

# Embracing Peace through **UNESCO World Heritage**

Korean National Commission for UNESCO

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# Foreword

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Mention the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the first thing that comes to many people's minds is UNESCO World Heritage. The World Heritage List is often used as an educational resource to protect and conserve World Heritage sites. On one level, the List can be used as an educational tool for countries to identify and show off their cultural pride and self-respect, and as a means of "ego competition" between nations. However, not many educational materials explain the full intent and purpose of the UNESCO heritage system or use the entirety of UNESCO heritage lists to fully explain their historical and cultural values.

Of all UNESCO's activities, UNESCO's heritage conservation has received special attention. On the lists are natural and cultural World Heritage properties deemed to have Outstanding Universal Value (OUV) to be protected and preserved for all humanity, as well as intangible heritage (Intangible Cultural Heritage of Humanity) and documentary heritage (Memory of the World). Despite wide interest, the UNESCO heritage system is often the subject of conflict and misunderstanding.

To move beyond ethnocentric and nationalistic interpretations and practices related to UNESCO heritage, spread awareness of the value and significance of heritage, and seek to overcome various disputes and animosity surrounding it, the Korean National Commission for UNESCO (KNCU) initiated the production of *Embracing Peace through UNESCO World Heritage* in 2023. This resource kit was published not only to highlight the cultural values of heritage properties but also to promote an understanding of these values from the perspective of peace, human rights, respect for cultural diversity, and sustainable development, to ultimately serve UNESCO's founding purpose to eradicate ignorance, prejudice, and misunderstanding and achieve peace. Back in 2007, KNCU published the Korean language edition of *World Heritage in Young Hands* Educational Resource Kit (1998, revised in 2002) written by the UNESCO headquarters. However, this is the first time KNCU has designed and published our own educational resource on World Heritage.

UNESCO is a specialized agency of the United Nations established in 1945 to promote peace. The UNESCO Constitution begins with the statement, "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." After two world wars, the international community recognized the need for fundamental change in human knowledge and morality in order to end wars and preserve peace. Moreover, considering that education has been recognized as the most vital tool for this purpose, the publication of a new resource kit on World Heritage holds deep significance.

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This resource kit is the product of long labor by 10 researchers consisting of scholars on UNESCO heritage and teachers working in schools that belong to the UNESCO Associated Schools Network (ASPnet). It is distinct from existing educational resources in several ways. First, this kit goes beyond introducing the variously inscribed World Heritage properties one after another, to explain the rich significance of the heritage properties through keywords such as peace, cultural diversity, and sustainability. We also sought to overcome misconceptions about World Heritage and presented the content through various interesting cases for easy, hands-on application in classroom settings. In 2024, KNCU has pilot-tested the teaching materials presented in this resource kit in Korean middle and high schools belonging to UNESCO ASPnet. An online teacher training course based on this book has also been provided in June this year.

The American novelist Steve Berry, a prolific writer on history and art, had said, “A concerted effort to preserve our heritage is a vital link to our cultural, educational, aesthetic, inspirational and economic legacies all of the things that quite literally make us who we are.” I hope this resource becomes a stepping stone in empowering teachers as the agents of education and youth as the beneficiaries so they may recognize the value of UNESCO heritage and become agents of a peaceful and sustainable planetary community. Finally, I would like to thank the Republic of Korea’s Ministry of Education which funded the production of this resource kit both in Korean and English versions, and the researchers who dedicated their passion and capacity in designing and producing this publication.

December 1, 2024  
Han, Kyung Koo  
Secretary-General  
Korean National Commission for UNESCO



# Preface

What can we learn from heritage? **Why should we learn about it?** When we talk about heritage, we often imagine tangible historic artifacts, and when we think of heritage education, field trips to cultural heritage sites spring to mind.

And we would be right. By studying about heritage sites, we can travel back in time and learn about the history, culture, and society in which the heritage property was constructed. We might also feel pride in our community's roots, with its vibrant history and culture symbolized in the heritage. But heritage is not just an educational artifact that gives us clues about the past.

**The UNESCO heritage system is highly meaningful in that it raises awareness of the significance of heritage properties as a common heritage of humanity.** This means that heritage in my country is not just my heritage, forming part of my identity, it belongs to all humanity and contributes to the formation of our shared identity.

The UNESCO heritage system also serves as a medium for dialogue, facilitating an understanding of other cultures. **Because your heritage is just as valuable as mine, the motivation to protect our heritage together has helped instill a sense of global community.**

By learning about World Heritage we can reflect on why we value certain heritage today. **The significance we give to certain heritages is never static but continues to change.** In this process, we not only gain knowledge of history and culture but also learn to approach other people and the world, the past and the present.

This is why UNESCO heritage education is closely related to global citizenship education.

This first-ever educational resource kit on the diverse understanding of UNESCO heritage by the Korean National Commission for UNESCO has four distinct characteristics.

- (1) Each chapter is presented through cases rather than explanations, making the content approachable.**
- (2) Each chapter is introduced with questions called "Breaking Assumptions" to encourage critical reflection.**

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- (3) “Further Readings” are additional resources related to each chapter’s theme. They provide supplementary materials for lesson planning and student questions.
  - (4) The chapters are arranged around concrete examples, and each chapter is linked with several themes. In classroom settings, teachers are free to select any chapter to teach about related themes.

This resource kit contains four broad themes—**UNESCO and Heritage, Heritage and Peace, Heritage and Cultural Diversity, and Heritage and Sustainability**—through which we hope to foster global citizenship in youth and expand their worldview. The purpose of this resource is to promote peace, respect for cultural diversity and sustainability by using them as themes to explore the various meanings of UNESCO-designated heritage. Peace is considered the most important value of UNESCO, while respect for cultural diversity is consistently emphasized and reinforced work in UNESCO’s work. Additionally, sustainability is recognized as the most urgent issue for today.

Since KNCU published a Korean version of the educational resource kit on heritage published by UNESCO Headquarters 20 years ago, much has changed concerning the state of and perspectives on heritage, and there was a need for this new educational material to reflect the change. In particular, disputes and misunderstandings surrounding the heritages of Korea, China, and Japan in Northeast Asia necessitated an educational resource that presents an appropriate perspective on UNESCO heritage inscription. This resource kit offers an **approach to heritage as something humanity shares, rather than an exclusive property of one nation**, in hopes of paving the way for reconciliation in Northeast Asia.

This resource kit also includes heritage from of North Korea and emphasizes the values of peace, coexistence, and global citizenship. It is designed to encourage students to question preconceived notions about heritage, presents the content in an attractive format, and encourages new perspectives. Heritage experts, as well as long-time teachers at UNESCO ASPnet schools, participated in discussions during the writing process. Various inputs from scholars and teachers were collected to reflect the voices of education practitioners.

The essential purpose of heritage education is to cultivate peace for the future by continually allowing learning to reshape our worldviews and value systems. We hope that this resource kit will be helpful in fostering the global citizens of the future, dedicated to peace and global understanding.



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## Breaking Assumptions (Critical thinking capacity)

## Chapters

## UNESCO and Heritage

Q1: Does heritage belong to only one country or nation?	5 (Kimchi), 6 (Dano Seasonal Customs), 7 (Joint Inscription)
Q2: Are the inscription criteria the same for all types of UNESCO heritage?	1 (Uluru-Kata Tjuta National Park)
Q3: Are only beautiful and distinguished sites recognized as UNESCO World Heritage? Are there any heritage sites that remind us of the painful past?	2 (Auschwitz Birkenau), 4 (Hiroshima Peace Memorial)
Q4: Does a heritage site have only one characteristic? (Cultural heritage, natural heritage, etc.)	1 (Uluru-Kata Tjuta National Park)

## Heritage and Peace

Q5: Does peace simply mean the absence of war? What is peace?	2 (Auschwitz Birkenau), 4 (Hiroshima Peace Memorial)
Q6: What if countries or communities have different positions on an item of heritage site? What can UNESCO do about it?	1 (Uluru-Kata Tjuta National Park), 2 (Auschwitz Birkenau), 4 (Hiroshima Peace Memorial), 7 (Joint Inscription)
Q7: Do South and North Korea share similar heritage? Do they ever cooperate to protect certain heritage?	5 (Kimchi), 7 (Joint Inscription)

## Heritage and Cultural Diversity

Q8: Does a culture belong to only one country? Can multiple countries and ethnic groups share a culture?	5 (Kimchi), 6 (Dano Seasonal Customs), 7 (Joint Inscription)
Q9: What does it mean to respect cultural diversity? Is this about countries respecting each other's culture?	1 (Uluru-Kata Tjuta National Park)
Q10: Is there an unchanging “Korean culture” or “Greek culture”?	5 (Kimchi)

## Heritage and Sustainability - Coexistence and Living Together

Q11: Does sustainable development simply mean not destroying the environment?	1 (Uluru-Kata Tjuta National Park), 3 (Haenyeo), 8 (Palau)
Q12: Should tourism always be prohibited to protect heritage site?	1 (Uluru-Kata Tjuta National Park), 3 (Haenyeo), 8 (Palau)
Q13: Does heritage also protect us? Or is heritage always an object of our protection?	3 (Haenyeo), 8 (Palau)
Q14: Are people separate from nature? Are nature and culture sharply divided?	1 (Uluru-Kata Tjuta National Park), 3 (Haenyeo)

Chapters	Breaking Assumptions (Critical Thinking Capacity)
<p>1. A magnificent rock formation in Australia featured in the film <i>Crying Out Love in the Center of the World</i></p> <p><b>Uluru-Kata Tjuta National Park</b></p>	<p>Q2: Are the inscription criteria the same for all types of UNESCO heritage?</p> <p>Q4: Does a heritage site have only one characteristic? (Cultural heritage, natural heritage, etc.)</p> <p>Q6: What if countries or communities have different positions on an item of heritage site? What can UNESCO do about it?</p> <p>Q9: What does it mean to respect cultural diversity? Is this about countries respecting each other’s culture?</p> <p>Q11: Does sustainable development simply mean not destroying the environment?</p> <p>Q12: Should tourism always be prohibited to protect heritage site?</p> <p>Q14: Are people separate from nature? Are nature and culture sharply divided?</p>
<p>2. How did diary of the 15-year-old Anne Frank become UNESCO heritage?</p> <p><b>Auschwitz Birkenau German Nazi Concentration and Extermination Camp</b></p>	<p>Q3: Are only beautiful and distinguished sites recognized as UNESCO World Heritage? Are there any heritage sites that remind us of the painful past?</p> <p>Q5: Does peace simply mean the absence of war? What is peace?</p> <p>Q6: What if countries or communities have different positions on an item of heritage site?? What can UNESCO do about it?</p>
<p>3. How long can you hold your breath?</p> <p><b>Culture of Jeju Haenyeo (Women Divers)</b></p>	<p>Q11: Does sustainable development simply mean not destroying the environment?</p> <p>Q12: Should tourism always be prohibited to protect heritage site?</p> <p>Q13: Does heritage also protect us? Or is heritage always an object of our protection?</p> <p>Q14: Are people separate from nature? Are nature and culture sharply divided?</p>
<p>4. Reflecting on peace at the site of an atomic bomb explosion</p> <p><b>Hiroshima Peace Memorial (Genbaku Dome)</b></p>	<p>Q3: Are only beautiful and distinguished sites recognized as UNESCO World Heritage? Are there any heritage sites that remind us of the painful past?</p> <p>Q5: Does peace simply mean the absence of war? What is peace?</p> <p>Q6: What if countries or communities have different positions on an item of heritage site? What can UNESCO do about it?</p>
<p>5. What kind of kimchi would you make? Who would you share it with?</p> <p><b>Kimchi and Cultural Inclusivity</b></p>	<p>Q1: Does heritage belong to only one country or nation?</p> <p>Q7: Do South and North Korea share similar heritage? Do they ever cooperate to protect certain heritage?</p> <p>Q8: Does a culture belong to only one country? Can multiple countries and ethnic groups share a culture?</p> <p>Q10: Is there an unchanging “Korean culture” or “Greek culture”?</p>
<p>6. Did you know several regions in Asia hold different festivals on Dano Season?</p> <p><b>Different Festivals on the Same Dano Day</b></p>	<p>Q1: Does heritage belong to only one country or nation?</p> <p>Q8: Does a culture belong to only one country? Can multiple countries and ethnic groups share a culture?</p>
<p>7. Is ssireum wrestling a shared heritage of South and North Korea?</p> <p><b>Joint Heritage Inscription</b></p>	<p>Q1: Does a heritage belong only to one nation or people?</p> <p>Q6: What if countries or communities have different positions on an item of heritage site? What can UNESCO do about it?</p> <p>Q7: Do South and North Korea share similar heritage? Do they cooperate to protect certain heritage?</p> <p>Q8: Does a culture belong to only one country? Can multiple countries and ethnic groups share a culture?</p>
<p>8. Where visitors must pledge to be ecologically and culturally responsible</p> <p><b>Palau</b></p>	<p>Q11: Does sustainable development simply mean not destroying the environment?</p> <p>Q12: Should tourism always be prohibited to protect heritage site?</p> <p>Q13: Does heritage also protect us? Or is heritage always an object of our protection?</p>



