

STAATSMINISTERIUM FÜR
REGIONALENTWICKLUNG



Freistaat
SACHSEN



**WORLD
HERITAGE
SHAPING THE
FUTURE** —

"Inspiring young people,
rarely works out by accident.
It helps if you set it as a goal."

Simon Schnetzer

Ladies and Gentlemen,

the UNESCO World Heritage Convention attaches just as much importance to communicating the common heritage of humankind as it does to protecting and preserving individual World Heritage Sites. At the same time, the demands on World Heritage to contribute to sustainable development are growing. The most important partner in this is the young generation. In the Federal Republic of Germany, the implementation of the World Heritage Convention - and thus the protection and promotion of the 51 World Heritage Sites in Germany out of a current total of 1,154 World Heritage Sites worldwide - is the responsibility of the monument protection authorities of the individual states. In Saxony, this is the Saxon State Ministry for Regional Development.

Since 2014, the Free State of Saxony has been taking part in the World Heritage discourse at the leading European trade fair in Leipzig for the preservation, restoration and renovation of historical monuments. Since 2020, when the **denkmal** trade fair had to be cancelled due to the pandemic, instead, an online conference took place on April 27 and 28, 2021 under the title "World Heritage - Shaping the Future!" Together with young people, the participants discussed how World Heritage can be interpreted in a contemporary way. The numerous case studies - among them Saxony's youngest World Heritage Site, the Erzgebirge/Krušnohoří Mining Region, clearly show what a significant contribution World Heritage can make to the sustainable development of entire regions and what an important role young people play in this. I am pleased that the results will be presented in time for this year's fair in the form of this conference documentation. This year's conference "World.Heritage.Climate - World Heritage



Education for Climate-conscious Sustainable Development" will conduct a dialogue with the young generation on this important topic of climate change.

I would like to thank all co-organizers, the Ministry of Science, Further Education and Culture (Rhineland-Palatinate), the Saxon State Office for the Conservation of Monuments, the German Commission for UNESCO (DUK), ICOMOS Germany, the German UNESCO World Heritage Sites Association, the Upper Middle Rhine Valley World Heritage Association and the World Heritage Association Montan-region Erzgebirge as well as all those who participated in the online conference and contributed to the content of the publications.

The brochure offers valuable suggestions on how young people can be actively involved in communicating, preserving and protecting World Heritage Sites. I wish you, dear readers, a stimulating read.

A handwritten signature in blue ink, which appears to read "Thomas Schmidt". The signature is fluid and cursive, written in a professional style.

Thomas Schmidt

Saxon State Minister for Regional Development



Introduction	5
World Heritage Education	
<hr/>	
Conference 2021	12
World Heritage - Shaping the Future!	
<hr/>	
Day 1	17
World Heritage - Inspiring young people with projects	
<hr/>	
Day 2	27
World Heritage heirs of tomorrow - shaping the future together	
<hr/>	
Summary and results	36
<hr/>	
Outlook	38



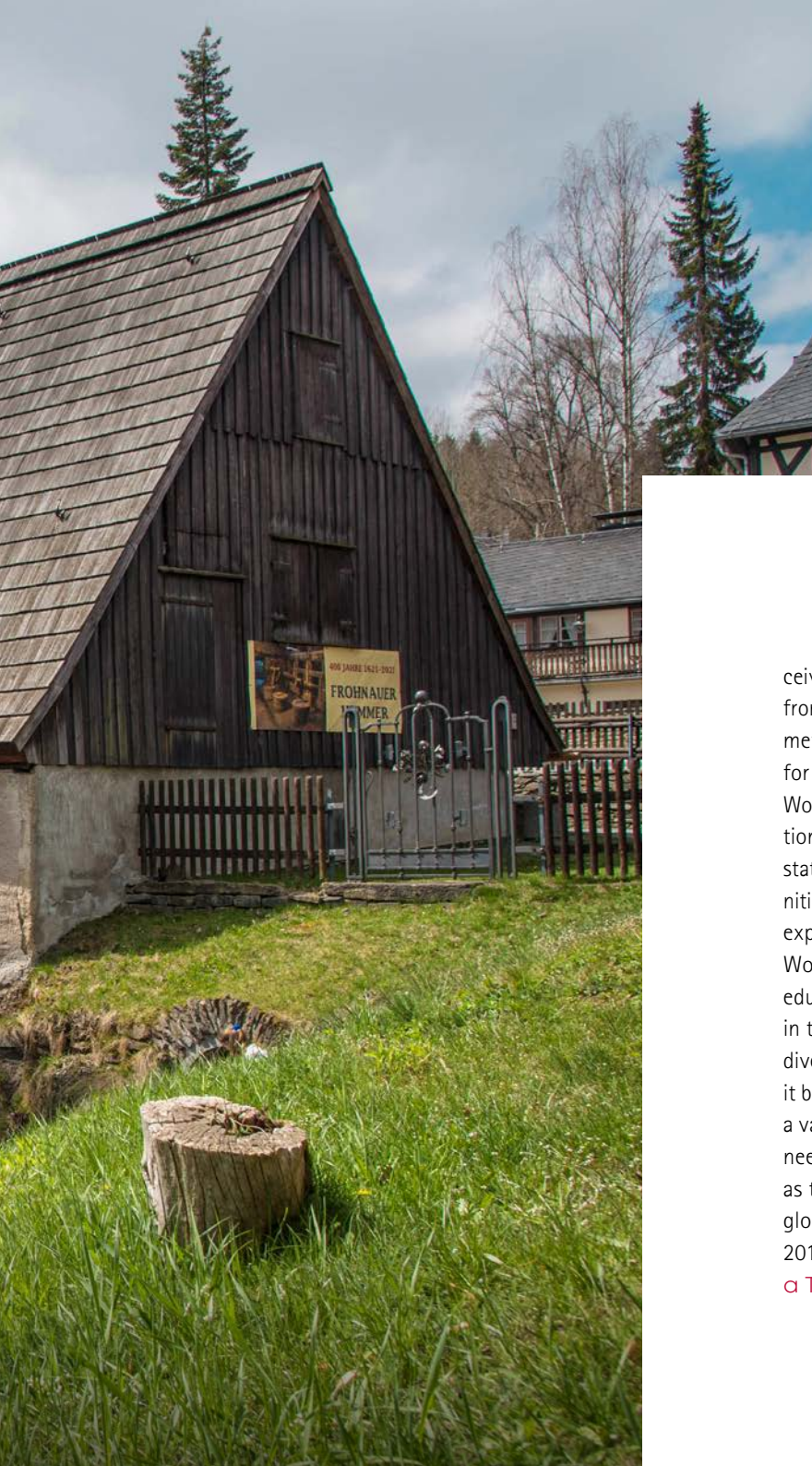
World Heritage Education at the monument fair denkmal in Leipzig

In addition to the importance for monument and nature conservation, the communication of knowledge about World Heritage is part of the core mandate of the UNESCO World Heritage Convention. By signing the Convention, the States Parties undertake "to strengthen appreciation and respect by their peoples of the [...] cultural and natural heritage" through educational and information programmes (UNESCO 1972, Art. 27). There is still a need for action in the implementation of this educational mandate, especially with regard to the complex challenges in the protection of World Heritage, for example due to climate change, as well as the increasingly demanded participatory education and involvement formats for diverse target groups. Together with the German Commission for UNESCO and the German National Committee of ICOMOS, the Free State of Saxony has therefore initiated a series of conferences on the topic of World Heritage education, with expert support from the responsible Saxon World Heritage Coordination and in cooperation with other partners. Education and communication make an important contribution to ensuring the protection and conservation of World Heritage Sites.

