



INTERNATIONALE AKADEMIE BERLIN

für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



"World Heritage as Places for Building Capacities and Lifelong Learning in Europe" –A Report on the Conference and the Training of Teachers

09.11.2018, 10:00-17:00 h, Congress Center Leipzig

As part of the trade fair, "denkmal," in Leipzig on November 9, 2018, the Saxon Ministry of the Interior and its partners, the Institute Heritage Studies (IHS), the German UNESCO Commission, the German National Committee of ICOMOS and Freiberg's TU Bergakademie Institute for Industrial Archeology, Science and Technological History (IWTG), hosted the conference, "World Heritage as Places for Building Capacities and Lifelong Learning in Europe."

The thematic orientation of the conference was related to the outcomes of the 2016 conference, "'Communicating World Heritage - a Task of the World Heritage Convention" (11.11.2016, denkmal Leipzig).¹ For the first time this year, and as an extension to the 2016 conference, the issues of school education and vocational training were set in direct context to World Heritage. The aim was to give new emphasis on involving other actors and to facilitate open dialogue between education experts, World Heritage managers and other representatives in the broader field of World Heritage. As a consequence, this year, in addition to the actors of the World Heritage Sites, teachers and pedagogical institutes, as well as actors from the craft and restoration trades were explicitly included. This chosen approach to the theme of communicating World Heritage was well received. More than 100 guests attended the conference.

The morning [sessions] were devoted to the topic of "World Heritage as places of learning" and were organized for the most part by the Saxon World Heritage Coordination, the IWTG and the IHS.² The sessions served at once to train teachers within the framework of the project, "Our World Heritage - the mining cultural landscape Erzgebirge / Krušnohoří". The IHS and the IWTG had invited Saxon teachers, but more specifically the UNESCO Associated Schools. The goal was to inform these actors about current communication concepts, to give these actors the opportunity to network with each other, and to engage and motivate them in

¹ The conference outcomes are available online at: https://tu-freiberg.de/sites/default/files/media/technikgeschichte-und-industriearchaeologie-3412/Sonstiges/welterbe_vermitteln_ein_unesco-auftrag_ia_vol_19_k_2018.pdf

² The conference program can be found in the appendix.

facing the challenges ahead.³ This report herewith summarizes the outcomes of the morning sessions. "World heritage as a place for apprenticeship and training" was the topic addressed in the afternoon sessions, which were mainly organized by the Saxon World Heritage Coordination, the German Commission for UNESCO and the German National Committee of ICOMOS. Detailed reports on these sessions can be found at: <https://www.unesco.de/kultur-und-natur/europaeisches-kulturerbejahr/welterbe-als-bilds-und-arbeitsorte-europa>.

World Heritage as Places of Learning

In his introductory keynote, the former federal coordinator of the UNESCO Associated Schools, Heinz-Jürgen Rickert, addressed the importance of World Heritage in the context of the 2030 Agenda for Education and Sustainable Development. Ira Vihreälehto from the Association of Cultural Heritage Education in Finland introduced the participants to the theory and practice behind the projects in Finland. In these projects, both World Heritage and Intangible Cultural Heritage are taught to students. Ira Vihreälehto emphasized the potentials that arise from learning at, from, and with heritage sites for young people and the heritage itself. The association's educational services are aimed particularly at youth who are less likely to make use of educational opportunities; in doing so the association acknowledges a target group for whom learning about World Heritage is not a given. By means of self-produced videos the young participants can realize their assignments as opportunities to present World Heritage from their own personal points of view. For the development of a "storyboard," the young participants engage intensively with the history and significance of the World Heritage site, and connect these with their own stories and experiences, thereby developing a personal approach to the World Heritage site. Moreover, they acquire technical and media competencies. The young participants place the videos online where they are shared, rated and commented on with friends via social networks, which in turn reach other young people in their circle.

Following the keynote presentations, case examples in communicating World Heritage were presented in joint talks by teachers and representatives of the World Heritage sites and pedagogical institutes. The talks focused on the practical experiences of the speakers in the shared preparation of teaching materials and in the implementation of World Heritage projects. A variety of opportunities for schools to cooperate with outside partners were pointed out. It was apparent in the talks that the concepts developed for communication were of high quality.



1: Nadya König-Lehrmann and Ingo Kreußler presenting their collaborative work.

³ Further information about the EU-Project can be found on the Institute Heritage Studies website: www.heritagestudies.eu

Nadya König-Lehrmann (Zweckverband Oberes Mittelrheintal) and Ingo Kreußer (Pädagogisches Landesinstitut Rheinland-Pfalz) underscored the great interest students have in the topic of World Heritage, which often has been underestimated or even ignored. They, therefore, actively involve students in projects as well as in the creation of lesson handouts. At the same time, they train students as World Heritage guides, which enables the students to expand their own perspectives when conducting guided tours with other students.

