



INTERNATIONALE AKADEMIE BERLIN

für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)

Claudia Grünberg, Research Associate Institute Heritage Studies

Keynote: Communication & Education Management – Challenges and Results

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1st German World Heritage Site Manager Forum

Ladies and Gentlemen,

my name is Claudia Grünberg. I am a research associate at the Institute Heritage Studies working on the project “Our World Heritage” in the Erzgebirge which I will talk about more detailed later on. The institute was founded by Prof. Albert, as a research and science centre which deals with Heritage in its various dimensions. A special focus lies on heritage education and the transfer of knowledge about heritage to young people.



My subject today is communication and education management. Management tasks at the World Heritage Sites have been expanding continuously over the past years. They are all based on the 5Cs you are familiar with. Transferring knowledge about heritage has been an inherent part of the management for some time now, however up to now there is no comprehensive and consistent concept for knowledge transfer or guidelines for communication and education management at the Heritage Sites.



The slide features a dark blue background with a faint world map. In the top left corner, there is a circular logo for 'IHS Institute Heritage Studies'. In the top right corner, the text 'Education and Communication Management' is displayed. The central part of the slide contains four bullet points in white text. At the bottom left, the name 'Claudia Grünberg' and her title 'Research Associate Institute Heritage Studies at the International Akademy Berlin gGmbH' are listed.

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Education and Communication Management

- What is being conveyed?
- Who do we convey it to?
 - How do we convey?
 - What is the goal?

Claudia Grünberg
Research Associate Institute Heritage Studies at the International Akademy Berlin gGmbH

I would like to start by approaching the term Communication & Education Management. Therefore I have prepared some questions which help to show what this task encompasses at a World Heritage Site. I will start with the question: What is being conveyed?

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What is conveyed?

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.

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.
(Artikel 27 World Heritage Convention)

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The requirement and the content of transferring knowledge at a World Heritage Site are justified in the mandate of the World Heritage Convention. Article 27 obligates the State Parties to undertake educational and information programmes. They ought to keep the public informed about the World Heritage Program and point out the dangers threatening heritage. Communication should create awareness about the significance and the need of protection of UNESCO World Heritage Sites locally and globally. Furthermore communicating and transferring knowledge should create an understanding that the preservation of heritage contributes to the protection of human rights and peace, because our heritage is an expression of who we are and therefore a motor for our evolution.

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What is being conveyed?



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The slide features a blue background with a world map silhouette. In the top left corner is the IHS logo. The title 'What is being conveyed?' is in the top right. Below the title are four square images: 1. An underground tunnel with wooden planks and a doorway. 2. An aerial view of a historic town with red roofs. 3. A modern building with a glass facade. 4. A stone wall on a grassy hillside.

Amongst other things the reason that there is no consistent communication concept yet surely derives from the diversity and variety of the World Heritage Sites. A historic towncentre like Stralsund obviously has a totally different communication management requirement than for example a cultural landscape like the Erzgebirge, which partially also lies underground, an industrial heritage like the Rammelsberg or an archaeological site like in Hedeby and the Danevirke.

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Who do we convey it to?

- Who do we convey it to?
 - Tourists and visitors
 - All age groups: Kindergarden, preschool, pupils, interns, trainees, working people, senior citizens
 - Population: Residents, users, culture and nature lovers, businessmen*women, civil society (clubs)
 - Policymakers: Local politicians, site owners

Claudia Grünberg
Research Associate Institute Heritage Studies at the International Akademie Berlin gGmbH

The slide features a blue background with a world map silhouette. In the top left corner is the IHS logo. The title 'Who do we convey it to?' is in the top right. Below the title is a bulleted list of target groups.

