Supporting UNESCO's Vision of the Promotion of Peace

Resources for Individual World Heritage Sites

Introduction for UK WHS Coordinators

Newcastle University's World Heritage and Peace project is working on behalf of the UK's World Heritage Sites (WHSs) to explore how each might do more to support UNESCO's founding vision of the promotion of peace between people and nations.

Initial research with several UK WHSs was undertaken in 2021 to establish:

- what is already being done in this regard
- what challenges Sites are facing in doing more
- what might assist with addressing those issues.

This was followed by a workshop in February 2022 which sought to identify how some of the ideas emerging from this research might be trialled through a pilot period to gauge what might most effectively support UNESCO's objective of the promotion of peace.

As an outcome of the workshop, it was agreed that a series of resources would be produced explaining UNESCO's peace mission and how it relates to World Heritage Sites. The following resources have now been prepared to assist WHS Coordinators and their colleagues in developing their own materials as appropriate to their individual Sites:

1. Background explanatory texts

These texts are provided as a basic, background resource which individual Sites may draw on and adapt as they each feel appropriate to their own circumstances. It is hoped that they may provide a source of material which may be utilised for:

- WHS websites;

- future updates to Site's Management Plans;

- on-site visitor information and interpretation.

The texts go beyond simply explaining UNESCO's founding purpose and how it relates to World Heritage Sites. These additional texts seek to explain:

- the role of UNESCO and the United Nations
- what World Heritage is
- the practical implications of World Heritage status

The texts have been written in language which may be readily intelligible to people who are not World Heritage professionals. We have deliberately sought to avoid specialist World Heritage terminology, but to express the same concepts in more accessible terms to the non-expert reader.

At various points in the texts links are provided to sources of further information, including two short background videos on UNESCO and on World Heritage for individual WHSs to use as they see fit.

At other points we have indicated (TEXT IN PURPLE CAPITALS) where colleagues might wish to add in specific text relevant to their own Site.

Some images have been provided which might be used to illustrate the subject matter of each text. Further images may be found in the 'Gallery' sections of individual World Heritage Site's pages within The List on the World Heritage Centre website.

The resultant texts are set out as a series of single pages under thematic headings (**In Blue**) which may be readily adapted as separate web pages or individual display panels.

It is expected that how, and how far, each WHS might utilise these texts will vary according to their own circumstances and their particular audiences.

These texts are set out in Section A below.

2. A set of PowerPoint slides

These slides offer a resource which individual Sites might draw upon and adapt for use in presentations and briefings to staff and stakeholders, schools and communities to raise wider awareness and understanding of UNESCO's peace mission.

These slides are provided in a separate PPT file attached.

3. A Draft Script and Explanatory Notes to accompany the PowerPoint slides

This script is provided as an aide memoire / series of prompts which colleagues may adapt and use to develop presentations on UNESCO's founding objective or incorporate within other presentations to different audiences.

This script is provided in Section B: below.

4. An example of materials developed by the Lake District WHS to explain UNESCO's Peace Promotion Objective

This pdf illustrates how UNESCO's founding objective can be related to a Site's attributes and significance. It is provided to stimulate other Sites' thinking about how they might similarly incorporate UNESCO's vision of peace within their own interpretation and public messaging.

Section A: Background Explanatory Texts

The United Nations, UNESCO and World Heritage

INSERT THE NAME OF YOUR SITE became a UNESCO World Heritage Site in INSERT DATE. To find out more about UNESCO, how World Heritage works, and what it means to become a World Heritage Site, follow the links below.

What is the United Nations?

What is UNESCO?

What is World Heritage?

World Heritage in the UK

What are the implications of World Heritage status?

World Heritage and UNESCO's objective of promoting peace

How World Heritage Sites are run

N.B. The title of this page might be used as a main menu heading on your website with each of the subsequent page titles then being headings on a sub-menu.

What is the United Nations?

The United Nations (UN) was founded in 1945 with the primary objective of establishing and maintaining international peace and security, through providing a mechanism of dialogue and cooperation between nations. It is today the world's largest international organisation with 193 member states.