A magnificent rock formation in Australia featured in the film *Crying Out Love in the Center of the World*

## Uluru-Kata Tjuta National Park



<Image Source:: KIM, Sujin>



### Breaking Assumptions

- Q2: Are the inscription criteria the same for all types of UNESCO heritage?
- Q4: Does a heritage site have only one characteristic? (Cultural heritage, natural heritage, etc.)
- Q6: What if countries or communities have different positions on an item of heritage site? What can UNESCO do about it?
- Q9: What does it mean to respect cultural diversity? Is this about countries respecting each other's culture?
- Q11: Does sustainable development simply mean not destroying the environment?
- Q12: Should tourism always be prohibited to protect heritage site?
- Q14: Are people separate from nature? Are nature and culture sharply divided?





## What will we learn?



### Lesson Preparation

Theme	See connections between peace, cultural diversity, and sustainability
Keywords	Heritage, Peace, Cultural Diversity, Sustainable Tourism, Indigenous People, Mixed Heritage (Natural + Cultural Heritage, Cultural Landscape)
Lesson Format	<ul style="list-style-type: none"> <li>■ Lecture with periodic quizzes and activities</li> <li>■ Group discussions     ■ Individual and group sharing</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>■ Video materials   ■ Reading materials   ■ Digital tools</li> </ul>
Duration	<p>One Session (or longer if other materials are included)</p> <ul style="list-style-type: none"> <li>■ Further Readings at the end of this tool kit</li> </ul>

※ Note: Refer to Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum and More Activity Ideas at the end of this chapter as you plan your lesson.



### Lesson Content

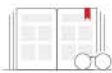
Topics	Teaching Content
Learn about Uluru-Kata Tjuta National Park	<ul style="list-style-type: none"> <li>▶ The world's largest monolith</li> <li>▶ History of conflict between the Aboriginal people and the Australian government</li> </ul>
What happened when the Anangu people and the government disagreed?	<ul style="list-style-type: none"> <li>▶ The Australian government nominated Uluru to be inscribed as a natural heritage site</li> <li>▶ The Anangu people protested this characterization of the site, asserting Uluru's cultural and religious significance</li> <li>▶ UNESCO accepted the claims of the Anangu people</li> <li>▶ The property was re-nominated as a "mixed heritage" site with natural and cultural significance</li> </ul>
Climbing ban: Learn about sustainable tourism	<ul style="list-style-type: none"> <li>▶ The rights of the exiled Anangu people were recognized</li> <li>▶ The Anangu people and the government now jointly manage the national park</li> <li>▶ The Anangu people requested a ban on climbing Uluru on the basis of its sacred significance</li> <li>▶ The Anangu people's request was accepted, and climbing Uluru has been banned since 2019</li> </ul>
Further reflections	<ul style="list-style-type: none"> <li>▶ Reflect on how groups and communities in a country may hold different positions</li> <li>▶ Review how differences of position were resolved</li> <li>▶ Consider why climbing Uluru was prohibited</li> <li>▶ Reflect on sustainable tourism for the coexistence of residents and tourists</li> <li>▶ Search for a case of sustainable tourism in South Korea or suggest one</li> </ul>
Activity	<ul style="list-style-type: none"> <li>▶ Research a heritage site similar to Uluru-Kata Tjuta and share with others</li> </ul>



## Understanding the Content for each Topic

### Learn about Uluru-Kata Tjuta National Park<sup>1)</sup>

- ▶ The world's largest monolith
- ▶ History of conflict between the Aboriginal people and the Australian government



### Story

#### ■ Uluru, "the navel of the Earth" is the largest rock in the world.

- From the film *Crying Out Love in the Center of the World*

**"The indigenous consider this place sacred, as the center of the world."**

- In this film, the male protagonist fell in love with the female protagonist in their teenage years. The girl had always wished to visit the rock at the "center of the world," but she became more and more ill. Her boyfriend snuck her out of hospital to take her to Uluru, but at the airport the girl collapsed.



**Did the boy end up taking his girlfriend to the rock? If they were to go to Uluru today, would they be able to climb it?**

You'll find out at the end of the chapter.

#### ■ What type of heritage is Uluru, the largest monolith in the world?



- There are three types of UNESCO heritage—World Heritage, the Memory of the World, and Intangible Cultural Heritage of Humanity. What kind of heritage is the Memory of the World? It includes documentary records such as the Hunminjeongum (Haerye) Manuscript or the Tripitaka Koreana. Intangible Cultural Heritage of Humanity is made up of non-material cultural elements such as dances, songs, plays, and performance arts. The custom of making and sharing kimchi is an example of Intangible Cultural Heritage of Humanity. World Heritage means natural or cultural heritage sites.

But did you know that there is also mixed heritage? A mixed heritage site has both cultural and natural value. Uluru is a great example of this.

It may not be easy to understand that a heritage site is both natural and cultural.

What is cultural about the rock called Uluru? Let's find out.



### Tasks

Search for the film and show an excerpt to the class.

Uluru is part of the Uluru-Kata Tjuta National Park. Besides Uluru the park also contains Kata Tjuta (meaning "many heads" in the local Aboriginal language) a rock formation made up of 36 rock domes found 32km away from Uluru.

Try to guess what type of heritage Uluru is.



## What happened when the Anangu people and the government disagreed?

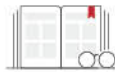
- ▶ The Australian government nominated Uluru to be inscribed as a natural heritage site
- ▶ The Anangu people protested this characterization of the site, asserting Uluru's cultural and religious significance
  - ▶ UNESCO accepted the claims of the Anangu people
- ▶ The property was re-nominated as a "mixed heritage" site with natural and cultural significance



### Tasks

Why did the Australian government dismiss the voices of the Anangu people?

What would you have done if you were the government of Australia?



### Story



- **For a long time, the Anangu people insisted that their rights be recognized to no avail.**
  - The Australian government and the local Aboriginal community took different stances. This region was originally inhabited by the Anangu people. They called this place "Uluru-Kata Tjuta" and considered it **the root of life and the center of their culture**. But once a European explorer discovered it, the European settlers changed the names of the sites from Uluru to Ayers Rock and Kata Tjuta to Mount Olga.
  - As tourism developed, the government kept neglecting the voices of the Anangu people. The government established a national park and called it Ayers Rock-Mount Olga National Park rather than using the Anangu people's name.
  - The Anangu people did not give up. They kept raising their voices to take back their right to live on the land. Finally, a law was passed to restore the land rights of the Anangu people.
- **The government of Australia nominated the site as a natural heritage site without consulting with the Anangu people.**
  - But the government of Australia again dismissed the Anangu people's right to the land. Without consulting with the Anangu residents, the government nominated Uluru to be inscribed as a natural heritage site, and that was how it was originally listed.
  - This conflicted with the perception of the Anangu people. For them, this was not simply a natural environment. For generations, this was the site of day-to-day life, and the spirit of their ancestors was alive on the land. Yet the government applied for the site only as a natural heritage, which meant that the "people" who had lived here for a long time were not included in the concept of heritage.

	Anangu People	Government of Australia
Position on the Name of the National Park	Uluru-Kata Tjuta	Ayers Rock-Mount Olga
Perception of Heritage	Habitation of the Anangu people, site of daily life infused with cultural and religious symbolism	A major Australian tourist attraction

### ■ Did UNESCO recognize the claims of the indigenous people?

- The Anangu people and heritage experts voiced their strong criticism of UNESCO's decision. The Anangu ancestors had lived there for tens of thousands of years, leaving numerous paintings and other traces in the caves of Uluru. They asserted that the Anangu people were preserving this site with traditional customs, and that this demonstrated the intimate relationship between people and nature.
- UNESCO finally recognized this site as a heritage property with not just natural but also cultural significance. The UNESCO World Heritage Committee recognized the site as not just "natural" heritage but "mixed heritage" (Natural/Cultural Heritage, Cultural Landscape). It was also re-nominated as Uluru-Kata Tjuta National Park to use the Anangu name for the site.

### ■ A case that demonstrates UNESCO's effort toward peace and respect for cultural diversity

- The case of Uluru-Kata Tjuta shows how UNESCO keeps working for peace and respect for cultural diversity. They made a change after listening to not only the government of Australia but also other related stakeholders.
- Respecting cultural diversity means more than different countries respecting each other's cultural differences. There are also groups and communities with different opinions within one country. For UNESCO, listening to the diverse voices of these communities is a key part of respecting cultural diversity.
- This case became a significant stepping stone in UNESCO's development of peaceful World Heritage preservation policies that respect the rights and culture of the indigenous people.

Find out more on mixed heritage.

☛ Refer to Further Readings (8) on mixed heritage

Think about the connection between nature and culture

Consider what you would have done if you were on the UNESCO World Heritage Committee



## Climbing ban: Learn about sustainable tourism

- ▶ The rights of the exiled Anangu people were recognized
- ▶ The Anangu people and the government now jointly manage the national park
- ▶ The Anangu people requested a ban on climbing Uluru claiming its sacred significance
- ▶ The Anangu people's claim was accepted, and climbing Uluru has been banned since 2019

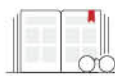
**The title of the film *Crying Out Love at the Center of the World* refers to the main character shouting out love on top of Uluru, which is at the center of the world. If you were to go to Australia today with the film's protagonist, would you be able to cry out love on top of Uluru?**



### Tasks

Share what you would like to do if you were to visit Uluru.

