

GERMANY 2015
39TH SESSION OF THE WORLD HERITAGE COMMITTEE
YOUNG EXPERTS FORUM

WORLD HERITAGE YOUNG EXPERTS FORUM

Insights and Recommendations from the 2015 Forum

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Tip or Recommendation



Information



Contact



Link



Aim

Preface

During the Young Experts Forum (YEF) 2015 I had the pleasure of welcoming thirty-two participants from all over the world to the Upper Middle Rhine Valley World Heritage site in Germany. I met highly enthusiastic and motivated young people eager to take part in the forum, to get to know each other, and to share their passion for our common heritage. When I spoke to them again at the forum's closing ceremony in Bonn, twelve days later, I met friends who had become a harmonic group of young peers ready to commit to the promotion of World Heritage preservation.

Over the course of the forum, the participants exchanged their viewpoints on the sustainable management of World Heritage sites and defined common goals. At the Opening Ceremony of the 39th session of the World Heritage Committee they presented their declaration on the future of World Heritage in an impressive performance. I am very pleased to see that even today these young people remain in close contact with each other, thereby creating a global alumni network of participants in World Heritage Young Experts Forums – or Youth Forums as they were called before 2015.

With this manual, the German Commission for UNESCO would like to share good practice examples from the Young Experts Forum 2015 as well as some lessons learned in order to help organisers of upcoming Young Experts Forums further develop this type of event.

The forum gathers many highly talented young people to consider World Heritage issues. Let us profit from their potential and learn from each other when organising a World Heritage Forum for and with young people.



Dr. Verena Metze-Mangold
President of the German Commission for UNESCO



Background

What is a World Heritage Youth Forum or a Young Experts Forum? Why are such forums organised? And what exactly is World Heritage education about?

By hosting a World Heritage forum for young people in conjunction with a World Heritage Committee session, the Host State Party displays its commitment to providing activities for World Heritage education. Therefore, this chapter first reflects on the provision contained in the World Heritage Convention on how to inform and transmit the values of World Heritage. It highlights the potential that World Heritage education may have for facilitating sustainable development.

Since the Young Experts Forum 2015 is part of the World Heritage Education Programme, in the second section Carméla Quin, who is responsible for this programme at the UNESCO World Heritage Centre, demonstrates the objectives underlying the World Heritage Youth Forums, as the initiative is generally called. Her article gives insights into the topics and structures of previous World Heritage Youth Forums.

The design of the Young Experts Forum 2015 was based on the experiences of previous World Heritage Youth Forums. Be inspired, too.



World Heritage Education

Whether historic cities, cultural landscapes, or incredible natural phenomena – World Heritage sites are places to learn how to become a world citizen. Dealing with World Heritage is about understanding our past but also about learning best practices for our future: How did people manage the site in the past and ensure its preservation? What can we do today to make sure that future generations continue to learn from the site's valuable stories?

The commitment to World Heritage today – the development of innovative conservation techniques, raising awareness, and educational activities – generates new ideas and creative ways of building a future that is worth living in. Among other factors, this is what sustainability is about: creating a good livelihood for everybody. Thus, the protection of natural and cultural heritage is explicitly outlined in the UN Sustainable Development Goals for 'making cities and human settlements inclusive, safe, resilient and sustainable' (Goal 11).

By signing the World Heritage Convention (Article 27), States Parties commit themselves to '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 (...).' The operational guidelines (paragraph 220) specify: 'States Parties are encouraged to develop

educational activities related to World Heritage with, wherever possible, the participation of schools, universities, museums and other local and national educational authorities.'

Specific World Heritage Education Programmes are of crucial importance, allowing the international responsibility for providing World Heritage education to be shared. They not only serve to exemplify the idea of sustainable development, but all UNESCO messages. To give some examples: International forums on World Heritage foster intercultural dialogue. Interactive material about socio-historic contexts allows tourists to discover why a church in a Muslim country has been declared a World Heritage site and thus better appreciate cultural diversity. By learning about the workings of the World Heritage Committee in a simulation game, young people experience the importance of international cooperation and solidarity.

Thus, a future-oriented World Heritage education activity is not only concerned with the historical meanings of a site. It rather understands World Heritage as an opportunity to draw attention to social developments and to help young people make their voices heard. World Heritage education should therefore enable young people to participate in and provide them with the practical competencies required to create a sustainable society.





World Heritage Education is about:

- learning about the world, its diverse cultures, and natural treasures in intercultural dialogue.
- developing different approaches to safeguarding World Heritage.
- getting involved and making an impact on the future development of the World Heritage Programme.
- adapting World Heritage for the future.



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WWW

The World Heritage Education Programme
of the World Heritage Centre:

<http://whc.unesco.org/en/wheducation>

World Heritage Youth Forums

by Carméla Quin

UNESCO World Heritage Education Programme

One of UNESCO's Most Successful Flagship Programmes for Young People

Initiated as a UNESCO special project in 1994, the World Heritage Education Programme gives young people a chance to voice their concerns and to become involved in the protection of our common cultural and natural heritage. It seeks to encourage and enable tomorrow's decision makers to participate in heritage conservation and to respond to the continuing threats facing our World Heritage.

Young people learn about World Heritage sites, and about the history and traditions of their own and other cultures. They become aware of the threats facing these sites and see how the international community as a whole unites to save our common heritage. Most importantly, they discover how they can contribute to heritage conservation and make themselves heard.

PROJECTS AND ACTIVITIES

The World Heritage Education Programme features concrete projects and activities, such as:

- the World Heritage Youth Forums/ Young Experts Forums
- the World Heritage in Young Hands educational resource KIT
- the Patrimonito's World Heritage Adventures cartoon series
- training seminars for educators on the use of the kit
- on-site skills-development and specialised training courses for young people; workshops and conferences
- World Heritage Volunteers initiative

UNESCO World Heritage Youth Forum

A Best-Practice Example of Quality Education

One of the major aims of the UNESCO World Heritage Education Programme is to foster intercultural learning and exchange by bringing students, educators, and heritage experts together to World Heritage Youth Forums. Since the first World Heritage Youth Forum in Bergen, Norway in 1995, over forty Youth Forums have been held around the world.

In 2015, the Youth Forum was for the first time named the Young Experts Forum in order to acknowledge the young people's experiences as students, researchers, and young professionals in the field of World Heritage. The term seeks to highlight the role that young people have to play in the preservation of World Heritage.

The forums serve as a catalyst, sparking inspiration to develop educational and participatory activities on World Heritage both locally and internationally. They provide participants with a chance to meet young people from other countries, learn about their heritage, discuss common concerns, and discover new roles for themselves in heritage conservation. The activities help create synergies between heritage specialists, educators, and young people.

World Heritage Youth Forums are now also being held in conjunction with the World Heritage Committee sessions and organised in close collaboration with the hosting States Parties.

Evolving Features of World Heritage Youth Forum

The activities include lectures and presentations from experts and heritage specialists, panel and group discussions, workshops, visits to sites with expert input, and hands-on practical activities providing experience with heritage conservation and preservation.

A new feature in recent forums is the Youth Model of the World Heritage Committee, an educational simulation activity drawing the young participants' attention to issues related to heritage preservation and promotion and teaching them about how the World Heritage Committee works.

One of the exciting highlights of such forums is when the youth delegation presents the results of their activities to the World Heritage Committee. Efforts were made to find an appropriate time for these presentations so that the States Parties can give them their full attention and consideration. Recently, the youth presentation has been incorporated into the programme of the Opening Ceremony of World Heritage Committee sessions.

The youth delegates also have the opportunity to meet members of the Committee and its Advisory Bodies to discuss the Convention and its implementation. When possible, some youth delegates have had the opportunity to join the States Parties Delegations during the Committee sessions.

The positive immediate impact of the World Heritage Youth Forum has been widely recognised. The integration of skills development is a distinctive feature and this practice has been institutionalised, making a positive impact at

the local level. The young participants contribute valid recommendations: following up on these recommendations in a systematic manner needs to be ensured.

At the same time, further reflection and action is needed as regards the multiplier effect and the long-term results and sustainability. Due to the limited number of young people able to participate in a World Heritage Youth Forum it is important to build on existing UNESCO programmes with good networks and methodologies. A non-elitist approach to the selection of participants should be ensured.



Youth Forum Themes

Each Youth Forum has a different contribution to make in promoting World Heritage education and youth involvement. The forums take up varying issues linked to World Heritage such as freshwater preservation, sustainable tourism, community, linguistic and cultural diversity, and education for sustainable development, to name the themes for the Asia Pacific World Heritage Youth Forum in Christchurch, New Zealand (31st World Heritage Committee session, 2007).

The youth component of the 32nd World Heritage Committee session held in Ottawa and Québec, Canada in 2008 discussed themes such as humankind's shared heritage, the preservation of natural sites, cultural heritage, the link between journalism and World Heritage, the inscription process on the World Heritage List as well as the functioning of the World Heritage Committee. It was also the first time that the participants were paired with different country and organisation delegations. They sat in on the World Heritage Committee session, including the different regional and thematic meetings. The participants witnessed the organisational efforts required for the management and organisation of the Committee to take part in various supportive tasks.

The First Ibero-American World Heritage Youth Forum, held in conjunction with the 33rd session of the World Heritage Committee in Seville, Spain in 2009, gathered secondary school students and developed creative communication campaigns on the themes of cultural and natural World Heritage, industrial heritage, intangible heritage, and underwater heritage. The Spanish Ministry of Culture continued the activity the following year with a 2nd Ibero-American World Heritage Youth Forum in Aranjuez, this time focussing on the cultural landscape and sustainable tourism.



The results of this forum were then presented in a meeting at the 34th World Heritage Committee meeting in Brasilia, Brazil in 2010. To date, seven Youth Forums have been held in Spain reaching out to secondary students from Spanish-speaking countries.

The Brasilia 2010 World Heritage Youth Forum was held in conjunction with the 34th session of the World Heritage Committee in Brasilia, Brazil and focussed on modern heritage, natural heritage, and colonial heritage.

