

INTERCONNECTIONS 21

Newsletter

Summer 2005

InterConnections 21 Launches World Heritage Education Program in US



"We need to use the importance of World Heritage sites to launch interest in global issues . . . This workshop has been a helpful step towards global awareness of World Heritage Education." —Hailey Morton (IC 21 alumni studying at Georgetown University)

From January 28-30, 2005, some 60 students, teachers and program partners gathered at the American Philosophical Society in Philadelphia for the US launch of UNESCO's "World Heritage in Young Hands" (WHYH) program. The Longview and United Nations Foundations provided funding for the workshop. Activities included an introduction to the concept of World Heritage; a visit to Independence Hall (a US World Heritage site); in-depth discussions with resource people on topics including the slave trade, tourism, education, cultural identity, and preservation; hands-on activities from the WHYH kit; panel discussions on how WHYH is being used in other countries; and planning for the future implementation of this program in the US.

Two factors that prompted convening the workshop were the October 2003 re-entry of the US government into UNESCO (United Nations Educational, Scientific and Cultural Organization) after a 19-year absence and the subsequent expansion of the US chapter of UNESCO's Associated School Project (ASPnet/USA). The workshop provided training to educators from across the country on the local and global significance of World Heritage (WH), on the rationale for its inclusion in the school curriculum and on how to use selected components of the kit. US participants had the opportunity to discuss strategies for introducing the kit with educators from abroad who have extensive experience in World Heritage Education.

Recommendations generated from the workshop include align-



Students and teachers gather around a map of World Heritage sites at the international workshop in Philadelphia.

What do the following places have in common?

Abu Simbel, Galapagos Islands, Great Barrier Reef, the Great Wall of China, Hiroshima Peace Memorial, Machu Picchu, Petra, Stonehenge, Timbuktu, Venice and its Lagoon, and Yellowstone National Park

They are all World Heritage sites deemed of universal value for future generations due to their cultural or natural characteristics. The international World Heritage Committee has designated 788 World Heritage sites in 134 countries around the world.

ing the materials in the kit to national curriculum standards, forming a working group of partners to oversee the US launching of World Heritage Education and introducing pilot testing of the "World Heritage in Young Hands" kit in ASPnet/USA schools.

Since the January workshop, several ASPnet/USA schools have begun piloting the WHYH kit. Students at Three Rivers Middle School in Ohio incorporated WH sites into a lesson on immigration in their sixth grade classes and into geography classes for seventh and eighth graders. Students created daily programs spotlighting WH sites that aired on the school's closed circuit television show. McKinleyville High School in California and St. Timothy's School in Maryland are in the process of introducing interdisciplinary World Heritage materials into Life Science and World Studies courses. Hunterdon Central Regional High School is piloting the WHYH kit in its junior World Studies class.

To facilitate teachers' use of World Heritage sites in their teaching, IC 21 is preparing a listing of all 788 sites, grouped by themes suggested by work-

shop participants; this should be ready by the fall of 2005. A follow-up workshop to assess progress is currently in the planning stages. IC 21 aims to hold the workshop in 2006 at the Everglades National Park, an endangered WH site.

For more information on the World Heritage workshop and the workshop report, please visit our website www.ic21.org. The World Heritage Center website is <http://whc.unesco.org>.

Seven Jackson Hole Students Learn from Baur International Model UN in Mexico



IN March 2005, a group of students from Jackson Hole, WY joined hundreds of students from around the world for the Baur International Model United Nations (BIMUN) conference in Mexico City. Hosted by the Carol Baur Foundation, the BIMUN is a forum where diplomats, international personalities and students from five continents join together after months of preparation to discuss issues of worldwide importance while engaging in a simulation of the United Nations' proceedings. The student delegation represented Afghanistan, Algeria, Ethiopia, Rwanda, Uganda and Slovenia in summits addressing topics such as a Mass Destruction Weapons Ban on the Korean peninsula and the Palestine-Israeli conflict. Harrison Tomé, an eleventh grade student at Jackson Hole High School, writes below on his experience at the Model UN summit in Mexico City:



Students holding the Mexican Flag at the Bauer International Model UN, Mexico City. Left to Right: Hillary Ford (representing Jordan), Madeline Caldwell (Ethiopia), Sonja Berger (Afghanistan), Harrison Tomé (Algeria), Laramie Maxwell (Slovenia), Emma Cohen (Rwanda) and Amanda Lowe (Uganda).

