the very beginning of nominating World Heritage Sites and was one the reasons for adopting the Global Strategy in 1992. If you look at the distribution of sites in 2014, 12 years after the implementation of the strategy, either with a regional perspective or checking the distribution of categories (cultural, natural, mixed sites), you can see that nothing has changed. Still European states parties dominate the list and therefore World Heritage consists mainly of cultural heritage and as a consequence, we have since then a most striking imbalance between cultural and natural heritage sites.

Total of World Heritage Sites in 2014



In 2014 we have 1007 heritage sites on the list. There are 779 cultural and only 197 natural and 31 mixed heritage sites. Out of these cultural heritage sites, 48% can be found in Europe and North America. The remaining number, 52%, is divided by the rest of the world. Likewise, the situation is similar for the sites on the respective tentative lists which all countries have to prepare for future nominations and which have to be presented periodically to the world heritage committee.

Another aspect is worth mentioning, which does not conform to the original idea of the protection of cultural and natural assets of outstanding value. This aspect is that the World Heritage List has become more and more of a competition between the – actual or supposed – “best” and that “World Heritage site” has become a sort of brand name for the tourism industry.

World Heritage Top 10 in 2019


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World Heritage Top 10 in 2019

Country	Cultural	Natural	Mixed	Total
Italy	50	5	-	55
China	37	14	4	55
Spain	42	4	2	48
Germany	43	3	-	46
France	39	5	1	45
Total Top 5	211	31	7	249

India	30	7	1	38
Mexico	27	6	2	35
United Kingdom and Northern Ireland	27	4	1	32
Russian Federation	18	11	-	29
USA	11	12	1	23
Total Top 10	324	71	12	407

Source: <http://whc.unesco.org/en/list/stat>

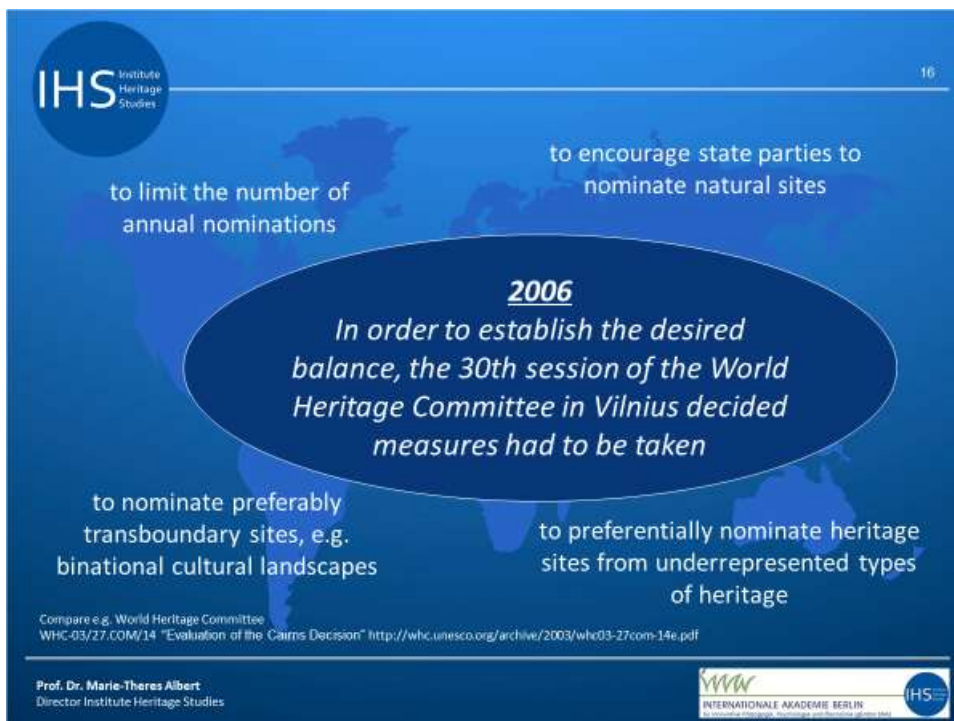
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Looking at the list of countries with the greatest number of sites in 2019, one cannot fail to notice that only 5 member states to the convention out of the 193 state parties, namely Italy, China, Spain, France and Germany, present with 249 inscribed sites on the list alone 22% of all inscribed sites. And this also shows why and how the unbalanced distribution of sites between cultural and natural sites is so high. As you can see out of 249 sites only 31 are inscribed as natural sites. It is difficult to explain the fact why Spain, Italy, Germany or China who have inscribed the greatest number of sites justify the so-called OUV (Outstanding Universal Value) with similar types of nomination whereas other countries lack these values. Also, the concepts of authenticity or integrity which are formally needed for nominations can be found in such a number in these countries only.

So it can be said, that the more the prestige and importance of World Heritage spread, the more urgent the need to develop strategies to prevent improper uses became. In order to establish the desired balance, the 30th session of the World Heritage Committee recalled the 2003 Cairns decision and decided in Vilnius in 2006 that certain measures had to be taken. Among others, these included:

30th session of WHC



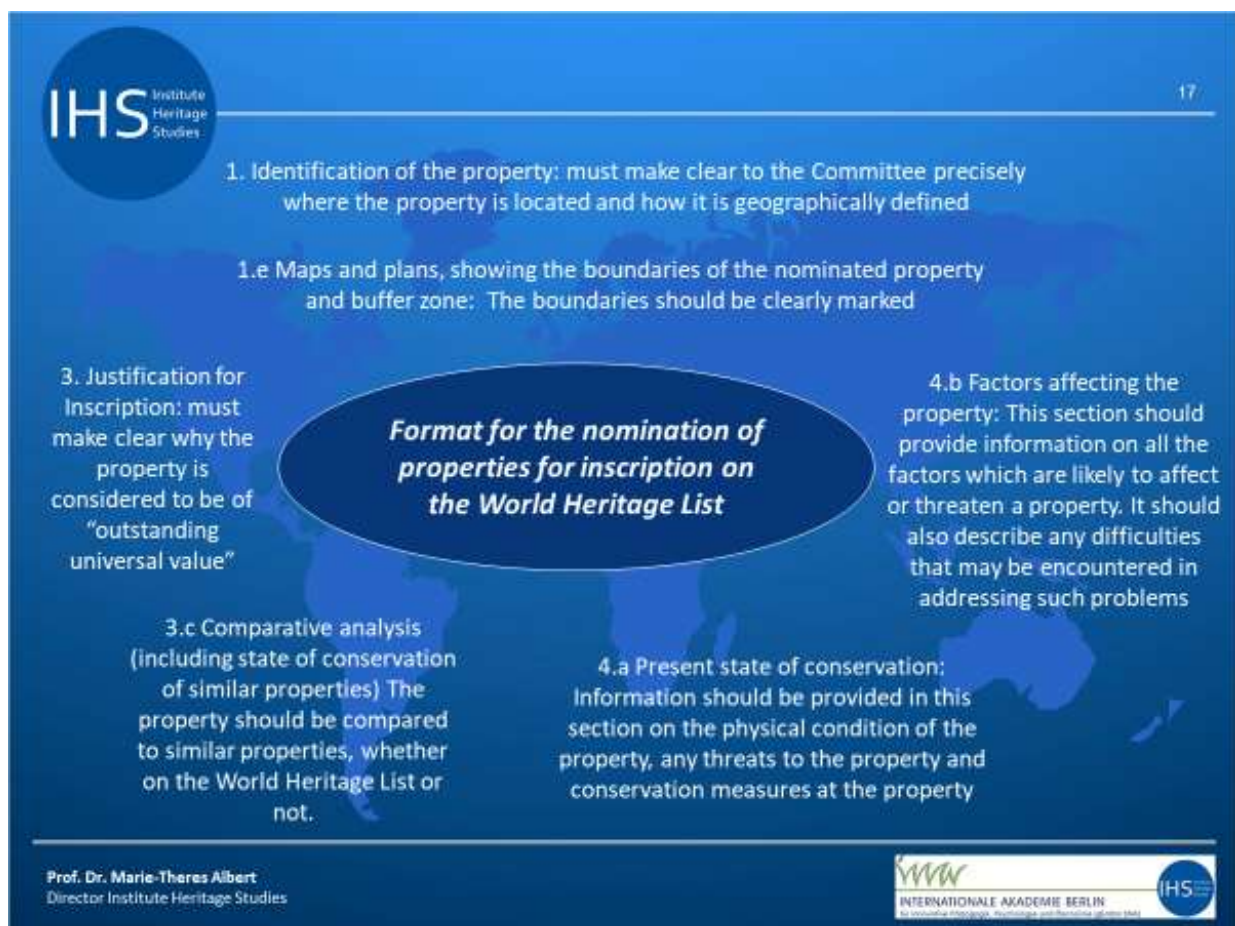
- an annual limit for new inscriptions, not more than 25
- to encourage states parties to nominate natural sites,
- to nominate more cross-border cultural landscapes, such as transnational routes or parks, and not least
- to preferentially nominate heritage sites from underrepresented types of heritage, e.g. modern heritage