Moving on to my next question: Who are we conveying to? Communication and education at UNESCO World Heritage Sites needs to address various audiences and has to cover more than just tourists and visitors. All age groups need to be included in terms of lifelong learning, from children in kindergarden/playschool to senior citizens. Furthermore the 5th “C” for community involvement addresses a regional and local target audience. This audience is not a homogeneous group. It includes residents, users (for example people praying in a church, visitors of an opera or hikers in a cultural site), culture and nature lovers, businessmen*women and also the civil society. Not to forget the policymakers – local politicians but also owners of the places and sites belonging to the World Heritage. They also need to learn about the meaning of the World Heritage so that they can be included in taking responsibility for the Heritage Site.



Moreover today we have an inclusivity requirement of “leaving no-one behind”. This leads to high requirements in communication management and to the question: How do we convey? The need to find formats which speak to various groups of society arises. This goes further than the question, if for example social media is eligible to get teenagers interested in World Heritage. To exemplify the topic I have chosen three target group specific formats and how they were implemented. The first example are visitor centres (like the newly opened one in Bamberg). Through their visibility in the city and their often free offers they provide an easy entry into the topic of World Heritage and can therefore easily address the general public as well as residents. Publications in colloquial language that directly address people from educationally disadvantaged backgrounds, like the one published in Regensburg, take it a step further.

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How do we convey?



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The third example is the Museum Island in Berlin. They are training refugees as tour guides and have been doing so for some years now. In this case communication is far more than sheer transformation of knowledge; the skills of the refugees are being acknowledged, extended and they become facilitators of their Cultural Heritage. Which brings me directly to the goals of communication.

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What is the outcome?

- What is the outcome?
 - Interest and curiosity for the subject World Heritage
 - Knowledge about World Heritage
 - Capabilities to advocate for World Heritage and its needs
 - Ambassadors of the World Heritage and responsibilities

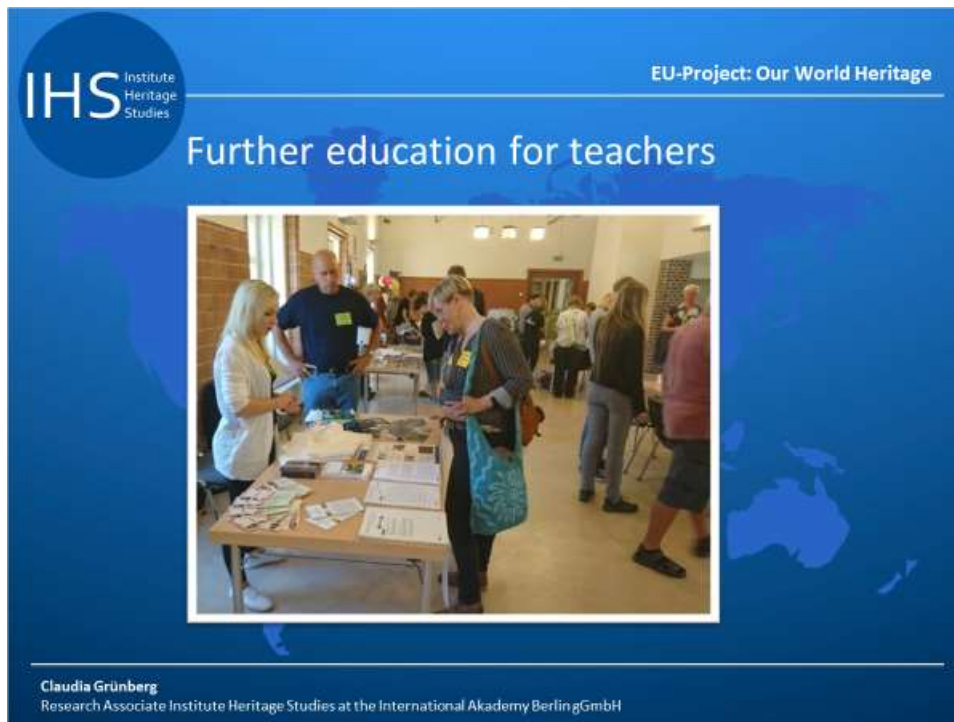
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Research Associate Institute Heritage Studies at the International Academy Berlin gGmbH

What can be achieved through transferring knowledge? There are four different steps:

- First the interest and the curiosity for the subject World Heritage need to be aroused among the target groups.
- Then the knowledge about the World Heritage can be conveyed.
- Communication and education furthermore includes the empowerment of the target groups to advocate for World Heritage and its needs.
- It can go as far as making others the ambassadors of the World Heritage and transfer responsibilities to them.