Similarly, the teacher, Martha Kehl (Max Planck Gymnasium Berlin), gives her students the freedom to plan their own excursions to a World Heritage site. In her talk she indicated that young people are often not even aware of the World Heritage sites in their immediate area. She underlined the importance of integrating World Heritage as a topic in school curricula. She, together with Dörthe Hellmuth (Berlin Monument Authority), presented the "Berlin Heritage Box," a collection of teaching materials for the 7th to 12th grades framed around the curricula of Berlin and Brandenburg. Gesine Reimold (Weltkulturerbe Rammelsberg, Museum & Besucherbergwerk) and Julian Geisler (Adolf-Grimme-Gesamtschule Goslar) presented numerous jointly conceived and realized school projects. These included exhibitions, project weeks, teacher development as well as a musical staged by students at the ore mine. The collaboration attributes its success on the close interaction with one another and in specifically recognizing the needs of both the schools and other learning sites.



2: Gesine Reimold and Julian Geisler presenting a variety of jointly designed projects that communicate World Heritage.

The morning sessions were summarized in a panel discussion, led by Marie-Theres Albert (IHS). It was evident that the topic of World Heritage had found its way to schools and to students in that there has been a significant increase in the number of projects since the 2016 conference. However, this continues to depend on the sole commitment of certain people. In order to sustainably anchor the topic in schools, institutional support is needed. In the presentations and the discussion, it became clear that the basis for positive collaboration between schools and World Heritage sites demands getting better acquainted with one another. Everyone involved wanted to know more about given working conditions, the needs of

teachers and World Heritage managers, not to mention the difficulties faced by individual actors. Teachers stressed their need for tailor-made and competency-based teaching materials in order to implement the topic of World Heritage in school lessons. These were also to serve the curricula. As was readily mentioned in the presentations, collaboration between schools and World Heritage sites is key to the preparation of these materials. As such the teachers invited the partners of the World Heritage sites to visit the schools directly. It was deemed important to convey the topic of World Heritage in school lessons—not only at the learning sites outside of school. The “Letter Art: Montane Wissensbilder” presentation completed the conference—developed by students of the Gymnasium Marienberg for the candidate World Heritage site, the Mining Cultural Landscape Erzgebirge/ Krušnohoří.



3: Concluding discussion with panel speakers on the topic of “World Heritage as Places of Learning.”

World Heritage as Places of Employment

The afternoon topic concerned “World Heritage as places for apprenticeship and training.” At the start of the presentations, representatives from the key players in the craft and restoration fields shared their views and working methods, specifically drawing attention to the need to promote future expertise in the face of declining numbers of trainees. In the later presentations, two case examples were given that dealt with German-Israeli cooperation in the White City of Tel Aviv. In both cases trainees were brought together from the two countries to advance their practical crafting skills. A further case example provided insight into the building maintenance of Strasbourg Cathedral and the interdisciplinary construction tradition practiced there—indispensable for the protection and preservation of this World Heritage.

Conclusion

In the concluding discussion of the conference, Marie-Theres Albert spoke in detail about the various concepts of heritage as places of education and training—concepts that became evident during the conference. In the presented cases the advancement of World Heritage and its tangible dimension was also linked in part to intangible cultural heritage. The respective priorities of the two conventions in how they are applied became clearer through the contributions made by the panel speakers. The different perspectives of the panel members were apparent in how the conventions were attributed meaning and the impact this had on the implementation of school lessons.

The combined topics of education and training as well as the active involvement of teachers in the conference was positively received. Points of discussion were drawn from the presentations and focused on how to sustainably anchor and constructively manage World Heritage for educative and training purposes. To this end existing projects and teaching materials on the topic of World Heritage were pooled. Moreover, the need for teacher development was voiced by the state actors. World Heritage as a topic was to be embedded in the training and professional development of teachers so as to make possible and give reason for its implementation.

There was great interest among all of the participants in the conference to establish a continuous exchange beyond the scope of this event. Friederike Hansell (Saxon World Heritage Coordination) proposed to carry this initial dialogue forward within the context of a working group of teachers and World Heritage managers. It would follow that the existing experiences could be applied to the implementation of other future projects.

The outcomes of the conference will be applied to the implementation of the EU project, "Our World Heritage: The mining cultural landscape Erzgebirge/Krušnohoří" and serve as a basis for planned teacher training and the creation of a teaching handout.