(WHC-03/27.COM/14 "Evaluation of the Cairns Decision")²

² WHC-03/27.COM/14 "Evaluation of the Cairns Decision" <http://whc.unesco.org/archive/2003/whc03-27com-14e.pdf>

Additionally, the committee confirmed its 1999 appeal to the industrialized countries to refrain from nominating new sites in favour of the developing countries. Despite these efforts I have shown that the heritage of the Western industrialized world still dominates the List. There are many reasons for this. Some of the most substantial reasons are due to the fact that the categories for nominating and protecting sites are Eurocentric.

Format for the nomination 1



An example for this is the complex nominating procedure. It requires human resources which are not yet equally present in every part of the world, despite the strategic goal „Capacity Building “. Reasons for this unequal distribution are also the conservation guidelines which require a huge financial effort on the part of the developing countries if they want to adhere to them. It is obvious that balancing the list be-

tween developing and developed countries needs more than the five C's. It definitely – and urgently – requires a balanced development policy.

Format for the nomination 2



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4.b. (i) Development Pressures (e.g., encroachment, adaptation, agriculture, mining)
 (ii) Environmental pressures (e.g., pollution, climate change, desertification)
 (iii) Natural disasters and risk preparedness (earthquakes, floods, fires, etc.)
 (iv) Visitor/tourism pressures
 (v) Number of inhabitants within the property and the buffer zone Estimated population located within:
 Area of nominated property _____
 Buffer zone _____
 Total _____
 Year _____

Format for the nomination of properties for inscription on the World Heritage List

5. Protection and Management of the Property: This section of the nomination is intended to provide a clear picture of the legislative, regulatory, contractual, planning, institutional and/ or traditional measures [...] and the management plan or other management system

5.f Sources and levels of finance
 5.g Sources of expertise and training in conservation and management techniques
 5.h Visitor facilities and statistics
 5.i Policies and programmes related to the presentation and promotion of the property
 5.j Staffing levels (professional, technical, maintenance)

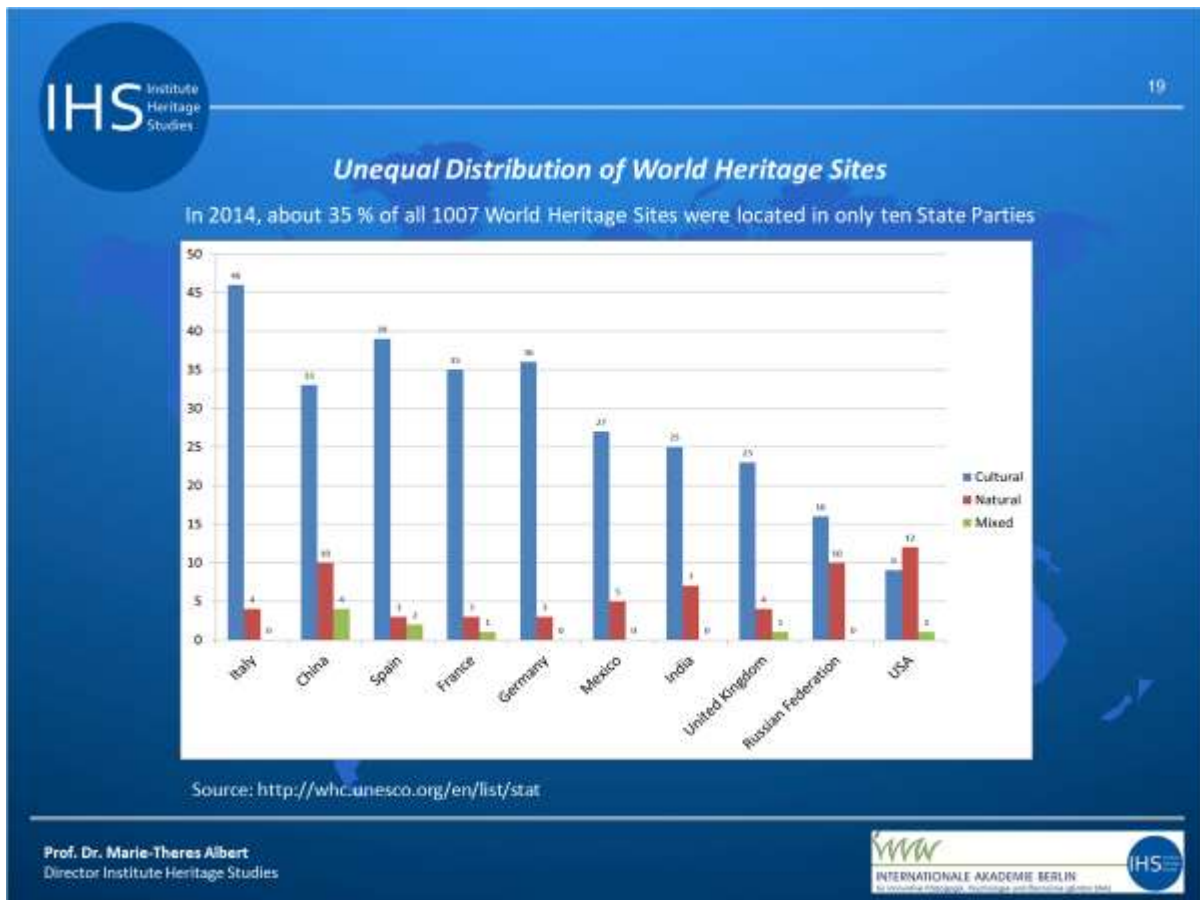
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However, a geographically, typologically and equally balanced distribution of cultural and natural assets on the World Heritage List can only be attained by a radical intervention into the entire system. And although such a demand is “politically incorrect” in the context of the UN system, I plead that applications from countries having already more than 20 heritage sites on the list shall not be considered for a defined period of time.