Since its foundation, the UN has established a vast range of specialised agencies and a larger number of issue-specific international partnership bodies and programmes. Alongside UNESCO the specialist agencies include the World Health Organisation (WHO), the Food and Agriculture Organisation (FAO), the World Tourism Organisation (WTO) and the International Monetary Fund (IMF). Other bodies and initiatives established by the UN include the UN Development Programme, the Office of the UN Commissioner for Refugees (UNHCR), the UN International Children's Education Fund (UNICEF), the International Atomic Energy Authority (IAEA) and the Intergovernmental Panel on Climate Change.

In 2015 the UN agreed to an ambitious agenda to enhance the well-being of people worldwide through the reduction of poverty and hunger, improved health and education, enhanced social justice, and improvement of the global environment. The programme presented 17 interlinked Sustainable Development Goals see https://sdgs.un.org/goals.

- **SDG 1**: "End poverty in all its forms everywhere"
- **SDG 2**: "End hunger, achieve food security and improved nutrition, and promote sustainable agriculture"
- **SDG 3**: "Ensure healthy lives and promote well-being for all at all ages"
- **SDG 4:** "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"
- **SDG 5**: "Achieve gender equality and empower all women and girls"
- **SDG 6**: "Ensure availability and sustainable management of water and sanitation for all"
- **SDG 7**: "Ensure access to affordable, reliable, sustainable and modern energy for all"
- **SDG 8**: "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all"
- **SDG 9**: "Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation"
- **SDG 10**: "Reduce income inequality within and among countries"
- **SDG 11**: "Make cities and human settlements inclusive, safe, resilient, and sustainable"
- **SDG 12**: "Ensure sustainable consumption and production patterns"
- **SDG 13**: "Take urgent action to combat climate change and its impacts by regulating emissions and promoting developments in renewable energy"
- **SDG 14**: "Conserve and sustainably use the oceans, seas and marine resources for sustainable development"
- **SDG 15**: "Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss"
- **SDG 16**: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels"
- **SDG 17**: "Strengthen the means of implementation and revitalize the global partnership for sustainable development"

[INSERT INFORMATION ON YOUR OWN SITE'S ACTIVITIES TO SUPPORT THE SDGS]

SUSTAINABLE DEVELOPMENT GOALS

6 CLEAN WATER AND SANITATION
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
5 GENDER EQUALITY
11 SUSTAINABLE CITIES AND COMMUNITIES
17 PARTNERSHIPS FOR THE GOALS
4 QUALITY EDUCATION
10 REDUCED INEQUALITIES
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
3 GOOD HEALTH AND WELL-BEING
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
15 LIFE ON LAND
2 ZERO HUNGER
8 DECENT WORK AND ECONOMIC GROWTH
14 LIFE BELOW WATER
1 NO POVERTY
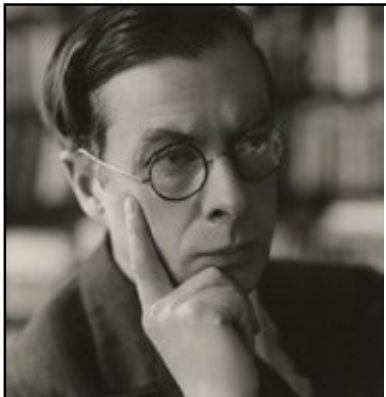7 AFFORDABLE AND CLEAN ENERGY
13 CLIMATE ACTION

What is UNESCO?

UNESCO stands for the United Nations Educational, Scientific and Cultural Organisation which, in 1945, was one of the first agencies to be founded by the United Nations.

Ellen Wilkinson,

British Minister of Education and President of the

1945 Conference which founded UNESCO

British philosopher Julian Huxley,

UNESCO's first Director-General

Bassano Ltd bromide print, 1931

© National Portrait Gallery, London

The United Nations itself was established in London in the aftermath of the Second World War "*to save succeeding generations from the scourge of war*".

This objective was reflected in UNESCO's own founding Constitution which declared that:

"since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed";

and

"That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war";

At its founding nations agreed UNESCO's primary purpose as being

"to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives"

British Prime Minister, Clement Attlee.

