

Marie-Theres Albert

Keynote on the 5th Heritage Forum of Central Europe in Krakow 19th/20th September 2019

Transboundary European World Heritage — Chance and Challenge for Building a European Identity through Education

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

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Muskauer Park – Park Mużakowski. Source: [Stiftung Ernst-Pöschel-Park Mużakowski](#).

View on the Ore Mountains. Source: Jens Kugler/WTQ

Lakelands of the Old Pit Hermann near Weißwasser / O.L. / Krajobraz jezior na terenie dawniej kopalni Hermann w okolicach Weißwasser/O.L. / Source: Peter Radtke, LMBV

Project group within the video workshop in Annaberg. Source: Weibste, Medienkompetenzentwicklung, Soziokulturelles Zentrum, Annaberg

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Dear Jacek Purchla, Colleagues, Ladies and Gentlemen:

Thank you for the invitation to the 5th Heritage Forum of Central Europe. My topic is **Transboundary European World Heritage – Chance and Challenge for Building a European Identity through Education**. The theme emerged during the European Year of Cultural Heritage (ECHY), when our institute—together with the UNESCO schools network in Germany, Poland and the Czech Republic—developed ideas, goals and contents for cooperating with the Transboundary World Heritage sites in these countries. The reason for this focus was that these transnational sites are representative of how people in Europe have created their cultures and communities. We wanted to initiate an intercultural dialogue among international

students and teachers to encourage them to better understand what they have in common and what separates them.

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Inscriptions in the World Heritage List, First Phase 1978 – 1991

Zone	Culture	Nature	Mixed	Total First Phase
Africa	16	22	2	40
Arabic States	40	2	1	43
Asia-Pacific	41	17	7	65
Europe & North America	131	26	6	163
Latin America & Caribbean	32	11	3	46
Total First Phase	260	78	19	357

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

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The international community's interest in conceptualizing so-called transboundary sites arose in the early 1990s when the World Heritage community recognized the imbalance in the inscriptions of sites in Europe and the rest of the world. You can see this disparity in the slide. The identification of transboundary sites was a measure taken within the framework of the *Global Strategy* in the hope that the number of European sites could be reduced because a transboundary site was counted as only one site.

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Inscriptions in the World Heritage List (2019)

Zone	Culture	Nature	Mixed	Total
Africa	53	38	5	96
Arabic States	78	5	3	86
Asia-Pacific	189	67	12	268
Europe & North America	453	65	11	529
Latin America & Caribbean	96	38	8	142
Total	869	213	39	1121

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

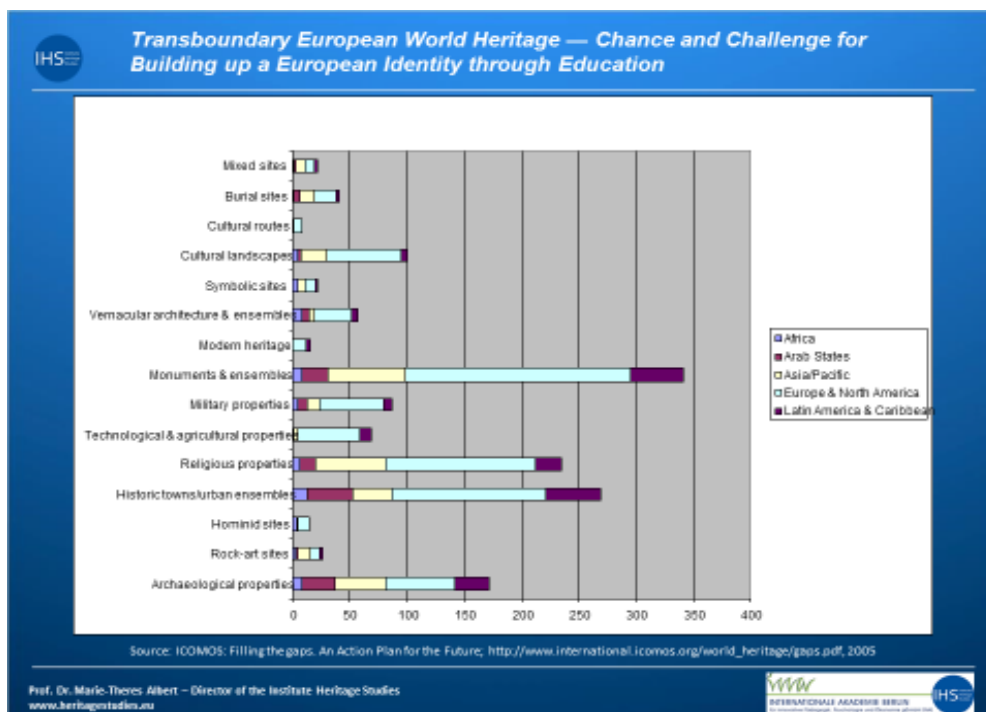
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As of June 2019, 1121 sites have been inscribed worldwide. Out of these, 869 sites are cultural, 213 natural and 39 are mixed cultural and natural sites. However, and as you can see in the table, the regional disparity of inscribed sites in Europe and North America versus the number in the rest of the world has not been resolved.