Unequal distribution of World Heritage Sites



With such a measure in place, automatically the dominance of inscribing from the beginning similar types of heritage, such as sacred buildings, monuments, or historical old towns, would decrease. Therefore the preferential nomination of natural heritage sites which already exists would benefit from such a limit in nominating cultural properties and create automatically an improvement in the ratio of natural versus cultural heritage.

2. Ensure the effective conservation of World Heritage properties

A further strategic goal, which was also adopted in Budapest, is C for “Conservation”. In the Budapest Declaration it means to “ensure the effective conservation of World Heritage properties” (**WHC-02/CONF.202/5/The Budapest Declaration on World Heritage**). But what is understood by effectiveness and how it is supposed to be im-

plemented doesn't become clear from the definition of this strategic C. In the context of past experiences, however, sustainability has to be particularly considered.

Budapest Declaration - Conservation



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2002
Budapest Declaration on World Heritage:

II. To ensure the effective **conservation** of World Heritage properties

Budapest, Hungary
Source: <https://pixabay.com/images/id-1254366/>

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Conservation which aims at sustainability should use proven technologies, be application oriented and suited to the local conditions. Therefore any sustainable conservation constitutes a key concept to be regarded in all the strategies, but mainly as tool for management of a World Heritage site.

Kakadu National Park, Australia (Mixed site)



Kakadu National Park, Australia
Mixed Site
Year of Inscription: 1981
Extension: 1987, 1992
Criteria: (i)(vi)(vii)(ix)(x)

Source: https://www.flickr.com/photos/andy_tyler/7241819640/ & <https://www.flickr.com/photos/epochcatcher/13936382630/>

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Date of Inscription: 1981/Extension: 1987, 1992/Criteria: (i), (vi), (vii), (ix), (x)

But how can it be done? It can definitely not exist without the other strategies, respectively communicative and participative processes of the site management. The management has to identify know-how which is locally and authentically present in every country. For example, I would like to call attention to the traditional knowledge of the Australian Aborigines concerning land management by fire. Without their fire regime it would be impossible to protect the Kakadu National Park sustainably. Nevertheless, in view of the global climate changes we have to ask whether this traditional knowledge can still be used responsibly. Adaptive Conservation means in this respect to join traditional and modern knowledge and to develop both further in the interest of the global community.

Apart from such positive aspects of conservation strategies for the adequate protection of World Heritage, there are also less encouraging developments. Please let me



recall some examples in which such conflicts become evident. The first example describes a typical situation for most of the Historic Cities listed as World Heritage.

WH site Quedlinburg


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Collegiate Church, Castle and Old Town of Quedlinburg, Germany

Date of Inscription: 1994
Criteria: (iv)

Source: <http://de.wikipedia.org/wiki/Quedlinburg>

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Date of Inscription: 1994; Criteria: (iv)

I would like to explain this situation on the basis of the World Heritage City of Quedlinburg, a small city in the middle of Germany. Quedlinburg was inscribed in 1994 under Criterion (iv). In the master plan, a framework of measures for conserving and protecting the site was elaborated. All protection measures had to consider “Conservation” criteria due to the site’s World Heritage status. They were thus expensive and not necessarily suited to attract private investors.

Population Development Quedlinburg, Germany



The quality of life offered by the houses restored according to UNESCO standards did not meet the expectations of private investors. As a result, the number of residents in the city centre is expected to decrease from 23,216 in the year 2003 to 19,935 in the year 2020. As a consequence, the city not only has to initiate development with less tax revenue, but on top it loses its attractiveness for tourism. Further reflection upon the topic of conservation is therefore needed.

In many cities nominated as historic cities the same trend can be observed. People move away from the city centres because the houses do not meet modern requirements, rendering them unacceptable to prospective inhabitants. Houses renovated according to the standards of World Heritage Conservation are either no longer attractive or too expensive. The people move away and the historic town centre loses its vital function.

Mass Tourism Venice


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Venice and its Lagoon, Italy

Date of Inscription: 1987
Criteria: (i)(ii)(iii)(iv)(v)(vi)


Heritage as a tourist attraction

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Mass tourism Venice, Italy

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Venice and its Lagoon; Date of Inscription: 1987; Criteria: (i), (ii), (iii), (iv), (v), (vi)

It is therefore not surprising that many historical town centres went through a change of function. Inhabited World Heritage cities turned into cities visited or rather invaded by tourists. The World Heritage status turned the cultural asset of the “city” into a commodity which is “exploited” by tourism tour operators at bargain prices – resulting in cities being visited by hundreds of thousands visitors per year.

World Heritage Conservation



Countless further examples illustrate that the second C “Conservation” is still far from reaching its desired goal. In order to interpret this strategic goal in more detail, I would like to mention that World Heritage Conservation needs to be aware of the conflicts between the suitability of cultural assets, the compatibility of measures and museality on one hand and modernity on the other. These considerations would have to be formulated – if possible – as an addition to the strategic objective of “Conservation”. Only out of these considerations adequate strategies for World Heritage conservation can emerge.

Promote the development of effective capacity-building measures

A further strategic objective is Capacity Building. According to the Budapest Declaration, Capacity Building is **“to promote the development of effective capacity-building measures, including assistance for preparing the nomination of properties to the World Heritage List, for the understanding and implementation of the World Heritage Convention and related instruments”**. (WHC-02/CONF.202/5/The Budapest Declaration on World Heritage)

Budapest Declaration – Capacity Building


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2002
Budapest Declaration on World
Heritage:

III. To promote the development of effective **capacity-building** measures, including assistance for preparing the nomination of properties to the World Heritage List, for the understanding and implementation of the World Heritage Convention and related instruments



Budapest, Hungary
Source: <https://pixabay.com/images/id-1254366/>

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UNDP


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United Nations Development Programme (UNDP)



UNDP recognizes that capacity building is a long-term, continuing process, in which all stakeholders participate (ministries, local authorities, non-governmental organizations and water user groups, professional associations, academics and others).

Source: <https://www.gdrc.org/uem/capacity-define.html>

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In order to be able to interpret this strategic objective, we need to be aware that Capacity Building includes education on different levels and for different target groups. Education furthermore requires the consideration of historical, philosophical and also political-educational contexts. Capacity Building is therefore a quite complex goal which has not been implemented really successfully. I would like to identify Capacity Building on the basis of three different levels.