Take a position as either a member of the local Anangu community or a tourist then conduct a debate on the climbing ban.



### Story

- The Anangu people got back the land from which they were exiled, then lent it to the government.
  - As Uluru became accessible by automobile in the 1930s, more people wanted to visit. The Australian government designated it a national park and forcibly removed the Anangu people from the land.
  - But the Anangu people persistently demanded back their right to the land. Finally, the Australian parliament recognized their rights and changed the name of the landmark to its original name. In exchange, the Anangu people agreed to lend the site to the government for 99 years. Today, the Anangu people continue to co-manage the national park.
- Why was climbing Uluru banned?
  - For the Anangu people, Uluru is a sacred place with traces of ancestral beings who were alive at the creation of the world. The Anangu people were distressed that tourists were carelessly trampling on the sacred site.
  - They put up signs in multiple languages asking the tourists not to climb, but the climbs continued. Finally the board of the Uluru-Kata Tjuta National Park voted to officially ban climbing at the site, which went into effect in 2019.



<Image Source: KIM, Sujin>

- Are you disappointed that you won't be able to climb to the peak of Uluru to take pictures or cry out love? What you can do instead is visit the information center where they will explain to you Uluru's cultural and religious significance. Instead of simply enjoying the landscape for a brief moment, tourists can see it from the eyes of the Anangu people who have lived there for tens of thousands of years.
- As the Anangu people recovered their land rights and started to participate in the park's management, the way people tour the land also changed according to the indigenous people's demands. This is an example of 'sustainable tourism'. It means conducting tourism in sustainable ways to avoid destroying the local culture or nature and finding ways for the indigenous people and visitors to coexist.
- Uluru-Kata Tjuta National Park is a great example of sustainable tourism and heritage conservation that promotes coexistence and living together.

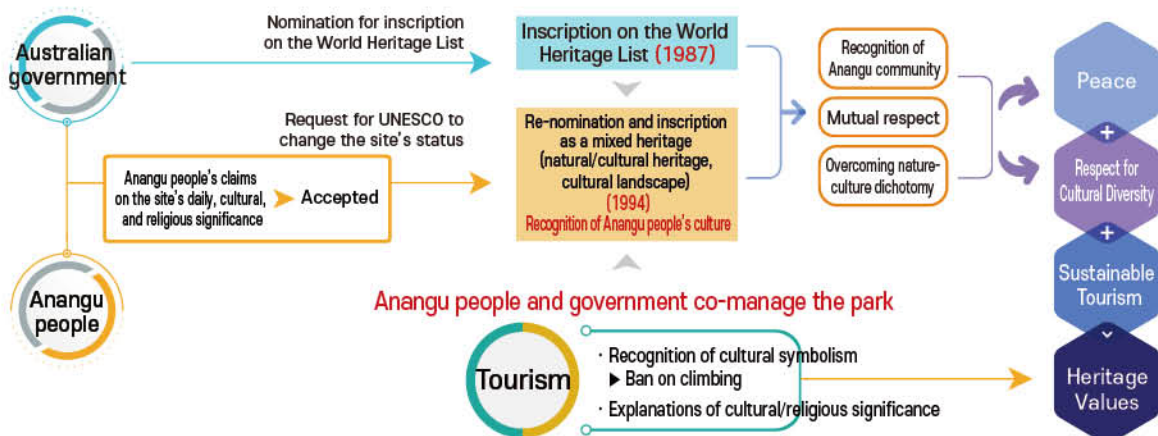


*Crying Out Love at the Center of the World* ends with the male protagonist visiting Uluru. But his teenage sweetheart couldn't go with him because of her illness. So did she never make it to Uluru? Her last words were,

**"Scatter my ashes on Uluru. And you live out your days."**

The boy scattered the girl's ashes on Uluru, according to her final wish. Although she never made it to Uluru while she was alive, traces of her soul remain in Uluru, just as the Anangu people believe.

The story of Uluru is a great example that demonstrates how different values of heritage - peace, cultural diversity, and sustainable tourism - are linked with each other.



## Student Activity 1

Watch another film that presents a case similar to Uluru-Kata Tjuta

### Have you watched the film *Avatar*?

Have you ever watched the film *Avatar*? The film and its sequel were both box office hits that drew over 10 million viewers in South Korea. How is this film's main message similar to the case of Uluru-Kata Tjuta? Let's watch the film and consider the following questions.

(\* May choose to show a shorter summary)



Poster of the film *Avatar*<sup>2)</sup>

### Synopsis

To solve the problem of energy exhaustion on Earth, humanity heads for the planet Pandora where they are confronted with the indigenous people called the Na'vi. The former marine Jake Sully (Sam Worthington) is sent among the Na'vi using the Avatar Program to explore Pandora. During his mission, he meets a female Na'vi warrior, Neytiri (Zoe Saldana), with whom he goes through various adventures. Jake falls in love with Neytiri and gets accepted by the Na'vi community. But before long, a huge battle to determine the fate of the universe begins, and Jake is put to the ultimate test.

※ Other similar films:

*Mission* (1986), *Dances with Wolves* (1991), *The Last Samurai* (2004)

## Let's Discuss

### Discuss the following questions in your group, then share them with the class.

1. [Questions that Break Assumptions] Compare your first impression of the Na'vi and how you feel about them at the end of the film. Do you feel differently about them?

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2. [Respect for Cultural Diversity] Why do humans and the Na'vi take different positions?

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3. [Respect for Cultural Diversity] Why does the male protagonist decide to abandon humanity and tie his fate to that of the Na'vi?

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4. [Peace, Sustainability] Is there a way for humanity and the Na'vi to coexist?

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5. What are some similarities and differences between the story of *Avatar* and the case of Uluru-Kata Tjuta?

• Similarities:

• Differences:

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## Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum 1 (Uluru-Kata Tjuta)

Subject	Activity	Linkage with Key Competencies and Themes in the South Korean National Curriculum	
Korean Language	☞ Become a tour guide for Uluru-Kata Tjuta National Park. Write a script for a three-minute introductory video.	Competencies	<ul style="list-style-type: none"> <li>• Data and information usage</li> <li>• Creative thinking</li> <li>• Critical thinking</li> <li>• Communication</li> <li>• Cultural appreciation</li> </ul>
		Themes	Through self-directed reception and production of media content, media users engage in identity formation and participate in the social process of construction of meaning.
English	☞ Become a tour guide for Uluru-Kata Tjuta National Park. Write a script for a three-minute introductory video in English.	Competencies	<ul style="list-style-type: none"> <li>• Knowledge and information processing</li> <li>• Self-management</li> <li>• Community life</li> <li>• English language communication</li> </ul>
		Themes	Learn to use media appropriately for the purpose and context to express one's emotions and opinions in speech and writing.
Social Studies / History	☞ Find out more about the history of Uluru-Kata Tjuta National Park and its Aboriginal people then make a two-page brochure. ☞ Plan an alternative tour itinerary that does not include climbing Uluru.	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Critical thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> </ul>
		Themes	Our ways of life, including location, transportation, communication, and customs, change over time.
Music	☞ Search videos of music and performance by Australian indigenous peoples and discuss your observations.	Competencies	<ul style="list-style-type: none"> <li>• Emotional competency</li> <li>• Creativity</li> <li>• Self-directedness</li> <li>• Community life</li> <li>• Communication</li> </ul>
		Themes	Humans find and appreciate aesthetic value and meaning through various experiences of music in daily life.
Geography	☞ Find the geographic location of Uluru-Kata Tjuta. Plan a trip to Australia and learn about the cultures of its indigenous and Torres Strait Islander peoples.	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Critical thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> </ul>
		Themes	All events and phenomena distributed across the Earth's surface occupy absolute and relative positions and exist across various spatial scales.
Science / Integrated Science	☞ Find out the natural significance of Uluru-Kata Tjuta National Park. Discuss how the concept of "mixed heritage" with natural and cultural significance emerged.	Competencies	<ul style="list-style-type: none"> <li>• Scientific decision making</li> <li>• Scientific exploration and problem solving</li> </ul>
		Themes	The diverse organisms around us are closely related to their environment through mutual influence, and biodiversity is closely linked to both ecosystems and human life.

※Note: 2015 and 2022 Revised Curriculum (Ministry of Education, Republic of Korea)



## More Activity Ideas

(refer to Further Readings)

★ ★ ★  
Activity  
1

Search for other films that feature other UNESCO World Heritage sites.

★ ★ ★  
Activity  
2

Consider other tourist sites you know where there should be a ban on climbing or entrance to protect the site's culture and spirit.

★ ★ ★  
Activity  
3

Compare this case with cases of other sites such as Yellowstone National Park or Grand Canyon National Park and their indigenous peoples in the United States.

★ ★ ★  
Activity  
4

Search for other mixed heritage sites with both cultural and natural significance.

☞ Further Readings (3)

Similarities and differences among various types of UNESCO heritage

☞ Further Readings (8)

Examples of UNESCO heritage inscription (Student Activity: My heritage, our heritage)

★ ★ ★  
Activity  
5

Imagine you are nominating your local heritage to be listed as a Heritage site. Assign some students the role of nominating the heritage, and others the role of deliberating as the UNESCO World Heritage Committee.

☞ Further Readings (6)

UNESCO heritage inscription criteria

☞ Further Readings (7)

UNESCO heritage inscription process

☞ Further Readings (9)

(Going Deeper) Nominate your local heritage



★ ★ ★  
Activity  
6

Find out the inscription criteria to be listed as a type of UNESCO heritage. Play a game to learn more about World Heritage.

☞ Further Readings (6)

UNESCO heritage inscription criteria

☞ Further Readings (7)

UNESCO heritage inscription process

☞ Further Readings (16)

(Going Deeper) The 'What Do You Know about UNESCO Heritage' board game

★ ★ ★  
Activity  
7

Does tourism always conflict with heritage conservation?  
Understanding sustainable tourism.