For the 40th Anniversary of the World Heritage Convention in 2012, the International Youth Model of the World Heritage Convention was held in Kazan, Russian Federation in conjunction with the 36th World Heritage Committee session. The Youth Forum was designed to attract the attention of young people of the States Parties to the World Heritage Convention to the problem of preserving natural and cultural heritage and to raise awareness of youth activities related to the Convention, its role and its international importance as well as procedures for making nominations to the World Heritage List.

The International World Heritage Youth Forum 2013 held in conjunction with 37th World Heritage Committee session, in Siam Reap and Phnom Penh, Cambodia focused on the significance of sites as living heritage deepening youth understanding of the links between the temples, the surrounding environment and people living in and around the site.

In 2014, the World Heritage Youth Forum took place in Doha and Al Zubarah, Qatar, before the 38th session of the World Heritage Committee. The forum dealt with the cultural heritage of Qatar, its management, preservation and sustainability as well as with the impact on the local community. The forum featured among others field trips as well as a Model that animated the participants to draft a declaration to be presented at the Opening Ceremony of the Committee session.

Finally in 2015 the Youth Forum was called for the first time Young Experts Forum in order to acknowledge the expertise that the 20 to 30 year old participants brought with them from their studies or professional careers in heritage related fields. The forum was held in conjunction with the 39th session of the World Heritage Committee and took place for 12 days in Koblenz and Bonn, Germany. In workshops, field trips, hands-on work in the Upper Middle Rhine Valley and during a Model of the Committee, the participants contributed to the forum's theme 'Towards a Sustainable Management of World Heritage Sites' and drafted a declaration.

Young People and their States Parties during the Committee Session

On a broader scale, Youth Forums foster intercultural learning and exchange and promote capacity building among heritage experts and young people while providing an opportunity and a platform to contribute to policy processes, focussing in particular on the implementation of the 1972 Convention.

Youth Forums lead to valid recommendations, offer high visibility, and have a huge awareness-raising potential. Some of these recommendations and pledges, however, are not achievable by young people alone unless a policy shift is initiated at the national level. They therefore need be to put to the attention of the Committee.

WWW

Find the exhaustive **list of all previous World Heritage Youth Forums** on the website of the World Heritage Centre:

<http://whc.unesco.org/en/youth-forum/>

Approaches

How to organise a forum? What preparations need to be made? How to draft the programme? And how should the participants be selected?

The previous chapter demonstrated that a Young Experts Forum is part of a very specific programme. World Heritage forums are always organised by different host countries, different institutions, and different partners. That is what makes the World Heritage Youth Forums or Young Experts Forums so special: They always pursue the same overall objectives, but in a way that is unique to the priorities and circumstances of the host country.

This chapter aims to share the German Commission for UNESCO's experiences of organising the Young Experts Forum 2015. Thus, the chapter starts with some facts and figures from the YEF 2015 in order to give an idea of its scale. The second section, 'Designing a Young Experts Forum', outlines the basic decisions that have to be made when establishing a forum's objectives and programme. Having laid the foundations, the third section deals with the logistical arrangements. Since the Young Experts Forum is an international event with participants from all over the world, many of whom are travelling abroad for the first time, there are many factors to consider when arranging accommodation and food, amongst other things. The fourth chapter offers detailed advice on how to draft the programme. The World Heritage Centre's requirements are listed, as well as some guidelines on how to 'spin the golden thread' for creating a coherent narrative. Ultimately, however, a World Heritage Young Experts Forum revolves around the participants. The fifth section describes for example, how the participant profiles for the YEF 2015 were determined. The final section focusses on ways of raising awareness of the forum, so that people from all over the world may have the chance to participate and to benefit from the outcomes of the forum.

Let this chapter guide you in establishing your own approach towards organising a coherent and effectively conceived World Heritage forum for young people.



organising **4 PARTNER INSTITUTIONS**

German Commission for UNESCO,
Ministry for Education, Science, Lifelong
learning and Culture of Rhineland-Palatinate,
NGO European Heritage Volunteers,
UNESCO World Heritage Centre

1 travel agency

arranging the
TRAVEL BOOKINGS

1 agency elaborating the
concept of the Model of the
World Heritage Committee

8

members
in the organising
team during the forum

32 PARTICIPANTS
aged between
20 and **30** years

COUNTRIES
from each world region

31

16

external World Heritage experts

conducting workshops,
field trips or
panel discussions

6

volunteers
helping out at
some programme points

2

staff at
German Commission
for **UNESCO**

1 day for
**drafting the
declaration**

day
**obligatory
participation**
at the first plenary day of the
39TH SESSION of the
World Heritage
Committee

10 months of
preparations

12
days of **programme**

day
for the **Model**
of the World Heritage
Committee

3
half days of
**HANDS-ON
WORK**

months of
evaluation and
follow-up work
at the German
Commission for
UNESCO (less staff)

THEME for the
YOUNG EXPERTS FORUM 2015:

'Towards a
Sustainable
Management of
World Heritage Sites'

3 **EXCURSIONS**
to World Heritage
sites

2 **VENUES**
(Koblenz/
Upper Middle
Rhine Valley
and Bonn)

5

BLOG POSTS
about the
Young Experts

126
TWEETS
#39whcYEF

Designing a Young Experts Forum

Before starting to organise a World Heritage Forum for young people many aspects have to be considered. To give a few examples: During a twelve-day forum you can visit more World Heritage sites and conduct more practical conservation work than in only one week; a forum that includes school pupils may not be called a Young Experts Forum; and if you want the participants to implement the results of the forum in their respective home countries, it is imperative to select multipliers.

In order to help you make these decisions, this section will guide you through the most important steps in preparing a coherent forum.

Basic Decisions

Who organises the forum?

How to finance the forum?

For whom is the forum?

What should the forum be called?

What is the programme of the forum?

Where should the forum take place?

How many days for the forum?

How to finance the forum?

Support from partner organisations

⊕ Besides the financial support, partner organisations can provide support by providing experts and contacts for workshop leaders etc.

Own institutional budget

⊕ Independent in designing the programme

Depending on the budget, do you want:

To cover all the costs for travel, accomodation and food yourself?

⊕ People from all social backgrounds can participate. The host creates a welcoming atmosphere.

⊖ Expensive, so maybe fewer people can be invited.

The participants to cover travel costs?

⊕ More people can be invited than would be the case if organisers covered all the costs.

⊖ People from less wealthy countries might be excluded or discriminated against.

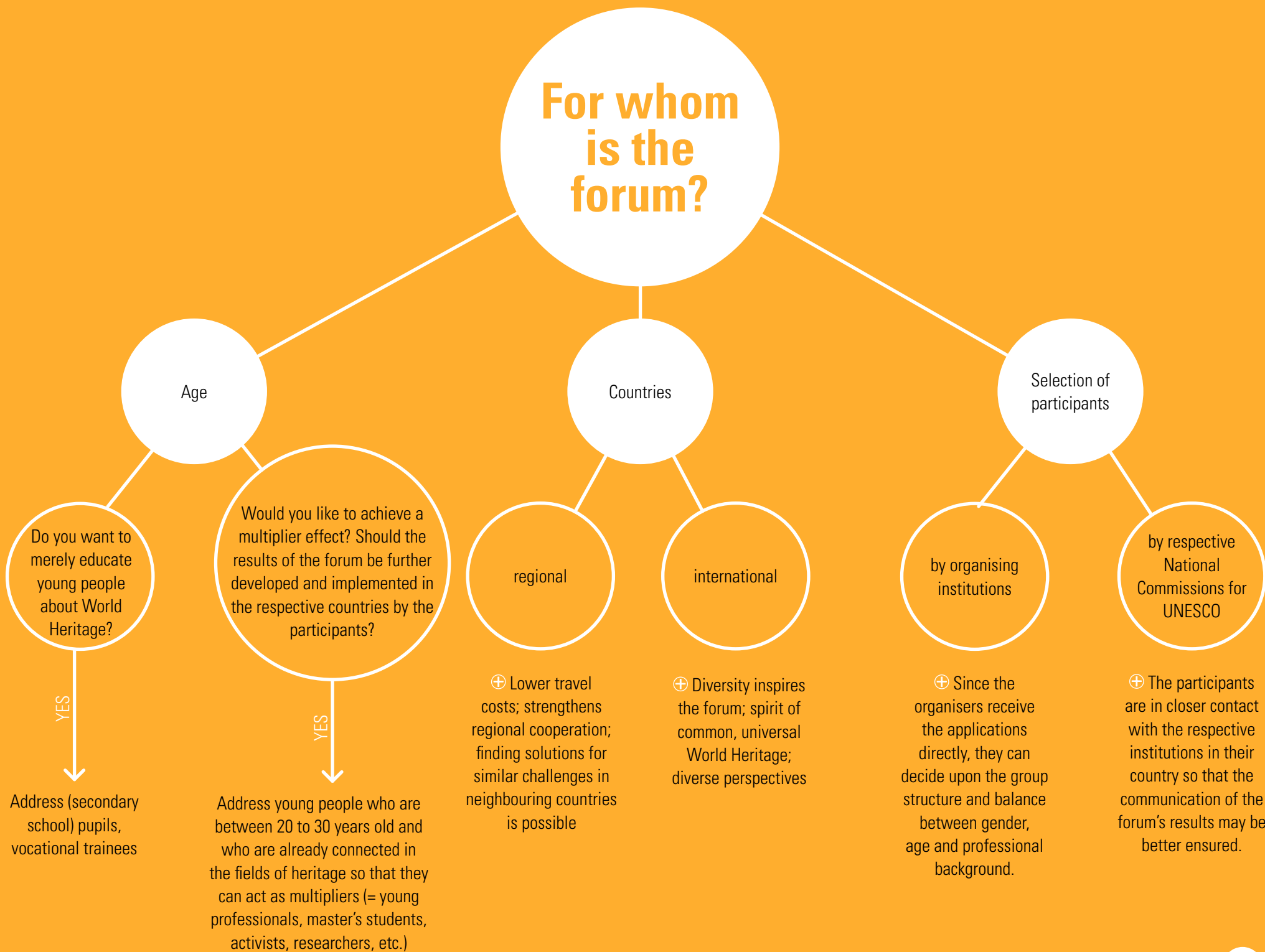
Who organises the forum?