UNESCO Capacity Building



The slide features a blue background with a world map. On the left, a circular IHS logo is positioned above the text 'Humanity and Social Sciences' and 'Art, Architecture and Conservation'. In the center, a small image of a book cover titled 'module' is shown, with numbers 1, 2, 3, and 4 indicating different sections. To the right of the book, the text 'Natural Heritage and Cultural Landscapes' and 'Management' is displayed. On the far right, the text 'UNESCO Capacity Building: UNI TWIN UNESCO Chairs' is written. Below the book image, an example is given: 'e.g.: BTU Cottbus, Germany UNESCO Chair in Heritage Studies and its "World Heritage Studies"'. At the bottom right, there is a photograph of a large lecture hall filled with students. The slide also includes the source 'Source: Institute Heritage Studies' and the names 'Prof. Dr. Marie-Theres Albert' and 'Director Institute Heritage Studies' at the bottom left. Logos for 'www INTERNATIONALE AKADEMIE BERLIN' and 'IHS' are at the bottom right.

On the first level, education and capacity building deal with future-oriented approaches in World Heritage Studies, including heritage management and conservation in general. There is still a worldwide lack of local experts in these fields; consequently there is an urgent need for training at institutions of higher education.

Higher education includes not only technical skills and technical knowledge, for example about conservation or architecture, it also includes humanities and social sciences, because only based on an immersion into these disciplines raising awareness is possible.

MUMA



In a pioneering project at my former university in Cottbus we trained teaching staff dealing with heritage management and conservation training from universities around the globe during 2005 – 2008 to enable them to teach or develop research on teaching in the field of conservation and heritage management. One of the outcomes of this project within the level of university education was a kind of intercultural competence in world heritage studies, respectively the competence to distinguish between different national understandings and levels of world heritage conservation and management and be able to decide the best strategies related to specific situations or sites.

This project was the initiative to develop **Heritage Studies as Paradigm** which today is promoted through the **Institute Heritage Studies (IHS)** at INA.

Institute Heritage Studies


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The Institute Heritage Studies at the 'Internationale Akademie (INA) Berlin' is a centre for science and research. It bases heritage protection on the SDG's and paradigmatically—heritage as promoter for human development



World Heritage

In November 1972, the General Assembly of the UNESCO adopted the World Heritage Convention for the protection and conservation of natural and cultural property of all types and of all times.



Intangible Heritage

The Convention for the Safeguarding of the Intangible Cultural Heritage was adopted in 2003 as an instrument particularly for the identity building of people.



Documentary Heritage

The Heritage Studies research of documentary heritage lies at the intersection of culture, humanities and information science.

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Education and Capacity Building


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Programmes have to consider the current economic downturn.

Education and capacity building deal with different target groups in a more practical sense.

Capacity Building shall be related to Entrepreneurship

With Capacity building, Public Private Partnerships can be established

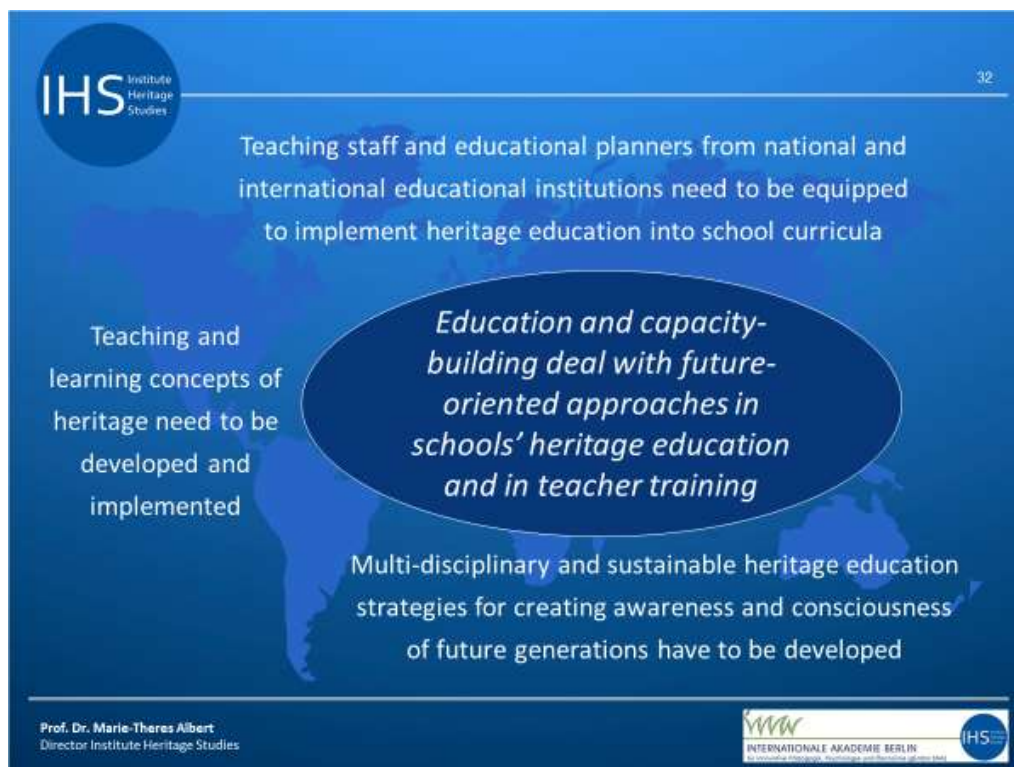
Capacity Building helps sensitizing for Corporate Responsibility

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On the second level, education and capacity building deals with different target groups in a more practical sense. This level refers to the everyday work of heritage site management and related problems. It includes the issue of how different stakeholders can be encouraged to cooperate. It includes also raising awareness for socio-economic development or conflict solving strategies at a time when conflicts between protection and use increase almost everywhere in the world. On this level, capacity building programmes have to consider the current global economic downturn which has led to decreased public funding for education and professional training as well as cultural programmes in a narrow sense. For that reason, new forms of participation, cooperation and financial support have to be trained. Concepts like “Public Private Partnerships”, “Corporate Social Responsibility” and “Entrepreneurship” become increasingly important against the background of economic recession. Also the responsible involvement of children and teenagers in the development of sustainable concepts of heritage use is needed and should be trained.

Education and Capacity Building



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Teaching staff and educational planners from national and international educational institutions need to be equipped to implement heritage education into school curricula

Teaching and learning concepts of heritage need to be developed and implemented

Education and capacity-building deal with future-oriented approaches in schools' heritage education and in teacher training

Multi-disciplinary and sustainable heritage education strategies for creating awareness and consciousness of future generations have to be developed

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On the third level, education and capacity building deals with future-oriented approaches in heritage education in schools. Teaching staff and educational planners from national and international educational institutions need to be equipped to implement heritage education into school curricula. Furthermore, the students themselves have integrated into these training processes. Conceptually, this has to be jointly done with students and experts in educational studies und curriculum development. Also teaching and learning concepts of heritage need to be developed and implemented. Additionally multi-disciplinary and sustainable heritage education strategies for creating awareness and consciousness for future generations have to be developed in this field.

School Project Network



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UNESCO Associated Schools Project Network (ASPnet)

Elementary school at SAMPUBANGIN village Markham Valley, Papua New Guinea has over 800 different languages and children can begin their learning experience in their mother-tongue.