The other obvious problem in the implementation of the World Heritage Convention was and still is the geographically unbalanced distribution of sites according to their typological characteristics. Unfortunately, European sites not only dominate the list quantitatively, they also dominate the list typologically. The list shown here, although it is quite old, still reflects the typological distribution of sites:

Typological Framework



The dominance of cultural versus natural sites is evident. However, you can see that the monuments of *Christianity, Baroque palaces and royal residences* are over-represented. Furthermore you see a huge number of sites inscribed as *medieval town ensembles* with their various justifications for uniqueness.


Again, even though the Global Strategy and the establishment of transboundary sites was intended to alter the regional and typological imbalance of inscribed sites, it did not achieve substantial change. Out of the total number of 1121 sites inscribed by 2019, we count 39 transboundary sites worldwide. Out of these more than 20 sites are inscribed in Europe. Included in this list are, for example:

The "Prehistoric Pile Dwellings around the Alps" in 6 countries, namely Austria, Germany, France, Italy, Slovenia and Switzerland


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Prehistoric Pile Dwellings around the Alps



Bronze Age Village Unterehdingen. (Source: https://de.wikipedia.org/wiki/Prehistorische_Dwellings_Unterehdingen_1119 (H. Zell))



Reconstruction of a Bronze Age Village (Landwiese, Zürich). (Source: https://de.wikipedia.org/wiki/Prehistorische_Dwellings (Adrian Michael))

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Or the "Frontiers of the Roman Empire " in Germany 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/cardimages/1387174854/> (Carole Raddato, CC BY-SA 2.0)



Remains of the Hadrian's wall (Grindon, England). Source: <https://www.flickr.com/photos/thetranstomper/159514698/> (Mike Bishop, CC BY-SA 2.0)

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Or "the Architectural Work of Le Corbusier " in Argentina, Belgium, France, Switzerland, India, Japan.

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The Architectural Work of Le Corbusier



Notre Dame du Haut, Ronchamp, Le Corbusier
(Source: https://www.flickr.com/photos/volbit_voors/3634511251/; Robert Voors, (CC BY-NC-ND 2.0))



Le Corbusier / N. Kollí 1929-1936, Moscow.
(Source: <https://www.flickr.com/photos/olegpratt/6345215595/>; Oleg Green, (CC BY-NC 2.0))

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Or in Saxony and Poland, the "Muskauer Park/Park Mużakowski"

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Muskauer Park / Park Mużakowski



View on the new castle Muskauer Park / Park Mużakowski, Source: Stiftung „Fürst-Pückler-Park Bad Muskau“



Eichtsee waterfall, Source: Stiftung „Fürst-Pückler-Park Bad Muskau“

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Or in Saxony and the Czech Republic the “Erzgebirge/Krušnohoří Mining Region”—inscribed in June of 2019.

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Erzgebirge/Krušnohoří Mining Region



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



Mining museum Oelsnitz, Source: <https://www.flickr.com/photos/munwaser/4951872077/> (Newwaser, CC BY-SA 2.0)

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The creation of Transboundary World Heritage Sites was intended to address the regional imbalance of inscriptions of World Heritage sites. However, these sites present us with an opportunity and a challenge: they can emphasize the common experiences of the adjacent countries as well as their distinct characteristics.

