**COURSE SCENARIO**

***UNESCO World Heritage: A Trip Through Mankind’s Shared Inheritance***

**CLASS 8**

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| TOPIC | Monitoring Heritage Sites and Resources | |
| LEARNING CONTENT  - DETAILED  CHARACTERISTICS | Once a resource is registered in the World Heritage list, the states must ensure that effective and active measures are implemented for the maintenance and conservation of the resource. This lesson covers the obligations that state parties must assume in the process of maintaining and monitoring a World Heritage resource. Students will learn the three types of monitoring actions that are implemented and, they will work with an example that has been awarded with the title of good practice: La Habana. | |
| KEY WORDS | Monitoring reports, maintenance, state of conservation report, reactive monitoring, reinforced monitoring. | |
| SUGGESTED TOOLS | Interactive lecture  Inductive learning  Power-point presentation  Group work  Discussion | |
| TIPS /  METHODOLOGICAL  REMARKS  (If applicable) | Students will be directed to the webpage to look for information. The lecturer will try to facilitate learning through discovery. | |
| IMPLEMENTATION  OF THE CLASSES | STEP 1 | The lecturer will talk about the obligations of the member states and the risks that entail not complying with the obligations. |
| STEP 2 | The students will be directed to the UNESCO website, and they will look for information about the State of Conservation Report. They will study some cases following Work Card 15. |
| STEP 3 | Once the students know how the process of monitoring works, they will be placed in a simulation scenario where it is necessary to conduct major renovations that may affect a World Heritage site. The lecturer will direct them to UNESCO website to look for information about what steps should be followed to preserve the site or resource in the list. The concept of reactive monitoring. |
| STEP 4 | The lecturer will introduce the World Heritage Committee Report and will show some examples. Students will analyse the results of the monitoring process in general and the lecturer will distribute in groups some sites that the students will have to check online. At the end, each group of students will share their findings with the rest of the class. |
| STEP 5 | The lecturer will present the different types of decisions that the Committee must take depending on the results of the reports and the type of recommendations that are sent to the states. |
| ETC. | The class analyses a Case Study, La Habana, and discusses how a site in the list of World heritage in danger has overcome the situation and has been awarded as an example of good practice. See Work Card 16. |

**ADDITIONAL MATERIAL 1 WORK CARD (UNESCO list websearch)**

**WORK CARDS**

**UNESCO WORLD HERITAGE: A TRIP THROUGH MANKIND’S SHARED INHERITANCE**

**WORK CARD 8: UNESCO list websearch**

1. **Visit the UNESCO website and look for the List of Criteria. Read the list and have a look at the different criteria** [**https://whc.unesco.org/en/criteria/**](https://whc.unesco.org/en/criteria/)

**The Criteria for Selection**

To be included on the World Heritage List, sites must be of outstanding universal value and meet at least one out of ten selection criteria.

A screenshot of a survey

Description automatically generated

1. **Then, go to the list (**[**https://whc.unesco.org/en/list/?search=**](https://whc.unesco.org/en/list/?search=) **) and select the filter**



1. **Look for different heritage sites that comply with the following instructions:**

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|  |  | **SITES** |  |
| **1** | **A site that only meets criterion (i):** to represent a masterpiece of human creative genius | Photo        **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **2** | **A site that only meets criterion (ii):** to exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-  planning or landscape design | Photo        **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |

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| **3** | **A site that only meets criterion (iii):** to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared | Photo        **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **4** | **A site that only meets criterion (iv):** to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history | Photo          **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **5** | **A site that meets criterion (v):** to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of  irreversible change | Photo            **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **6** | **A site that only meets criterion (vi):** to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria). | Photo                **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **7** | **A site that meets criteria:**  **(i, ii, iii, iv, v, vi)** | Photo            **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **8** | **A site that only meets criterion (vii):** to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance | Photo            **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **9** | **A site that only meets criterion (viii):** to be outstanding examples representing major stages of earth's history, including the record of life, significant ongoing geological processes in the development of landforms, or significant geomorphic or  physiographic features | Photo                **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **10** | **A site that only meets criterion (ix):** to be outstanding examples representing significant ongoing ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities  of plants and animals | Photo                **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **11** | **A site that only meets criterion (x):** to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation. | Photo                **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |
| **12** | **A site that meets criteria**  **(vii)(viii)(ix)(x)** | Photo                **Link:** | **Name:**  **Date of Inscription:**  **Reason:** |