Source: <https://www.flickr.com/photos/gpfeducation/15227424213/>

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Finally, all kinds of teacher training activities need to be initiated. The enhancement of didactic skills and learning strategies for World Heritage tuition is urgently required as well as a knowledge transfer about world heritage to the different levels of students. Based on the Draft Decision WHC-12/36.COM/9B

UNESCO Category 2 Centres



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"6. Requests the Advisory Bodies, World Heritage Centre, and the UNESCO Category 2 Centres and relevant UNESCO Chairs to assist States Parties in the development of regional capacity building programmes which are based on the outcomes of the Periodic Reporting exercises and the WHCBS; [...]"

(UNESCO Draft Decision WHC-12/36.COM/9B, par. 6).

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The IHS has done this in 2 projects with teachers and students from different countries.

Project "Our World Heritage"



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Our World Heritage – Mining Cultural Landscape Erzgebirge/Krušnohori
Naše světové dědictví – Hornická kulturní krajina Krušnohoří



<https://heritagestudies.eu/en/world-heritage-mining-cultural-landscape-erzgebirge-krusnohori/>

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In the project **“Our World Heritage – Mining Cultural Landscape Erzgebirge/Krušnohoří Naše světové dědictví – Hornická kulturní krajina Krušnohoří”** the IHS is in charge of promoting the importance and meaning of the regional mining heritage to younger generations, developing further training courses for teachers for the mediation of this heritage, and implementing these processes of transmission.

Online: <https://heritagestudies.eu/en/world-heritage-mining-cultural-landscape-erzgebirge-krusnohori/>

Project „Transboundary European World Heritage“



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“Transboundary European World Heritage – a Topic for UNESCO Project Schools”

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

Source: Carola Muysers, Stefan Simon, Institute Heritage Studies

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The project **"Transboundary European World Heritage - a Topic for UNESCO Associated Schools"** aims to familiarise students and teachers with the topic of the Transboundary World Heritage sites: the Mining Cultural Landscape Erzgebirge / Krušnohoří, the German-Polish Muskauer Park / Park Mużakowski and the German Hedeby and the Danevirke. Using these three heritage sites as examples, the students and teachers explore their joint European history, discover what themes link them together, and those which set them apart. In binational workshops they develop themes and questions regarding the transnational heritage sites and visualise them

into contemporary formats such as videos. Online: <https://worldheritage-education.eu/en>

Increase public awareness, involvement and support for World Heritage through communication

Budapest Declaration - Communication



The slide features a blue background with a faint world map. In the top left corner is the IHS logo. In the top right corner is the number 37. A large dark blue oval in the center contains the text:
2002
Budapest Declaration on World Heritage:

IV. To increase public awareness, involvement and support for World Heritage through communication

To the right of the oval is a photograph of a historic building complex in Budapest, Hungary, reflected in water. Below the photo, it says:
Budapest, Hungary
Source: <https://pixabay.com/images/id-1254366/>

At the bottom left, it reads:
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Director Institute Heritage Studies

At the bottom right, there are two logos: the logo for the Internationale Akademie Berlin (www.international-akademie-berlin.de) and the IHS logo.

In the Budapest Declaration “Communication” means to **“increase public awareness, involvement and support for World Heritage through communication”** (WHC-02/CONF.202/5/The Budapest Declaration on World Heritage)

PACT



In an internal evaluation of the World Heritage Committee the objectives of this goal were highlighted. Particularly the aspects of Communication and Education were emphasized with a special focus on computer-based communication strategies. Going further, the implementation of the strategic goal Communication was reinforced by heritage communication in museums, as well as by means of the production of photographs and their archiving in databases. Not least, these endeavours succeeded in establishing “heritage days” in schools.

Expanding all these activities to communities and municipalities and to improve overall heritage presentation strategies in different media was successful. Both projects mentioned included the different communities involved in the projects within the different countries (Czech Republic, Denmark, Germany and Poland).

Examples from Bad Muskau & Ore Mountains

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Examples from the Muskauer Park/Park Mużakowski and the Erzgebirge/Krušnohoří Mining Region



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Videos of the workshops

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Videos from workshops



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

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Project approaches

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Project approaches:

- Objectives-Oriented Project Planning Strategies;
- Project Cycle Management;
- Logical Framework Approaches;
- Project Cycle:

Figure 11: Project Cycle

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Additionally we developed further an approach known as **Project Cycle Management**. Heritage – which we have set ourselves to protect – resulted from the combination of human know-how and its communication. It can be seen as the material and technological application of this knowledge. Therefore it depends on complex communication and negotiation processes – in terms of support and resistance – of the different stakeholders and pressure groups. And only by considering these various processes and interests, the protection of World Heritage may turn into a living and lived reality. This again presupposes communication on the different processes of protection and use. How can such processes be organized?

I would like to refer here to some ideas which were developed in a joint German-Polish project on the church of peace in Jawor. This site is not only characterised by its outstanding architecture, but particularly by its history which is mirrored in the architecture: the history of Poland and Germany, of Catholics and Protestants.

The Church of Peace Jawor

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Churches of Peace in Jawor and Świdnica

Date of Inscription: 2001
Criteria: (iii)(iv)(vi)

"Only as late as 1652, the emperor allowed... to have three protestant churches erected in the midst of a forcefully converted catholic Lower Silesia.... the churches (however MTA) were not supposed to look like the catholic churches, were not to have a bell tower and were not to be built with solid materials such as bricks or stone. "
(Krik & Bujak 2004, p.256).




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The community built a church that was to provide as many people as possible room under the given circumstances. (aus, Bialy Krik, Adam Bujak, Welterbe der Menschheit, Polen auf der Liste der UNESCO, 2004, p.256). The story begins with the 30 Years War (1618-1648), in which the states belonging to either the catholic League or the protestant Union led horrendous campaigns of destruction. The story continued with the expulsion of people during diverse further acts of war, and culminates in the nomination as world heritage in 2001.

For the strategic goal of "Communication" and of course of the 5. C for Community Involvement" the population living near the heritage site must actively participate. The local community must ascribe its respective values or functions to the site. Only in doing so will people accept and value their heritage sites. Only in doing so lasting protection and sustainable use are possible.



With our project we brought together documented history and contemporary witnesses from very different backgrounds for a communicative process. Together we reflected real and constructed memories and therefore tried to re-construct the church as heritage of mankind particularly with its intangible potential for the future of the directly and indirectly involved stakeholders. All churches construct values of home, power, legitimation or identity. Therefore, it is important to determine them in communicative processes.

The strategic objectives are therefore, on the one hand, steps in the right direction. On the other hand, they must be supported by and grounded in subjective factors and experiences. Only if the individual is enabled to understand, interpret and appropriate the heritage of mankind as his or her personal heritage and inheritance, only then protection and use of heritage can become sustainable. Only in doing so the individual develops a relationship with heritage and only then she or he can act responsibly. This was also the background for the World Heritage Committee to decide the 5's C, the C for community involvement into the global strategy.

