



UNESCO World Heritage Project and Education for Sustainable Development

Göttingen

Hainberg-Gymnasium



Seoul

Daewon Foreign Language High School



World Heritage Site
Kloster Lorsch



Germany

World Heritage Site
Kloster Hain-sa



South Korea

UNESCO World Heritage Project

As part of the school exchange program between the **Hainberg Grammar School in Göttingen** (ASPnet since 1993) and the **Daewon Foreign Language High School in Seoul/South Korea** (ASPnet since 1998), in cooperation with the **monastery of Lorsch** and the **Haein-sa monastery**, both world heritage sites.





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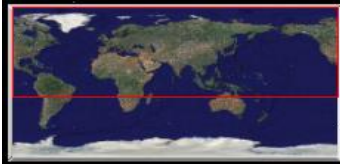
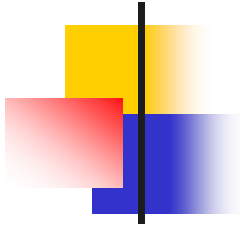


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Both monasteries possess symbolic significance in their respective religious contexts

Both can look back over a **1200 year history** and have had or have significant impact on their respective cultural environment



In the Middle Ages, **Lorsch**, as a **regal monastery**, represented a significant factor in the political and economic world. It played a central role both as an **educational establishment** and as a **centre of knowledge**.

Haein-sa retains to this day the unique collection of over **80.000 wooden printing plates** (tripitaka) that were used to preserve for posterity the most important Zen Buddhist texts following the Mongol invasions in the early 13th century. They contain **Rules of Life** and the stories relating to their origins, **Buddha's teachings** and related commentaries.



The partnership is a **contribution to world peace** and should not be viewed simply as symbolic. This partnership is intended above all to **promote intercultural dialogue**, specifically symposia, cultural exchanges, joint exhibition projects, student exchange programs and furthermore to enable internships in museums.



The **student exchange** with the DFLHS and the UNESCO – World Heritage Project within the scope of this exchange in close cooperation with the World Heritage Sites of Lorsch and Haein-sa achieves the following principles and values:

- It promotes **international understanding**
- It effectively promotes **justice, freedom, human rights and peace**
- It targets the **real concerns and needs of adolescents**
- Loudly trumpeted ideals and solemnly **proclaimed declarations** of intent are **actually put into action** in a real global situation.



Basic Principles

- Introduction of an *international dimension and a global mindset*:
Getting to know a different school system
- Understanding of and *respect for all peoples, their cultures, civilisations, values and ways of life*; i.e. both the cultures of indigenous peoples and also of other nations in the world:
UNESCO WORLD HERITAGE PROJECT



- *Awareness of the growing interdependence* between the peoples and nations of the world: **one world–school partnerships**

- *Ability to communicate* with others: **email contact**

- Imparting awareness not only for the rights but also the *responsibilities* of persons, social groups and nations in relation to one other: **school partnerships**

- Promoting understanding of the *need for international solidarity and cooperation*: **Germany as an example of a reunified country**



Cultural Aspects

Stimulate the challenge to engage with different cultures and lifestyles thereby establishing the **basis for a mutual appreciation of cultural differences**:

- **Foreign language teaching** at both partner schools occupies a prominent position and serves as the **medium of international understanding, intercultural dialogue and hence is the precondition for tolerance and peace**
- **UNESCO World Heritage** as a means of **intercultural dialogue** and to get to know other civilisations, traditions and religions.



Dealing with Global Problems

Education within the scope of the Korea exchange and also the **UNESCO World Heritage project** is structured to be interdisciplinary:

- **Geography:** different spatial terms
- **Politics:** political systems and democracy
- **Religion/Ethics:** Christianity and Buddhism
- **History:** Monastery and Library
- **Art:** Art History
- **Education:** school systems
- **Joint foreign languages:** English, French, Spanish, Chinese
- **Music:** singing room, Samulnori
- **Sport:** basketball



The German and Korean pupils get to know their respective local world heritage sites as **mirrors of diverse cultures and symbols of stability in a rapidly changing world, and they come to appreciate the distinctiveness of each one.** They get to know world heritage sites that are related to world religions and religious persuasions. **They further come to appreciate that correlations exist both between culture and nature as well as between different cultures.**





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World Heritage and Sustainable Development and their cultural implications

Such an approach aims to help students to learn about other cultures, **respect cultural diversity and be aware of their common and specific cultural roots**. It also enables them to identify aspects of tangible and intangible heritage reflecting **cultural identities** as well as acquiring skills to preserve World Heritage sites. Last but not least, it is a means to **develop awareness in students of the impact of culture on values and lifestyles relating to sustainable development**.

Competences in Education for Sustainable Development:

- to think with great foresight
- to be outward-looking and receptive to new prospects
- to think and act interdisciplinary
- to be able to participate
- to plan and act related on sustainability
- to show empathy, commitment and solidarity
- to motivate others and yourself
- to look critically at individual and cultural role models



Economy

We recycle to prevent waste



Society

We are good citizens



Environment

We look after our environment