The World Heritage Centre is the initiator of this kind of activity. The Centre should be mainly involved in the preparations.

A National Commission implements UNESCO's programmes at national level. It is advisable if the NatCom is either (one of) the main organisers or involved in the preparation of the forum. The required number of organising staff depends on:

Whether you have an agency helping you to organise e.g. the travel arrangements or other logistics.

Whether you have partner institutions that organise parts of the forum (e.g. the hands-on part or the Model).



What should the forum be called?

Young Experts Forum

- ⊕ The term assumes that young people also can contribute to the preservation of and discussion about World Heritage in a highly qualified manner. The results of the forum may be taken more seriously by the World Heritage Committee. Moreover, the delegations of the Committee may be more eager to accept a 'young expert' in their delegation than a 'youth representative'.
- ⊖ Calling young people who are still students or in their first years of profession 'young experts' may result in too high expectations regarding their position within the Forum and the Committee. However, this may be avoided by addressing the participants in the beginning as 'young people' e.g. and only referring to them as 'young experts' after they are awarded the diploma. At the Opening Ceremony of the World Heritage Committee during which they present their declaration drafted during the forum, the young people may be introduced as 'young experts'.

Name depends on target group and aims of forum

World Heritage Youth Forum

- ⊕ The term is already well known since it was introduced by the UNESCO World Heritage Centre in 2004.
- ⊖ 'Youth' is commonly associated with secondary school pupils. The term may suggest young people having fun.

How many days for the forum?

5-8 days: Remember to focus on a few specific topics. The programme should concentrate more on workshops at one venue than on many time-consuming field trips.

10-12 days: You can offer several field trips to World Heritage sites and provide a multi-faceted programme allowing deeper discussions on the forum's heritage issues. Practical hands-on work for a couple of days is possible. Changing the venue of the forum may be considered.

**Where
should the
forum take
place?**

Do you have a World
Heritage site in your country
with an exemplary site
management and institutional
partners committed to World
Heritage?

YES

Is the World Heritage
site with exemplary
management close
to the venue of the
Committee session?

YES

perfect

NO

Consider time for transportation to
the venue of the Committee session
for the participants to take part at
the first days of plenary debate.

NO

Choose any World
Heritage site located
near the venue of
the World Heritage
Committee session.

Programme
depends on venue,
if it is a cultural,
natural or mixed
site

**What is the
programme
of the
forum?**

cultural or
natural focus?

You may define the theme of
the forum in accordance with
the focus of the presidency of
the Committee session, e.g.
sustainability, future of the World
Heritage Programme, international
cooperation, conservation,
management, World Heritage in
danger - just to give some ideas.

Corporate Design

A logo and a pre-designed template give the forum a clear identity. The corporate design should be created according to your basic decisions. For example, in order to underline the interdependence of the forum and the World Heritage Committee session, it is advisable that the logos of the forum and the session resemble and complement each other.



GERMANY 2015
39TH SESSION OF THE WORLD HERITAGE COMMITTEE
39E SESSION DU COMITE DU PATRIMOINE MONDIAL
ALLEMAGNE 2015



GERMANY 2015
39TH SESSION OF THE WORLD HERITAGE COMMITTEE
YOUNG EXPERTS FORUM

Defining the Aims

What kind of objectives do you want to achieve with the forum and how do you want to succeed? Defining clear objectives, favoured outcomes and concrete actions and activities helps to spin the golden thread of the programme. After the forum you can evaluate whether the aims were met by checking the performance indicators.

One of the objectives of the Young Experts Forum 2015 as an example:



Objective A (what do you want to achieve?)

The participants develop a deeper understanding of the World Heritage Convention and the workings of the WHC.

Outcomes (result):

- The participants analyse the implementation of the Convention at three different German World Heritage sites.
- The participants familiarise themselves with the Rules of Procedure by simulating a World Heritage Committee session.
- The participants get to know the Convention and other important documents (Operational Guidelines, Decisions etc.).
- The participants draft a declaration that they present to the World Heritage Committee during the Opening Ceremony.
- The young experts participate in their delegations.

Actions (programme points)	Activities (what participants do during programme points/actions)	Performance indicators
<ul style="list-style-type: none"> • Excursions to three different World Heritage sites • The young experts participate in a Model in which they represent another country. • The participants draft a declaration on the topic 'Towards a Sustainable Management of WH Sites'. • The young experts participate in their delegations during the Committee session. 	<ul style="list-style-type: none"> • Presentations and Q&A with experts and critical analysis of the WH sites • The participants read background documents and act according to the Rules of Procedure. • The participants discuss their point of views to the topics of the Model. • The participants exchange and discuss with their delegations. 	<ul style="list-style-type: none"> • Site Managers take the opinions of the young experts into consideration for their work. • The declaration will be implemented by the Committee as well as by the young people. • The participants are able to become involved in their delegations.

Preparation Time

Time management always depends on the local circumstances. The following timeline serves as a broad orientation by showing the milestones of the Young Experts Forum 2015 in Germany.

August	Taking basic decisions, defining venue and partners
September	Booking accommodation(s)
October	Defining the aims of the forum, drafting the programme, budgeting
November	Finding partners and service companies (e.g. photographer, movie agency, catering etc.)
December	Preparing a corporate design for the Young Experts Forum, preparing application documents
January	Dispatch of invitation letters to the Secretary-Generals of National Commissions for UNESCO and the Permanent Delegations to UNESCO of the countries invited to apply for the forum. National Commissions and Permanent Delegations are asked to spread the Call for Participation.
February	Continuation of programme development, invitation of experts and workshop facilitators, concept of documentary movie
March	Deadline for application, selection of participants
April	Travel bookings, visa arrangements, design of promotional material (pens, giveaways, banners etc.)
May	Dispatch of information kit, concrete planning of workshops with workshop facilitators
June	Last preparations, Young Experts Forum takes place
July	Young Experts Forum meets World Heritage Committee, publication of results of Young Experts Forum (declaration, documentary movie, etc.)
August	Invoicing, evaluation
September	Exchange with future organisers

Logistics

“The medium is the message” – Transferring this quote by Marshall McLuhan to the organisation of a forum, one could say that the way a forum is logistically organised determines how the content is transported. Having varied food, practical material, a good sleep – briefly said, having well-organised logistics facilitates the smooth running of the programme. This chapter shares some good practices and gives suggestions based on the experiences from the Young Experts Forum 2015.

Food

“The way to a man’s heart is through his stomach” – which applies of course also to women. Tasty and diverse food is very important for the atmosphere of any event. In order to satisfy everybody’s needs, consider the following menu:



- Inquire after dietary preferences (halal, kosher, vegetarian, vegan, allergies)
- Consider religious customs (e.g. Ramadan)
- Try to avoid pork meat if possible. In many cultures pork is not eaten.
- Offer vegetables. Vegetables can be eaten by almost everybody irrespective of his/her dietary preferences.
- Offer local food. It is sustainable and provides an insight into the local culture.
- Provide some snacks if the time slots between meals are longer than 4 hours.

**THINK
SUSTAINABLE!**

**GET INSPIRED BY
THE SUSTAINABLE
EVENTS GUIDE OF THE
UN ENVIRONMENT
PROGRAMME**

Merchandising Material

The Corporate Design can be used for branding notebooks, pens or banners. Well-designed merchandising material gives the forum an individual, harmonic character and facilitates the participants' identification with the event and its content.



Material that may be branded:

- Conference folder
- Notepad
- Pen
- USB-flash drive
- Lanyard
- Name badge
- (Beach) flags or banners for decorating the hotel or workshop venue
- Rollups
- Displays
- T-shirt/Cap/Bandana
- Bottle
- ...



Accommodation

Accommodating people is not only about providing a place to sleep, but also about creating a group atmosphere. Some guidelines for choosing the accommodation:



- Accommodating the participants in single or shared rooms? This decision depends on the budget and on the local customs. Single rooms give the participants some space to relax and to work on their own projects whereas shared rooms facilitate intercultural exchange.
- If the workshop rooms are located in the hotel, you save travel time and energy that can be used for more valuable breaks.
- Taking into consideration that free time in between working sessions is necessary, it is a good idea to have a common room for the group to socialise and exchange ideas.
- A storeroom is practical in order to store material. This storeroom may also be used as a permanent 'contact room' for the the organisers. If participants need something, they can be sure to find a member of the organising team here.
- Ask for some space in the lobby to set up a welcome desk on the first day.

Registration

After the selection of participants, the next step is the registration. The registration form is a good tool to ask for information needed for the logistics. Here are some tips for creating the form:



- An online registration form facilitates the handling of data, because the data are exported directly into an Excel sheet with which you can continue to work.
- Ask for personal data and passport information that you might need for the travel bookings, for issuing the visa or for registering the participant at the Committee session.
- If you want to book the flights for the participants, ask after travel preferences: From which airport does the participant want to depart and when?
- Ask for dietary preferences (vegan, vegetarian, halal, kosher, allergies). This will help to arrange the menu.
- Make sure that the participants have the information they need to obtain their visa.
- Ask permission to use the photographs and movies that will be taken during the forum.
- For data privacy purposes, ensure that the participants are aware of how their data will be used (e.g. internal organisation with partners).
- If the programme involves a choice of different workshops (e.g. hands-on parts), ask for workshop preferences.
- You may also use the registration form as a kind of contract asking the participants to confirm their active participation.

Drafting the Programme

The programme is the core of the forum. To construct the programme, conference venues and restaurants have to be reserved, and experts and facilitators have to be requested. The objectives can be achieved on the basis of the programme. In order to draft a coherent programme based on the basic decisions some steps need to be considered – such as the programme elements, the choice of speakers and the briefing of workshop leaders.