The aim of the series of conferences is therefore to exchange experiences with the various players in the field of World Heritage and to increase the focus on education work.

"I would like to see more interactive projects on the World Heritage Sites that we can do together with young people, in order to attract more attention in the region."

Pupil

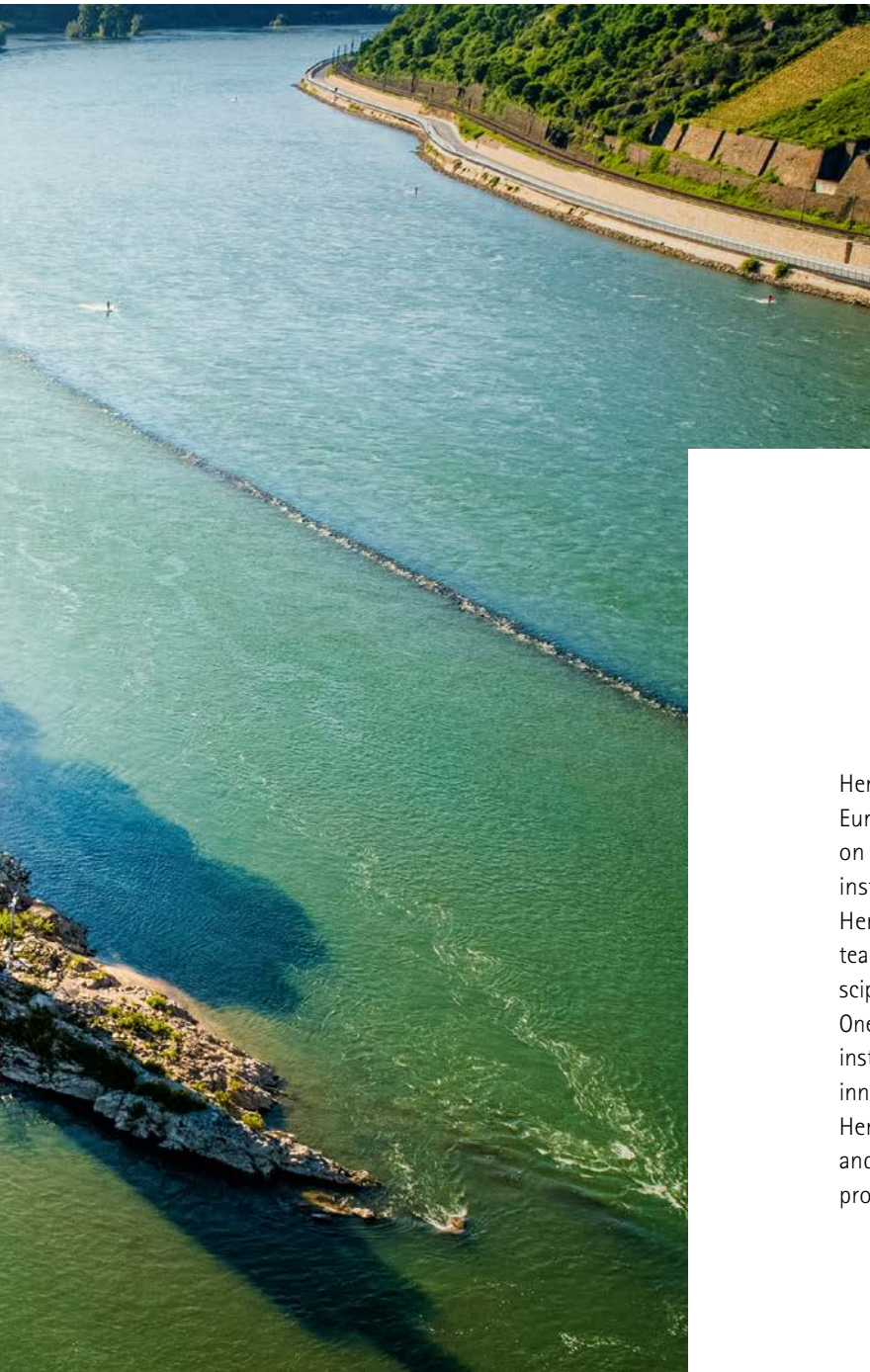


There was great interest in the topics of World Heritage education and networking.

Against this background, the first conference was conceived as a discussion forum for national and international actors from various fields connected with World Heritage. 180 participants met on 11 November 2016 at the **Monument Fair in Leipzig** for the conference "Communicating World Heritage - a Task of the World Heritage Convention". The aims were to highlight the educational mandate of the World Heritage Convention, to determine the status quo of its implementation in Germany and to create opportunities for discussion. The presentations by national and international experts focused on the theoretical backgrounds of education in World Heritage. Practical experiences in the implementation of educational projects at World Heritage Sites were also presented in the meeting as well as in an exhibition of posters, showing the diversity of practical initiatives, measures and projects. As a result, it became clear that World Heritage Sites in Germany already offer a variety of learning opportunities, but participants expressed the need to further deepen and expand educational programs as well as their potential for involving different stakeholders at local and global level. Documentation of the conference was published in 2018 under the title: **Communicating World Heritage - a Task of the World Heritage Convention**.

"I would get involved in World Heritage,
by sharing it with the young generation
and spreading the word, that we can
do more than adults."

Pupil



Tandem presentations from the fields of World Heritage and education showed successful cooperation.