The poster features a blue background with a faint world map. In the top left, the IHS logo (Institute Heritage Studies) is displayed. The top right corner contains the text 'EU-Project: Our World Heritage'. The main title, 'Our World Heritage - Mining Cultural Landscape Erzgebirge/Krušnohoří', is centered in white. Below the title is a photograph of a group of people in traditional white and black clothing standing in a courtyard in front of half-timbered buildings. To the right of the photo is a stylized logo with the letters 'S', 'I', 'A', 'H', 'C' in various colors. Below that is the European Union flag and the text 'Europäische Union / Evropská unie'. At the bottom left, the name 'Claudia Grünberg' and her affiliation 'Research Associate Institute Heritage Studies at the International Akademie Berlin gGmbH' are listed.

I would like to share the experiences we made in the project “Our World Heritage” in the Erzgebirge. The IHS was one of six Czech and German project partners. It was planned and realised in close co-operation with the leading partner, the Institute of Industrial Archaeology and History of Science and Technology of the TU Freiberg, and Friederike Hansell. The project started in 2017 and will end mid-year 2020. The goal of the project to particularly include teachers, pupils and mining clubs from that region was already valid during the nomination of the Erzgebirge as a World Heritage Site. We wanted to give them an understanding of World Heritage and point out the uniqueness of the Mining Cultural Landscape from a global perspective but also take them on, and include them in the journey of becoming a World Heritage. The Mining Cultural Landscape particularly stands out due to its lively mining culture. The community members, especially the mining clubs, cultivate the traditions connected to mining to this day. Many mining clubs take care of, explore, preserve and convey historic mining plants and processing plants. To include them in the protection and communication of the World Heritage was an essential part of the project and the nomination process in the Erzgebirge in general.



The slide features a blue background with a faint world map. In the top left corner is the IHS logo (Institute Heritage Studies). In the top right corner, it says 'EU-Project: Our World Heritage'. The main title is 'Further education for teachers'. Below the title is a photograph of a workshop where several people are gathered around a table covered with documents and materials, engaged in discussion. At the bottom left, the name 'Claudia Grünberg' and her title 'Research Associate Institute Heritage Studies at the International Akademie Berlin gGmbH' are listed.

Who to and how did we convey? We realised 8 further education programmes for teachers with which we managed to reach over 200 teachers from all types of schools, including vocational schools, and all types of subjects. The trainings often took place at historic sites – in the Bergmagazin, in a mining plant, in a museum. Furthermore we invited the mining clubs, to introduce themselves, their work and their offers for schools at their sites. Through this we could strengthen the collaboration between schools, extracurricular classrooms and clubs.

What did we convey in the advanced trainings? Mrs. Hansell and I presented the history, goals and importance of the World Heritage Program and highlighted the uniqueness of the Mining Cultural Landscape from a global perspective. Originating from the Outstanding Universal Value we defined topics and then showed connecting factors with the standard curriculum of Saxony. The clubs additionally presented their specific site. During the educational programmes we developed project weeks about the topic Mining Cultural Landscape together with the teachers which went well. These were then implemented in the region. With regards to content we originally wanted to relate the topic World Heritage to Education for Sustainable Development but we quickly figured out that a lot of the schools were still in the first steps of implementing ESD and that a combination of the topics would not be possible in the short span of time. The trainings for the teachers will continue to be carried out after the end of the project. A close collaboration with the teachers in the future will stay necessary because the teachers can introduce the subject of World Heritage, but for tuition and school projects on the specifics of the topic they will need external consultation.