☞ Chapter 8

Palau: Where visitors must pledge to be ecologically and culturally responsible

☞ Further Readings (35)

(Student Activity) Heritage stamp tour: Reflecting on sustainable tourism

☞ Further Readings (36)

Sustainability through digital heritage tourism (Student Activity: Take a digital tour)

★ ★ ★  
Activity  
8

Understanding sustainable development

☞ Further Readings (32)

Sustainable development: Common goal of humanity

☞ Further Readings (33)

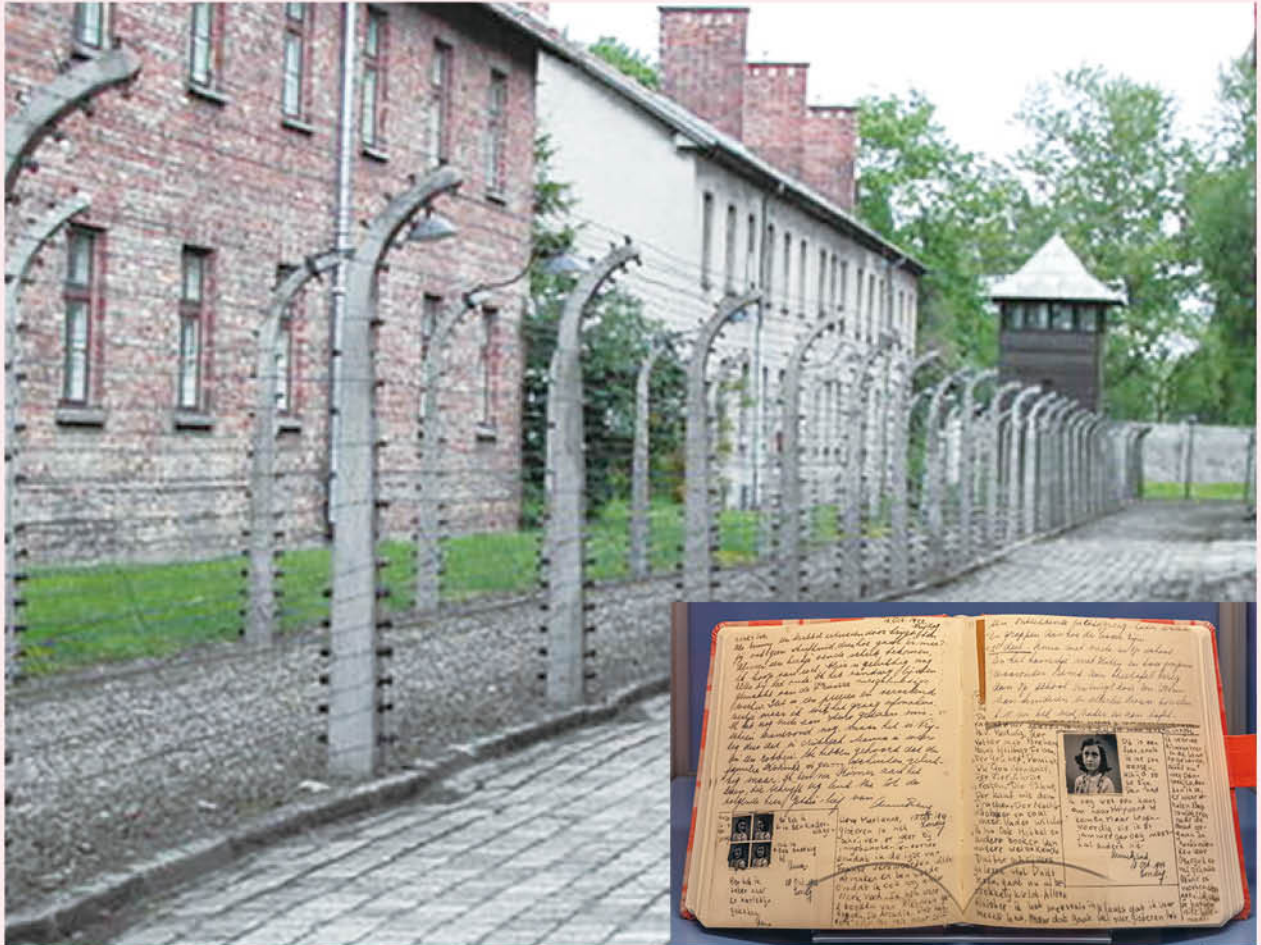
Leave no one behind: Everything is connected





How did the diary of 15-year-old Anne Frank become UNESCO heritage?

## Auschwitz Birkenau German Nazi Concentration and Extermination Camp



Diary of Anne Frank <Image Source: Wikimedia Commons, CC-BY-SA 4.0, Diego Delso >



### Breaking Assumptions

- Q3: Are only beautiful and distinguished sites recognized as UNESCO World Heritage? Are there any heritage sites that remind us of the painful past?
- Q5: Does peace simply mean the absence of war? What is peace?
- Q6: What if countries or communities have different positions on an item of heritage site? What can UNESCO do about it?





## What will we learn?



### Lesson Preparation

Theme	Understand the concept of difficult heritage with the diary of Anne Frank and Auschwitz Birkenau German Nazi Concentration and Extermination Camp
Keywords	Peace, Difficult Heritage, Memory of the World, Dark Tourism
Lesson Format	<ul style="list-style-type: none"> <li>■ Lecture with periodic quizzes and activities</li> <li>■ Group discussions     ■ Individual and group sharing</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>■ Video materials   ■ Reading materials   ■ Digital tools</li> </ul>
Duration	One Session (or longer if other materials are included) <ul style="list-style-type: none"> <li>■ Further Readings at the end of this tool kit</li> </ul>

※ Note: Refer to Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum and More Activity Ideas at the end of this chapter as you plan your lesson.



### Lesson Content

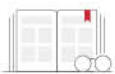
Topics	Teaching Content
Read excerpts from Anne Frank's <i>The Diary of a Young Girl</i>	<ul style="list-style-type: none"> <li>▶ A story of a Jewish girl who hid from Nazi German persecution</li> <li>▶ This is a story of a girl but also a story of millions of Jews who suffered during World War II (A record of one individual can become history itself)</li> <li>▶ Anne Frank was taken to Auschwitz Concentration Camp</li> </ul>
What happened at Auschwitz Birkenau?	<ul style="list-style-type: none"> <li>▶ Discrimination and genocide that happened during World War II</li> <li>▶ Why were Jewish people tortured and killed for being who they were?</li> <li>▶ Lessons we can learn from heritage that reminds us of painful history</li> <li>▶ Protecting human dignity together</li> <li>▶ Let's consider the "battles without bullets" that continue today.</li> </ul>
Can difficult memories also be part of our heritage?	<ul style="list-style-type: none"> <li>▶ Opposing positions on difficult heritage</li> <li>▶ Rationale to protect difficult heritage: "Never again"</li> </ul>
Dark tourism along the route of a difficult history	<ul style="list-style-type: none"> <li>▶ What is dark tourism?</li> <li>▶ From Anne's secret annex to a museum: Anne Frank House</li> <li>▶ Auschwitz Birkenau as a museum</li> <li>▶ Plan a travel route with destinations related to the Jewish Holocaust</li> </ul>
How can virtual reality technology help reconstruct history?	<ul style="list-style-type: none"> <li>▶ Recreation of Auschwitz Birkenau with virtual reality technology is used in trials of Nazi war criminals</li> <li>▶ <i>Dimensions in Testimony</i> project of the University of Southern California in the United States made conversations with Holocaust survivors possible</li> </ul>
Activity	<ul style="list-style-type: none"> <li>▶ Continue Anne Frank's diary entries as you try to put yourself in her shoes</li> </ul>



## Understanding the Content for each Topic

### Read excerpts from Anne Frank's *The Diary of a Young Girl*

- ▶ A story of a Jewish girl who hid from Nazi German persecution
- ▶ This is a story of a girl but also a story of millions of Jews who suffered during World War II (A record of one individual can become history itself)
- ▶ Anne Frank was taken to Auschwitz Concentration Camp



### Story

#### ■ Why did Anne have to stay in hiding for two years?

- From *The Diary of a Young Girl* by Anne Frank

**"To enhance the image of this long-awaited friend in my imagination... but I want the diary to be my friend, I'm going to call this friend Kitty... I was born on June 12, 1929. I lived in Frankfurt until I was four. Because we're Jewish, my father immigrated to Holland in 1933, when he became the Managing Director of the Dutch Opekta Company"<sup>3)</sup>**

- Saturday, June 20, 1942

- Anne was born in Frankfurt, Germany in 1929 to a well-to-do Jewish family. But when the racist and antisemitic Nazi Party came to power, her family left Germany and settled in the Netherlands.
- Then, in 1942, Anne's family received a notice from the Central Office for Jewish Emigration to report to a labor camp. So Anne and her family had to hide in a secret annex and couldn't set foot out of it for over two years.
- Anne Frank's diary is the record of her daily life in hiding from June 14, 1942, to August 1, 1944.



### Tasks

Find and show a related video.

Read excerpts from *The Diary of a Young Girl*.



- What kind of heritage is the Memory of the World?  
How can the personal diary of Anne Frank be listed in the UNESCO Memory of the World International Register?

Find out more on the criteria to be listed on the Memory of the World register.

➤ Further Readings (6)

Discuss the value of Anne Frank's diary as a part of Memory of the World.

Ask questions about Auschwitz Birkenau German Nazi Concentration and Extermination Camp.

- From *The Diary of a Young Girl* by Anne Frank

**"Dearest Kitty, ... If only I could leave here! They're driving us crazy!"<sup>4)</sup>**

- Wednesday, September 29, 1942

**"Dearest Kitty, Today I have nothing but dismal and depressing news to report. Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big gamp in Drenthe to which they're sending all the Jews."<sup>5)</sup>**

- October 9, 1942

- These are diary entries of a girl telling her diary, which she imagines as a friend named "Kitty," about her daily life. But they also tell the story of what happened to millions of Jews who lived at the time. Anne Frank's diary represents the experience of all the people who lost their diaries in the war or never got to write one.<sup>6)</sup> This is an example of how a personal record can have historical significance. Anne's diary is also valuable because the entries were preserved in their entirety, even during a war.
- Anne diary entries end on August 1, 1944. Anne and her family's secret annex was discovered a few days later on August 4, and they were deported to Auschwitz Concentration Camp. What happened next?

## What happened at Auschwitz Birkenau German Nazi Concentration and Extermination Camp?

- ▶ Discrimination and genocide that happened during World War II
- ▶ Why were Jewish people tortured and killed for being who they were?
- ▶ Lessons we can learn from heritage that reminds us of painful history
- ▶ Protecting human dignity together
- ▶ Let's consider the "battles without bullets" that continue today.



### Story

#### ■ Discrimination and genocide that happened during World War II

- From 1942 to 1944, at the Auschwitz Birkenau German Nazi Concentration and Extermination Camp (Auschwitz Birkenau for short) located in Poland, millions of people were killed and tortured simply for being Jews. Anne Frank and her family were also deported to Auschwitz. What were some things that happened at this concentration camp?
- Anne's last diary entry was written three days before she and her family were taken to Auschwitz. Imagine you are Anne and write a diary entry on what you would have experienced there.

#### ■ Why were Jewish people tortured and killed for being who they were?

- After losing World War I, Germany had to pay an enormous amount of reparations for damages to other countries. Then the Great Depression hit Germany to push it into an even deeper economic crisis. Germans became highly anxious, and the National Socialist German Workers' Party, or the Nazi Party, arose out of this context.
- The Nazi Party took advantage of the chaotic situation and scapegoated the Jews, who were successful in the financial sector, for the national economic troubles. The Nazi Party claimed the superiority of the Aryan race and said Jews deserved to be exterminated.
- The Nazi Party gained great popularity and succeeded in taking power. Jewish people were then tortured and killed for simply being who they were. This violence and genocide by the German Nazis against the Jews is called the Holocaust. Can you imagine what it would be like to be tortured and killed for simply being Korean?



### Tasks

Search for films and videos about the genocide that happened at Auschwitz Concentration Camp.

Write a diary entry imagining you have been taken to Auschwitz (in Korean or in English).

**Don't miss it!**

Auschwitz Birkenau German Nazi Concentration and Extermination Camp is the name for two concentration and extermination camps - Auschwitz I and Auschwitz II (Birkenau).



Inside Auschwitz Birkenau Concentration Camp <Image Source: UNESCO website, UNESCO (Francesco Bandarin)>

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Consider the concept of peace.