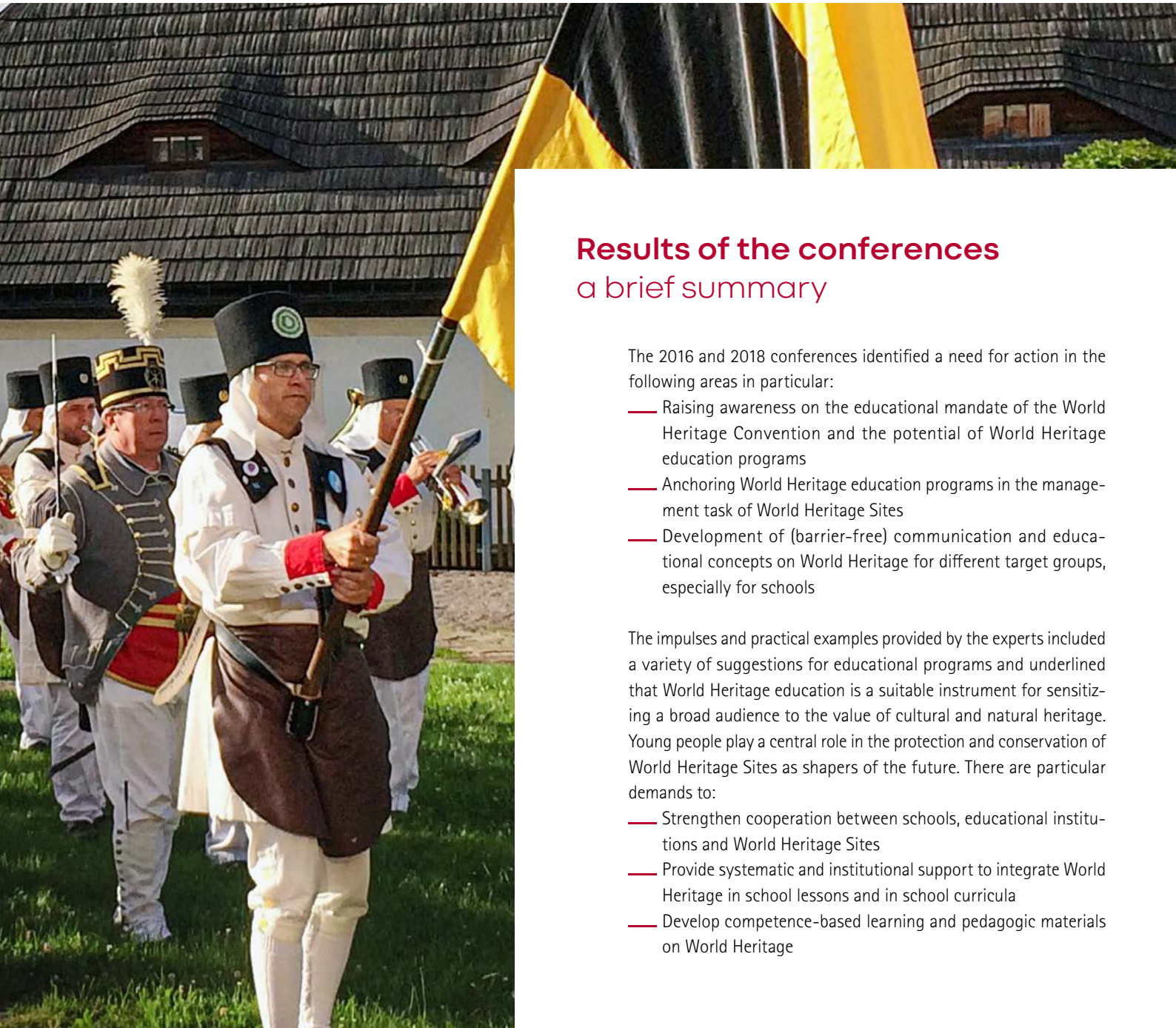
The second conference on 9 November 2018 "World Heritage: Places for Building Capacities and Lifelong Learning in Europe" continued the dialogue that had begun. The focus was on cooperation between World Heritage Sites and educational institutions. The aims were to open up the discourse on World Heritage education, dominated so far by heritage experts, to teachers, educators and educational scientists and to boost interdisciplinary cooperation as a promising way for future development. One focus was on the integration of schools and vocational training institutions in Germany and neighboring European countries. The innovative format of tandem presentations of teachers and World Heritage experts was particularly well received by the audience and brought new insights into the current practice of education programs at World Heritage Sites.



"Mining and the traditions associated with it are something special. And the landscape with the mountains and valleys is beautiful to look at."

Pupil

The mining traditions bring the World Heritage to life.



Results of the conferences a brief summary

The 2016 and 2018 conferences identified a need for action in the following areas in particular:

- Raising awareness on the educational mandate of the World Heritage Convention and the potential of World Heritage education programs
- Anchoring World Heritage education programs in the management task of World Heritage Sites
- Development of (barrier-free) communication and educational concepts on World Heritage for different target groups, especially for schools

The impulses and practical examples provided by the experts included a variety of suggestions for educational programs and underlined that World Heritage education is a suitable instrument for sensitizing a broad audience to the value of cultural and natural heritage. Young people play a central role in the protection and conservation of World Heritage Sites as shapers of the future. There are particular demands to:

- Strengthen cooperation between schools, educational institutions and World Heritage Sites
- Provide systematic and institutional support to integrate World Heritage in school lessons and in school curricula
- Develop competence-based learning and pedagogic materials on World Heritage

Conference 2021

World Heritage

- Shaping the Future!

Conferences in 2016 and 2018 demonstrated a great and steadily growing interest on World Heritage education programs among various stakeholders to address young people. At the same time, however, they also indicated the growing challenges of actively involving the "heirs of tomorrow" in a participatory approach at World Heritage Sites. In order to meet these challenges, the organisers set up a conference in Leipzig, originally planned for 2020 but it was cancelled due to the constraints of Corona pandemic and subsequently held on 27 and 28 April 2021 on "World Heritage - Shaping the Future!"

The aim of this conference was to engage the young generation into the future of World Heritage. Together with Simon Schnetzer, one of Europe's leading youth researchers, it identified central challenges and developed approaches towards solutions. The conference focused on the needs, competences and ideas of the young generation in order to be able to involve them more actively in the future of World Heritage. The organizers invited the young generation to share their views on communicating World Heritage. The lack of knowledge about the needs and visions of the target group and the difficulty of reaching out to young people in a sustainable manner were identified as main challenges in the previous conferences. In addition, in the context of "Education for Sustainable Development" (ESD), participatory educational

approaches are increasingly being implemented which do not focus on factual learning but on the competence of young people to shape sustainable development. This underlined the need to adapt ESD concepts to World Heritage education programs and to recognize and involve the young generation as co-creators.

Guiding questions for the conference

_____ **How** can the significance of World Heritage for shaping a sustainable future be better communicated? What expectations do World Heritage stakeholders have of young people? What are the challenges?

_____ **What** are the expectations of young people? What drives young people and how can their enthusiasm and participation be used as a potential for shaping the future of World Heritage Sites?

_____ **Which** methods, media and offers can be used to improve the communication of World Heritage and in particular appeal to the young generation? Through which channels can we best reach young people?

Conference programme 27 April 2021

Moderation: Carolin Kolhoff, German Commission for UNESCO

- 15:45-16:05** Warm-up and round of introductions. Simon Schnetzer, Youth Researcher
Opening with the day's objectives and schedule. Carolin Kolhoff
- 16:05-16:15** Results of the survey on Youth Participation at World Heritage Sites and challenges from the World Heritage perspective. Friederike Hansell, Saxon State Office for the Conservation of Monuments
- Short introduction of the projects for the following pitching. Nadya König-Lehmann, World Heritage Association Upper Middle Rhine Valley
- VOTING "Youth projects at World Heritage Sites"
- 16:15-16:30** Project pitching "Youth projects at World Heritage Sites". Representatives of the selected projects interviewed by Simon Schnetzer
- 16:30-16:45** Inspiring youth and co-creating projects. Simon Schnetzer
- 16:45-17:10** BreakOuts about youth projects in World Heritage
- 17:10-17:25** Summary and discussion via chat. Simon Schnetzer
- 17:25-17:30** Wrapping up: Looking back and looking forward to tomorrow. Carolin Kolhoff
- 17:30-18:00** Get together in BreakOuts

Conference programme 28 April 2021

Moderation: Friederike Hansell, Saxon State Office for the Conservation of Monuments