Attributed with writing the first sentence of the UNESCO Charter
mons.wikimedia.org/w/index.php?curid=91465387

UNESCO seeks to use education, science and culture to develop such mutual understanding of and between different peoples and cultures, through the promotion of greater interaction, exchange, dialogue and collaboration between individuals, groups and nations.
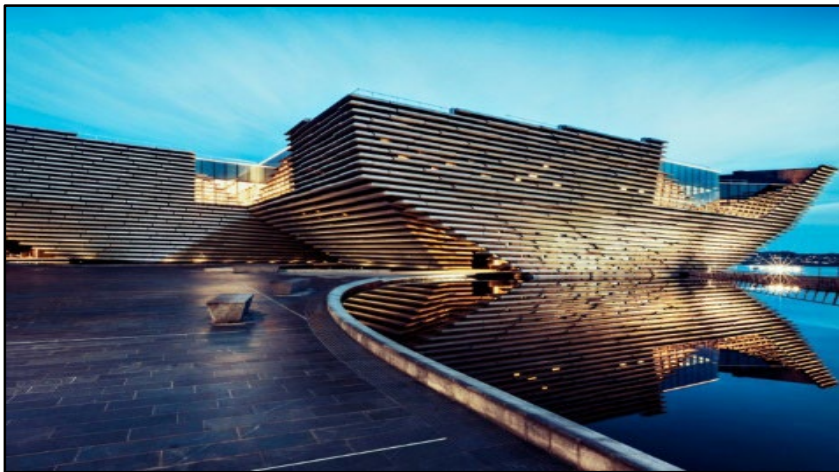
Since its creation UNESCO has developed a broad range of international programmes and initiatives supporting projects across the world. These include the establishment of a number of important UNESCO designations, of which World Heritage is the most prominent and has the largest number of designated sites. Other prominent UNESCO designations include Biosphere Reserves with 727 designated sites including 7 in the UK, Creative Cities currently numbering 246 worldwide with 13 in the UK, and Global Geoparks, with 169 sites worldwide, of which 8 are in the UK.

More information on UNESCO and its designations, programmes and initiatives, and how these impact on the UK, can be found through the UK National Commission on UNESCO at https://unesco.org.uk/

To learn more about UNESCO's history and its work see the video at: https://www.unesco.org/en/75th-anniversary

The Isle of Wight UNESCO Biosphere

Dundee UNESCO City of Culture

Fawr UNESCO Geopark

What is World Heritage?

The World Heritage programme was launched in 1972 through the adoption of the World Heritage Convention by UNESCO. The core objective of the Convention is to ensure the protection of the world's most significant cultural and natural heritage sites, for the benefit of current and future generations of all humanity.

Cultural sites include ancient monuments, industrial sites, sites of significant historical events, architecturally significant buildings, cultural landscapes, religious sites, scientific sites, historic cities, and cultural routes.

Natural sites include those of significance as natural habitats of biological diversity, those of geomorphic or physiographic significance and those which are of significance both geologically and ecologically. Ecologically significant sites include rainforests, grasslands, savannahs, deserts, wetlands and freshwater, costal and marine sites. Geologically significant sites range from sites of significant fossil deposits, mountain ranges and volcanoes to karst cave systems.

There are also mixed sites which are designated for both their cultural and natural significance, including many cultural landscapes.

The World Heritage programme is administered through UNESCO's World Heritage Centre in Paris. Nominations for World Heritage status are submitted by a site's national government and are determined by the World Heritage Committee, which is elected by representatives of national governments which are signatories to the World Heritage Convention.

The Convention sets out a series of categories of cultural and natural heritage, one or more of which nominated sites must demonstrate, through a statement of their significance, that they are internationally outstanding examples.

The first 12 World Heritage Sites were designated in 1978 and included the natural sites of the Galapagos Islands and Yellowstone National Park, and the cultural sites of the Historic Centre of Kraków in Poland and the Rock-Hewn Churches of Lalibela in Ethiopia.

ADD IN THE DATE OF YOUR OWN SITE'S INSCRIPTION

Since its inception [The List](#) of World Heritage Sites has steadily grown in number and expanded in its variety. There are now 1,154 World Heritage Sites across 167 countries, consisting of 897 cultural sites, 218 natural sites and 39 mixed sites which are inscribed for both their cultural and natural significance.