A Student's Perspective

"In today's world we often find ourselves surrounded by tragic news. We hear about crises like civil wars and mass killing in Sudan, the lack of humanitarian aid for refugees in Angola or Pakistan, or the suicide bombings in Iraq and Israel. Here in the United States we often feel disconnected from these problems. We wonder how such terrible things can happen and most importantly, how we can possibly solve these complex problems and improve the lives of those involved.

These are questions that a group of several hundred students from an array of countries tried to answer at the Baur International Model United Nations Conference in Mexico City. The conference gave these students and me the opportunity to learn about and discuss world issues while at the same time learning the intricacies of how the United Nations works.

The basic premise of a Model United Nations Conference is

that each student delegate is assigned a country well before the date of the conference and then has to learn the views of that country on a certain issue that will be discussed at the conference. I was assigned the North African country of Algeria, and I had to learn all I could about its stance on the civil war in Sudan and on the problems in the Democratic Republic of the Congo. I did extensive research on Algeria. I learned about its foreign policy and economic system, as well as about the Algerian people, their customs and their way of life. That's part of the beauty of a Model UN. When you learn another man's culture you get an intimate insight into his life, and you have a much greater chance of understanding his problems.

Upon arrival at the conference, the student delegates break up into different committees and begin to discuss their assigned topics using United Nations' procedure. At first I wondered how this experience would affect me. I didn't wonder long. During the first session of the conference, I realized just how beneficial taking a third party perspective on an issue can be. When you look at something in this way, you often see things you've never seen before.

During the conference, I was inspired – along with every other student there. We learned just how lucky we were to be discussing these problems instead of trying to survive them like so many people are. The conference instilled in us the desire to work as hard as we could to help these people long after the conference ended. While we were there, we imagined a world without poverty, a world without war, a world where all people can live their lives freely. Many people only get to this stage. They only imagine. They do nothing to solve the problems. This is why the problems don't go away. After the conference, we were done imagining. We were ready to act, and I'm confident that everyone who attended the conference will."

Harrison Tomé
Junior, Jackson Hole High School

Second Mondialogo Worldwide School Contest Will Promote Intercultural Dialogue

ASPnet/USA schools will once again have the opportunity to participate in the Mondialogo Worldwide School contest, hosted by DaimlerChrysler and UNESCO. Participating students will partner with a school in another country to design a joint project on the theme of intercultural dialogue. Schools that produce outstanding projects will be invited to send representatives to the Mondialogo Symposium, where they will meet counterparts from their partner school and attend workshops on promoting intercultural under-

standing. In the first year of this contest, three US schools were invited to attend the Mondialogo Symposium in Barcelona, Spain in September 2004 [See IC 21 Fall/Early Winter 2004 Newsletter for details]. For the second contest, the Mondialogo Symposium will be held in Mexico City in November 2006. For more information refer to the Mondialogo website: <http://www2.mondialogo.org/school-contest>.

New ASPnet/USA School Profiles



Bodine High School for International Affairs, Philadelphia, PA.

Through a partnership with the World Affairs Council, students at Bodine are participating in the Mock International Court of Justice. This program simulates the International Court of Justice, which makes decisions regarding international disputes. Students debate topics such as sustainable development and international arms control and have the opportunity to develop skills in debating, negotiation, public speaking and consensus-building.

The Bryn Mawr School, Baltimore, MD.

Through their senior "World Matters" project, Bryn Mawr students became involved in girls' education issues on an international scale in 2005 by volunteering in orphanages, day care centers and primary schools in Costa Rica. Students also took part in a visit to a rainforest, an example of ecotourism, and learned about efforts being made to preserve this resource. The students submitted field journals and discussed their experience abroad with the fourth and seventh grade classes focused on global studies. Bryn Mawr plans to repeat the project in the coming school year. Seniors involved in "World Matters" presented a PowerPoint to current juniors in preparation for next year.

The Conserve School, Land O' Lakes, WI.

This school was selected as a finalist in the 2004 Mondialogo School Contest sponsored by UNESCO and DaimlerChrysler to foster cross-cultural friendships and understanding. Students are also very involved in developing Earth Day and Diversity Day activities and awareness on campus.



During a lesson on the Underground Railroad, students from Three Rivers Middle School in Ohio had the opportunity to handle the life-size replicas of the shackles used during slavery in the United States.