- 15:45-16:05** Warm-up and relaxed arrival. Simon Schnetzer, Youth Researcher
Opening with the day's objectives and schedule. Friederike Hansell, Saxon State Office for the Conservation of Monuments
- 16:05-16:15** "We'll inherit everything" – Statements from the perspective of the youth in the World Heritage Sites Upper Middle Rhine Valley and Erzgebirge/Krušnohoří Mining Region.
- 16:15-16:30** The shapers of the future. Impulse and interaction. Involving young people and making World Heritage fit for the future - a critical view from the perspective of Generation Z. Simon Schnetzer
- How do we get young people to develop an emotional bond with the World Heritage they call their home? Which channels are relevant?
- VOTING "Social World Heritage"
- 16:45-17:15** Moderated discussion with participation via chat: Future "Social World Heritage"? Simon Schnetzer, representative from the youth, Nina Poppel, content creator "Nini explains politics"
- 17:15-17:25** Evaluation and discussion: Mindmapping. Simon Schnetzer
- 17:25-17:30** Wrapping up: Review and Outlook. Ulrich Schreiber, Saxon State Ministry for Regional Development

"Future of World Heritage"

How do young people perceive
World Heritage?
How can they be motivated to get
involved in World Heritage?
And what would they recommend?

Already during the preparation for the conference the organizers actively involved the youth and the stakeholders of World Heritage Sites. Three surveys were prepared and the outcomes were presented during the conference:

Youth trend study "My Home - My World Heritage"

In order to find out what makes the future guardians of World Heritage tick and what ideas can be used to engage them into the future of World Heritage, Simon Schnetzer was commissioned to conduct a youth trend study on motivating and sustainably engaging young people of Generation Z (born between 1997 and 2012). In workshops with pupils from the World Heritage Sites Erzgebirge/Krušnohoří Mining Region and Upper Middle Rhine Valley, the perceptions and recommendations of young people on World Heritage were discussed. During the online conference, the students were invited for interviews to share their perspectives and thoughts on World Heritage.

Online survey "My World Heritage in the social media"

This survey was distributed to UNESCO Associated Schools and other schools to better understand how to reach the young generation through social media, and which channels are relevant. It was answered by more than 400 pupils.

Online survey "Youth participation at World Heritage Sites"

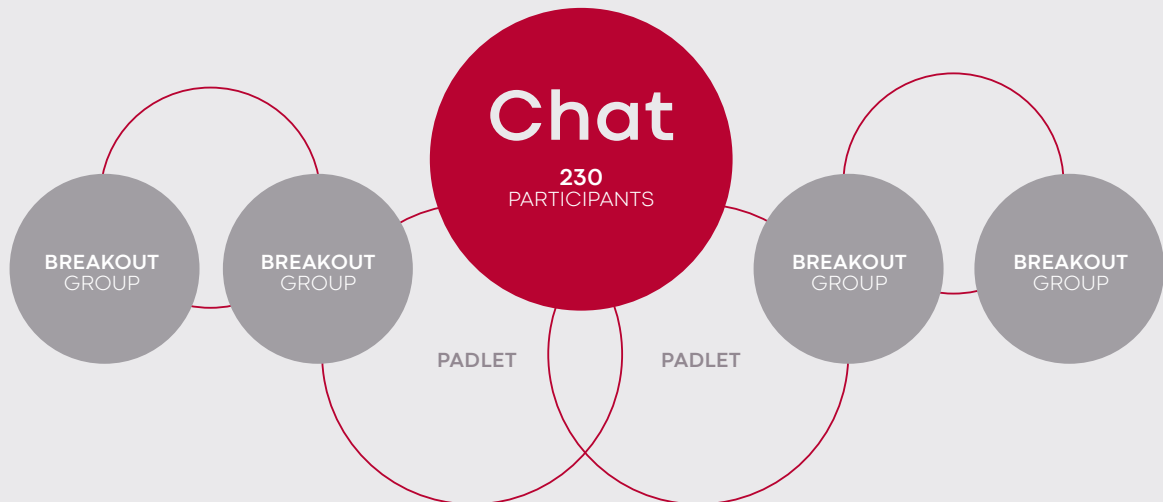
In order to find out how World Heritage Sites currently engage young people and what the main challenges and expectations for youth participation are, the German Commission for UNESCO conducted a survey for World Heritage stakeholders prior to the conference. 51 World Heritage Sites, including 39 from Germany and 12 from other countries, participated.

Participants and methods

Digital, young and interactive

The 230 participants were able to actively participate in the conference using a variety of different tools. Chat was used for questions and comments. Voting and short interviews and interactions gave an insight into the interests of the participants. Breakout rooms enabled discussions in smaller groups, and the results were recorded in a common document via padlet.

In this way, the organisers succeeded in a digital discussion platform, where participants across different generations, professions and disciplines contributed to the findings and results. The direct involvement of students made the conference particularly lively. Their authentic and genuine statements vividly illustrated the survey results.



CONTEMPORARY INTERPRETATION

ENGAGEMENT PARTICIPATION

CROSS-BORDER EXCHANGE AUTHENTICITY

DOCUMENTATION BETTER UNDERSTANDING

CONSERVATION

INTEGRITY CONNECTION ALLIANCE

IDENTIFICATION RECOGNITION

AWARENESS RAISING INCLUSION

PROTECTION

INTERPRETATION ACCESSIBILITY

RESILIENCE **SUSTAINABILITY**

PRESERVATION FOR FUTURE
GENERATIONS CULTURAL COOPERATION

MAINTENANCE EDUCATION

INVOLVEMENT OF YOUNG GENERATIONS

INTERGENERATIONAL
EXCHANGE



International volunteers assist with protection and conservation measures in the World Heritage Site Erzgebirge/Krušnohoř Mining Region



DAY 1

World Heritage - inspiring young people with projects

The survey outcomes "Youth Participation at World Heritage Sites" underlined the importance of youth participation at the beginning of the conference. 51 World Heritage Sites shared their experiences in youth projects in the run-up to the conference and provided insights into current tasks and opportunities. In addition to "protection" and "conservation", they named "communication and presentation" of the heritage as particularly important goals of their work. In the survey, more than 80 per cent of respondents considered the participation of young people at World Heritage Sites to be very important. 55 per cent stated that they were already implementing activities for young people up to the age of 27, and a further 20 per cent planned to do more in the future. The World Heritage stakeholders expected that youth participation would foremost raise awareness and increase the commitment of young people to cultural and natural sites. Equally important for them were impulses to develop collaborative educational programs. They indicated that limited personnel and time resources as well as difficulties in addressing young people in a targeted manner are particular challenging.

In order to understand what educational projects are attractive for young people, World Heritage stakeholders nominated their youth projects on the subject of World Heritage. Of the more than 20 proposals submitted, 9 projects were presented at the conference.