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Muskauer Park / Park Mużakowski



Border within Muskauer Park,
(Source: <https://www.flickr.com/photos/126435211@N03/36016358048/>,
Rolf Krahl, (CC BY 2.0))



Border within Muskauer Park,
(Source: https://www.flickr.com/photos/k_jms/3060725261/k_jms/, (CC BY-NC 2.0))

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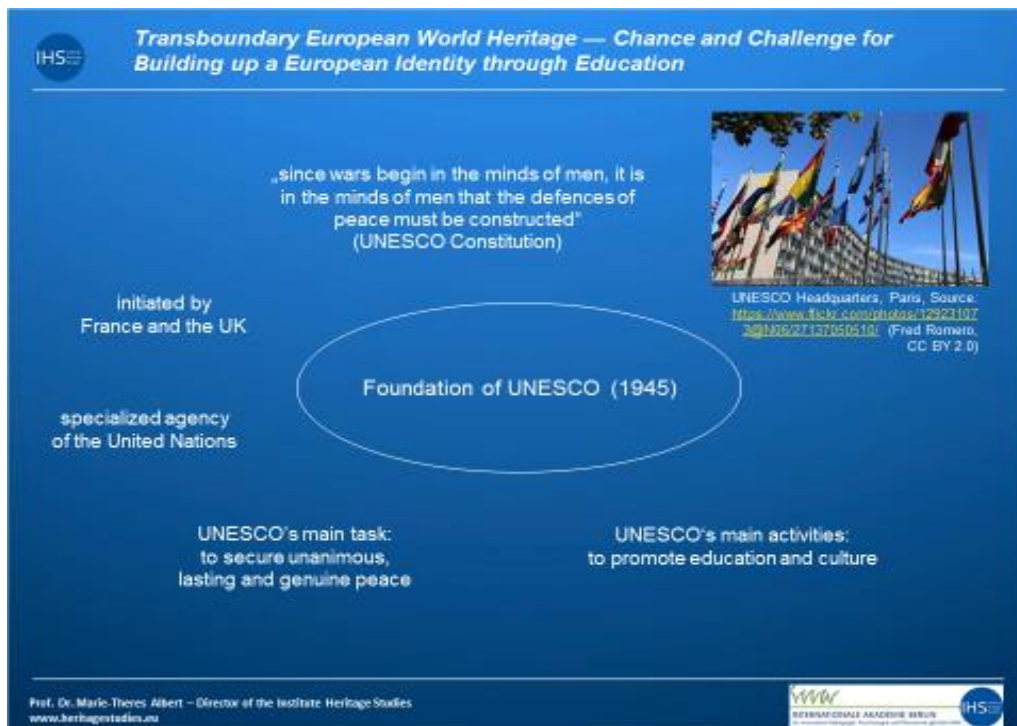
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For an example, we can examine the common as well as the respectively diverse experiences of Polish and German people living in and around the area of Bad Muskau before, during and after World War II. Such inquiries, in turn, have the potential to create a better communication between the involved state parties regarding cross-border socioeconomic or socio-technical development.

The transboundary sites were also established to strengthen intercultural dialogue toward greater acceptance of the diversity of cultures, which in turn serves UNESCO's mission to create peace in the world. In other words, they were created to rebuild a joint human identity of peoples and nations that was lost through various strategies of nationalism.

However, if you look at the environment and the insufficient measures to sustainably protect it; if you look at the violation of the Human Rights worldwide; if you look at the lack of democracy and also at the revival of right-wing movements; if you look at the European Parliament and its conflicts—then it must be acknowledged that, also in Europe, the potential for creating a positive future out of reflection on the shared past is not so readily apparent.



Many strategies and much implementation are still needed to achieve the goals and founding ideas that UNESCO established in 1945. We at the Institute fHeritage Studies have believed that, based on the founding messages of UNESCO and the World Heritage Convention, we could find a way to build on these messages in Europe.

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European Year of Cultural Heritage (ECHY)

Source: https://europa.eu/cultural-heritage/toolskits_en

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It was therefore no coincidence that in 2018 we initiated a project taking up the themes of the European Year of Cultural Heritage (ECHY) in cooperation with European countries and based on peace building measures of the World Heritage Convention. Moreover, by integrating the European idea within the World Heritage Convention, we wanted to extend the concept of heritage.