The Rock-Hewn Churches of Lalibela

© UNESCO
Author:
Francesco Bandarin

The Galapagos Islands

© UNESCO
Author:
Francesco Bandarin

The Historic Centre of Kraków

© Nathalie Valanchon
Author: Nathalie Valanchon

Yellowstone National Park

© Ko Hon Chiu Vincent
Author: Ko Hon Chiu Vincent

World Heritage in the UK

The first UK World Heritage Sites were designated in 1986 and there are currently 33 World Heritage Sites across the United Kingdom of Great Britain and Northern Ireland and its overseas territories.

The UK's 28 cultural Sites span nearly 100,000 years of human history; from the Neanderthal settlement at the Gorham Caves complex in Gibraltar to the Jodrell Bank Observatory which was built in the 1940s and 1950s.

Its four natural sites are two geological Sites, the Giant's Causeway and the Jurassic Coast, and two natural habitats of biological diversity, Henderson Island in the eastern South Pacific and the Gough and Inaccessible Islands in the South Atlantic. St Kilda is the UK's only mixed cultural and natural Site.

Together, the UK's World Heritage Sites reflect much of the broad spectrum and variety of types of sites of the World Heritage List as a whole.

UK World Heritage Sites play an active role in the wider international community of World Heritage Sites. Many have developed linkages and collaborations with sites in other countries via informal and formal thematic networks.

ADD IN A SUMMARY OF YOUR OWN SITE'S LINKAGES TO OTHER WHSs

More details about the UK's World Heritage Sites can be found at https://worldheritageuk.org/ or https://unesco.org.uk/world-heritage-sites/
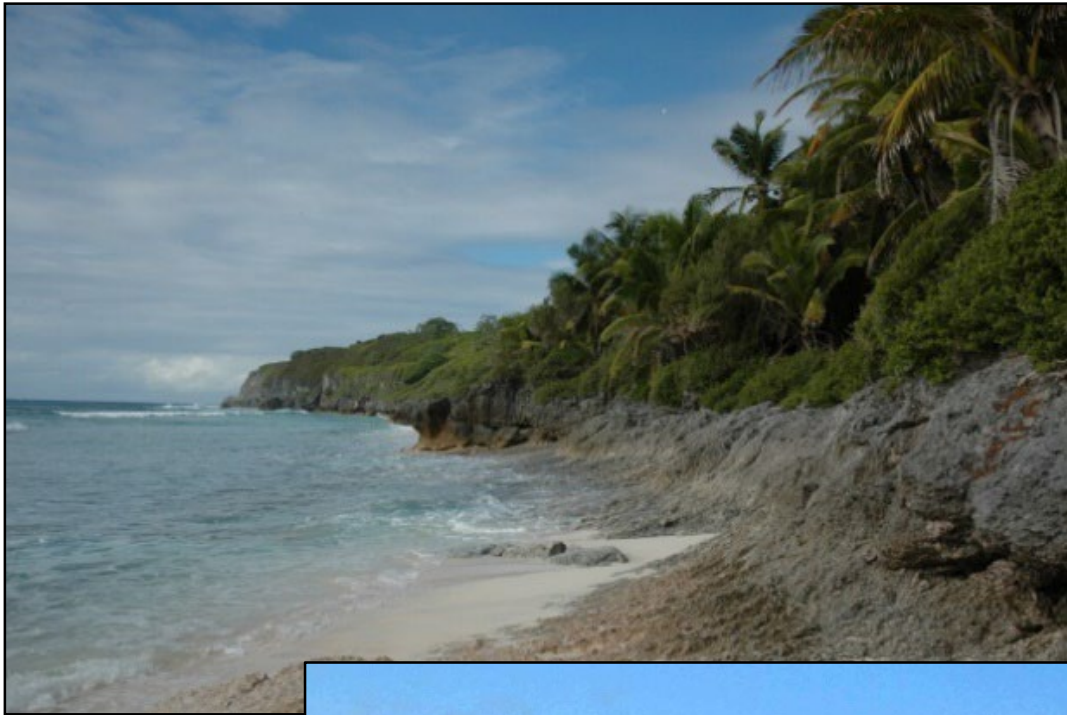
The Gorham Caves