**ARRANGE ENOUGH
FREE TIME FOR
INFORMAL
DISCUSSION AND
REFLEXION.**

Organisers of a World Heritage Committee session receive a 'Statement of Requirements' from the World Heritage Centre. This document also states some requirements for the accompanying youth event. The following programme elements were required for the Young Experts Forum 2015.

PROGRAMME ELEMENTS

- Input from experts and heritage specialists
- Group discussions and workshops
- Participants' presentations about handling of World Heritage in their home countries
- Model of the World Heritage Committee
- Practical hands-on work
- Field trips to World Heritage site(s)
- Presentation of the work and result of the forum (e.g. declaration) at the Opening Ceremony of the Committee session
- Participation at World Heritage Committee session

**CONSIDER SOME
FLEXIBILITY IN THE
PROGRAMME.**

The Golden Thread

The task of the programme organisers is to spin the golden thread. Therefore, when drafting the programme, have in mind your overall objectives and reflect on how far the envisioned activity contributes to their achievement. During the forum, it is advisable to have a moderator to explain the golden thread to the participants. For both, keep in mind the following:

Welcome participants and create a positive atmosphere.

Get to know each other and learn about the participants' expectations.

Lay the groundwork in introductory workshops, and build upon this with further activities.

Develop the learning experience further with field trips and let the participants contribute their own input and ideas.

Brief every facilitator and workshop leader on what the group did before and what the aims of the session should be.

Summarize each session and link the content to the overall theme of the forum.

Close the forum by drafting the declaration revealing the forum's results.

Finish with an outlook and define a follow-up.

The Opening and Closing Ceremony

These ceremonies have an official character. The Opening Ceremony aims to welcome the participants and to give first impressions of the local culture. The Closing Ceremony is the chance to say goodbye to the participants and to award the diploma. The atmosphere differs, considering that at the Opening Ceremony everything is new and unknown to the participants, whereas at the Closing Ceremony the group of strangers has – ideally – become friends. Accordingly, the ceremonies should meet the expectations and fit in with the programme. Some recommendations:



Opening Ceremony

- Leading representatives of the organising political institutions may officially welcome the participants – hereby expressing their recognition of the forum. At the same time this gives the speakers the opportunity to exchange ideas with the international group of young people.
- Artistic acts may take the form of performances, music, or movies. Art can give an insight into local culture or encourage the audience to think about World Heritage issues.

Closing Ceremony

- You could invite the Director-General of UNESCO or the Director of the World Heritage Centre to the Closing Ceremony to award the diploma.
- Proving to the participants that UNESCO values their work highly. Provide the opportunity for group pictures.

Selecting the Participants

For the Young Experts Forum 2015 the German Commission for UNESCO – as the main organiser – selected the participants. It was therefore possible to compose the group according to the criteria outlined in the Call for Participation. In an information letter sent by email, the organisers asked the respective National Commissions for UNESCO and Permanent Delegations to UNESCO to spread the Call for Participation and the Application Form. In the email it was underlined that interested candidates should apply directly to the German Commission for UNESCO – so that no pre-selection by a National Commission or Permanent Delegation was necessary.

This section should support you in creating the documents for selecting a diverse and balanced group of participants.

»TO WORK WITH 31 PARTICIPANTS FROM 31 COUNTRIES WAS A VERY SIGNIFICANT EXPERIENCE, AN EYE-OPENER AND A VERY SPECIAL MOMENT OF INTEGRITY AND COOPERATION.«

participant of YEF 2015



Defining the Participants' Profile—Criteria

1

Participants that wanted to apply for the YEF 2015 needed to be:

- between 20 and 30 years old.
- citizens of one of the 21 States Parties of the current World Heritage Committee (Algeria, Colombia, Croatia, Finland, Germany, India, Jamaica, Japan, Kazakhstan, Lebanon, Malaysia, Peru, Philippines, Poland, Portugal, Qatar, Republic of Korea, Senegal, Serbia, Turkey, Viet Nam) or of Brazil, Cambodia, Egypt, Ethiopia, Mauritania, Mexico, Myanmar, Namibia, Rwanda, Tanzania, Tunisia and Ukraine.
- involved in heritage-related fields such as World Heritage Studies, (Landscape) Architecture, Urban Planning, Archaeology, Art History, Museology, Cultural Studies, Anthropology, International Politics, Geography, Tourism; be students, researchers, activists or young professionals in NGOs, associations, cultural and natural organisations, museums, or heritage sites; and be committed to contributing their own expertise.
- motivated to be part of a network of young experts on World Heritage and eager to implement the results of the forum in their home countries.

THE PROCESS

2

Drafting the Call for Participation—Possible Elements



- Facts and figures about the forum: What, when, where, who is the organizer?
- Objectives of the forum
- Definition of participants' profile
- Information about deadline (indicate the exact time, eg. 9am CET)

Drafting the Application Form—Possible Elements

3



- Personal details
- Information about educational background, current job as well as English language skills
- Experiences in the field of World Heritage (and with the topics of the overall theme)
- Motivation for participation and how he or she would contribute to the forum
- Description of current or planned project to which experiences of YEF would contribute

**AN ONLINE TOOL
FACILITATES THE
HANDLING OF DATA,
BECAUSE THE DATA ARE
EXPORTED DIRECTLY
INTO AN EXCEL SHEET
WITH WHICH YOU CAN
CONTINUE TO WORK.**

4

Sending an Invitation Letter to the National Commissions for UNESCO and the Permanent Delegations to UNESCO of the countries invited



The invitation letter aims to inform the National Commissions for UNESCO and the Permanent Delegations about the forum. It outlines the programme's elements and its objectives. The addressees are asked to spread the Call for Participation and Application Form.

5

Spreading the Call for Participation including the Application Form and the Preliminary Programme via other institutions



- Put the call on the website for the Young Experts Forum.
- Spread the call via Facebook and other social media channels.
- Ask the World Heritage Centre to publish the call.

Selecting the Participants

6



- Prepare an assessment sheet based on your criteria.
- Make sure you have a gender balance as well as a balance between different backgrounds in cultural and natural heritage.
- If needed, consult partner institutions for recommendations.

Informing the National Commissions for UNESCO and the Permanent Delegations to UNESCO about the selected participant

8



A second letter addressed to National Commissions and Permanent Delegations provides a good occasion to ask NatComs and Delegations for support in registering the young expert as part of the respective delegation at the Committee session. Moreover, the information letter is a good occasion to establish a link between the participant and the respective National Commission and to encourage cooperation.

7

Informing the selected participants and asking them to fill out the more detailed registration form



With the registration form you can ask for more information that will be needed for booking the flights and for organising other logistics.

9

Booking of flights and transportation (e.g. via an agency)

Providing more information about the programme and forum in an Participant Information Kit

10



The Information Kit may contain:

- Information about travel and accommodation (arrival, hotels, food, medical insurance)
- Information about the programme and possible tasks that participants might need to prepare in advance
- What participants need to bring (clothes etc.)
- Practical information about living conditions in host country (time zone, climate, currency, electrical supply, drinking water, public transport, smoking, opening hours of shops, dress code during forum, emergency numbers, contacts)
- General information about host country (facts, history, political system, etc.)
- List of participants so that they could get in contact with each other prior to the forum



Raising Awareness

During the forum, inspiring discussions take place on a peer to peer level, but also between participants and experts. Young people from around the world, eager to make an impact, commit themselves to a World Heritage site. This is news worth reporting on! Here are some recommendations on how to raise awareness of the ideas generated during the forum.



Communication Concept:

Before starting to post on Twitter, Facebook etc., it is a good idea to draft a communication plan.

The plan may consider the following questions:

- What messages would you like to communicate?
- Who is your target group?
- Which media channels do you have access to?
- When should the messages be communicated?
- Who is in charge of implementing the communication plan?



Involve the **'Young Heritage Experts'**.

The online platform has been initiated by the participants of the YEF 2015. The platform aims to serve as a think tank and international networking platform for young professionals, activists, and researchers in the field of cultural and natural heritage. The alumni are well connected and eager to support upcoming forums either by giving recommendations or by spreading the Call for Participation or the results of forthcoming forums on their website.

youngerheritageexperts@gmail.com

WAYS OF RAISING AWARENESS

SOCIAL MEDIA

Today, most young people are on **Facebook**, **Instagram** or **Twitter**. Involve the participants and profit from the power of 'word of mouth' communication and social media. However, in order not to lose sight of the golden thread of your message, a good communication plan helps. How often do you want to communicate? Which channels do you want to use? Who is your target group? On the next page you find advice on how to make a plan.



Website

A website serves as a good source of information. Make sure that all relevant documents are available for download. Link the website to that of the Committee session and design it according to the forum's corporate design. In this way you can make sure that the two events are linked. This may also help to get more visits to the forum's website.



Documentary Movie

A movie provides a much better insight into an event than only texts and pictures. Furthermore, it can be shown at the Opening Ceremony of the Committee session. Some steps need to be considered:

- Hire a film team with whom you develop the concept.
- Decide on a detailed concept of how to communicate the forum's message.
- Define specific programme activities that should be filmed. Make sure that the various activities of the forum – workshops, excursions, Model, hands-on work – are all included in the film.
- The movie has to be finalized a few days before the end of the forum in order to be shown at the Opening Ceremony of the Committee session. Therefore, schedule feedback deadlines.
- Schedule a deadline for the World Heritage Centre and – if necessary - the host country or further partners to comment on the movie and to release the final version of the film.
- Publish the movie on your website, Facebook etc.

**Tip: Make the movie short:
3 - 4 minutes**



Ideally the **media** (newspapers, television, radio) will report on the forum! Since journalists often come when the forum is in full swing the organisers can save time and energy by taking care of the following preparations:

- Publish a press release in consultation with the World Heritage Centre informing the media about programme activities (highlights) and possibilities to report on site.
- Name a spokesperson who will give interviews on the forum.
- Provide the media with background information about participants so that journalists can decide on interview partners.
- Have some pictures ready that you can share.
- Prepare a press kit and carry some samples with you in case a journalist arrives spontaneously.