4: Participants in the concluding panel discussion: Christoph Wulf (German Commission for UNESCO) (Photo-on the right), Helmuth Albrecht (IWTG), Friederike Hansell (IWTG and Saxon World Heritage Coordination) (Photo-on the left), Bertold Burkhardt (ICOMOS Germany), Heinz-Jürgen Rickert (GHS Herderschule Bad Pyrmont), Ira Vihreälehto (Association of Cultural Heritage Education), Nicole Franceschini (ICCROM - International Centre for the Study of the Preservation and Restoration of Cultural Property), Jutta Ströter-Bender (Work Group—World Heritage Education), Claudia Schwarz (German UNESCO-World Heritage Sites Association)

Appendix

Links to the World Heritage projects and instructional materials presented in the conference:

Association of Cultural Heritage Education Finland: <https://www.kulttuuriperintokasvatus.fi/in-english/>

Pedagogical State Institute Rheinland-Pfalz: Instructional Hand-outs—UNESCO-World Heritage Oberes Mittelrheintal: https://static.bildung-rp.de/pl-materialien/PL-Information_14_2014_UNESCO-Welterbe_Oberes_Mittelrheintal.pdf

Berlin Monument Authority—“Berlin Heritage Box:” <https://www.berlin.de/landesdenkmalamt/aktuelles/kurzmeldungen/2018/berliner-denkmalbox-746390.php>

Rammelsberg Ore Mine Cooperations and the Adolf-Grimme-Gesamtschule Goslar: <https://www.rammelsberg.de/schule/>
<http://www.agg-goslar.com/index.php/die-gesamtschule/u-n-e-s-c-o/projekte-und-aktionen>

Conference Program

10:00-10:20h Welcome and Opening Speeches

Ulrich Schreiber, Head of Department of the Saxon State Ministry of the Interior

Prof. Dr. Christoph Wulf, German Commission for UNESCO

Prof. Dr. Helmuth Albrecht, Institute for Industrial Archaeology and History of Science and Technology, TU Bergakademie Freiberg

10:20-12:30h World Heritage as Places of Learning

Moderated by Prof. Dr. Marie-Theres Albert, Institute Heritage Studies

10:20-11:00h Keynotes

How has World Heritage education been integrated in schools? What still needs to be done? - Heinz-Jürgen Rickert, GHS Herderschule Bad Pyrmont

European Best-Practice-Example: Finland and World Heritage Education - Ira Vihreälehto, Association of Cultural Heritage Education, Finland

11:00-12:00h Case Studies in World Heritage Education

Collaboration of World Heritage management and pedagogical institutions in the Upper Middle Rhine Valley - Nadya König-Lehrmann, Zweckverband Oberes Mittelrheintal, and Ingo Kreußler Pädagogisches Landesinstitut Rheinland-Pfalz

Challenges of World Heritage communication: the methodological approach of the Berlin 'Heritage Box - Dr. Dörthe Hellmuth, Berlin Monument Authority, and Martha Kehl, Max-Planck-Gymnasium Berlin, UNESCO Associated School

Experience of collaboration between Adolf-Grimme-School and Rammelsberg mine - Gesine Reimold, Weltkulturerbe Rammelsberg, Museum & Besucherbergwerk, and Julian Geisler, Adolf-Grimme-Gesamtschule Goslar, UNESCO Associated School

12:00-12:30h Moderated Discussion

Speakers address the topic of World Heritage as places of learning

12:30-13:30h Lunch Buffet

13:30-16:20h World Heritage as places for apprenticeship and training

Moderated by Dr. Ramona Dornbusch, Berlin Monument Authority, ICOMOS Germany

13:30-13:45h Statements

Dr. Jan Raue, Association of Conservators-Restorers

Bernd Jäger, Federal Association of Restorers in the Trades and Crafts

Dr. Georg Haber, The German Confederation of Skilled Crafts

13:45-14:15h Keynotes

World Heritage Sites as places for learning—ICCROM's Training and Continuing Education Opportunities - Nicole Franceschini, ICCROM

14:15-15:50h Case Studies

Educational Program for the White City Center in Tel Aviv - Sharon Golan-Yaron and Eran Eizenhamer, White City Center Tel Aviv

Dual System of training and supplementary qualification for craftsmen in the field of monument preservation and building maintenance: DBU-Project: "Israeli-German Sustainable Building Education (IGSBE)" - Robert Huber, zukunftsgeraeusche GbR, and Christian Wittrock, Knobelsdorff-Schule Berlin

14:55-15:30h Coffee Break

15:30-15:50h Case Studies continued . . .

"The Cathedral Works," an example of a long-standing building tradition - Sabine Bengel, Fondation de l'Oeuvre Notre-Dame, Strasbourg

15:50-16:20h Moderated Discussion

Speakers discuss the topic, World Heritage as places for apprenticeship and training

16:20-17:00h Summary and Analysis

Moderated by Prof. Dr. Marie-Theres Albert, Institute Heritage Studies

Panel:

Prof. Dr. Christoph Wulf, German Commission for UNESCO

Prof. Dr. Helmut Albrecht, (Institute for Industrial Archaeology and History of Science and Technology) IWTG TU Bergakademie Freiberg

Prof. Bertold Burkhardt, ICOMOS Germany

Friederike Hansell, Saxon World Heritage Coordination

Heinz-Jürgen Rickert, GHS Herderschule Bad Pyrmont

Ira Vihreälehto, Association of Cultural Heritage Education, Finland

Prof. Dr. Jutta Ströter-Bender, Work Group—World Heritage Education

Claudia Schwarz, German UNESCO-World Heritage Sites Association

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Ahoj sousede. Hallo Nachbar.
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