### ■ Lessons we can learn from heritage that reminds us of painful history

- Auschwitz Birkenau German Nazi Concentration and Extermination Camp (1940–1945) was listed as a UNESCO World Heritage site in 1979. A concentration camp became a World Heritage site, and it wasn't because the buildings were beautiful! It was actually selected because of the painful history contained in this site.
- A World Heritage site may not look beautiful or magnificent. Sometimes a site is inscribed because of the lessons it can teach future generations on difficult history. Let's talk more about this in a later section.

### ■ Protecting human dignity together

- What is peace? Is it simply a state of no conflict? Even if there is no physical violence, if people are discriminated against, exploited for their labor, or looked down upon because of their race or ethnicity, we wouldn't call that a true state of peace.
- UNESCO has worked to achieve peace by protecting human dignity from prejudice and violence. Together, we can protect human dignity by recognizing that all lives have inherent worth and giving them due respect. This is how we can all live in peace.

### ■ Let's consider the "battles without bullets" that continue today.

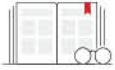
- Today, physical conflicts between countries and within countries exist around the world. But there are also "battles without bullets," bloodless conflicts that still destroy human dignity, raging in the world today. What are some of these instances?

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Search the news on the internet for other "battles without bullets" that threaten human dignity.

## Can difficult memories also be part of our heritage?

- ▶ Opposing positions on difficult heritage
- ▶ Rationale to protect difficult heritage: “Never again”



### Story

#### ■ Opposing positions on difficult heritage

- Poland nominated Auschwitz Birkenau for inscription on the list of World Heritage in 1978, but it was not inscribed that year. Was it because Germany, the perpetrator of World War II, contested the inscription? Surprisingly, no. Germany genuinely apologized for the faults of the Nazi German regime. They didn't oppose the inscription of Auschwitz Birkenau.
- Actually, the site couldn't be inscribed because of a dispute among the World Heritage Committee members. Some were concerned that inscribing a site commemorating a negative historical event might set a “precedent” for World Heritage inscription. Opinions differed on whether or not it is appropriate to preserve memorials to negative history.
- In South Korea, there have also been controversies over historical buildings. The Japanese Government-General Building once stood in front of Gyeongbokgung Palace in Seoul. The public consensus was to demolish the building since it was a remnant of the Japanese colonial occupation. On August 15, 1995, the demolition was televised live nationwide. At the time, however, there were some who thought that the building still held value as an example of modern architecture that had been in use long after Korea's liberation. Others also said that since the Japanese occupation was a painful but historical truth, we should preserve the building as a lesson to future generations. What do you think?

#### ■ Rationale to protect difficult heritage: “Never again”

- Auschwitz Birkenau was selected as a UNESCO World Heritage site because of its historical and educational significance as a memorial for humanity. The facilities at the site, the fortified walls, barracks, gallows, gas chambers, and crematoria vividly show the cruel process of the Jewish Holocaust at the hands of the Nazi German regime.
- Auschwitz Birkenau is evidence of cruel and inhumane acts of systematic murder and denial of human dignity. Its lesson is that we should “never again” let such history repeat itself.



### Tasks

Take positions and debate on whether to preserve or eliminate difficult heritage.

Imagine the Japanese Government-General Building is still standing in front of Gyeongbokgung Palace in Seoul, South Korea. Debate on whether to preserve or eliminate the building.

Discuss why the inscription of Hashima Island (Battleship Island, Gunhamdo) as UNESCO World Heritage is controversial.

✎ Further Readings (21)





## Dark tourism along the route of a difficult history

- ▶ What is dark tourism? ▶ From Anne's secret annex to a museum: Anne Frank House
- ▶ Auschwitz Birkenau as a museum
- ▶ Plan a travel route with destinations related to the Jewish Holocaust



### Tasks

Learn about the concept of dark tourism, then look for other examples.

Go online to take a tour of Anne Frank's secret annex. Learn English words to describe the place (different parts of the house).

Take an online tour of Auschwitz Birkenau and write an essay reflecting on the scenes.

Plan an itinerary for a trip to remember the Jewish Holocaust.



### Story

#### ■ What is dark tourism?

- Dark tourism is a type of tour where you visit places with tragic history, such as war, genocide, and disasters caused by humans or nature, to learn from the past. It's also called "black tourism" or "grief tourism." Auschwitz Birkenau is a good example of a dark tourism destination.

#### ■ From Anne's secret annex to a museum: Anne Frank House

- The secret annex where Anne and her family hid for two years and one month is now a museum. This house in Amsterdam, Netherlands, was first opened to the public in 1960, thanks to Anne's father, Otto Frank, who dedicated to sharing Anne's diary with the world.

▣ Today, with the help of technology, we can even visit the secret annex online. Let's go and see.

▣ Imagine you are Anne who lived here for two years and write an essay on your reflections.

What lessons would you learn from this trip?

<https://www.annefrank.org/en/anne-frank/secret-annex/>



#### ■ Auschwitz Birkenau as a museum

- Auschwitz Birkenau is located in Oświęcim and a nearby region in the south of Poland. A museum has been set up there to remind its many visitors of the acts of the Nazi regime and teach them never to repeat such history.

▣ You can also tour Auschwitz Birkenau online.

<https://panorama.auschwitz.org/>

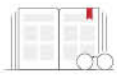


#### ■ Destinations with memories of the Jewish Holocaust

- The Jewish Holocaust was initiated by the German Nazis but its traces remain throughout Europe. Besides Auschwitz Birkenau and Anne Frank House, there is the Holocaust Memorial in Berlin, Wannsee Villa on the coast of Lake Wannsee, where Nazi officials met to decide on a plan to exterminate the Jews, and the Warsaw Ghetto in Warsaw, Poland, where the Nazi soldiers rounded up and imprisoned Jewish people. Can you search for other possible destinations?

## How can virtual reality technology help reconstruct history?

- ▶ Recreation of Auschwitz Birkenau with virtual reality technology is used in trials of Nazi war criminals
- ▶ The *Dimensions in Testimony* Project of the University of Southern California in the United States made conversations with Holocaust survivors possible



### Story

In the previous section, we toured Anne Frank House and Auschwitz Birkenau without actually visiting the sites. That's thanks to today's technological innovations. Technology can be used to reconstruct and reveal historical truths.

#### ■ VR Auschwitz Birkenau is used in trials of Nazi war criminals

- The Bavarian State Criminal Office of Germany uses VR technology that shows 3D imaging of Auschwitz Birkenau in their prosecution of war criminals. Reinhold Hanning, a former Nazi campguard, said that he was posted at a watch tower and had not seen the Jews being taken to the gas chambers. The 3D reconstruction of the camps based on remaining records and survivors' testimony showed that Hanning's testimony was false. Hanning was sentenced for being an accessory to murder.<sup>7)</sup>



#### ■ The *Dimensions in Testimony* project of the University of Southern California in the United States made conversations with Holocaust survivors possible.

- With further advances in technology, we can now have real-time conversations with Holocaust survivors using AI-generated responses. The University of Southern California in the United States collected details of survivors' appearance, voice, and memories, enabling us to ask them questions about the painful history they endured and allowing them to respond. Thanks to this technology, survivors can communicate with us and help us understand and empathize with the painful history they experienced even after they pass away.



### Tasks

Ask students to think of other technology that can be used to reconstruct history.

Research other technologies that can help us learn the stories behind World Heritage.

## Student Activity 2

# Continue Anne Frank's diary entries as you try to put yourself in her shoes

◆ Write: Imagine the situation Anne was in, and put yourself in her shoes as you continue writing her diary entries from where she left off.

**September 27, 1942**

Dearest Kitty,

Mother and I had a so-called "discussion" today, but the annoying part is that I burst into tears. I can't help it. Daddy is always nice to me, and he also understands me much better. At moments like these I can't stand Mother. It's obvious that I'm a stranger to her; she doesn't even know what I think about the most ordinary things. [...]

I understand my girlfriends better than my own mother. Isn't that a shame? <sup>8)</sup>

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**September 29, 1942**

Dearest Kitty,

Try to picture this. Because we don't have a bathtub, we wash ourselves in a washtub, and because there's only hot water in the office (by which I mean the entire lower floor), the seven of us take turns making the most of this great opportunity. [...]

The plumber was at work downstairs on Wednesday, moving the water pipes and drains from the office bathroom to the hallway so the pipes won't freeze during a cold winter. The plumber's visit was far from pleasant. Not only were we not allowed to run water during the day, but the bathroom was also off-limits. I'll tell you how we handled this problem...<sup>9)</sup>

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## Student Activity 2

- ◆ Empathize: Write a letter to empathize with Anne and encourage her in her challenging situation.

**December 24, 1943**

Dear Kitty,

As I've written you many times before, moods have a tendency to affect us quite a bit here, and in my case it's been getting worse lately. [...] A famous line from Goethe: "On top of the world, or in the depths of despair" certainly applies to me. I'm "on top of the world" when I think of how fortunate we are and compare myself to other Jewish children [...] but I long to have a really good time for once and to laugh so hard, it hurts. We're stuck in this house like lepers, especially during winter and the Christmas and New Year's holidays. Actually, I shouldn't even be writing this, since it makes me seem so ungrateful, but I can't keep everything to myself, so I'll repeat what I said at the beginning: **"Paper is more patient than people."**

Whenever someone comes in from outside, with the wind in their clothes and the cold on their cheeks, I feel like burying my head under the blankets to keep from thinking, "When will we be allowed to breathe fresh air again?" I can't do that - on the contrary, I have to hold my head up high and put a bold face on things, but the thoughts keep coming anyway. Not just once, but over and over. [...]

I sometimes wonder if anyone will ever understand what I mean, if anyone will ever overlook my ingratitude and not worry about whether or not I'm Jewish and merely see me as a teenager badly in need of some good plain fun.<sup>10)</sup>

1. In the excerpt above, the phrase "paper is more patient than people" is underlined. What does it mean?
2. Write a letter to Anne. What words of encouragement and comfort can you deliver to Anne in her challenging situation?

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## Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum 2

(Auschwitz Birkenau)

Subject	Activity	Linkage with Key Competencies and Themes in the South Korean National Curriculum	
Korean Language	<ul style="list-style-type: none"> <li>☞ Read Anne Frank's <i>The Diary of a Young Girl</i>.</li> <li>☞ Imagine you are Anne at Auschwitz Birkenau and continue her diary entries where she left off.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Data and information usage</li> <li>• Critical and creative thinking</li> <li>• Communication</li> <li>• Cultural appreciation</li> </ul>
		Themes	We use a variety of forms of writing to communicate messages within our personal and sociocultural context.
English	<ul style="list-style-type: none"> <li>☞ Read Anne Frank's <i>The Diary of a Young Girl</i> in English.</li> <li>☞ Imagine you are Anne at Auschwitz Birkenau and, in English, continue her diary entries where she left off.</li> <li>☞ Take a virtual tour of Anne Frank House and learn English words to describe the place.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Knowledge and information processing</li> <li>• Self-management</li> <li>• Community life</li> <li>• English language communication</li> </ul>
		Themes	Express and exchange meaning through appropriate cognitive processes and strategies.
Social Studies / History	<ul style="list-style-type: none"> <li>☞ Learn history through difficult heritage and related events such as World War II, the Jewish Holocaust, the Japanese Government-General Building, and the forced conscription of Joseon people at "Some of the sites of Japan's Meiji Industrial Revolution" that have been inscribed in the World Heritage List.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Critical thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> </ul>
		Themes	Data that depict the past are used as historical evidence.
Geography	<ul style="list-style-type: none"> <li>☞ Draw a map to plan a dark tourism itinerary including Auschwitz Birkenau, Anne Frank House, and other destinations related to the Jewish Holocaust.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Critical thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> </ul>
		Themes	Collecting geographical information through maps and various other spatial data and tools is essential for analyzing, interpreting, and deducing various phenomena and events in places and regions.
Science / Information / Technology / Home Economics	<ul style="list-style-type: none"> <li>☞ Find instances of historical reconstruction using VR technology.</li> <li>☞ Imagine the ways in which future technology may contribute to reconstructing and showcasing historical events related to heritage sites.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Scientific decision making</li> <li>• Scientific exploration and problem solving</li> </ul>
		Themes	The advancement in technology impacts the future of society and careers. Individuals need to consider such future and potential career paths in preparation for their lives.