World Heritage Committee New Zealand session: The “5th C” The meaningful involvement of human **communities**

The “5th C” – community involvement



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

“the identification, management and successful conservation of heritage must be done, where possible, with the meaningful involvement of human communities, and the reconciliation of conflicting interests where necessary. It should not be done against the interests, or with the exclusion or omission of local communities”

Te Wahipounamu
South West New Zealand

Source: WHC-07/31.COM/13B.23.5.2007, II, 2.
<http://whc.unesco.org/archive/2007/whc07-31com-13be.doc>

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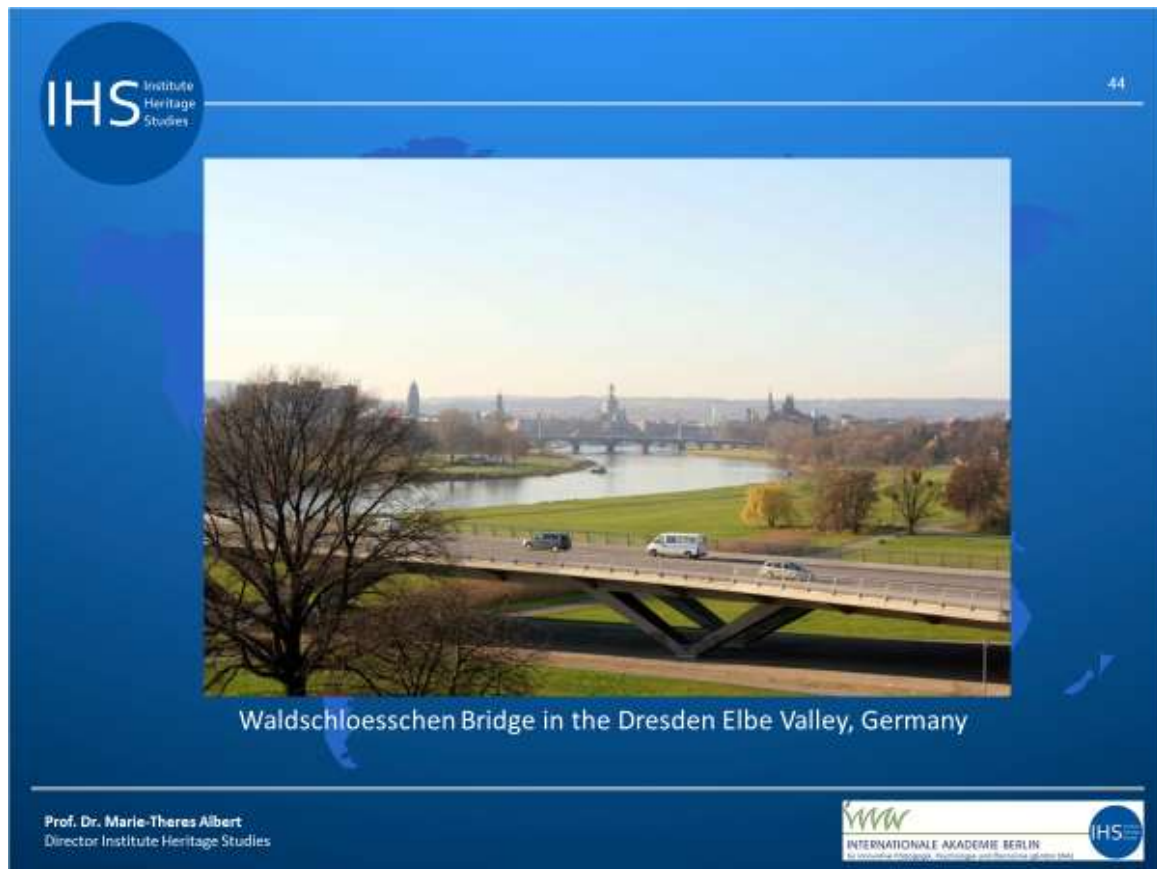
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From my personal point of view the concept of community involvement is the most important objective because it also includes elements of the other objectives. It says I quote: ***“The identification, management and successful conservation of heritage must be done, where possible, with the meaningful involvement of human communities, and the reconciliation of conflicting interests where necessary. It should not be done against the interests or with the exclusion or omission of local communities”*** (31Com, WHC-07/31.Com/13B,23.5.2007, II, 2.).

As mentioned above, with this understanding and interpretation of “Community Involvement”, the fifth C becomes a key concept for the future of World Heritage. Together with the other 4 objectives, “Community Involvement” is intended to help minimizing the problems caused by different stakeholder interests.

Visualization Dresden bridge



One of the most striking examples for the need of community involvement right from the beginning of the nomination procedure is the incident of the Dresden Elbe Valley, which was inscribed in the World Heritage List in 2004. The inscription was justified with the outstandingly picturesque and beautiful cultural landscape including the integrity of the valley. The site was delisted in 2009 because of the bridge above presented which was planned to be constructed soon. It can be illustrated here, more than in any other context of World Heritage Nominations, how important community involvement as reflection of local interest and national disinterest in a World Heritage Site is.

The heritage of mankind was created by the cooperation of many. Consequently, just as many stakeholders have to be involved in its protection and use. Different stakeholders pursue different interests and when different people or groups with different interests meet each other, conflicts are inevitable.

Diverse Stakeholder WH-Sites



In the context of World Heritage, usually conflicts arise between different local actors, communities and their respective governments. It is often the case that a local community is expected to initiate a World Heritage nomination simply because it has been decided by the government. In general, this community does have neither sufficient know-how nor the technical, financial and human resources for a World Heritage nomination.

Other conflicts may arise when the interests of different stakeholders clash. Stakeholders, such as members of the community, are often citizens living in a World Heritage Site. They may feel that the spaces of their daily lives are being taken over or even stolen by the many visiting tourists. However, stakeholders are also business people, who make their living catering to the tourists and who probably feel limited in their businesses by regulations for the conservation and protection of monuments. There are countless examples for such conflicts and we could continue this list al-

most infinitely. With the introduction of the fifth C – “Community Involvement” – the World Heritage Committee hopes to recognize conflicting interests from the very beginning and to resolve them at an early stage.

ZOPP/giz



The slide features a blue background with a faint world map. In the top left corner is the IHS logo. In the top right corner is the number 46. The central image shows a group of people gathered around a table, working with various materials like photos and documents. Below the image, the text reads: **ZOPP: Objectives-oriented Project Planning**, followed by 'A planning guide for new and ongoing projects and programmes' and '“Deutsche Gesellschaft für internationale Zusammenarbeit (GIZ)”'. To the right of this text is the GIZ logo and its full name. At the bottom left, it identifies Prof. Dr. Marie-Theres Albert as the Director of the Institute for Heritage Studies. At the bottom right, there are logos for the Internationale Akademie Berlin and the IHS.

However, the goal of community or stakeholder involvement, as it was formulated by the Committee in New Zealand, is not new. The concept goes back to the 1980s when participative management approaches emerged with a focus on regional development. Here they were mainly adopted in the development of rural areas in terms of infrastructural development e.g. for private and public transport. Since the 1980s stakeholder involvement is seen to be the most effective strategy to ensure a balanced social, economical, political and cultural development of structurally challenged or weak regions.

Even today we use planning approaches which were developed in the 1980s and 1990s and which are largely based on community involvement. These are for example, *Objectives-Oriented Project Planning Strategies*, *Project Cycle Management* or *Logical Framework Approaches*. The main idea and strategy of all these approaches is, to involve the different stakeholders in all kinds of discussion, reflection and decision building processes from the beginning to make sure that they express their opinions and contribute to all conflict resolution strategies.