1 Junior Guides - Regensburg

is a city tour from children for children, based on the idea of "Sharing Heritage", to strengthen the attachment of pupils to their Regensburg heritage, both tangible and intangible. A "script" with dialogues, games and puzzles is designed to make the city tour more lively for children. —



2 City rally Quedlinburg

is a city exploration game to discover the city's landmarks and uncover hidden secrets through challenging puzzles and creative tasks. It is suitable for school classes, and also for team building of companies with 4 to 200 people. —

3 E-Learning Curriculum Erzgebirge Mining Region

is a digital interactive learning material, based on the values and embedded knowledge of the World Heritage Site and compatible with the curriculum of local schools. With the support of EduTech, interactive and multi-sensory learning materials are developed to engage pupils in the discourse of sustainability in a self-paced, active learning process. —



4 European Heritage Times

European Heritage Volunteers

is primarily a digital newspaper created by volunteers themselves, with additional printed editions, which contains personal stories about European cultural heritage. It is designed in a journalistic format to report on heritage-related issues and is distributed through various social media channels. —



5 School vineyard

Upper Middle Rhine Valley

is an initiative of the winegrowers' cooperative to support young people in managing a vineyard. It is a project that has been running since 1998 and involves a growing number of stakeholders, including schools, World Heritage management authorities and international experts working on steep slopes, biodiversity and other challenges of vineyard management. —



6 More than Veenhuizen

Design Academy Eindhoven

is an embedded design project: Young designers, prisoners and policy makers - inspired by the unique cultural, historical, and architectural reality - have developed and implemented proposals that improve the sense of community through tangible stories and promote a sustainable transmission of cultural heritage. —



7 Cairo Heritage Alarm! Cairo, Egypt

is an online platform for digitising and documenting historic buildings in Cairo that are threatened by demolition. The aim is to increase awareness of this cultural heritage and to digitally record and archive it. _____



8 Light in the square Marienberg, Ore Mountains

is a project of the Gymnasium Marienberg in cooperation with the city of Marienberg, to celebrate the 500th anniversary of the city on 27 April 2021. 4,000 LED lights were placed by pupils to illustrate the historical layout of the town from the Renaissance. _____



9 Baroque-O-Mat Bamberg World Heritage Office

is an interactive media station of the World Heritage Visitor Centre for discovering Baroque architecture in Bamberg. Visitors can become architects here and combine gables, window aprons or pilasters with each other. In this way, it offers easy access to learn more about the unique building elements of the Baroque period through a digital application. _____

Following the short presentation, the nine projects were released for voting among all participants. Three projects with the most votes were given the opportunity to provide details in a live interview with Simon Schnetzer.

Cairo Heritage Alarm! presented by Mohamed Waheed Fareed

"The project was launched as an online platform and started with students from Helwan University to document historical buildings in their immediate surroundings via a WhatsApp group. Cairo is rich in cultural heritage, but many historic buildings from the 19th-20th centuries have been demolished without any documentation. The project aims to record these endangered historic buildings and archive them for future use."

E-Learning Curriculum presented by Ping Kong

"Teamed up with World Heritage and pedagogic professionals, local experts and teachers, we created authentic and interactive e-learning experiences on the topic of water management. Pupils could gain insights and knowledge on the theme from geological, historical, technical and socio-economic perspectives, and engage in the discourse of sustainability in local contexts. The e-learning materials

include both digital and analogue formats to support student-centred, self-paced online learning and offline teaching in the classroom. With the support of EduTech (Educational Technology), multi-sensory interactive contents were created in appropriate pedagogic approaches. Storytelling, gamification and other appealing elements were integrated into e-learning to engage young people to learn with curiosity. It is particularly important to match learning materials with school curricula and offer flexibility to meet different learning needs and learning environments in close exchange with teachers and pupils."

Junior Guides presented by Monika Göttler

"Pupils from grades 6 to 9 worked together to develop their own World Heritage stories and conveyed the heritage messages to the public through guided tours of the city. The teachers as well as the World Heritage Coordination Office accompanied the process to develop the Junior Guides project together with the pupils in their project week as part of the school curriculum and to train them to implement it. Through the multiplier function of the young people, their families and the people around them became enthusiastic and interested in the cultural heritage of their hometown."

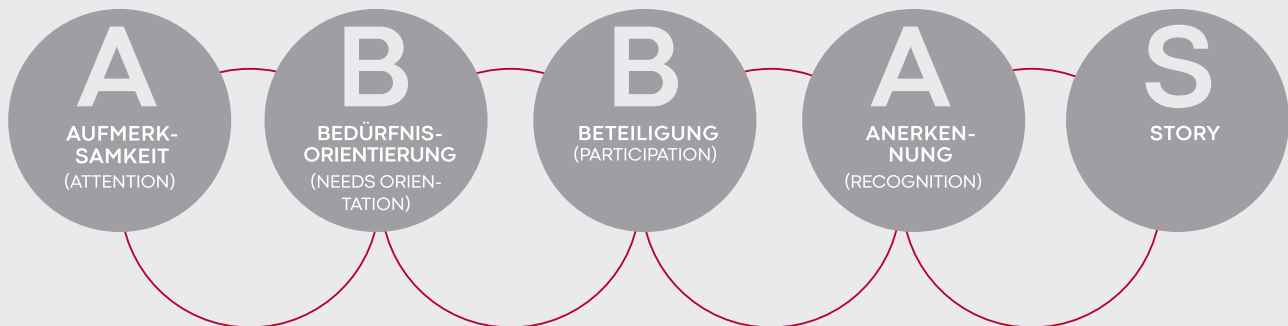
Inspire the youth and design projects together

"It is not enough that we need to preserve the **World Heritage**. We need to see how we can make it a need of young people."

Simon Schnetzer

Experiences and perspectives of the World Heritage Sites were the main topics at the beginning of the conference. Afterwards, attention turned to the interests and needs of the young generation. To this end, youth researcher Simon Schnetzer presented his ABBAS concept as a basis for the successful co-design of projects with young people and

reviewed strategies for potential improvements for young target groups. Schnetzer's approach for communicating World Heritage is above all participatory. It does not focus on young people as consumers of educational activities and content, but considers them as co-creators of both World Heritage and World Heritage education projects.



The **ABBAS** concept comprises five components, which Schnetzer also sees as central to the implementation of educational activities in the World Heritage context:

Attention

Clearly identify the target group to illustrate a typical representative of the target group and then analyse the attention you have already gained. Before you increase this attention, involve the young people who are already engaged.

Needs orientation

Knowing the needs is essential for developing projects for young people.

Participation

Let the young people actively participate so that they can experience self-efficacy and have an enjoyable and meaningful experience.

Recognition

Make sure that the young people get something out of their participation. Reward them for their involvement, for example by giving them a prize, presenting their results to a larger audience or in some other way.

Story

Students should develop a meaningful story from their engagement with World Heritage. To become meaningful, the story must include four core components: Challenge, Emotion, Hero and Transformation.

"What matters is not so much what **World Heritage** is, but how it can be experienced and told."

Simon Schnetzer

Discussion with the participants

"The subject of **World Heritage** should be integrated into the curricula so that young people learn more about it, because otherwise there are few points of contact with this subject."

Pupil

After the inputs, the participants were given the opportunity to exchange views on the previous conference contents in small discussion groups, to take a stand and to record results on a joint interactive document (padlet). The focus was the question of what obstacles they have

encountered so far in reaching young people. They also wanted to find answers to the question of what actions to take in the future in order to inspire young people. The following impulses were recorded:

Reaching young people Hurdles so far

Cooperation with schools

- Integration of new topics into curricula is difficult, as these are already overloaded.
- Committed teachers are difficult to find and to retain in the long term.
- Cooperation in projects is time-consuming for both the schools and the World Heritage Sites.
- Personnel-intensive and organizationally demanding projects are often carried out only once and lack sustainability.