AN EXAMPLE OF ASPECTS OF THE SOCIAL MEDIA PLAN

What is the message/aim?	What content should be communicated?	Which channel?	Who should generate the content?	When?
<ul style="list-style-type: none"> Inform the public that the forum is starting 	<ul style="list-style-type: none"> '32 young experts from around the world arrived in Germany' 	<ul style="list-style-type: none"> Facebook, because a picture can be posted and it can be linked to Twitter and/or Facebook 	<ul style="list-style-type: none"> Social media person on the organising team 	<ul style="list-style-type: none"> 1st day of the forum
<ul style="list-style-type: none"> The participants have voices to be heard 	<ul style="list-style-type: none"> Young Experts Greeting #6: Laura (Croatia) and Jiemin (Korea): 'We, as young experts, will take an initiative to facilitate communication in our local communities while sharing experiences and knowledge in our global network. This is just our beginning.' #39whcYEF 		<ul style="list-style-type: none"> Social media representative 	<ul style="list-style-type: none"> 2nd day of the workshops
<ul style="list-style-type: none"> Explain the role of the Model of the World Heritage Committee 	<ul style="list-style-type: none"> Report with pictures of the Model. The report may be accompanied by participants' quotations. 	<ul style="list-style-type: none"> Blog or website 	<ul style="list-style-type: none"> Social media representative 	<ul style="list-style-type: none"> 8th day when the Model takes place



Assign one member of the organising team whose only responsibility is to be in charge of social media - looking for stories and suitable quotations from participants for Twitter, taking pictures for Facebook and Instagram and writing blog articles.



Hashtag for the Young Experts Forum 2015: #39whcYEF

Methodologies

What exactly is hands-on work? What is the Model of the World Heritage Committee session about? And how can the process of drafting the declaration be facilitated?

The success of the forum depends not only on careful preparation and logistical organisation, but also on the quality of methodologies for the different programme points. The previous chapter focussed, amongst other aspects, on the design of the programme.

This chapter explains what kinds of workshops took place during the YEF 2015 and gives some insights into workshop methodologies and the organisation of field trips. Furthermore, it shares experiences on how the activities required by UNESCO, such as the Model of the World Heritage Committee and the hands-on activities, were realised in 2015. Last but not least, some insights will be shared on how the process of drafting a declaration and the participation of the young experts at the Committee session may be facilitated. This chapter will end with reflections on evaluating the forum.

Since this chapter is based on the practices applied during the Young Experts Forum 2015 in Germany, it does not claim to be a complete handbook for workshop methodologies – but it will hopefully serve as an inspiration!



Workshops

Within the framework of a World Heritage Young Experts Forum, workshops are one key component for transmitting and generating content in an interactive and participatory format. In this context, workshops include all forms of information sessions, be they panel discussions, group work or intensive textual work. Having an international group of highly talented and motivated young people is something very special: Workshops allow for the exchange of knowledge and the generation of new ideas and projects. It is crucial that the workshops are well structured in order to ensure positive outcomes and an effective exchange.

This section outlines possible structures for such workshops and offers suggestions on specific approaches, drawing on experiences from the Young Experts Forum 2015. Ultimately, this section aims to give a broad overview of the different types of workshops and how to structure them effectively.



Different Types of Workshops

Panel Discussions

Panel Discussions aim to encourage exchange between World Heritage experts and participants. This format allows input to be transmitted effectively. Experts provide input and participants ask questions so that a constructive discussion may take place. A moderator oversees the experts' input and the discussion, and summarises the key points at the end.

Interactive workshops

During the YEF 2015, the following panel discussions were held in order to:

- exchange viewpoints on the **management of the World Heritage site Upper Middle Rhine Valley**. Various people involved with the site were invited to share their experiences of managing this World Heritage site. The site managers were very eager to receive feedback from the international group of young heritage experts and to hear their opinions on the challenges faced by the site management. Afterwards the site managers reported that they wanted to consider implementing some of the young experts' ideas as part of their management plan.
- provide as many different ideas as possible on the **management of World Natural Heritage sites in Germany**. Since the German natural heritage sites were too far away to be visited, representatives from each were invited to present their approach towards heritage management. One expert from the IUCN law office and one expert from Australia were also invited in order to situate the case studies within the broader context of international World Natural Heritage management. The panel discussion was moderated by the German focal point for World Natural Heritage, who was also a member of the German delegation of the World Heritage Committee.
- give the **participants the opportunity to present aspects of sustainable management of a World Heritage site in their home country**. The participants' presentations aimed to show the diversity of approaches to World Heritage sites and to spark discussion of different management practices around the world. Four people presented for five minutes each, followed by fifteen minutes of discussion. The moderator summarised the points discussed.

Different Types of Workshops

Panel Discussions

Interactive workshops



Interactive workshops aim to develop content and enable exchange between the participants. In order to create a constructive and participatory working atmosphere, a moderator should facilitate the workshop, implementing a range of methods to encourage productive exchange and concrete results.

During the YEF 2015, the following interactive workshops were held in order to:

- get to know each other's backgrounds and expectations.
- develop a common understanding of sustainability.
- exchange opinions and feedback on the management of the World Heritage site.
- develop ideas on future (joint) projects.

Workshop Structure

Just like a good book or article, every workshop session should follow the same structure: introduction, main body, and conclusion. These sections are explained below.

i

Main Part

The core of each session is dedicated to discussing and developing the content. Therefore, it is advisable that the moderator:

- allows the participants to interact with the content.
- encourages exchange between the participants.
- draws on the participants' competencies.

2

1

i

Introduction

The session should begin with an introduction, lasting between five and thirty minutes. Much progress can easily be made at this stage. For example, it is possible to start 'building a relationship' with the participants simply by smiling at them or by looking them in the eye. These are some more aims of the introductory phase:

- Getting to know each other
- Building relationships
- Giving an overview of the session
- Outlining a modus operandi
- Ascertaining the participants' expectations
- Establishing common ground

3

i

Conclusion

The final part of a session is dedicated to:

- summarising the discussions.
- recording the results.
- collecting the participants' feedback on the session.
- ending the session on positive common ground.

Methods

How should the different workshop phases be designed?
Here are some approaches taken at the Young Experts
Forum 2015.

Introduction

What about you? – This method requires the participants to stand in the middle of the room. Then they are asked to position themselves according to, for example, where they live in the world: north, south, east or west. That way, the participants are able to visualise the geography of the world as well as the composition of the group.

The same method also works when asking 'how old are you?' or 'how long have you been involved in World Heritage?' Here the participants form one line, the oldest at one end. This approach helps to break the ice and to encourage communication.



Don't forget to record the results of the discussions!



Main Part

The **World Café** approach allows every participant to contribute to a discussion on various topics. The room is arranged like a café with round tables and chairs. Each table is devoted to one topic or question that will be discussed by groups of approximately four participants. Each table has a fixed moderator who records the discussion points. Every five minutes the participants change tables and discuss another topic. At the end, the moderators present the discussion points from each of their tables.

Speed Dating is a good way of encouraging interactive reflection on previous input. In small groups of three, the participants can exchange their impressions and viewpoints in a focussed manner. After two minutes the groups change and another question is discussed. For this method, chairs are put in two circles – one smaller inner circle and one outer circle. The participants sit in front of each other. When it is time for the groups to change, the outer circle moves one seat to the right and the inner circle one seat to the left.

Painting a picture is a good way of considering new impressions and of placing topics within new contexts. At the Young Experts Forum 2015, the participants were asked to discuss in small groups their ideal plans for the sustainable management of the World Heritage site Upper Middle Rhine Valley and to paint their perfect valley. Afterwards, the pictures were displayed and presented by the groups. It was fascinating to see how different the approaches were! The gallery from 2015 was shown to the site management as inspiration.



Music and movement can create a good atmosphere. Why not use them to refresh participants during an intensive workshop? As a way of mixing up the working groups, play local music and ask the participants to walk around the room. When the music stops, the participants work together with those people standing next to them.



Give concrete instructions: How much time should be spent on each task, how will the groups be mixed, and who should present the ideas, ...?

Conclusion

All the results are recorded on big sheets of paper displayed on the wall. A **gallery walk** allows the participants to look at each poster and to see what the others have created. Each group then presents its results, and all participants may comment or ask questions.

The **flashlight** method is a useful way of getting a short piece of feedback from each participant. Each participant is asked to summarise, in one sentence, what he/she found most interesting or which elements of the discussion he/she will take back home, for example. Comments or questions are not allowed at this point.



Revive the session by asking the participants to change seats. This makes them feel more energised and encounter different perspectives.



Planning a Workshop

Bearing all of these different phases and methods in mind, this table should help to plan each stage of the workshop.

Aims	Content	Responsible Person	Material	Time
Participants get to know each other	Participants discuss how long they have worked with World Heritage	Workshop facilitator gives instructions	None. A free space is needed	5 minutes
...
				in total (e.g.) 90 minutes



Vary the methods so that each participant can apply their individual skills and preferences (e.g. writing, presenting, painting, listening etc.)



A standard workshop session takes 90 minutes. After 90 minutes participants deserve a break.

Field Trips to World Heritage Sites

One of the assets of World Heritage is that people can experience history and current life at the site itself by feeling, smelling and hearing. A forum dealing with questions of World Heritage should take advantage of these qualities and visit the sites. Field trips not only allow the participants to see the site and to learn about its Outstanding Universal Value, but also to discover and discuss various aspects of its management. Find some recommendations on how to organise field trips below.



i

The structure of the field trip depends on some basic factors that need to be established beforehand. **How long should the field trip be?** During a two-day trip, participants may explore the site more thoroughly, examining it from different angles, whereas a half-day session would offer more of a first impression.