Concerning UNESCO, it is interesting to point out that there exists a direct connection of this concept of community involvement, or in other terms: of participatory approach, with the Perez de Cuellar report “Our Creative Diversity”.

Our Creative Diversity



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Result of a three-year study by the World Commission for Culture and Development

1995
“Our Creative Diversity”

Is culture the last frontier in development?
Perspectives on the interactions between culture and development.

Remarks towards World Heritage: reflects a concern for a type of heritage that (in 1972) was highly valued in industrialized countries (p.178)

“new institutions have helped local communities themselves deal with cultural conservation. For their leaders, the most durable return on investment has not been financial but educational and social” (p. 183)

OUR CREATIVE DIVERSITY
Javier Pérez de Cuéllar
Report of the World Commission on Culture and Development

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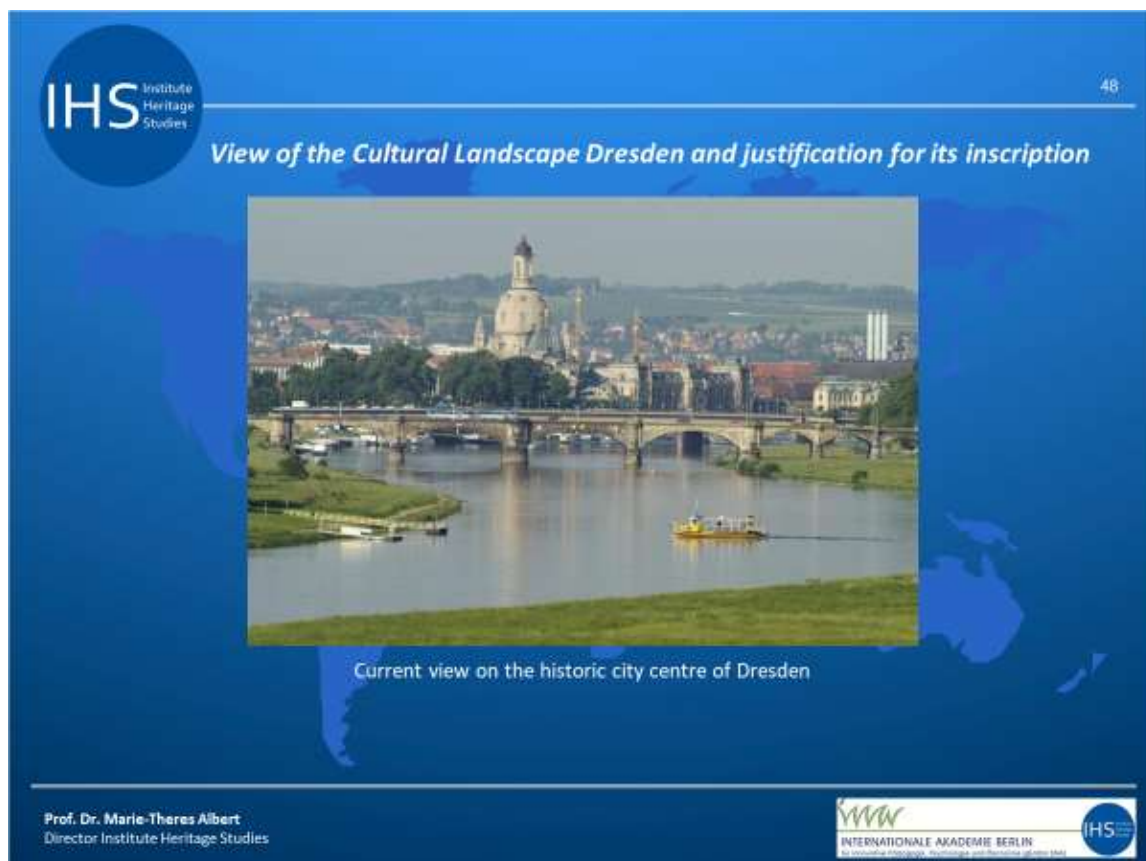
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In this report, it was already stated that the nomination of World Heritage Sites has to be seen in the context of social, cultural, political and economical developments. In

all of these processes all the different stakeholders should be involved. Therefore we shouldn't be surprised that the initiation of development processes has become an integral part of the World Heritage Committee's new strategy.

The challenges we face currently with our heritage result from a variety of reasons. Challenges result from a disparity between cultural and economic development interests, even though stakeholders have been involved. They can also result from the fact that the criteria of Outstanding Universal Value, authenticity and integrity don't make much sense for the stakeholders in the local community, such as local residents, their administration, businesses and institutions.