Educational materials

- There are too few suitable educational materials available on World Heritage.

Digitalisation and social media

- There is a lack of social media campaigns that address World Heritage and at the same time appeal specifically to young people.
- There is a lack of knowledge about what appeals to young people.

Getting young people excited about (World) Heritage Sites

Tasks for the future

Cooperation with schools/teachers

- Cooperation with UNESCO project schools
- Further training for teachers on the subject of World Heritage
- Development of educational formats and learning materials that fit into the school curriculum

Maintaining and continuing meaningful projects with sustainable impact

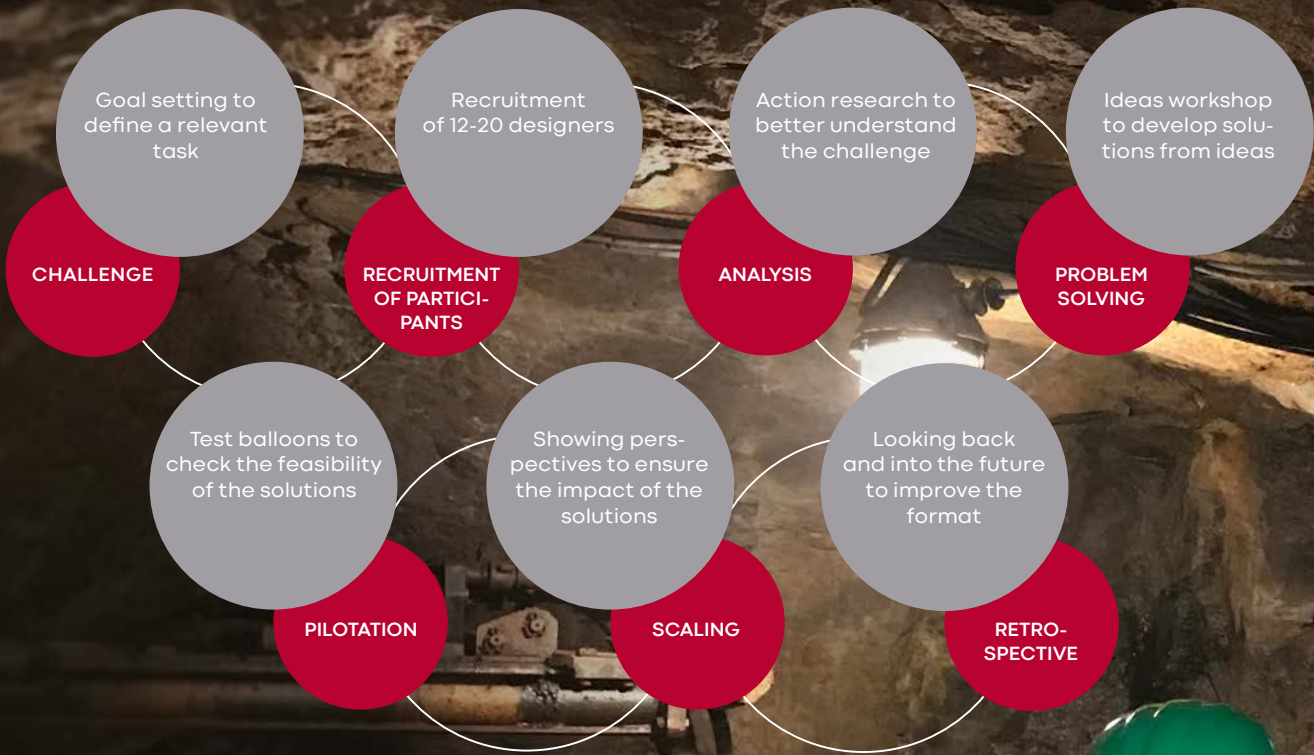
- Creative projects to make the World Heritage contemporary and relevant for young generations
- Bringing young people together with local professionals or practical crafts as part of career guidance

Involving young people in World Heritage projects

- Establishing a youth advisory board for the development of new projects and educational opportunities
- Empowering the youth to participate in the resolution of World Heritage issues
- Cross-border exchange with other World Heritage Sites through networks

Promoting digitalisation and social media to meet the interests of young people

- Use of new digital media such as podcasts, GIS mapping
- Creating engaging and easily accessible materials for different target groups
- Telling stories that young people can communicate themselves



Pupils discover the World Heritage site Erzgebirge/Krušnohoří Mining Region underground in the Markus-Röhring-Stolln in Annaberg Buchholz

DAY 2

World Heritage heirs of tomorrow - shaping the future together

"The Future Shapers" Simon Schnetzer

The second day of the conference focused on actively involving and addressing young people. To this end, Simon Schnetzer first presented his concept "The Future Shapers", which was instrumental in conducting the youth trend study "Future World Heritage". The participation and qualification approach provides impulses on how solutions to important challenges can be found with creative ideas and the passion of young people. Accordingly, it can also be a useful tool at World Heritage Sites to plan and implement projects with young people. The modules and steps of this concept are shown in the graphic (left).



Results of the trend study

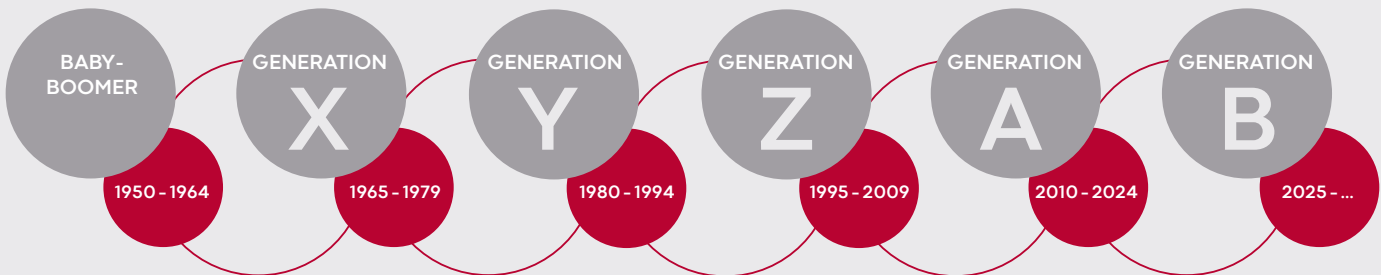
"Future World Heritage"

"It's not like I greet everyone and say, 'I come from the Ore Mountains, this is a **World Heritage** site.' Maybe we should do that more, because it's already something special."