World Heritage is mainly tangible. ECHY is both tangible and intangible heritage. Both are based on human rights and democracy and both interpret heritage as an identity building paradigm. Protecting heritage is a prerequisite for the establishment of a peaceful sustainable future. We therefore started with the question of why heritage is destroyed as described in the preamble of the Convention.

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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/conventiontext/>

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As you can see, in the Preamble the first paragraph lays out the rational basis for the convention mentioning the threats to our heritage and the consequences for humanity; it states that: *“cultural and natural heritage are increasingly threatened”* and as heritage builds the identity of human beings and their societies, the destruction of heritage is destroying identity.

The second paragraph is related to the first, focusing on the international responsibility to protect our heritage, because the *“deterioration of any item of our heritage constitutes a harmful impoverishment of the heritage of all the nations of the world,”*

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Destroyed Buddha statues in Bamiyan valley (Afghanistan). Source: <https://www.flickr.com/photos/vlabz/740748172/> (OMDGHUB, CC BY 2.0)

Market in Aleppo (Syria). Source: https://www.flickr.com/photos/pietro_451766580/6/ (Pietro Ferreira, CC BY-NC-ND 2.0)

Site of Palmyra (Syria). Source: <https://www.flickr.com/photos/alper1305080108/> (Alper Çuğun, CC BY 2.0)

Timbuktu (Mali). Source: <https://www.flickr.com/photos/cushay/12620989743/> (Cushay, CC BY 2.0)

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This means that the destruction of heritage is multi-dimensional. Through the destruction of its heritage, a society suffers a loss to its identity. The society consequently becomes less conscious of its affiliations. It is no wonder then that ISIS, Boko Haram and similar terrorist organizations act as they do in many Arab and African countries: destroying monuments, historic cities, etc.

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/convention/text/>

The World Heritage Convention founders saw education as a primary strategy for addressing divisiveness and preventing acts of destroying heritage. They therefore defined an educational mission in the Convention, explained in Article 27 in terms of content and target groups.

Three programmes exist for the general implementation of World Heritage education.

First, there is the “World Heritage in Young Hands Kit.” Its objective is to involve young people in the preservation and promotion of World Heritage. This kit was developed at UNESCO’s headquarters in Paris and has been translated into 43 languages. It offers interesting information about World Heritage. However, it is a tool that has to be broadened to raising awareness of the identity building function of World Heritage.

Second, there is the programme called, the “World Heritage Youth Forum,” which is essentially designed to foster intercultural learning and exchange by bringing students and teachers together from different parts of the world. <https://whc.unesco.org/en/youth-forum/>

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World Heritage Youth Forum



World Heritage Youth Forum "At the Crossroads of the Multi-Layered Heritage". 30 June 2016 in Istanbul, Turkey
(Source: <https://whc.unesco.org/en/documents/143349>, Author: Didar Yeşilyurt, Copyright: © Istanbul Metropolitan Municipality (CC BY-SA 4.0))



Simulation of the World Heritage Committee session done by the young representatives at the Istanbul Archeology Museum Library
(Source: <https://whc.unesco.org/en/documents/143363>, Author: Can Altınoluk Çiftlik, Copyright: © Istanbul Metropolitan Municipality (CC BY-SA 4.0))

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According to the UNESCO website, “about 40 international and regional [Youth Forums](#) have been held with an estimated 1560 young people participating”—a measurable outcome.

Quantitatively, this programme has been implemented rather successfully. However, whether schoolchildren or teachers have learned anything about the significance of World Heritage for a sustainable future has not yet been measured. They were not even defined as target groups for this programme.

Similarly, on a quantitative basis, the third educational programme, the “[World Heritage Volunteers](#) Project” reports more than 3500 volunteers having taken part in 359 youth camps in 61 countries.

After 46 years of implementing the Convention we can conclude from the outcomes that there are still many things to do, especially regarding opportunities to achieve intercultural competencies based on the daily experiences of peoples.

Such opportunities are offered within the framework of “European Year of Cultural Heritage” because ECHY has a different message and intention than that of the World Heritage convention. Here, it is not the safeguarding of tangible heritage that is of issue, but rather the interpretation of heritage as a holistic phenomenon, including the following: tangible and intangible heritage, formally and non-formally defined sites, a diversity of participating institutions, as well as a diversity of stakeholders etc.