Who will lead the field trip? The role of the field trip's facilitator is very much dependent on the content that is being transmitted. For example, a tourist guide would focus on the site's beauty or architecture, whereas a site manager may talk more about the criteria according to which the site is included on the World Heritage List and the ways in which they are meeting regulations. Therefore,

- choose the facilitators according to your overall objectives.
- brief the facilitators on the aims of the forum and on the backgrounds of the participants.
- help the facilitators to plan their approach by discussing the content and format of the field trip.



Reflect with the participants on how the facilitators presented content and discuss how they can communicate such information on the heritage in their own region.



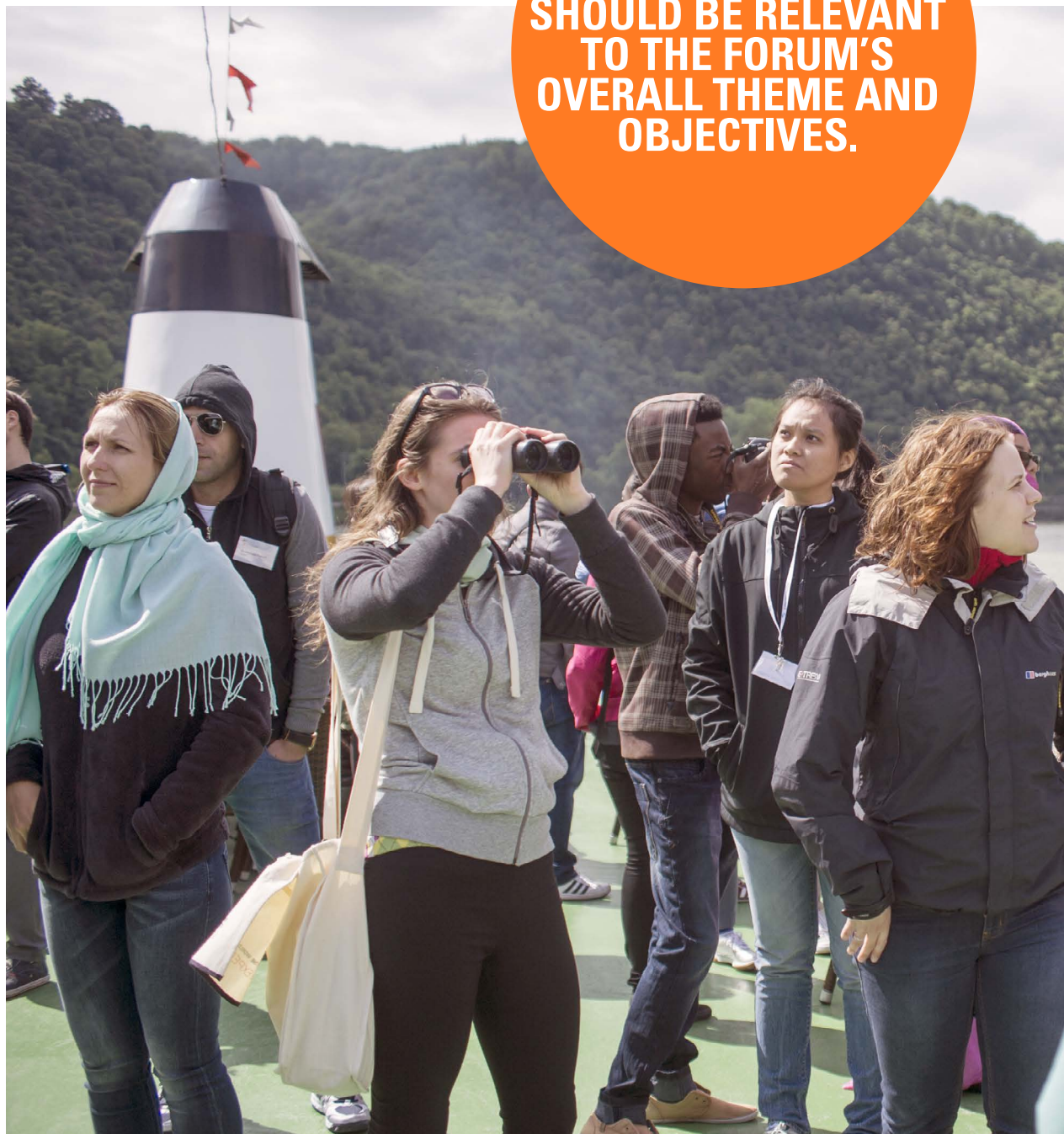
Components of field trips

- Guided tours
- Presentations
- Discussions
- Visits to, and evaluation of, museums or information centres
- Questionnaires or other methods that encourage the participants to analyse the structure and the content of the field trip
- ...



Explain the purpose of the trip and provide information on the thematic focus and the learning outcomes so that participants know what to focus on.

**THE FIELD TRIPS
SHOULD BE RELEVANT
TO THE FORUM'S
OVERALL THEME AND
OBJECTIVES.**



Model of the World Heritage Committee

Part of the Young Experts Forum is the Model of the World Heritage Committee. The education simulation offers the participants a practical learning experience about both World Heritage issues linked to sustainability, as well as about the role of statutory bodies such as the World Heritage Committee in the framework of the World Heritage Convention.

Educational simulations of multilateral cooperation within the United Nations are a well-established and proven method to help young people learn about the challenges of

multilateral diplomacy within international organisations. By 'playing a role' as delegates of their assigned state, participants gain first-hand experience of the most important means of diplomatic negotiations such as formal debates and informal negotiations.

Within the framework of a World Heritage Youth Forum or Young Experts Forum, this type of activity is relatively new. Therefore, no standard guide or method exists at present. This section explains how the Model was designed for the YEF 2015.

The Model at the Young Experts Forum 2015

The basis for the World Heritage Committee Model during the Young Experts Forum 2015 was a real case encountered by a World Heritage site. However, the case was anonymised in order to enable an unprejudiced discussion. The organisers (the German Commission for UNESCO with the support of an agency specialised in simulation games) prepared a scenario based on State of Conservation (SoC) Reports as well as role cards providing the participants with talking points and suggestions for a strategic debate. The debates were to focus on the content rather than on diplomatic procedures. Thus, the developed scenario highlighted discussion points linked to the sustainable management of the site touching on economic, ecological, social and cultural aspects.

Within the framework of the World Heritage Committee's political structure, the participants were able to discuss and reflect upon the challenges involved in the sustainable management of World Heritage sites. The World Heritage Committee Model thus built a platform with which the participants were able to learn about the working procedures of the Committee whilst, at the same time, reflecting on the general theme of the Young Experts Forum 'Towards a Sustainable Management of World Heritage Sites'.

The rules of the World Heritage Committee Model were based on the Rules of Procedure of the World Heritage Committee, and adapted according to the Model's needs.





General Framework of the Model during the YEF 2015

- 2 hours for the preparation session
- 1 full day for the simulation
- 21 Member States of the Committee
- 2 participants representing the Chairperson
- 2 delegations acting as both a delegation and a Vice-Chairperson
- 1 Advisory Body (IUCN, since the case was a natural site)



OBJECTIVES OF THE MODEL

The key objective of the World Heritage Committee Model during the YEF 2015 was to provide participants with the following learning experiences:

- Learning about the World Heritage Committee as a statutory body of the World Heritage Convention: the Convention's legal basis, the Committee's role within the Convention, and its decision-making procedures
- Becoming acquainted with perspectives on heritage and conservation which are different from their personal opinions and/or cultural background
- Learn about multilateral diplomacy: debate and negotiation in the framework of the World Heritage Convention
- Learn to analyse the Outstanding Universal Value (OUV): exchange of views on sustainable management in the context of a site's OUV

Further aims of the World Heritage Committee Model include:

- Raising young people's understanding of the stakes involved in present conservation efforts (and the threats to these) and thus encouraging them to become responsible guardians of World Heritage Properties, firstly in their own countries, but also abroad.
- Familiarising the participants with the Committee's working methods. Thus, the Model prepares the grounds and facilitates an organised feedback to the World Heritage Committee and UNESCO about young people's concerns and suggestions regarding World Heritage properties, going beyond hitherto youth presentations alongside Committee sessions.

The Case used at the YEF 2015:

- Was based on a real State of Conservation Report, however the case was adapted so that it could be simulated in one day.
- Was related to the forum's themes (economic, ecological, social and cultural aspects of sustainability).
- Was anonymous and set in the fictitious country 'Fontania', in order that all participants assumed the same level of knowledge and in order to ensure that none of the participants were too personally invested.

Documents that were adapted for the YEF 2015 Model:

- **Rules of Procedure of the World Heritage Committee** – should be shortened to approximately 2 pages so that they are applicable to the model.
- **State of Conservation Report** – during the YEF 2015, the case was anonymous and focussed on a few aspects of the real case.
- **Previous Decision(s) to the case** – the decisions can be the original ones but anonymous, shortened and only focussing on relevant aspects.
- **Draft Decision** – during the model, the participants will discuss whether or not to amend this.

Information given to the Participants Beforehand to prepare the Model:

- **Scenario** – explaining the case and some background information that was necessary to understand the SoC Report
- **Role cards for each delegation, Chairperson and Advisory Body** – providing the participants with background information about their roles. The cards contained information about the country (population, economy etc.) and gave some recommendations on strategy and discussion points. Information on the different positions of the delegations can be found in the Committee session protocols or on individual request to a Committee Member.
- **2 hour preparation session** – the moderator of the model explained the aims and the structure of the Model, the delegations met, a question and answer session took place.

THE ANNEX CONTAINS ONE EXAMPLE ROLE CARD AS WELL AS THE SCENARIO INCLUDING THE DRAFT DECISION AND ADAPTED RULES OF PROCEDURE.



Keep in mind the characteristic feature of the World Heritage Committee: the aim of establishing a consensus.

Participants were allocated to the respective delegations according to the following criteria:

- Participants should represent a country that is not part of their region of origin.
- Participants with more experience of simulation games were put in a delegation with participants with less experience with such games.

