

## Subsection 3: World Heritage Education

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***„Digitisation of cultural heritage resources in the form of e-learning can be used to raise awareness of local natural/cultural heritage values among the younger generation and help them understand global challenges and local solutions.“***

*Ping Kong, Heritage & Education*

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### **Article 1: E-learning tool on the topic of water in Augsburg and the Erzgebirge/Krušnohoří Mining Region**

*Dr. Ping Kong, Heritage & Education*

World Heritage education plays an important role in sustainably preserving our shared heritage and enabling sustainable education for future generations. Heritage & Education gGmbH (H&E), a non-profit organisation based in Berlin, is working with World Heritage Sites to develop cross-curricular e-learning materials for school children aged 9-16. The e-learning curricula focus on the outstanding universal value of World Heritage sites and the knowledge they hold. The aim is to empower the next generation of experts. The curricula are based on the Education for Sustainable Development (ESD) approach and enable learning from the past and responsible action in the present. Practical examples are intended to prepare students for future challenges.

In a participatory process, H&E works closely with World Heritage authorities, local experts, schools and educational professionals to develop interactive, multi-sensory learning materials in digital and analogue formats. Through the use of interactive EduTech and active pedagogy, our e-curricula enable students to learn at their own pace on an open-source platform that is freely accessible to all educational institutions.

The first e-learning series on water management was developed in collaboration with two World Heritage Sites in Germany. It aims to inspire students to explore the water environment and human interactions with water in different subject areas: geography, history, science (STEM) and climate change. The e-learning prototype about the Erzgebirge/Krušnohoří Mining Region included innovative features to meet the interests and needs of the students. It was tested at various schools and received positive feedback. Based on an analysis of the user experience, many improvements in the visual and didactic design were implemented in the new e-learning curricula for the World Heritage Augsburg Water Management System. Our e-learning curricula are designed to provide a student-centred, autonomous learning experience while flexibly supporting classroom instruction by aligning learning objectives with the curriculum and ESD. Key features include:

- Adventure stories with Bo/Bilibo (mascot): Contextualised examples are designed to spark curiosity and motivate pupils to explore local solutions to global challenges;
- Media diversity through multi-sensory and inclusive technology: different learning styles and needs are addressed and interest is maintained throughout the learning process;
- Involving local communities in the creation of content: The water management system is shown from both a tangible and intangible perspective by interviewing local experts and making connections to local attractions;

- Explanatory videos and graphics with gamification design: Supporting knowledge absorption and understanding of key concepts and experiencing the learning environment at your own pace;
- Complementing the interactive online content with practical offline activities: Enabling flexible use in different educational environments and reinforcing competency-based learning.

The e-learning curricula support the digital transformation of cultural heritage and offer valuable opportunities for World Heritage education as well as the interpretation of World Heritage sites. They are available free of charge in English and German and can easily be offered in other languages. They have various applications to reach a wider range of schools, for example through intercultural exchange, language studies, project-based learning, E-Twinning and flipped classrooms. H&E is committed to realising the educational potential of World Heritage sites through innovation, collaboration and participation.

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**„The project opened my eyes and showed me that not only do we have to do something to preserve the future, but also to save the past and our world heritage sites.“**

*Student from the Young Climate Action for World Heritage Project about the Haithabu and Danewerk Archaeological Border Complex*

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## **Article 2: Young Climate Action for World Heritage**

*Claudia Grünberg, Institute Heritage Studies and Jasmin Frischmeier, German Commission for UNESCO*

Climate change is one of the greatest threats to the conservation of UNESCO World Heritage Sites. Protecting them from climate change and at the same time utilising their potential for sustainable development is therefore a key task for current and future generations. It is thus essential to tap into young people's desire to take action, motivate them to take responsibility at World Heritage Sites and meet the challenges posed by climate change.

This is where the Young Climate Action for World Heritage project comes in, linking World Heritage education with the 2030 Agenda and Education for Sustainable Development (ESD). In the transnational education project, school students at World Heritage Sites in the 2022/2023 school year addressed the question: How can we take responsibility for the sustainable preservation of World Heritage sites and the fight against climate change on site?

The project by the Institute Heritage Studies (IHS) and the German Commission for UNESCO (DUK) is funded by the German Federal Environmental Foundation (DBU), the participating World Heritage Sites and the State Office for the Preservation of Monuments in Saxony.

In autumn 2022, six school groups from Germany, Denmark, the Netherlands, the Czech Republic and Poland each explored a World Heritage Site in workshops lasting several days:

- Wadden Sea
- Haithabu and Danewerk archaeological border complex
- Rammelsberg mine, the historic centre of Goslar and the Upper Harz water management system
- Palaces and parks in Potsdam and Berlin
- Erzgebirge/Krušnohoří Mining Region
- Settlements of the Moravian Church, part of Herrnhut (World Heritage candidate)

The workshops were characterised by an interdisciplinary approach and a mix of methods. The focus was on individual, collaborative, cognitive, creative, reflective, dialogue-based and, above all, practical work processes, which stimulated the exploration of the world heritage in a variety of ways. The cross-border cooperation between the young people was particularly inspiring and a basic ESD principle - think globally, act locally - could be experienced in practice. In addition to the threats posed by climate change, the young people also explored how World Heritage sites themselves can contribute to sustainable action: They were able to experience and try out traditional water utilisation, sustainable building and gardening as well as nature and landscape conservation.

The young people worked intensively on realising the projects they developed in the workshops and becoming ambassadors for the World Heritage Site themselves. The DUK, the IHS, the World Heritage Sites and the supervising teachers supported this process. In terms of ESD, the focus was on the active and independent organisation of the projects by the young people. Conceptualisation days, exchange formats for teachers and webinars as well as contact between schools and experts supported this process.

The young people's projects create a diverse mosaic that reflects their creativity and interests as well as the special features of the various World Heritage sites. The focus is always on the young people's perspective on the World Heritage Site and climate change. In addition to

short films, podcasts, escape games and infographics, climate camps and projects on climate-friendly World Heritage cities were planned and implemented. The results were presented at the World Heritage sites and schools in summer 2023. The resulting impulses for an innovative link between World Heritage education and climate change are compiled in a handout for stakeholders in the field of education.