※Note: 2015 and 2022 Revised Curriculum (Ministry of Education, Republic of Korea)



## More Activity Ideas

(refer to Further Readings)

Activity  
1

Search for films set during World War II.

Activity  
2

Find out about the Memory of the World Register inscription criteria.

Further Readings (6) UNESCO heritage inscription criteria

Activity  
3

Search for other examples of difficult heritage.

Further Readings (22) Heritage protection and respect for human rights: Has an item of heritage ever been de-listed due to human rights issues?

Further Readings (23) (Student Activity) Debate on the inscription of Sado Island Gold Mines

Activity  
4

Search for other cases in which VR technology was used to showcase a World Heritage site or reconstruct historical settings.

Further Readings (36) Sustainability through digital heritage tourism - (Student Activity) Try digital tourism virtual experience





How long can you hold your breath?

## Culture of Jeju Haenyeo (Women Divers)



### Breaking Assumptions

- Q11: Does sustainable development simply mean not destroying the environment?
- Q12: Should tourism always be prohibited to protect heritage site?
- Q13: Does heritage also protect us? Or is heritage always an object of our protection?
- Q14: Are people separate from nature? Are nature and culture sharply divided?







## What will we learn?



### Lesson Preparation

Theme	Recognize the connection between cultural diversity and sustainability in the case of Jeju haenyeo
Keywords	Cultural Diversity, Sustainable Value, Sustainable Tourism, Intangible Cultural Heritage of Humanity, Community, Haenyeo
Lesson Format	<ul style="list-style-type: none"> <li>■ Lecture with periodic quizzes and activities</li> <li>■ Group discussions      ■ Individual and group sharing</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>■ Video materials    ■ Reading materials    ■ Digital tools</li> </ul>
Duration	<p>One Session (or longer if other materials are included)</p> <ul style="list-style-type: none"> <li>■ Further Readings at the end of this tool kit</li> </ul>

※ Note: Refer to Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum and More Activity Ideas at the end of this chapter as you plan your lesson.



### Lesson Content

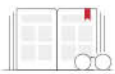
Topics	Teaching Content
How long can you hold your breath?: Be a Jeju haenyeo for a day	<ul style="list-style-type: none"> <li>▶ See how long you can hold your breath</li> <li>▶ Watch an excerpt of the Korean TV drama <i>Our Blues</i> and start a discussion</li> <li>▶ Imagine diving into the sea like the Jeju haenyeo or haenam (men divers) to harvest shellfish and marine plants</li> <li>▶ Try making the sumbitori sound</li> </ul>
Can I be a Jeju Haenyeo if I can just hold my breath for a long time?	<ul style="list-style-type: none"> <li>▶ What does it take to become a haenyeo (or haenam)? (e.g. Eco-friendly diving technique that requires letting go of greed)</li> <li>▶ Learning the community spirit to become a haenyeo (or haenam)</li> <li>▶ Knowledge of rocks, marine plants, and shellfish: Living with nature</li> </ul>
Why did UNESCO select the Culture of Jeju Haenyeo as Intangible Cultural Heritage of Humanity?	<ul style="list-style-type: none"> <li>▶ Wisdom in community culture and sustainable values</li> </ul>
Other points to consider	<ul style="list-style-type: none"> <li>▶ Culture of haenyeo in Korea and Japan</li> </ul>
Activity	<ul style="list-style-type: none"> <li>▶ Take a digital tour of the Jeju Haenyeo Museum</li> </ul>



## Understanding the Content for each Topic

### How long can you hold your breath?: Be a Jeju haenyeo for a day

- ▶ See how long you can hold your breath
- ▶ Watch an excerpt of the Korean TV drama *Our Blues* and start a discussion



### Story

- See how long you can hold your breath. How long did you manage?
- Watch an excerpt of the Korean TV drama *Our Blues* and start a discussion

- The grandmothers in the South Korean TV drama *Our Blues* (tvN) make their living as haenyeo.

**"All the haenyeo must move as one.  
Are you satisfied making loads of money working all alone?"**

Young-ok is one of the main characters in the drama. She moved from the Korean mainland to Jeju to find work as a haenyeo. She learns from the oldest haenyeo, "Choon-hee samchon" (in Jeju, samchon is the title for an elder regardless of gender or family relations) as she adjusts to the community culture of Jeju haenyeo. But Young-ok wanted to harvest more sea cucumbers and abalones so she kept breaking the rules. One day she got tangled in a discarded fishing net. It was a close call, but she was saved by another haenyeo, Hye-ja. Now, Young-ok is about to be expelled from the haenyeo community.

**"We shouldn't have accepted a mainlander in the first place. Let's kick her out."**

Why was Young-ok expelled from the haenyeo community?  
Let's talk about the reason at the end of the chapter.  
But first, let's find out more about the culture of Jeju haenyeo.



### Tasks

Find and watch a relevant clip from the TV drama.

## How long can you hold your breath?: Be a Jeju haenyeo for a day

- ▶ Imagine diving into the sea like the Jeju haenyeo (or haenam, men divers) to harvest shellfish and marine plants
- ▶ Try making the sumbisorì sound



### Tasks

If you have been to Jeju, tell others about your trip.

Share your experiences of times when greed led to things going wrong.

Search a video on sumbisorì on YouTube.



### Story

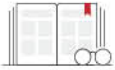
#### ■ Do you know about sumbisorì?

- Have you ever been to Jeju Island? Jeju is an island southwest of the Korean mainland; it's officially the Jeju Special Self-governing Province. It's the largest and most populated island in Korea. It was formed by volcanic activity, and at the center stands Mt Halla (1,947m), the highest mountain in South Korea.
- Like other volcanic islands, Jeju's soil is not fertile enough for a lot of agriculture. That's why many men went to other regions to find work. The women left on the island made their living diving into the sea to collect shellfish and seaplants. This practice of diving into the sea to harvest marine life is called muljil (the underwater harvesting by Jeju haenyeo).
- Different titles are given to haenyeos depending on their muljil skills. The most capable haenyeo are called sanggun, the less skilled are called junggun, and the least skilled are hagon. The sanggun haenyeos teach muljil to other haenyeos.
- The most skilled sanggun haenyeo can dive as deep as 10m underwater without wearing an oxygen tank. Isn't that astonishing? They hold their breath for one minute each time they dive, and work as long as seven hours a day, 90 days out of a year. Can you imagine having to work like that? Sumbisorì is the distinct sound they make as they float up to the surface. Can you make the whistling sound as you exhale after holding your breath?



## Can I become a Jeju haenyeo if I can just hold my breath for a long time?

- ▶ What does it take to become a haenyeo (or haenam)?  
(e.g. Eco-friendly diving technique that requires letting go of greed)
- ▶ Learning the community spirit to become a haenyeo (or haenam)
- ▶ Knowledge of rocks, marine plants, and shellfish: Living with nature



### Story

#### ■ Can anyone become a haenyeo (or haenam)?

- In Jeju's coastal towns in the old days, girls naturally grew up learning muljil in shallow waters. Today, you can learn muljil in Jeju Haenyeo School.
- Anyone who wants to be a haenyeo can apply, even men! (And they would be called haenam.) For two weeks, you would learn the theories and practice kicking and diving in the sea. There has even been a student who managed to hold their breath underwater for four minutes and 10 seconds!

#### ■ Eco-friendly diving technique that requires letting go of greed

- The haenyeos wear diving suits without using an oxygen tank. People who are new to muljil want to harvest as much shellfish as possible to earn more money, but without an oxygen tank, it's difficult to dive underwater and collect for a long time. Like Young-ok in the TV drama *Our Blues*, attempting to harvest too much on your own can easily result in an accident.
- Haenyeos learn methods to avoid excessive harvesting, prioritizing the long-term well-being of everyone over short-term gains for individuals. When UNESCO selected the Culture of Jeju Haenyeo as an example of Intangible Cultural Heritage of Humanity, it valued these eco-friendly ways that show us the future of sustainability.
- Once, a TV show featured a Jeju haenyeo, a gold medal swimmer for the Asian Games, and a synchronized swimmer on the Korean national team. They competed to see who could hold their breath the longest underwater. You would think the Jeju haenyeo won, but she was actually the first to come up—after only one minute. For a Jeju haenyeo, letting go of the desire to dive longer for the sake of community, solidarity, and cooperation is more important than the ability to stay underwater for a long time.<sup>11)</sup>



### Tasks

Find out the admission criteria for Jeju Haenyeo School.

Share your experiences of times when greed led to things going wrong.

## Was being a haenyeo always a profession?

Being a haenyeo was not always a profession. For a long time, people on the coasts of Jeju had been practicing muljil to collect shellfish. In the old days, they were obligated to submit a part of their harvest to the national government. Until the 17th century, men harvested abalone to send to the government, and women harvested seaweed in the shallows. From the 18th century on, women took over the task of harvesting abalones, and muljil became almost exclusively a women's job. As trade with Japan increased toward the end of the 19th century, Jeju haenyeos worked not only on the Eastern and Southern coasts of the Korean peninsula but also traveled to Japan, to the coasts of the Russian Far East, and to Shandong Province in China to harvest shellfish and marine life to send to Japan. In this process, being a haenyeo developed into the profession that it is today.<sup>12)</sup>

Think of some tasks that are better done together.

Think of some ways in which you can use your hard-earned money to benefit your community.