Eleanor McMMain Secondary School, New Orleans, LA.

Students at Eleanor McMMain are focusing their ASPnet project on the multiple African cultures in Louisiana during the Transatlantic Slave Trade of the 19th century. In addition to hosting a series of guest lectures, conducting community interviews, taking field trips to museums, and participating in an in-depth study of African American history, students will try cultivating indigenous medicinal herbs and plants that were used by people of African descent during the Slave Trade era.

The German School New York, White Plains, NY.

At the German School, second grade students are involved in an exploration of world cultures through book reports, theater, literature, and music. They will present their work to the entire elementary school through poster board exhibits focused on tolerance and understanding. Upper-school students are researching and raising awareness on the current situation in Sudan through the Human Rights Club. They are also involved in fundraising for assistance to refugees in Darfur.

Hunterdon Central Regional High School, Flemington, NJ.

The school will be piloting the UNESCO "World Heritage in Young Hands" materials through the 11th grade Comparative World Studies course. Hunterdon is also undertaking a project focusing on the genocide in Darfur/Sudan. Students will identify human rights concerns, analyze the range of international and non-governmental responses, collect data on public awareness of the issues, and develop a public information campaign.

McKinleyville High School, McKinleyville, CA.

Administrators and teachers at this International Baccalaureate school are focused on integrating UNESCO's World Heritage Education program into their curriculum. They started introducing World Heritage Sites beginning with the sophomore World History class this past spring by partnering with other IB schools around the world and conducting biology research through life-sciences courses at the UNESCO World Heritage site Redwood National Park. The students intend to share the information they collect with similar institutions located near World Heritage sites around the globe.

St. Timothy's School, Stevenson, MD.

This school will be using the "World Heritage in Young Hands" kit to develop an understanding of the interconnected nature of culture, religion, history and geography. By exploring the reciprocal impacts of these elements, St. Timothy's students will be encouraged to take an active role in preserving the natural and man-made treasures of the globe.

FLASH!

Check out our updated website at www.ic21.org. We have re-designed the site for easier use by teachers and students! It features ready-to-use curriculum units and will soon have a bulletin board for ongoing discussion of topics that matter to ASPnet/USA schools.

7th and 8th UN Student Conferences on Human Rights

2004: "HIV/AIDS: From Awareness to Action"

On December 2-3, 2004, students from the US, Canada, Mexico and the Dominican Republic gathered at the United Nations International School and the UN Headquarters in New York City for the 7th Annual UN Student Conference on Human Rights. These students were joined through videoconferencing and webcasting by youth from around the world to discuss the theme, "HIV/AIDS: From Awareness to Action." The two-day summit was an opportunity for students to explore the human rights dimension of a worldwide health pandemic. During the conference students gained experience in public speaking, negotiation, consensus building, and drafting a declaration. The 2004 Student Declaration was presented to the head of the UN General Assembly during the closing ceremonies of the student conference.

2005: "Water as a Human Right"

Sixty students from around the world will convene at the United Nations Headquarters in New York City this December to participate in the 8th Annual UN Student Conference on Human Rights. The UN Department of Public Information (DPI) will host the two-day event focusing on "Water as a Human Right," to take place on December 1-2, 2005. Innumerable other students will participate globally via webcasting and videoconferencing.

Coinciding with the 60th anniversary of the UN, this year's conference relates closely to the UN's Millennium Development Goal number seven: to ensure environmental sustainability. In 2000, 189 Heads of State and Governments recognized the importance of water issues at the UN Millennium Summit when developing the pledge to halve the proportion of people (currently 18.6%, or a total of 1.2 billion people worldwide) without access to safe drinking water by 2015.

Students will explore the pertinent issue of "Water as a Human Right" and its relationship to health, peace/human security, resource management and environmental sustainability at the conference, which is co-sponsored by InterConnections 21, along with Global Education Motivators (GEM), UNIS and the Carol Baur Foundation. The event concludes with participating students submitting their Youth Action Plan to the President of the UN General Assembly. More information, including a background document, will be posted by the end of August 2005 on www.ic12.org and www.un.org/cyberschoolbus.



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InterConnections 21 • (307) 733-0549 • fax (307) 733-4178 • info@ic21.org • www.ic21.org

INTERCONNECTIONS 21

PO Box 960 • 3705 West Canyon Road • Wilson, Wyoming USA 83014

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