**"I NOW HAVE A THOROUGH
UNDERSTANDING OF THE WAY THE
COMMITTEE WORKS."**

participant of the YEF 2015



Given that the preparation of documents is fairly time-intensive, simulation games are usually a major activity in their own right. The Model of the World Heritage Committee 2015 therefore was designed in cooperation with the agency planpolitik. Planpolitik is based in Berlin and has been specialised in the preparation and execution of political simulation games (for the UN, EU, government ministries, etc.) for 10 years. They prepare simulation games in different languages, including English and French.

planpolitik GbR

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Hands-on Activities

Hands-on activities are an integral part of a World Heritage Youth Forum or Young Experts Forum. Carméla Quin, focal point of the World Heritage Education Programme at the UNESCO World Heritage Centre, explains why below. This section also gives insight into the hands-on part of the Young Experts Forum 2015, providing information on the dimensions and content of the workshops, amongst other things. Finally, this section aims at facilitating preparations by sharing the experiences of the hands-on activities in the Upper Middle Rhine Valley in Germany 2015.

Benefits of hands-on work within a World Heritage Youth Forum or Young Experts Forum

by Carméla Quin

Today's young people crave hands-on activities. Young people retain much more information when they practise what they are learning in a hands-on environment rather than sitting passively in class, in a lecture hall, or on the internet.

A hands-on environment offers active participation in addition to theoretical discussion. Young people can get involved by actually doing something and using their hands. This manual work deepens knowledge of preservation and/or encourages participants to suggest improvements for the site. Doing something physical enables young people to contribute to the needs of the site (management plan). Hands-on learning is learning by doing. It can range from maintenance works such as cleaning, planting, and painting, to informative works such as the preparation of promotional tools or the support of an exhibition montage. It also includes heritage reconstruction and restoration, or simply construction work.



Hands-on learning is not a new idea. It has been taking place both in formal and informal educational contexts for decades. For example in vocational education, if you want someone to learn to drive, you need a car to teach them. If you want to teach someone to cook, you put them in a kitchen. If you want young people to acquire knowledge and skills on heritage protection, the ideal place to do this is at World Heritage sites.

Hands-on activities within the framework of a World Heritage Youth Forum or Young Experts Forum should give young people a holistic learning experience. This should enhance the person's ability to think critically – from formulating theories to testing hypotheses, putting the process into motion using hands-on materials, seeing this process to completion and then being able to explain the results attained.

Hence, hands-on activities are skills-based and the participants' behaviour will change as a result of their participation in the forum activities.

**"IT WAS AMAZING TO CONNECT WITH
THE LOCAL COMMUNITY AND TO
SHARE THEIR ENTHUSIASM."**

participant of the YEF 2015

SKILLS

A skill is the ability to perform an activity in a competent manner, or do something well. Skills may be:

- knowledge-based or cognitive, involving ideas reflecting one's ability to learn new information, speech and understanding of written material such as project leadership training.
- functional, such as technical skills comprising the knowledge and capability to perform specialised tasks related to the preservation and promotion of the World Heritage, such as the ability e.g. to recognize limestone, or the skills to plant rice.
- interpersonal skills involving communication and interaction with other people both individually and in groups, learning knowledge from the local communities and transmitting heritage values.



Advantages of hands-on work:

- Identification with the region and solidarity for the preservation of World Heritage sites that do not belong to the participant's own country
- Contact to the local community
- Concrete conservation skills
- Experiencing one tool for managing a World Heritage site



Facts about the hands-on part during the YEF 2015:

- The hands-on activities took place in the World Heritage site Upper Middle Rhine Valley, at four neighbouring villages in the cultural landscape.
- The participants were divided in four groups of eight participants, each of them dealing with a different type of conservation practice.



Hands-on workshops that took place during the YEF 2015:

- A: Preservation of the countryside through bush clearance mowing work in precious ecological areas
- B: Restoration of scenic dry stone walls
- C: Restoration of historical roof windows of an 18th century building
- D: Construction research at the remains of a Gothic chapel from the 14th century



Participants were allocated to the workshops according to:

- their indicated preferences.
- their countries of origin.
- gender balance.

NB: Keep in mind that some participants may not be able to do hard physical work, e.g. restoring dry stone walls, due to physical limitations.





To better plan the hands-on activities it is advisable to ask the participants for some relevant information with the registration form:

- If special working shoes are required, ask participants if they own some. When providing shoes for everyone, ask for their shoe sizes beforehand.
- If participants may choose between different hands-on workshops, provide some information on the different workshop options and ask them to rank their preferences.



At the Young Experts Forum 2015, the hands-on activities were organised in cooperation with the NGO European Heritage Volunteers (EHV). EHV coordinates the European section of the UNESCO World Heritage Volunteer initiative.

European Heritage Volunteers

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Drafting the Declaration

The declaration is one effective way for the young heritage experts to communicate their messages and viewpoints to an international audience and to state their commitment to the preservation and future of World Heritage. During the forum, the participants exchange their viewpoints and develop new ideas. Therefore, the declaration serves to summarise the outcome of the discussions and ideas developed during the Young Experts Forum.

For those forums held in conjunction with a World Heritage Committee session, the declaration is usually presented by representatives of the Youth Forum or Young Experts Forum at the Opening Ceremony of the Committee session.

Thus, the forum has a large audience and participants can communicate their opinions directly to the decision-makers. The ideal scenario would be for the Committee to refer to the declaration during its session. Therefore, it is vital that the declaration is clear and easy to refer to during plenary sessions.

During the Young Experts Forum 2015, the process of drafting the declaration took place independently of the Model. It was moderated by Carméla Quin and the German Commission for UNESCO and took 1.5 days. The following timeline should serve to roughly summarise the process of drafting the declaration for the YEF 2015.

1



Presentation of the Aims of the Declaration

In order to inform everyone of the benefits and shortcomings of a declaration, Carméla Quin, focal point for the World Heritage Education Programme at UNESCO, explained the potential benefits of a declaration and how it is usually received by the World Heritage Committee.

2



Reflection on the Discussions during the YEF 2015

In order to ensure that the final declaration represented topics considered important by every participant, the process of drafting the declaration began with a general reflection on the discussions of each programme point. Therefore, at the YEF 2015, all the posters stating the results of the workshops and discussions were displayed on the wall. The participants were asked to walk around silently and note down important points on Post-it notes.

3



Deciding on Topics

The participants gathered in groups of five to six people, arranging the Post-it notes into approximately five topics.



Drafting Four to Six Theses

The five topics, and the subthemes decided on during the reflection phase, were presented in five tables. The participants decided which of these topics they wanted to work with. The aim was to write a short text (one paragraph) explaining what the topic was, why it was important, and how it should be tackled (participants' demands, intentions or commitment).

5



4



Presentation of Topics and Decision

Each sub-group presented its topics to the entire group. The aim was to select approximately five topics that would be further expanded upon in the declaration. Therefore, the participants ranked the topics according to how important they felt they were. Each participant gave three 'dots' to the topics they wanted to be included in the declaration. In the end, five topics were selected.

6



Presentation of Thesis

Each group projected its texts on the wall so that the others were aware of the texts they had drafted. The groups had the chance to make general amendments regarding the content.



Preparation of Presentation

The moderator gave the participants details of the room where the Opening Ceremony of the Committee session would take place, including the timetable. According to their preferred competencies, one group of participants prepared a PowerPoint/Prezi presentation, another group chose pictures to be included in the presentation and another group conceptualised the performance on stage.

To ensure that each participant could contribute his or her individual competencies to the final presentation of the declaration, small groups worked on the presentation and one group worked on the declaration text.

7.1

7.2



Preparation of Declaration

Another group drafted the declaration. They gathered the thesis texts that the entire group had developed beforehand, fine-tuning them and assembling them into one text.

**MAKE SURE
THAT ONLY ONE
VERSION OF THE
DECLARATION
IS DRAFTED.**



Exchange of Work

At the end of the day, the groups exchanged their work. The aim was that everybody would have the chance to comment on the presentation or on the declaration.

8



Presentation and Adoption of Declaration

The following day, the participants amended the final declaration. The participant who had acted as Chairperson during the Model moderated the process, just as the participants had practiced during the Model. If no decision could be reached, the participants were permitted to vote.



Approval of the Declaration by the World Heritage Centre and the Host Country

Since the declaration is an official document published as part of the World Heritage Committee session, the host country and the UNESCO World Heritage Centre may wish to approve the final document. It is advisable for the organisers to arrange a fixed meeting with the Centre and a representative of the host country to go through the declaration. Usually, no major changes are made to the declaration, but some recommendations may be made on how to improve the text. The World Heritage Centre also translates the text into French.

10

9



Election of Presenters

During the YEF 2015, the stage's podium could only accommodate five people at a time. For each world region represented, participants could voluntarily stand for election. Each participant then voted anonymously for one representative from each of the five world regions.