The slide features a blue background with a faint world map. In the top left corner is the IHS logo (Institute Heritage Studies). In the top right corner, it says 'EU-Project: Our World Heritage'. The main title is 'Workshops for mining associations'. Below the title is a photograph of a workshop in progress, with several people seated around a long table, some looking at a presentation screen at the front of the room. At the bottom left, the text reads: 'Claudia Grünberg, Research Associate Institute Heritage Studies at the International Akademie Berlin gGmbH'.

The primary goal of the workshops for the mining associations was to support them in their work at the sites, preserving and communicating their Heritage. We wanted to show them that they already strengthen the World Heritage idea and encourage them to see themselves as an essential part of the World Heritage and to actively help shaping the application process. The associations especially wanted to know what it would mean to be part of a World Heritage site and how the single site contribute to the Outstanding Universal Value. They also wanted to be perceived as experts for their own Heritage and report on their challenges in the work of the association.

It was not easy to reach and assemble the voluntary associations. Only after the close cooperation with the Institute of Industrial Archaeology from Freiberg and Friederike Hansell, who has been working with them for several years, it was possible to motivate the clubs to participate in our workshops. Due to the fact that we, as a research institute from Berlin, were equipped with a lot of knowledge about World Heritage but with little knowledge about the work of the local associations, we invited them to present their own work in the workshops. The exchange of ideas and knowledge was essential.

In the next few years, a vital challenge for the associations will be to integrate young people into their work and the traditions of mining, but also to transfer the responsibility for the mining heritage. Therefore a core point in the workshops was the subject of developing young talent. In one workshop we learned that the numbers of teenagers committing to honorary posts were growing but they wanted to be flexible and wanted to have their own responsibility in the projects they worked on. This stands in conflict with the way the associations in the Erzgebirge act out their work. To find ways and formats for working together and ways of approaching each other will stay a topic in the Erzgebirge.

The slide features a blue background with a white circular logo on the left containing the letters 'IHS' and the text 'Institute Heritage Studies'. In the top right corner, it reads 'ECHY-Project: Transboundary European World Heritage'. The main title is 'Transboundary European World Heritage – a topic for UNESCO Associated Schools'. Below the title is a white rectangular area containing three landscape photographs. Each photograph is captioned with the name of a World Heritage Site: 'ERZGEBIRGE / KRUŠNOHOŘÍ', 'MUSKAUER PARK / PARK MUŻAKOWSKI', and 'HAITHABU UND DANEWERK'. At the bottom left of the slide, the name 'Claudia Grünberg' and her title 'Research Associate Institute Heritage Studies at the International Akademy Berlin gGmbH' are listed.

Which challenges did we face and which experiences did we make with knowledge transfer in the project “Transboundary European World Heritage – a topic for UNESCO Associated Schools”? This project was special in two ways. First with regard to the content, we picked the topic Transboundary World Heritage Sites which had not been revised for students yet. At the three World Heritage Sites Muskauer Park, Erzgebirge and Hedeby and the Danevirke students and teachers from binational teams were encouraged to explore their shared heritage. The students were to dive into the history of the sites and understand how they still unite them today. On the other hand the project was special because in workshops at the three sites the pupils were requested to produce videos which reflect on the meaning of the sites from their point of view. In choosing the production of videos we picked a modern tool of transferring knowledge which the pupils could easily relate to.



The students produced the videos themselves while being supervised by professional media educationists. I would like to give you a quick look into one of the videos.

In the video you can clearly observe what we could achieve and what we could not. The binational students have worked together very closely and therefore communicated transboundary. They researched the history of the Muskauer Park and Fürst Pückler and spent time on the topic World Heritage for the first time. A deeper activity in the matter of World Heritage and its significance on forming an identity at a European border was not happening. On the one hand this was surely due to the short amount of time and the project had to be finalised within a year. On the other hand the production of the videos took a lot of time. This time was then missing to get engaged in the contents of the UNESCO World Heritage. Finally the workshop was focussing more on the production of the videos than on the topic.