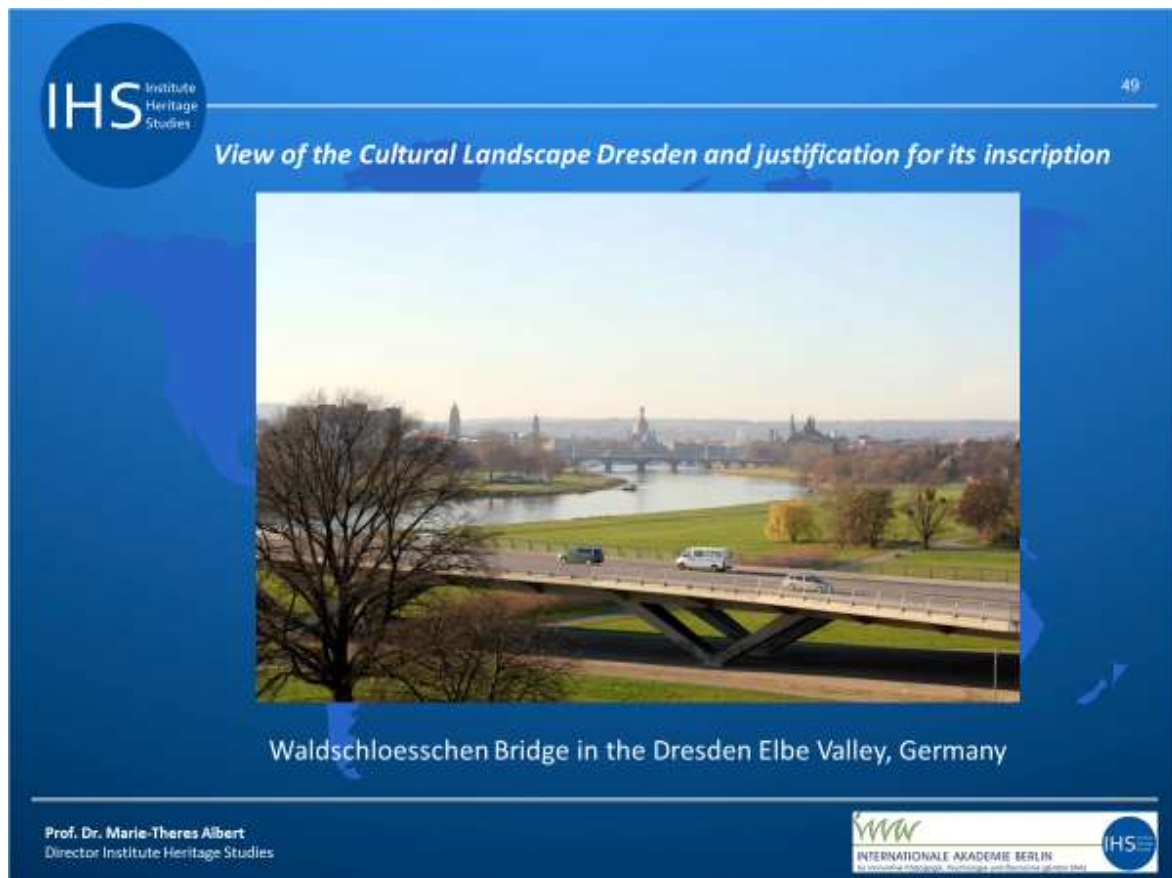
Current view Dresden



For Germans or other nationals living in Germany, the former World Heritage Site Dresden Elbe Valley is a striking example for a lack of constructive community involvement and communication. When the citizens were asked in a referendum whether they want the Bridge “Elbschlösschenbrücke” or not, they were not even in-

formed about the World Heritage status and respective conditions to be kept. And of course they decided to have a bridge.

Visualization Dresden Bridge



How could the citizens of Dresden have known that their vote for the construction of the “Waldschlösschenbrücke” would threaten the Dresden Elbe Valley landscape? They didn’t know anything about UNESCO criteria nor did they have any idea about the UNESCO concept of integrity. Only now, when the Dresden Elbe Valley is already delisted before it was for 2 years on the World Heritage in danger list, have the citizens been adequately informed and involved. Before, this category was foreign to them, despite the opinion polls and surveys which have been carried out.

Liverpool

Another example for conflicting interests, which result in the declaration of a site to be in danger, is the Liverpool. Why should the local people identify with the site? The

majority of the local residents are not even aware that the city is a World Heritage Site. Why should they care for the protection and integrity? Many problems with which we are confronted arise from the conflicts between protection and use of World Heritage. They originate from different interests of stakeholders in the heritage site. Frequently the conflict is fought out between those who regard the site purely as a cultural good and those who see it as a commodity; as a product which has to be sold.

Liverpool



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Liverpool – Maritime Mercantile City, United Kingdom

Date of Inscription: 2004
 Inscription Year on the List of World Heritage in Danger: 2012
 Criteria: (ii)(iii)(iv)

"The World Heritage Committee has placed Liverpool Maritime Mercantile City on the List of World Heritage in Danger due to the proposed construction of Liverpool Waters, a massive redevelopment of the historic docklands north of the city centre. [...] The Committee warned that if the project is implemented, Liverpool may entirely lose the outstanding universal value for which it was given World Heritage status."

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Date of Inscription: 2004; Inscription Year on the List of World Heritage in Danger: 2012; Criteria: (ii)(iii)(iv)

"The World Heritage Committee has placed Liverpool Maritime Mercantile City on the List of World Heritage in Danger due to the proposed construction of Liverpool Waters, a massive redevelopment of the historic docklands north of the city centre. The Committee contended that the development will extend the city centre significantly

and alter the skyline and profile of the site inscribed on the World Heritage List in 2004. Furthermore, experts argued that the redevelopment scheme will fragment and isolate the different dock areas visually. The Committee warned that if the project is implemented, Liverpool may entirely lose the outstanding universal value for which it was given World Heritage status. The site includes six areas in the historic centre and docklands is a testimony to the development of Liverpool as one of the world's major trading centres in the 18th and 19th centuries.”
<https://whc.unesco.org/en/list/1150>).

Mostar Bridge


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A symbol of identity -
Old Bridge Area of the Old City of Mostar,
Bosnia and Herzegovina



Date of Inscription: 2005
Criteria: (vi)

The Turkish Bridge of Mostar, Croatia, built between 1556 and 1566, during the reign of Sultan Soliman the Magnificent (1494 - 1566) who was Ottoman Sultan from 1520 to 1566. The bridge was destroyed by the Croats on November 9, 1993. Rebuilt 11 years later, this bridge became the symbol of reconciliation and human solidarity.

On July 23rd 2004 in Mostar, the reconstructed Old Bridge was inaugurated by the chairman of Bosnia and Herzegovina's tripartite presidency, Sulejman Tihic, and UNESCO Director-General Koichiro Matsuura, representing the entire United Nations, in the presence of about ten heads of state and other top European political figures.

http://portal.unesco.org/en/revi/enpURL_ID=21748&URL_DO=DO_TOPIC&URL_SECTION=201.html

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Date of Inscription: 2005; Criterion: (vi)

In the case of Mostar Bridge, the cultural good will be restored and conserved because the communities involved – in this case the Croats, the Bosniaks and also the remaining communities of Herzegovina, have taken the responsibility for their collective cultural identity.

Mass tourism

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Historic Centre of Rome, the Properties of the Holy See in that City Enjoying Extraterritorial Rights and San Paolo Fuori le Mura, Italy

Date of Inscription: 1980
Extension: 1990
Criteria: (i), (ii), (iii), (iv), (vi)



Mass tourism at the Trevi Fountain, Rome, Italy.

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Historic Centre of Rome, the Properties of the Holy See in that City Enjoying Extraterritorial Rights and San Paolo Fuori le Mura: Date of Inscription: 1980; Extension: 1990; Criteria: (i)(ii)(iii)(iv)(vi)

In the case above presented, the Trevi Fountain in Rome, the site will be restored and maintained in order to better market it, for example for tourism.

Perspectives for the future

As I have presented her, the Global Strategy has not really resolved the problems because with this strategy the divers conflicts between the different stakeholders have not at all been resolved or at least been identified. This would be the first step which urgently has to be done. In order to prevent stakeholder conflicts or rather to moderate different stakeholder interests to be able to deal with conflicts, two things must be done at the same time.

Stakeholder interests



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All stakeholders with their different interests have to be informed responsibly and adequately about and involved in the nomination process from the very beginning

Stakeholder interest and their involvement is needed to assure public responsibility

All stakeholders have to have the possibility to identify with the World Heritage Site beyond the Operational Guideline's ten criteria for outstanding universal value and beyond the concepts of authenticity and integrity

Conflicting interests need to be taken into account and reconciled with the agreement of local communities

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All stakeholders with their different interests have to be informed responsibly and adequately about and have to be involved in the nomination process from the very beginning. This requires mainly knowledge about World Heritage and its identity building function as well as communication between all stakeholders, thus the 3rd and the 4th C. Furthermore mainly the European Communities have to recognize that World Heritage belongs to the World and not the European tourism industry what means to discuss and promote effectively the credibility of the list. Last but not least all stakeholders have to have the possibility to identify themselves with the World Heritage Site beyond the Operational Guideline's ten criteria for Outstanding Universal Value and beyond the concepts of authenticity and integrity. They need to develop a more complex understanding of world heritage. Only if world heritage becomes a concern for all peoples of the world they will treat it as their heritage and only this strategy can be sustainable.

Thank you for your interest!

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