© Clive Finlayson
Author: Clive Finlayson

Jodrell Bank

© Anthony Holloway
Author: Anthony Holloway

Henderson Island

© UNESCO
Author: Ron Van Oers

The Jurassic Coast

© UNESCO
Author: Mark Simons

St Kilda

© OUR PLACE THE WORLD
Author: James Russell

World Heritage and UNESCO's objective of promoting peace

Each World Heritage Site is part of a worldwide community of over 1,100 places which have been internationally acknowledged as being of global significance to all peoples of the world, and representative of humanity's shared cultural and natural heritage. World Heritage Sites are not only custodians of our collective heritage but have a role to play in celebrating our common inheritance.

Upon the designation of World Heritage status from UNESCO, World Heritage Sites become representatives of UNESCO and of its objectives and values. The promotion of peace is core to those objectives and underpins all of UNESCO's programmes and activities.

UNESCO's founding Charter hoped that through enhanced educational, scientific and cultural dialogue, exchange and interaction, greater mutual understanding and respect of, and between, different peoples, nations and cultures could be steadily built.

The List of World Heritage Sites itself provides an abundant resource through which comparisons can be made and parallels and contrasts can be drawn between our own and other cultures and traditions across the globe. Through such comparisons individuals can gain a greater appreciation of how each Site contributes and relates to humanity's shared natural and cultural heritage. In so doing it offers an opportunity for inter-cultural and inter-societal understanding to be increased, and mutual misunderstanding, suspicion, fear, hatred and conflict to be diminished.

The Australian Commission on UNESCO has produced a short video explaining World Heritage and its role in supporting the promotion of peace which can be viewed at https://whc.unesco.org/en/about/ or downloaded at https://whc.unesco.org/document/178752

The Old Bridge at Mostar, Bosnia Herzegovina which was destroyed in conflict and rebuilt in peace.

© Silvan Rehfeld
Author: Silvan Rehfeld

World Heritage can provide a reminder of the horrors of human conflict - Auschwitz Birkenau German Nazi Concentration and Extermination Camp

© P. Sawicki

Author: P. Sawicki

Hiroshima Peace Memorial

© OUR PLACE The World
Author: Geoff Steven

What are the Implications of World Heritage Status?

© UNESCO World Heritage Centre

World Heritage Sites provide considerable opportunities for community participation through volunteering.

World Heritage status requires sites to fulfil a range of specific responsibilities in terms of protection and conservation, educational and community engagement activities. Sites which do not fulfil these responsibilities can lose their World Heritage status.

World Heritage Sites do not, however, receive any additional national or international public funding in the UK, nor do they receive any specific legal protection through the UK planning system. World Heritage status does not prevent new development within their vicinity, but as with other conservation designations, such as National Parks, Sites of Special Scientific Interest, Scheduled Monuments or Listed Buildings, it imposes higher levels of scrutiny over new development proposals.

While World Heritage status undoubtedly raises a Site's prestige and profile it does not automatically bring with it additional revenue for the site or economic benefit for its communities. Income from tourism and other visitors is typically core to each site's ongoing sustainability, but each has to work hard to attract new visitors and retain existing visitors. The additional contribution to the UK economy from its World Heritage Sites has recently been assessed at over £150m a year.

Further information about the value of World Heritage and other UNESCO designations and programmes to the UK can be found at www.unesco.org.uk/national-value

There are a number of less readily quantifiable but equally important benefits which Sites derive from their World Heritage status. Each site offers opportunities for formal and informal education and for the development of new skills through training and volunteering programmes, internships and employment. Sites also have a direct impact on well-being within their communities, through promoting local participation in projects, events and festivals, volunteering and other activities. More intangibly, World Heritage status can raise individuals' self-esteem, their sense of identity and their pride in their local community.

© Northumberland National Park Authority

The Sill Landscape Discovery Centre on Hadrian's Wall. Its design was carefully scrutinised to ensure it was in harmony with and did not damage the landscape setting of the World Heritage Site.