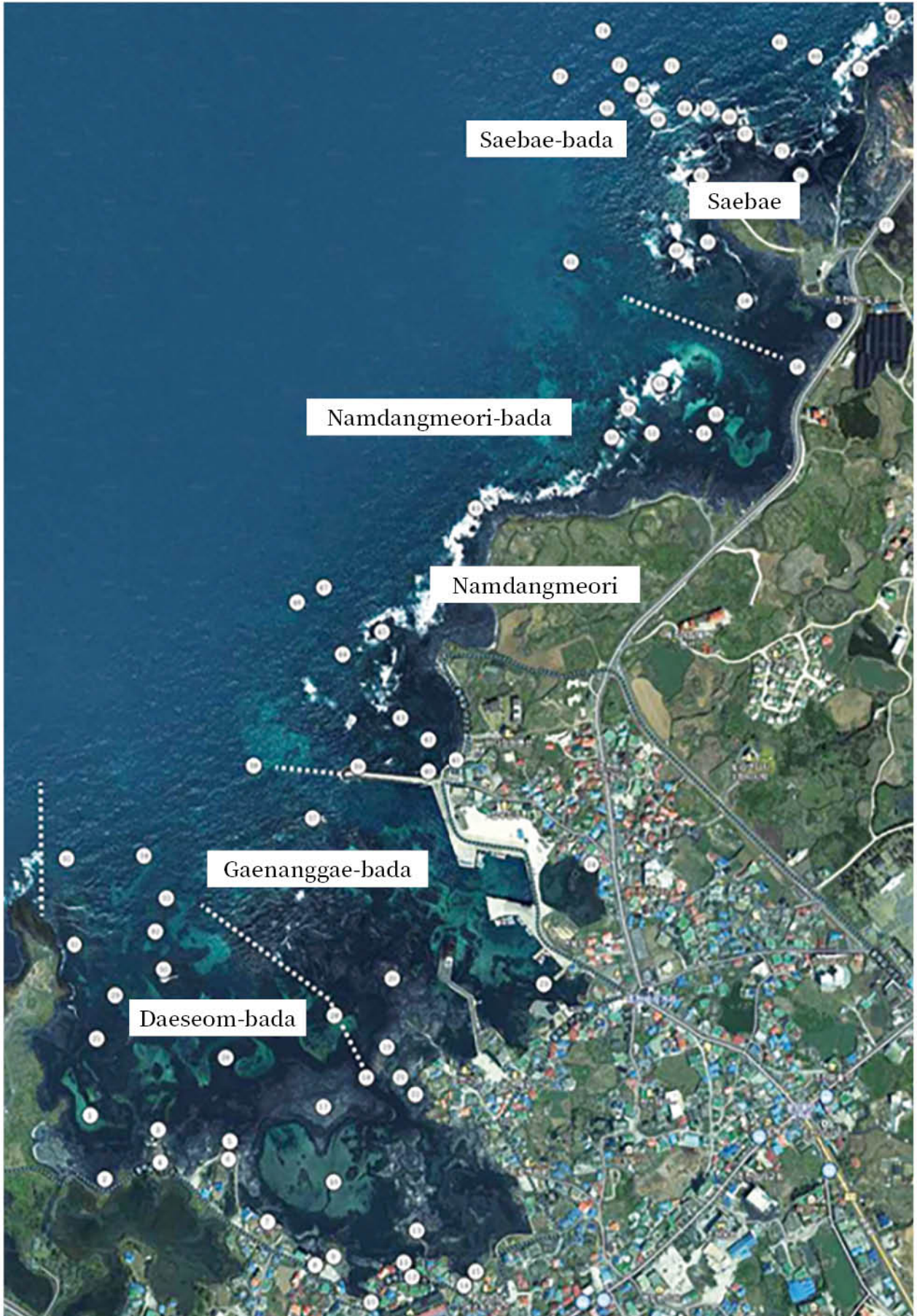
Search for a video on Jeju Jamsugut.

### ■ Community culture: Learning to coexist in harmony

- Haenyeos can't harvest as much as they want just because they can. The entire haenyeo community decides together on the number of days and hours they will dive for the year. They're not allowed to collect abalones and conchs under a certain size. And they can't use any technique they want. If someone brings a piece of new equipment and collects shellfish in excess, the natural habitat will be destroyed. That's why becoming a haenyeo takes more than good technique. You have to learn the community culture of mutual respect and well-being.
- The ocean is not a private property. That's why haenyeos sometimes use their harvests for the common good. For example, the profits from the harvests collected from the zone called "hakkyo badang" were saved to build an elementary school for the community's children. The ocean is both a space of livelihood and a commons. This approach illuminates the haenyeo community's spirit of solidarity and harmony.
- To be a true Jeju haeyeo, you also have to participate in Jamsugut performed in early spring every year. Jamsugut is a ritual where haenyeos invite the simbang, a Jeju shaman, to pray to the Dragon King in the sea for a plentiful harvest and protection from harm. In the ritual, they serve the Dragon King with a great feast and send him back with goods on a small straw raft as they ask him and their ancestors for a plentiful harvest. Haenyeos share the cost of the ritual together. This community ritual to the Dragon King and the ancestors best demonstrates the haenyeo community culture.

Jamsugut (filmed in 1980)  
<Image Source:  
National Folk Museum  
of Korea Archives><sup>13)</sup>





Names of sea-fields in Jocheon, Jeju <Image Source: Gwang-min Koh, et al., "Names of Sea-Fields in Jeju Coastal Towns and Lives of their Inhabitants," Jeju. Center for Jeju Studies, 2018, 29>

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Name different kinds of shellfish and marine life you know.

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Search for the different kinds of wind and their names used in fishing towns.

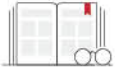
## ■ Knowledge of reefs, marine plants, and shellfish, and tidal currents: Living with nature

- Because Jeju haenyeos have to dive deep underwater in the constantly changing environment, they have to be very knowledgeable about the reefs and shellfish habitats. They need much more knowledge than zoologists, biologists, or geologists. Only if they can draw a map of the underwater landscape in their minds can they harvest shellfish more safely and efficiently.
- In the map above you can see the names of the reefs off the coast of Jocheon in Jeju. If you look closely you can see the darker shades of reefs in the water near the land. In one coastal town, they found 82 different rocks with unique names! And the names are all special. Umisotgae, Gingitong, Gumulnaeal, Magyeo, Jungyeo, Anyeo, Odarikoji, Seomyeotongmeoheul... Do haenyeos really have all these difficult names memorized? Just like we know where different things are in our classroom, haenyeos can only do their work if they can memorize almost all the names and locations of these reefs.
- Haenyeos also have to know when the tides change or the direction and intensity of the winds and currents. Without this knowledge, they might swim opposite the currents or the winds and expend too much energy. They might even get swept up in the currents and winds and get into accidents.
- Does it seem like you have to know quite a lot to become a haenyeo?  
Sustainable coexistence with nature requires much effort and knowledge on our part. <sup>14)</sup>
- It's not just the knowledge we learn in schools that is valuable. What haenyeos learn about nature through experience is also valuable knowledge that helps us coexist with nature. UNESCO saw the value of this unique culture that preserves the experiential knowledge of haenyeos.



## Why did UNESCO select the Culture of Jeju haenyeo as Intangible Cultural Heritage of Humanity?

► Wisdom in community culture and sustainable values



### Story

#### ■ Wisdom in community culture and sustainable values

**“Communities have constantly found ways to systemize and transmit to future generations their knowledge, life skills, and competencies, especially concerning their natural and social environment.”**

UNESCO, Intangible Cultural Heritage of Humanity and Sustainable Development, Infokit, 2019

- When we hear the words “community” or “tradition,” they might sound like old and fading things of the past. But the haenyeo community’s culture of mutual support, selflessness, and coexistence with nature is still very much alive.
- Haenyeos don’t recklessly harvest shellfish for short-term profit. They understand that they can’t keep living with nature in that way. The haenyeo community values the common good and coexistence with nature above individual gains. That’s why they pledge not to harvest undersized shellfish, decide collectively on the number of diving days, and refrain from introducing new excessive harvesting techniques. With the profits of the collective harvest, they even built an elementary school to contribute to the community.
- There is a growing fear that humanity might not survive due to environmental destruction. UNESCO saw that the community culture of Jeju haenyeo and their folk wisdom are universal human values that propose an alternative way of life. The Culture of Jeju haenyeo is not something that should be pushed aside by modernization. It’s the ancient future of humanity.



### Tasks

Think about practices or knowledge in our schools or communities that strengthen communal ties.

Consider small actions you can take to stop environmental destruction and coexist with nature.



What happened to Young-ok who was driven away in the TV drama *Our Blues* (tvN)?

Choon-hee samchon was about to kick Young-ok out of the haenyeo community. But when she learned that Young-ok had to earn enough money to pay for the hospital bills for her chronically ill younger sibling, Choon-hee was sympathetic. Young-ok also learned that Hye-ja, the haenyeo who especially rebuked her, lost her mother at sea when she was young. That made Young-ok understand why Hye-ja got so upset. In the end, Young-ok realized that her greed put all other haenyeos in danger and distress, and she sincerely apologized. And Young-ok was again accepted by the haenyeo community.



## Consider This

### Culture of Haenyeo in Korea and Japan

- Are the haenyeo cultures in Korea and Japan similar or different? Both cultures regard the sea as shared property and limit the length of time they spend underwater to protect the sea for harvests. Both communities embody universal human values.
- The haenyeo cultures of Korea and Japan are both combined with tourism to attract many visitors. On Korea's Jeju Island, there are many programs where visitors can experience being a haenyeo. In Japan, people can tour the amagoya (women divers' hut), where they are served seafood and can learn about the culture of haenyeo. Let's search online for Korea's haenyeo experience tours and Japan's amagoya tours to take a digital tour.



- Korean and Japanese haenyeos also meet for cultural exchange. In Japan, they hold haenyeo summits where Korean haenyeos participate to network with Japanese haenyeos.
- Similar cultures found in different regions are not in competition with each other. They share their wisdom with each other to create a collective future.

### Student Activity 3

## Take a digital tour of the Jeju Haenyeo Museum

Visit the Haenyeo Museum website and browse through it to write down information on the four categories below.

Present the results of your research (individual or group activity).



◆ Haenyeo Museum website <http://www.jeju.go.kr/haenyeo/index.htm>

Research Content	Results of Research
Daily Life of Haenyeo (Exhibit 1)	
Haenyeo's Workplace (Exhibit 2)	
Life of Haenyeo (Exhibit 3)	
Online Performance and Exhibition (VR Experience)	



## Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum 3

(Culture of Jeju Haenyeo)

Subject	Activity	Linkage with Key Competencies and Themes in the South Korean National Curriculum	
Korean Language	<ul style="list-style-type: none"> <li>☞ Search online for videos on haenyeo. Write a script for a three-minute introduction to a day in the life of a haenyeo.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Data and information usage</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Communication</li> <li>• Cultural appreciation</li> </ul>
		Themes	We use a variety of forms of writing to communicate messages within our personal and sociocultural context.
English	<ul style="list-style-type: none"> <li>☞ Search online for videos on haenyeo. Write an English script for a three-minute introduction to a day in the life of a haenyeo.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Knowledge and information processing</li> <li>• Self-management</li> <li>• Community life</li> <li>• English language communication</li> </ul>
		Themes	Conversations or written expressions foster an attitude of collaborative and inclusive communication to express or exchange meaning based on an understanding of diverse cultures and perspectives.
Social Studies / History	<ul style="list-style-type: none"> <li>☞ Learn about the Jeju haenyeos' resistance movement during the Japanese colonial period.</li> <li>☞ Learn about Jeju haenyeos' contribution to protecting the Dokdo Islands (Liancourt Rocks) after Korea's national liberation.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Critical thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> </ul>
		Themes	Respect for cultural diversity is the basis of global citizenship.
Geography / Social Studies / Cultural Studies	<ul style="list-style-type: none"> <li>☞ Identify geographic locations of where haenyeos work in Korea.</li> <li>☞ Take a digital tour of the Culture of Jeju haenyeo.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Critical thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> </ul>
		Themes	<p>(Geography) Diverse cultures form in the context of place or region, and these cultures are changed by multiple factors.</p> <p>(Social Studies / Cultural Studies) We encounter multiple cultures in daily life, which necessitates understanding and respect for cultural diversity.</p>
Science / Information / Technology / Home Economics	<ul style="list-style-type: none"> <li>☞ Find out why haenyeos do not harvest too much marine life even though they can hold their breath and muljil for a long time.</li> <li>☞ Learn the principles behind haenyeos' ability to hold their breath for an extended period of time.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Scientific decision making</li> <li>• Scientific exploration and problem solving</li> </ul>
		Themes	Diverse living things around us closely impact and are impacted by their environment. Biodiversity is closely related to ecology and human life.