The Declaration of the Young Experts Forum 2015
in Germany

The Declaration of the World Heritage Youth Forum 2014
in Qatar

11

Participation in Committee Session

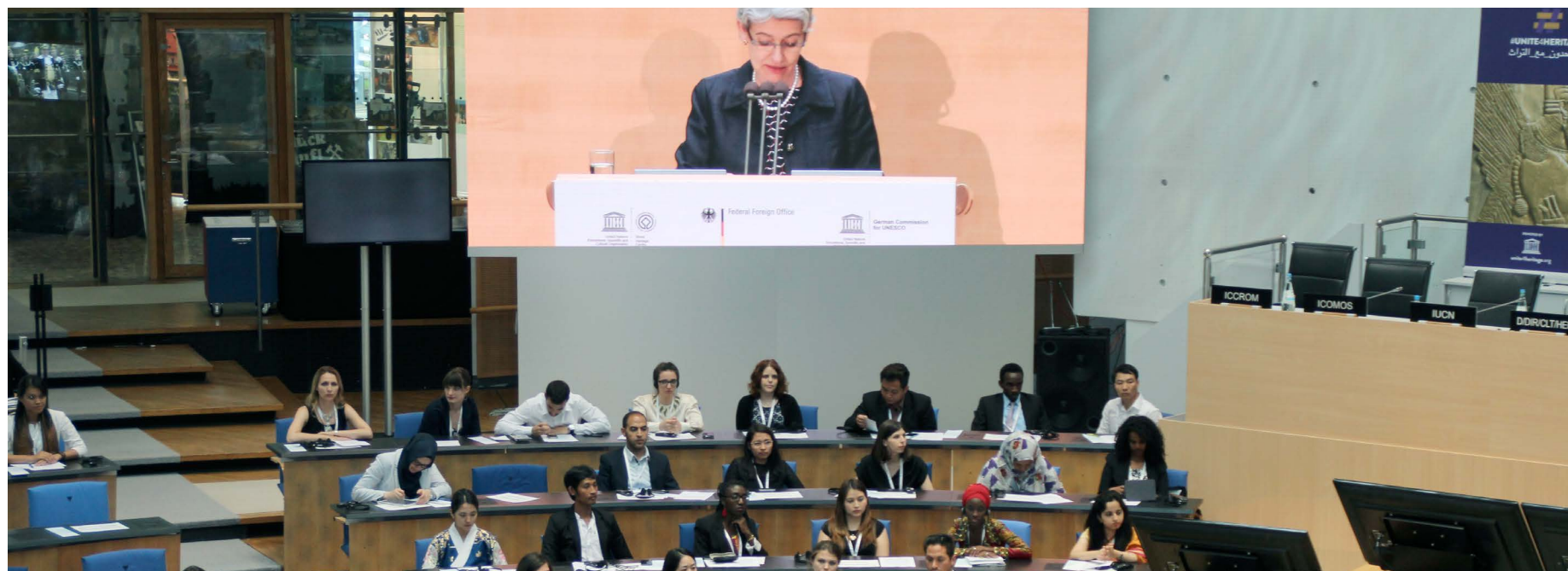
How could one better understand the workings of the World Heritage Committee than at its annual session? It is very advantageous that the Young Experts Forum is held in conjunction with the Committee session, for raising awareness of the forum. By participating in the Committee session, the young experts have the chance to address the decision-makers directly and to make their voices heard. At the same time, the Committee has the chance to meet the youth delegates and to exchange ideas with them. Therefore, it is advisable to encourage contact between the participants and the National Commission for UNESCO and Permanent Delegations to UNESCO.

The following section makes some recommendations for empowering the Young Experts Forum in the framework of the Committee session.

Advantages of the young experts' participation in the Committee session:

- The visibility of the Young Experts Forum is increased.
- The young experts' presence reminds the delegations that a youth event has taken place beforehand and that there are young people eager to get involved.
- The participants can report the young people's concerns and ideas to their delegation, so that some of these ideas can be brought to the floor during the Committee session.
- The young experts' opinions can be addressed to the Committee directly.
- Helping to ensure that the YEF produces a sustainable outcome, the participation of young experts in the Committee session may be the initial starting point for further cooperation between young people and the National Commissions and Permanent Delegations.

ADVANTAGES





During the YEF 2015, the young experts were involved in the following ways:

- Meeting with Ms. Irina Bokova, Director-General of UNESCO, and Minister of State Maria Böhmer, Chairperson of the World Heritage Committee 2015
- Participation at the Opening Ceremony of the World Heritage Committee session. Five representatives of the Young Experts Forum presented their declaration and a film of the forum was shown. All the participants were seated in the plenary room.
- Participation in the first day of plenary session, either as a member of their respective delegation or as an observer. All participants had access to the plenary session.
- Further participation in the delegation for those participants who had been in contact with their delegations beforehand.



It is advisable that the organisers contact the National Commissions and the Permanent Delegations to UNESCO before the Young Experts Forum starts, asking for their support in involving the participants. The National Commission as well as the Permanent Delegations are the institutions that are able to register the young experts as part of their delegations. Furthermore, in order to enable an exchange of knowledge, the participants might be encouraged to actively make contact with their delegations before the session starts.



Evaluation

Evaluating the forum helps to improve future activities and to benefit from lessons learned. But what should be evaluated, and how? Which lessons can be learned? How should the results be communicated?

The feedback from the participants of the Young Experts Forum 2015 is the basis for this manual. An analysis of the written evaluation was shared with the partners. This section illustrates some evaluation methods that were applied during the YEF 2015.



Methodologies

The moderator's task is to facilitate participants' reflection on topics. The YEF 2015 featured a 1.5 hour-long evaluation session, alongside a written evaluation form. Several different methods can be used to evaluate the forum. You will find some suggestions below.



Big paper sheets are laid out in different corners of the room. On each piece of paper there is a question, for example: 'During the forum I learned ...', 'The following could be improved: ...' or 'I also wanted to say that ...'

The participants walk around and anonymously write down their thoughts and feedback. Afterwards, the organisers collect the sheets of paper for their own analysis.

'Hands up' is a good method for getting a personal overall impression of the forum from the participants. Participants sit in a circle and everybody gives feedback by indicating different responses with their fingers.

A thumbs up indicates something that was excellent.

The index finger points to specific aspects that the participant wishes to highlight.

The middle finger is shown for aspects that were not so good.

The ring finger stands for aspects that the participant loved.

The little finger highlights aspects that were lacking or insufficient.

A **tree** symbolises the growth of the participant within the Young Experts Forum. Therefore, the participants are asked to draw a tree with roots, fruit, a sun giving light, and a cloud hindering the growth process. The participant writes what each element symbolises. The pictures are collected afterwards as documentation for the organisers. Each element symbolises the following:

Roots: What did I bring with me? What are the person's background and roots? (e.g. studies)

Stem: What made me grow? (e.g. the diversity of the group, the experience during the Model)

Fruits: What is the harvest of the forum? What did I learn or come away with? (e.g. skills, friends, etc.)

Sun: What supported my growth? What was very good? (e.g. special methodologies, a good group atmosphere)

Cloud: What hindered the growth process? (e.g. not enough sleep because of a tough programme)



During the YEF 2015, the following aspects were evaluated by the participants in a **Written Evaluation Form**:

- Achievement of Objectives
- Evaluation of the Young Experts Forum in General
- Learning Outcomes
- Programme Points (workshops, field trips, hands-on work, Model, declaration)
- Programme Structure
- Facilities/Arrangements
- Group Atmosphere
- Organising Team
- Future Impact

The evaluation forms were analysed and documented.
The final evaluation was then shared with all the partners.
The content was the basis for this manual.

**AN ONLINE
EVALUATION IS MORE
EFFICIENT THAN
A PAPER-BASED
VERSION.**

Follow-Up

Wouldn't it be great if there was a worldwide network of World Heritage Youth Forum or Young Experts Forum alumni? How can we ensure that the results of the forum are best communicated? And how could the forum have a real impact?

The answer is to spread the word about the forum, and to encourage participants to carry out projects in their own countries. Only by raising awareness of the forum can we ensure that the results are carried forward and further developed. The interaction of enthusiastic young people facilitated by the forum produces a wealth of new ideas. It is important that this be communicated to other interested stakeholders so that they too may benefit from these ideas.

This manual is one attempt at sharing knowledge, with the goal of ensuring that the Young Experts Forum 2015 has a long-lasting and sustainable impact. This section presents some possibilities of how to establish this legacy. Let us learn from each other and share the results.





Results of YEF 2015:

- [Declaration](#)
- [Documentary Movie](#)
- [Pictures](#)
- Manual
- [Online Platform 'Young Heritage Experts'](#)



Starting the Follow-Up Work during YEF 2015

Right from the beginning, the participants were informed that the YEF 2015 was only the starting point, and that they needed to produce the real impact once home. Accordingly, one of the criteria for selecting the participants was their role as multipliers in their home countries. During the YEF 2015, one session was set aside for participants to present their ideas for implementing projects at home, including how to find peers to kick-start the process.



Communication of the Forum's Outcomes

The results of the forum have been communicated via:

- The [Website of the Young Experts Forum](#)
- The [Website of the German Commission for UNESCO](#)
- Email to the respective National Commissions and Permanent Delegations to UNESCO
- Email to all the partners of the YEF
- This online manual, sharing information about the entire organisation

The Online Platform 'Young Heritage Experts'

"We feel it is time to create new structures amongst young experts to share valuable knowledge and experiences gained from youth-led initiatives, and to link this community with that of heritage professionals," stated the participants of the YEF 2015 in their declaration. Three months after the 39th session, they initiated '[Young Heritage Experts](#)'. The online platform aims to serve as a think tank and international networking platform for young professionals, activists, and researchers in the field of cultural and natural heritage.

The platform not only disseminates best practices and lessons learned from various heritage projects and endeavours. It also includes conference and workshop announcements related to World Heritage, as well as a list of opportunities for volunteer work. The founders of 'Young Heritage Experts' are planning to start projects such as an online journal, newsletter, and youth-led heritage protection and conservation initiatives.

ONE RESULT OF THE YEF 2015

**CONSULT AND
INVOLVE THE 'YOUNG
HERITAGE EXPERTS'
ALUMNI NETWORK
TO ORGANISE A
FORUM.**



The German Commission for UNESCO is delighted to share its experiences from the YEF 2015:

German Commission for UNESCO

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Annex

Call for Participation

Programme

List of Participating Countries

Declaration EN / FR

Model: Scenario and One Sample Role Card

Evaluation Sheet

**THE ANNEX IS
AVAILABLE ONLINE AND
CAN BE DOWNLOADED.**

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www.39whcbonn2015.de/yef

As part of the 39th session of the World Heritage Committee, the German Commission for UNESCO – as cooperation partner of the Federal Foreign Office – and the State of Rhineland-Palatinate organised the Young Experts Forum 2015 – in cooperation with the NGO European Heritage Volunteers. The forum is part of the World Heritage Education Programme of the UNESCO World Heritage Centre and was financed by the Federal Foreign Office of Germany.

Bonn, 2015