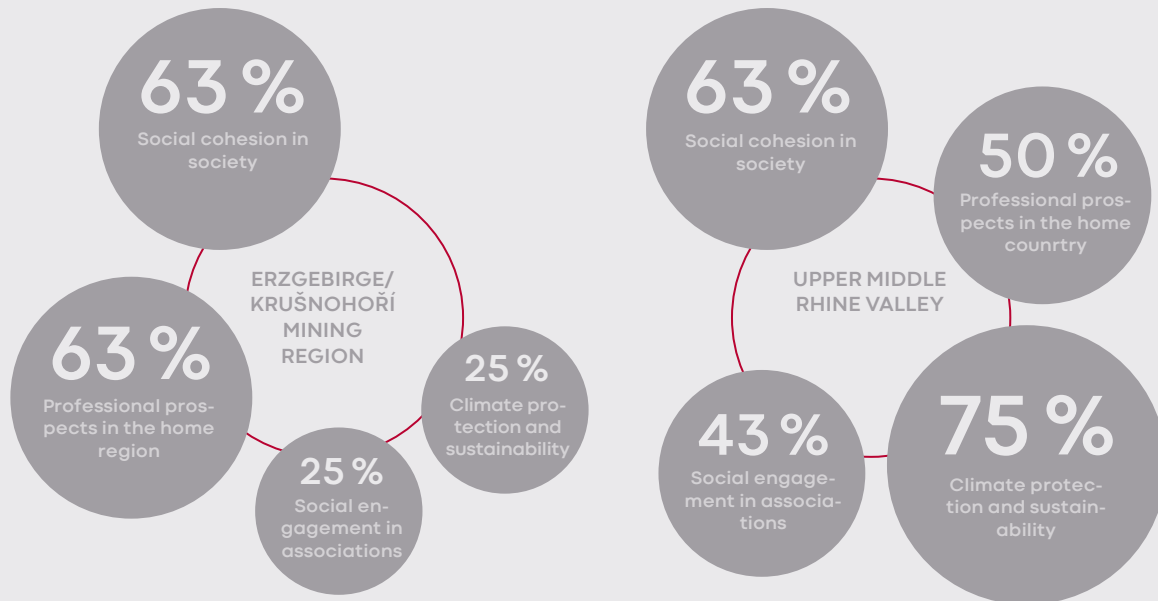
Pupil

Following on from the concept, Simon Schnetzer presented the results of his trend study "Future World Heritage", which he had carried out with 14 selected pupils aged 12-16 and two teachers from the World Heritage Sites Upper Middle Rhine Valley and Erzgebirge/Krušnohoří Mining Region in October 2020. The aim was to find out which topics and

framework conditions motivate pupils to become actively involved in World Heritage Sites. To illustrate the results of the trend study for the participants of the conference, Schnetzer also interviewed selected pupils who explained and elaborated on their views. The results of the study and the interview are also relevant for other World Heritage Sites.



From the viewpoint of the young people interviewed, the following topics are very relevant and could be considered in projects:



What are the heirs of the World Heritage like?

As the trend study shows, the needs, fears and wishes of young people must be taken into account when working with them. Pressure to perform and fear of the future have great impacts on young people both in the Upper Middle

Rhine Valley and in the Erzgebirge/Krušnohoří Mining Region. As World Heritage education competes with other leisure activities of young people, World Heritage education projects should be educational but also fun for the young people.

How does the young generation perceive the homeland?

In the Erzgebirge, the students said that they felt very connected to their home region. Some saw the prospect of living there in the future. They also stated that they were proud of the World Heritage status. In the Upper Middle Rhine Valley, the pupils associated the term **Heimat** with childhood, beautiful memories and nature - but not with the World Heritage Site. Most of them do not see enough opportunities and offers for young people in their homeland and cannot imagine living there in the future. Simon Schnetzer noted that an emotional attachment to home and the prospect of living there in the future is important for young people to get involved in local World Heritage.

What makes World Heritage special for young people?

In the trend study, the students indicated the following wishes for the future of their home region:

- Preservation of the World Heritage
- Nature and environmental protection
- Places for young people
- Interest and commitment for youth
- Keeping young people in the region
- Tolerance and diversity

Advantages of World Heritage status from the perspective of Generation Z

Erzgebirge/Krušnohoří Mining Region:

- Preserving culture and making it accessible to young generations
- Inspiring people beyond Saxony to visit the mining region
- More tourism
- Sharing traditions with other people
- Preserving cultural heritage for future generations
- More tourism means more jobs and turnover for small businesses
- Pride of the inhabitants to live in a World Heritage Site

Upper Middle Rhine Valley

- Source of income for the municipalities
- Tourism is increased
- Preservation of the World Heritage helps to understand world history
- Maintaining or increasing the value of real estate in the region
- Preservation of Rhine navigation
- Protection of nature, preservation of culture
- People appreciate the special nature of their homeland more

The pupils from the trend study saw numerous benefits in World Heritage status - from protection and preservation of heritage to increased revenue and more jobs in the region.

Tips from young people in the trend study on how to make World Heritage Sites more attractive to young people:

— Attractive design and organisation of the World Heritage Site: World Heritage Sites should be made more attractive to young people by communicating and interpreting heritage in an appealing way, telling stories, but also offering leisure activities such as sports

— Qualitative communication and visibility: Improve information and communication about the World Heritage Site, especially digitally, and communicate its values in a clear and understandable way

— Events: Organising attractive and varied events for young people, while taking into account their needs

— School cooperation: Integration of World Heritage into school lessons and projects, cooperation with pupils from other World Heritage Sites and introduction of peer-to-peer guides in World Heritage Sites

— Other: better accessibility by public transport, better wifi connection, recognition of young people as a target group



Tomorrow's heirs in the Upper Middle Rhine Valley World Heritage Site

"I would like to see local clubs strengthened and music and sport linked to **World Heritage.**"

Pupil

Pupils' ideas for the future

In the trend study, the pupils developed their own ideas for projects at World Heritage Sites, which also provide interesting ideas and impulses beyond the Erzgebirge/Krušnohoří Mining Region and the Upper Middle Rhine Valley:



Mottoparty

A party or festival that has an ancient story or legend as its theme, assigns certain roles to visitors and awards prizes for their outfits or portrayals of the role. _____



Selfie Challenge and Mapping

Social media increasingly force us to present ourselves with selfies. Young people do a lot to take good selfies. As part of a Selfie Challenge, participants explore the World Heritage Sites and find places and angles that are particularly suitable for selfies. On the one hand, this creates a map of places that are particularly relevant to young people, and on the other hand, it can be used as marketing material to appeal to the young generation. _____



World Heritage Quiz

An app or website that challenges and rewards on knowledge about World Heritage in an entertaining way. Central to success is the playful incentive to compare oneself with others or the possibility to win a prize. _____

World Heritage Photo Run

An action day, when pupils or other participants in the photo run are given, for example, ten tasks with motifs or scenes that they have to incorporate in the context of the World Heritage Site. At the end, there will be an exhibition with a prize-giving ceremony for the best photos. _____

World Heritage Cleanup

The issue of climate and environmental protection is very important to many young people. The World Heritage Cleanup picks up on this theme and organises cleanup events that on the one hand serve the preservation of World Heritage Sites and at the same time convey stories or traditions associated with them. _____



Escape Room Castle

A room or place in the World Heritage Site becomes the setting for an Escape Game in which knowledge of history, tradition and special features becomes the key to escape. _____

Social media and youth

"Getting more young people involved through guest posts on Instagram I think would be pretty cool."

Pupil

The use of digital techniques and formats, as well as social media in the scope of projects is self-evident for the young generation. The evaluation of the survey "My World Heritage in Social Media" provided valuable insights into how young people use social media and what kinds of content they find interesting.