The slide features a dark blue background with a faint world map. In the top left corner, there is a circular logo for 'IHS Institute Heritage Studies'. In the top right corner, the word 'Outlook' is written in white. A list of six questions is centered on the slide. At the bottom left, the name 'Claudia Grünberg' and her title 'Research Associate Institute Heritage Studies at the International Akademie Berlin gGmbH' are listed.

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Outlook

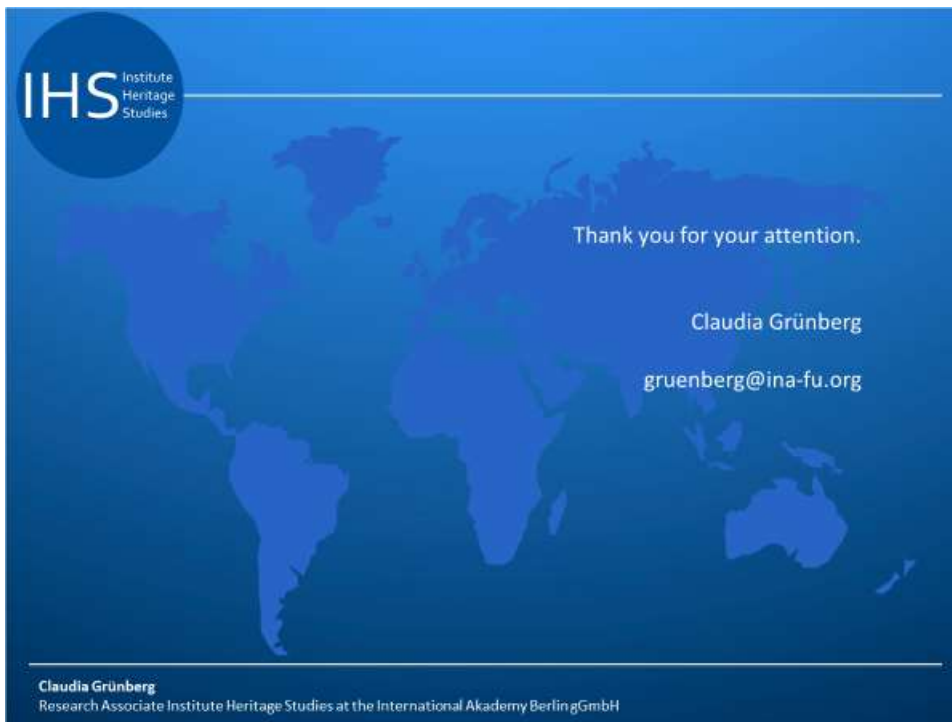
- What is being conveyed?
- Who do we convey it to?
- How do we convey?
- What is the goal?
- Who is conveying?
- Is the knowledge transfer sustainable?

Claudia Grünberg
Research Associate Institute Heritage Studies at the International Akademie Berlin gGmbH

As an outlook I would like to add two more questions to the ones I have asked at the beginning. First, who is conveying?

Communication and education as a duty of the site management calls for special resources and skills. Up to now only few World Heritage Sites have an educationist or education scholar who is in charge of communication and education. With the requirements of transferring knowledge we have just established, the target groups and the formats, this is surely a challenge. That is why more and more World Heritage Sites are cooperating with educational establishments. The contents of the World Heritage still need to come from World Heritage experts and the projects often need to be accompanied closely. If the goal is to actively engage people in the World Heritage issues or even make them take over responsibilities, the necessity for well elaborated communication concepts with regards to content and methods for evaluating the results will be essential in the future.

And now my last question: Is the knowledge transfer sustainable? The multifarious communication projects at World Heritage Sites are often just this: Projects. For projects you often hire new staff which then only works for the period of the project. Often follow-up financing is not possible. Very rarely they have an institutionalised communication management which encompasses knowledge transfer - which this lecture certainly only briefly addressed - in all its facets.



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Thank you for your attention.

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