A very important element of this programme is that it is not to be dominated by a so-called “authorized discourse” consisting of experts exclusively appointed by institutions or often even self-appointed. Superior outcomes are determined through the inclusion of various target groups, thereby ensuring a diverse output.

For us the most important reason for our involvement in this programme was that ECHY is actively focused on young generations, underscoring their understanding and perception of heritage as a source for human development that creates sustainability.

As I have explained already, an understanding of heritage as a process for identity building needs to be transmitted to current and future generations and this is precisely the message of the Sustainable Development Goals (SDGs). Consequently, our mission should be to combine the concepts of the World Heritage Convention with those of the European Cultural Heritage Year and thereby to apply the general objectives for protection of sites with the uses of heritage.

[In other words] the World Heritage Convention specifies the regulations and ECHY prescribes the possibilities for reaching young people. Of course, this current orientation toward Europe presents us not only with the concept of cross-border World Heritage sites but also with the sites themselves, located within the parameters of our project.



The Free State of Saxony is project partner with special interest in the project’s implementation envisioned for Saxony. As an eastern German Federal State, Saxony maintains close relations with the neighbouring countries of Poland and the Czech Republic. Their transnational cooperation has been exceptionally good and mutually enriching as evinced by the shared cultural heritage proposed and inscribed as transnational sites.

The transnational cultural and World Heritage sites in Saxony are the Muskauer Park/Park Mużakowski and the Erzgebirge/Krušnohoří Mining Region. Both are project partners with our Institute and together with the Polish, Czech and German UNESCO School network, we have created a network between international schools and corresponding students and teachers as well as with the managers of the international sites themselves.

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Mirror Lake in the Old Pit Hermann near Weißwasser / O.L. / Jezioro Spiegelsee, na terenie dawnego kopalni Hermann w okolicach White Water / O.L. Source: Nancy Sauer



Students and teachers prepare themselves for the workshop in the World Heritage Site Muskauer Park/Park Mużakowski. Source: Agatha Słomka

- Prince Pueckler (1785-1871), visionary and designer of a unique sustainable cultural landscape
- The German-Polish cultural landscape Muskauer Park - Park Mużakowski - our common bi-national heritage
- The UNESCO Global Geopark Muskauer Faltenbogen/Łuk Mużakowa, the transboundary cultural landscape for people of today and tomorrow

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For example, the "Muskauer Park/Park Mużakowski" was directly damaged by the fighting in World War II. The German and Polish pupils will confront this history. The park and its trees bear traces of European history: of the Second World War, of the European division, but also the unification of East and West after 1989. The park also shows important facets of German-Polish history, therefore as a World Heritage site it can be seen as a testimony to a historical process from the past into the present and envisioning a peaceful future.

Concerning the future, the Muskauer Park is located in the area of the Muskau Coal Crescent Geopark - Łuk Mużakow. Here innovative concepts for preserving a unique cultural landscape, based on the relics of intensive human activities, have been developed and implemented. The Geopark shows us how to correctly deal with the former mining landscape, today and for the future, and demonstrates how people can enact these concepts for themselves.

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Impressions of the workshop in Bad Muskau



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

Source: Stefan Sören, Institute Heritage Studies

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With the task to reflect upon the themes mentioned and to develop cooperation strategies for an intercultural understanding, a very successful workshop with German and Polish pupils and teachers was carried out last week. Together they produced videos and teaching materials and have decided to continue in this cooperation. It is precisely this kind of a sustainable future oriented understanding that we wanted to achieve and we have achieved.

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Impressions of the workshop in Annaberg



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

Source: Carole Illuyers & Wobkato, Medienkulturlernentwicklung, Sekundäres Zentrum, Annaberg

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Similar results were achieved with the workshop carried out in June, when German and Czech pupils and teachers explored common mining experiences in their respective regions, including the history of Bohemia and its influence on intercultural understanding.

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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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In this endeavor, the pupils themselves explored how their parents worked and lived together, what connected German and Czech inhabitants, and what separated them. In addition, they explored their common future and how this future has to be constructed sustainably as they explored the socio-economic and technological changes taking place around them.

After working with university students for many years, I am happy that we could encourage transnational pupils and teachers to cooperate. I'm convinced that any kind of sustainable development has to include human beings as it goes forward, mainly the young generation. I think we have started successfully and I'm convinced that we will continue to have a positive impact.