In general, the most important channel for young people in 2021 is Instagram. Instagram is used for posting content, gathering information and communicating. Snapchat and Tik Tok are also relevant for posting content, while YouTube is mainly used for information. This should be taken into account, especially if it is assumed that young people create and share content themselves.

Survey "My World Heritage in Social Media"

Pupils

comment or share posts,

- if they know the people in the picture or
- if the topic particularly touches them

want contributions with

- good image quality
- clear and easily understandable messages
- topics and people with whom they can identify
- interesting and captivating content

do not like posts with

- pictures and motifs that they can't relate to or that are incomprehensible to them
- long texts that are not written in an interesting style
- poor image quality
- simple or boring design

"Social World Heritage" World Heritage in social media

In her contribution, moderator and TikToker Nina Poppel showed exactly how to reach young people with posts on Instagram. Nina Poppel specialises in communicating topics like politics to young people in appealing formats. To attract the attention of young people, it is important to be authentic and to find a good balance between information and entertainment. For educational content, she said, along with Instagram, the platform TikTok is the emerging social medium for the youth of the future. TikTok supports educational content (hashtag #LernenMitTikTok) and everyone can find their niches and spaces there. World Heritage is, according to Nina Poppel, definitely an interesting topic for young people on social media in general.

Important rules when using Instagram

- Building a community with constant interactions
- Aesthetic that is attuned to youth
- Creating added value and sustainability for users

In addition, Nina Poppel gave some tips on how to improve visibility through Instagram's algorithm, such as reels (15-30 second short videos), carousel (more photos), bookmarks (content saved by users) and hashtags (linking to related topics).

The creation of compelling contributions succeeds through

- Preparation of an editorial plan one month in advance
- Using tools to help with implementation
- Analysis of the channel's users to better understand the community
- Use of free graphic design layouts to improve aesthetics

Creation of interesting contributions

- Arouse curiosity through provocative titles and questions
- Include unusual/funny facts
- Address controversial topics
- Make trends work for you
- Create links with the latest news

Summary of the results

From attention to engagement

As showed by around 230 participants from World Heritage Sites of all over Germany, the theme of the conference met with broad interest, especially among professionals involved in the management of World Heritage Sites (71 per - cent of participants).

Understanding youth

Understanding the interests and needs of young people serves as a basis for gaining their attention for World Heritage Sites. The results of the meeting showed that attention can only be achieved by developing meaningful learning experiences for and with the young generation. It is built on needs and aspirations of young generation and values them as co-creators of World Heritage. The young generation will only be attracted to co-creating World Heritage if they can establish an emotional connection to the cultural and natural heritage. The central question that arises from this is: How can we build such an emotional connection of young people with World Heritage? It is not enough to attract the attention of young people, but to hold it.

Designing youth projects with the youth

Nine projects for young people were presented at the conference. Four of them were digital formats and linked to the aim of meeting the requirements and preferences of the young generations. As the conference progressed, it became apparent again and again that digital materials and information offer not only low-threshold access for a wider audience, but also an interactive, attractive and self-determined learning environment for Generation Z, also referred to as "digital natives". The selected projects also underlined the importance of working with local schools as an effective strategy to engage students and their families. When youth projects at World Heritage Sites can be integrated into the school curriculum, for example in the form of project weeks and other teaching tasks, they gain support from schools' teaching staff and thus have a continuous and large impact on young people. In general, the meeting showed that the sustainability of the projects remains a major challenge.

The pupils see the central starting points for the future in learning more about World Heritage and making it a tangible experience. It is particularly important for them to experience it not only in school, but also in extracurricular contexts. They want to actively engage with the World Heritage and also experience it.

Social media and their use in World Heritage

Social media and digital materials offer advantages to engage with young people in an easy and accessible way. In this context, it is crucial to create meaningful and authentic content. World Heritage Sites should invite youth as co-creators by listening to their needs, ideas and their usual ways of communicating, and continue to support their initiatives to create and communicate their stories about World Heritage.

Promoting active engagement

Promoting the active engagement of young people is an intermediate goal to raise their awareness and further strengthen young people's ownership and commitment as future guardians of World Heritage Sites. The active engage-

ment of young people may or may not result from increased awareness. It can also be stimulated or motivated by positive outcomes that meet young people's needs and expectations. Educational programmes and career-oriented projects were well received by young people at World Heritage Sites and were lively discussed by participants at the meeting. These projects have the potential to engage young people on an ongoing and sustainable basis, but also pose a major challenge in terms of organisation and cooperation, considering the limited financial and human resources of World Heritage Sites. Further studies and discussions as well as evaluations of existing experiences are needed to identify effective measures to promote the active engagement of young people in both digital and analogue formats.

Outlook

World Heritage Education on the Way to Education for Sustainable Development

As the participants' discussion during the meeting showed, cooperation with schools is challenging due to overloaded curricula and teaching commitments. Education for Sustainable Development (ESD) offers a common ground in this context to demonstrate synergies between cultural and natural heritage and the education sector, especially in light of the United Nations Sustainable Development Goal 4.7. On the one hand, World Heritage Sites are inspiring resources in the sustainability discourse, considering their authentic cultural and natural values, their ability to connect past, present and future, and their embedded knowledge to support local solutions to global challenges. On the other hand, our current education systems are undergoing a transformation in terms of embedding the sustainability goals in the classroom to prepare learners of all ages to meet the interconnected challenges of today and tomorrow.

But also in didactics, ESD and World Heritage education fit well together. The aim of ESD is to empower young people to shape their own future in a sustainable way. World Heritage Sites offer themselves as places of learning where attitudes and competences can be practiced and values such as the World Heritage concept and the ideas of UNESCO behind it can be discussed. This raises many questions: What attitudes and skills are needed to preserve World Heritage Sites for future generations? How can young people become

real co-creators at protected cultural and natural heritage sites? Are all World Heritage Sites equally suitable as learning sites in the context of ESD? It is promising to explore these questions further in order to achieve the aim of the conference: Shaping the future of World Heritage Sites together with young people.

With the link between ESD and World Heritage education, the focus continues to shift on a topic that is becoming increasingly important: climate change. The impact of climate change on World Heritage Sites and the contribution of World Heritage Sites to sustainable development could open up synergies between ESD and World Heritage education. The topic of climate change and sustainability corresponds on the one hand to the interest of the young generation, and on the other hand to the current requirements for the development of ESD materials and topics. The next meeting in 2022 will therefore take up these focal points and continue the dialogue and exchange.



"Beautiful landscapes, small mountains
next to the Rhine, vineyards and castles
with really cool stories."

Pupil

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Postal address: 01095 Dresden

Citizens' hotline: +49 351 564-52000

E-Mail: info@smr.sachsen.de

www.smr.sachsen.de

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Authors:

Claudia Grünberg (Institute Heritage Studies, Berlin), Ping Kong (Founder at Heritage & Education gGmbH, Berlin),

Friederike Hansell (Saxon State Office for the Conservation of Monuments)

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Telefon: +49 351 2103-671

Telefax: +49 351 2103-681

E-Mail: publikationen@sachsen.de

www.publikationen.sachsen.de

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