Management of World Heritage Sites

The primary objective of managing each World Heritage Site is to ensure the ongoing protection and conservation of those attributes for which its international significance has been recognised.

The complexity and scope of the management responsibilities which come with World Heritage status places considerable demands on those responsible for managing each Site, as does the requirement for sites to report regularly to UNESCO. Individual Sites vary considerably in the number and extent of their component parts, the size and number of their constituent communities, and the number of organisations involved in their management. Typically, however, each of them need to reconcile and balance the views of a variety of stakeholders who have an interest in the site.

Although ownership and management structures for each Site differ, most approach their management through partnership structures. Such collaboration enables Sites to bring together their partnership's collective resources, experience and expertise in their day to day management and longer term decision-making. For each Site an essential element of these collective resources is the invaluable contribution made by their respective volunteers.

While management through partnership is ongoing for each Site, it is most evident in the process of periodic updating of a Site's Management Plan. This process, which occurs roughly every 5 years involves extensive consultation with all stakeholders and communities, typically over the course of a year. Increasingly the preparation of Management Plans is a shared responsibility undertaken collectively through representatives of different stakeholders.

INDIVIDUAL SITES MAY WISH TO PROVIDE A LINK TO FURTHER INFORMATION ON THEIR OWN MANAGEMENT ARRANGEMENTS

Section B: Draft Script to accompany the PowerPoint slides

Slide 1: TITLE SLIDE

Slide 2: THE UNITED NATIONS

The United Nations was established by the Allied Powers towards the end of WWII in 1945 in San Francisco.

Its overall objective was "*to save succeeding generations from the scourge of war*".

It sought to do this by building structures and mechanisms of dialogue and co-operation between nations through which international peace and security could be maintained.

One of the UN's first actions was the establishment of UNESCO.

Since 1945 the UN has created a number of key international institutions which have become central to the ordering and functioning the global community; these include the World Health Organisation, the International Monetary Fund, the International Atomic Energy Authority and the Inter-Governmental Panel on Climate Change.

More recently the UN has launched an ambitious programme of 17 interlinked global Sustainable Development Goals.

Slide 3: UNESCO

UNESCO stands for the United Nations Educational, Scientific and Cultural Organisation.

'The UK played a leading role in the establishment of UNESCO: Ellen Wilkinson, Britain's Minister of Education was President of the Conference in London in November 1945 at which UNESCO was founded; British Prime Minister Clement Attlee was widely acknowledged as having drafted the famous first sentence of the Preamble to its founding Charter, and British philosopher Julian Huxley was appointed as its first Director-General.'

Its primary objective was, and remains, to foster peace by using education, science and culture as vehicles through which dialogue and understanding can be built between different peoples and nations.

Slide 4: WORLD HERITAGE

The World Heritage programme Convention was adopted by UNESCO in 1972.

This was in part the result of growing awareness of the vulnerability of humanity's cultural and natural heritage through earlier high-profile campaigns to rescue the temples of Abu Simbel in Egypt and the City of Venice in Italy.

Its primary purpose was to conserve and protect the world's most significant cultural and natural sites for the benefit of current and future generations through creating a list of those sites of greatest importance to humanity.

The Convention emphasises that World Heritage belongs to all mankind and is an expression of not only our shared heritage but of our common humanity.

The first World Heritage Sites were designated in 1978.

Slide 5: THE WORLD HERITAGE LIST TODAY

The WH Convention has become UNESCO's most successful Convention with the highest number of countries having adopted it and the highest number of designations.

Despite this success, many people are unaware that it is a UNESCO initiative.

Many more people are unaware of what UNESCO's mission is, nor, therefore, of what the implied obligations of World Heritage status are to that mission.

Slide 6: UNESCO DESIGNATIONS

Other UNESCO designations include Biosphere Reserves, Creative Cities, Global Geoparks, but World Heritage remains UNESCO's most prominent designation.

All UNESCO designated sites share a responsibility for supporting UNESCO's objectives.

People often ask 'What does UNESCO World Heritage status do for us?' But people rarely ask 'What should we do for UNESCO which has given us this status?'.

Slide 7: UNESCO'S PEACE OBJECTIVE

Arguably, as possessors of UNESCO's most high-profile flagship designation, World Heritage Sites should be taking lead responsibility for supporting UNESCO's objectives, and particularly its founding objective of the promotion of peace.