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Thank you for your attention!

Websites:
Institute Heritage Studies
www.heritagestudies.eu

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

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Picture Credits

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Muskauer Park – Park Mużakowski; Source: Stiftung „Fürst-Pückler-Park Bad Muskau“

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

Lakelands of the Old Pit Hermann near Weißwasser / O.L. / Krajobraz jezior na terenie dawnej kopalni Hermann w okolicach Weißwasser/O.L. /; Source: Peter Radke, LMBV

Project group within the video workshop in Annaberg; Source: Webkiste, Medienkompetenzentwicklung, Soziokulturelles Zentrum, Annaberg

Slide 3

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

Slide 4

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

Slide 5

Source: ICOMOS: Filling the gaps. An Action Plan for the Future;
http://www.international.icomos.org/world_heritage/gaps.pdf, 2005

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Bronze Age Village Unteruhldingen, (Source:
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:Pfahlbauand.jpg> (Adrian Michael))

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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))

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Notre Dame du Haut, Ronchamp, Le Corbusier

(Souce: https://www.flickr.com/photos/robert_voors/3634511251/; Robert Voors, (CC BY-NC-ND 2.0))

Le Corbusier / N. Kolli 1929-1936, Moscow, (Souce:
<https://www.flickr.com/photos/olegreen/6945315596/>, Oleg Green, (CC BY-NC 2.0))

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View on the new castle Muskauer Park / Park Mużakowski, Source: Stiftung „Fürst-Pückler-Park Bad Muskau“

Eichsee waterfall, Source: Stiftung „Fürst-Pückler-Park Bad Muskau“

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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))

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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/, k_lins, (CC BY-NC 2.0))

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UNESCO Headquarters, Paris, (Source: <https://www.flickr.com/photos/129231073@N06/27137050510/> (Fred Romero, CC BY 2.0))

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Source: https://europa.eu/cultural-heritage/toolkits_en

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Destroyed Buddha statues in Bamiyan valley (Afghanistan), (Source: <https://www.flickr.com/photos/dvids/7408738172> (DVIDSHUB, CC BY 2.0))

Market in Aleppo (Syria), (Source: https://www.flickr.com/photos/pietro_f/5176658056/ (Pietro Ferreira, CC BY-NC-ND 2.0))

Site of Palmyra (Syria), (Source: <https://www.flickr.com/photos/alper/1306080108/> (Alper Çuğun, CC BY 2.0))

Timbuktu (Mali), (Source: <https://www.flickr.com/photos/cushayvids/2609807433/> (Cushay, CC BY 2.0))

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World Heritage Youth Forum “At the Crossroads of the Multi-Layered Heritage”, 30. June 2016 in Istanbul, Turkey, (Source: <https://whc.unesco.org/en/documents/143349>, Author: Didar Yeşilyurt, Copyright: © Istanbul Metropolitan Municipality (CC BY-SA 4.0))

Simulation of the World Heritage Committee session done by the young representatives at the Istanbul Archeology Museum Library, (Source: <https://whc.unesco.org/en/documents/143363>, Author: Can Altinel Çıblak, Copyright: © Istanbul Metropolitan Municipality (CC BY-SA 4.0))

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Muskauer Park – Park Mużakowski; Source: Stiftung „Fürst-Pückler-Park Bad Muskau“

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

Summer flowers in the Herren garden; Source: Stiftung „Fürst-Pückler-Park Bad Muskau“

Mining museum Oelsnitz, (Source: <https://www.flickr.com/photos/neuwieser/4963823077/> (Neuwieser, CC BY-SA 2.0))

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Mirror Lake in the Old Pit Hermann near Weißwasser / O.L. / Jezioro Spiegelsee na terenie dawnej kopalni Hermann w okolicach White Water / O.L. Source: Nancy Sauer

Students and teachers prepare themselves for the workshop in the World Heritage Site Muskauer Park/Park Mużakowski. Source: Agatha Slomka

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Source: Stefan Simon, Institute Heritage Studies

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Source: Carola Muysers & Webkiste, Medienkompetenzentwicklung, Soziokulturelles Zentrum, Annaberg

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Source: Institute Heritage Studies