World Heritage Sites could become Ambassadors for Peace?

Slide 8: SUPPORTING UNESCO'S PEACE PROMOTION OBJECTIVE

The peace promotion objective has been largely neglected by WHSs across the globe.

Originally it was 'taken for granted' as being at the core of UNESCO's mission.

Subsequently it has been 'crowded out' by more immediate concerns about conservation and protection and self-sustainability.

As representing the world's collective and shared heritage World Heritage Sites are ideally placed to illustrate the commonalities and inter-connectedness of all humanity. This includes reminding people of the horrors of human conflict and why it should be avoided.

In this regard the World Heritage Sites of Hiroshima and of Auschwitz-Birkenau speak for themselves.

The reconstructed Old Bridge and Old City of Mostar is a symbol of reconciliation, international co-operation and of the coexistence of diverse cultural, ethnic and religious communities.

Slide 9: RAISING AWARENESS

Most people are unaware of what UNESCO is, why it was established, and what its core objective is.

So a simple solution is for us to start telling people about these issues.

We have a number of 'internal' or if you like 'captive' audiences to whom this can be relatively readily, quickly and cheaply explained. These include our stakeholder

organisations and their staff, our volunteers, Youth Ambassadors, schools, community groups.

We can also inform our 'external' audiences very readily but including explanations on our website; over time this can also be done while updating on-site visitor information.

N.B. The left hand image shows one of the display panels produced by the English Lake District WHS to explain UNESCO's peace objective as part of small mobile exhibition.

Slide 10: CELEBRATING OUR SHARED AND COMMON INHERITANCE

Most people are unaware that World Heritage is meant to represent our collective global heritage and the shared and common humanity of all peoples of the earth.

The World Heritage List provides multiple opportunities for us to draw parallels with other thematically related sites across the world.

Such parallels will allow our communities and visitors to explore how the significance of our Site is such that it is of global significance.

The World Heritage List can also be used as a resource to explain and illustrate the majority of subjects which might be taught within formal and informal education.

N.B. The images used here show an example of how our Cultural Landscape WHSs could draw parallels with other WHS Cultural Landscapes across the world. Other UK WHSs could find and illustrate similar comparisons with other WHSs with which they are thematically linked.

Slide 11: RELATING YOUR SITE TO PRESENT-DAY ISSUES

As part of raising awareness of our Sites' international significance it may be possible for each Site to identify how they relate to wider current issues and debates, such as conflict and subjugation, climate change, racism, modern-day slavery, immigration, technological change and globalisation, religious tolerance etc.

N.B. The image shown here is from 'The Living Wall' gallery at Tullie House Museum on Hadrian's Wall, which examines the role and significance of walls across the world including those in Palestine, in Belfast, along the American/Mexican border and the Berlin Wall. Other Sites may want to consider what other present-day themes their Sites might be readily related to and in turn how this might illustrate our common humanity.

Slide 12: DEVELOPING DIALOGUES

Existing relationships may be range from formal arrangements between institutions, to less formal relationships and linkages between groups within our communities or even at the level of individuals.

Each of these are equally valid in terms of fostering dialogue, and therefore understanding, between different peoples and cultures.

We should consider how these might each be most effectively expanded upon in accordance with and in the spirit of UNESCO's founding objective.

N.B. The images here show some of Hadrian's Wall's different international dialogues - other Sites will want to use their own examples

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Slide 13: UNESCO EXPLAINED

N.B. This slide provides the online link to the 3-minute film produced by UNESCO which explains its objectives and its work over its first 75 years.

The image shown identifies where to click on the webpage to play the film. This could be used as part of a presentation and could similarly be run on screen on a loop or activated by visitors as part of your on-site visitor facilities.

Slide 14: WORLD HERITAGE EXPLAINED

N.B. This slide provides the online link to the 2-minute film produced by Austria's Commission on UNESCO which explains World Heritage.

The image shown identifies where to click on the webpage to play the film. This could be used as part of a presentation and could similarly be run on screen on a loop or activated by visitors as part of your on-site visitor facilities.