Note: 2015 and 2022 Revised Curriculum (Ministry of Education, Republic of Korea)



## More Activity Ideas

(refer to Further Readings)

☆☆☆  
Activity  
1

Find out more about the culture of haenyeo (and haenam) that developed in Japan.

☆☆☆  
Activity  
2

Look for other TV dramas or films featuring Japan's haenyeo.

☆☆☆  
Activity  
3

Consider the relationship between Intangible Cultural Heritage of Humanity and sustainable development.

☞ Further Readings (34)

Integrating heritage and sustainable development: Learning for appreciation and empowerment

☞ Further Readings (41)

Relationship between Intangible Cultural Heritage of Humanity and sustainable development

☆☆☆  
Activity  
4

Learn more about cultural diversity.

☞ Further Readings (27)

Respect for cultural diversity: A key value for peaceful coexistence

☆☆☆  
Activity  
5

Reflect on the value of Indigenous traditional knowledge for the future of humanity.

☞ Further Readings (39)

Indigenous traditional knowledge and sustainability: Mayangna people in Nicaragua

☞ Further Readings (40)

Examples of Indigenous traditional knowledge that makes life sustainable





## Hiroshima Peace Memorial (Genbaku Dome)



### Breaking Assumptions

- Q3: Are only beautiful and distinguished sites recognized as UNESCO World Heritage? Are there any heritage sites that remind us of the painful past?
- Q5: Does peace simply mean the absence of war? What is peace?
- Q6: What if countries or communities have different positions on an item of heritage site? What can UNESCO do about it?





## What will we learn?



### Lesson Preparation

Theme	Learn about the concept of “difficult heritage” and consider the relationship between peace and heritage
Keywords	Peace, Difficult Heritage, World Heritage
Lesson Format	<ul style="list-style-type: none"> <li>■ Lecture with periodic quizzes and activities</li> <li>■ Group discussions      ■ Individual and group sharing</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>■ Video materials    ■ Reading materials    ■ Digital tools</li> </ul>
Duration	<p>One Session (or longer if other materials are included)</p> <ul style="list-style-type: none"> <li>■ Further Readings at the end of this tool kit</li> </ul>

※ Note: Refer to Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum and More Activity Ideas at the end of this chapter as you plan your lesson.



### Lesson Content

Topics	Teaching Content
Learn about the Hiroshima Peace Memorial	<ul style="list-style-type: none"> <li>▶ The site of the first use of an atomic bomb in war</li> <li>▶ Learn the history of war and why the atomic bomb was dropped</li> </ul>
Different positions of countries in the process of UNESCO World Heritage inscription	<ul style="list-style-type: none"> <li>▶ Find out why the United States and China opposed the inscription</li> <li>▶ Take the position of each country in a debate</li> </ul>
Learn about the concept of difficult heritage	<ul style="list-style-type: none"> <li>▶ A heritage site that reminds us of painful history can also be inscribed as a World Heritage site</li> <li>▶ Despite a heritage site’s short history, its significance may qualify it as a World Heritage site</li> </ul>
Conflict is not always bad: achieving peace through debate	<ul style="list-style-type: none"> <li>▶ Conflicts and differences of position lead to more discussions</li> <li>▶ Ethnic Koreans were also victims of the bombing</li> <li>▶ Solidarity between Korean and Japanese people</li> <li>▶ Ongoing efforts for peace</li> </ul>
Activity	<ul style="list-style-type: none"> <li>▶ Search for examples of a heritage of peace in Korea and Japan with the aim of building mutual solidarity</li> </ul>



## Understanding the Content for each Topic

### Learn about the Hiroshima Peace Memorial<sup>15)</sup>

- ▶ Hiroshima was the site of the first use of an atomic bomb in war
- ▶ Learn the history of war and why the atomic bomb was dropped

#### Inscription Criteria

(vi) The Hiroshima Peace Memorial (Genbaku Dome) is a stark and powerful symbol of the achievement of world peace for more than half a century following the unleashing of the most destructive force ever created by humankind.



### Story

- The Genbaku Dome at the center of the city of Hiroshima was inscribed on the UNESCO World Heritage List in 1996 as Hiroshima Peace Memorial (Genbaku Dome). During World War II, it was the Hiroshima Prefectural Industrial Promotional Hall. On August 6, 1945, at 8:15 am, the first ever an atomic bomb used in war was dropped on this place.
- The UNESCO World Heritage Committee saw this site as greatly valuable because it is a “stark and powerful symbol” of the tragic results of the most destructive weapon made by humanity. They also recognized the efforts of the citizens of Hiroshima to preserve the Genbaku Dome as demonstrating the hope of humanity for nuclear disarmament and peace.



### Tasks

Look at the picture. Try and guess what kind of heritage it is (natural heritage, cultural heritage, mixed heritage, Intangible Cultural Heritage of Humanity, etc.) before listening to the explanation.





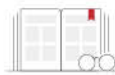
## Different positions of countries in the process of UNESCO World Heritage inscription

- ▶ Find out why the United States and China opposed the inscription
- ▶ Take the position of each country in a debate



### Tasks

Take the position of each country in a debate.



### Story

#### ■ There was a big difference in position among countries.

- In particular, the **United States**, which dropped the atomic bomb as an Allied nation in World War II, **strongly opposed the inscription**. The US argued that the longer the war dragged on, the more lives would have been lost among both the military and civilians. So dropping the atomic bomb was necessary to put an end to the massacre. In other words, the atomic bomb was instrumental in ending the war and achieving peace.
- The United States, therefore, argued that the Hiroshima Peace Memorial was an example of the **heritage of war, not the heritage of peace** and that it was not appropriate to inscribe the site as heritage of peace.
- **China** also opposed the inscription of Hiroshima Peace Memorial. The opposing reason was that Japan, despite being a war criminal nation from World War II, emphasized only its own damages and acted as if it were a victim.

#### Statements by each State Party on their position on the inscription of Hiroshima Peace Memorial as a UNESCO World Heritage

Japan	USA	China
<p>“It is the symbol of human will in the nuclear age and Japan’s willingness to achieve peace.” (Opinion Paper by the Hiroshima City Council, 1992)</p>	<p>“The United States is concerned about the lack of historical perspective in the nomination of Genbaku Dome. The events antecedent to the United States’ use of atomic weapons to end World War II are key to understanding the tragedy of Hiroshima. Any examination of the period leading up to 1945 should be placed in the appropriate historical context.” (Statement by the USA at the 20th session of the World Heritage Committee, 1996)</p>	<p>“During the Second World War, it was the other Asian countries and peoples who suffered the greatest loss in life and property. But today there are still a few people trying to deny this fact of history. As such being the case, if Hiroshima nomination is approved to be included on the World Heritage List, even though on an exceptional basis, it may be utilized for harmful purpose by these few people. This will, of course, not be conducive to the safeguarding of world peace and security.” (Statement by China at the 20th session of the World Heritage Committee, 1996)</p>

## Learn about the concept of difficult heritage

- ▶ A heritage site that reminds us of painful history can also be inscribed as a World Heritage site
- ▶ Despite a heritage site's short history, its significance may qualify it as a World Heritage site



### Story

#### ■ Can a heritage site that is not beautiful but only reminds us of the painful past also become a World Heritage site?

- Hiroshima Peace Memorial (Genbaku Dome) was listed as a World Heritage site because UNESCO believed that not only the proud achievements of humanity but also our faults should be remembered by future generations.
- Heritage that represents dark and painful human history is called “difficult heritage,” “dark heritage,” or “negative heritage”.<sup>16)</sup> Auschwitz Birkenau German Nazi Concentration and Extermination Camp is a good example (see Chapter 2).

#### ■ Can a heritage site with a short history become a World Heritage site?

- At the time of its inscription, Genbaku Dome was a relatively modern building, and was one of the World Heritage sites with the shortest history (similar to Auschwitz Birkenau German Nazi Concentration and Extermination Camp). It was also significant that only the remains of a destroyed building was recognized as a World Heritage site.
- It marked a change in the custom of recognizing only ancient properties to include modern properties.

#### ■ Points to consider

- A heritage site that commemorates dark and painful human history can be recognized as a World Heritage site.
- A property can become a World Heritage site even if its history is short.
- Besides the significance of Genbaku Dome, citizens' efforts to preserve the site were recognized as representing hopeful human efforts for peace. Despite the international conflict over the nomination, after many discussions the various parties were able to achieve peace.



### Tasks

Think of different cases of difficult heritage.

The term “difficult heritage” has been translated and used in various ways among academics. Other terms include inconvenient heritage, negative heritage, and negative cultural heritage. In this toolkit we will use the term “difficult heritage.”

Find similarities between Hiroshima Peace Memorial and Auschwitz Birkenau and discuss your findings. (Refer to Chapter 2 for more examples of difficult heritage.)



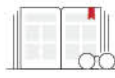
## Conflict is not always bad: achieving peace through debate

- ▶ Conflicts and differences of position lead to more discussions
- ▶ Ethnic Koreans were also victims of the bombing
- ▶ Solidarity between Korean and Japanese people ▶ Ongoing efforts for peace



### Tasks

What would you want to see and feel if you were to visit Hiroshima Peace Memorial?



### Story

#### ■ Debates and conflicts make us think deeper

- The differences in national perspectives and debates surrounding the World Heritage designation of the Hiroshima Peace Memorial (Genbaku Dome) ultimately led to deeper reflections on peace.
- Debates and conflicts are not necessarily bad. They motivate us to reflect more deeply.

#### ■ Solidarity between Korean and Japanese people

- Were only Japanese people killed and injured by the bombings in Hiroshima and Nagasaki? At the time, one-tenth of the civilians there were ethnic Koreans.<sup>17)</sup> At the Hiroshima Peace Memorial, there is also a memorial for Korean victims of the atomic bomb. Korean and Japanese people are working together to promote peace.<sup>18)</sup>
- Hiroshima Peace Memorial is not just for the Japanese to remember the harm done to them. It's a site where we can all reflect together on the meaning of peace. Peace is not simply an absence of war but something we must continuously strive for by discussing and understanding different opinions.



The memorial monument for Korean victims of the atomic bombing in Hiroshima Peace Park  
<Image Source: OH, Eun-jeong>

## Student Activity 4-1

### Dreaming of peace - anti-war songs

Do you know about Bob Dylan? He's a popular musician in the United States and in 2016 became the first musician to win the internationally prestigious Nobel Prize in Literature. His song "Blowin' in the Wind" is a song about peace that protests against war, and it's well known in South Korea. Listen to the song and reflect on the lyrics to answer the following questions.

(\* Listen to the song "Blowin' in the Wind" on audio or video. You can also listen to "Imagine" by John Lennon)

How many roads must a man walk down before you call him a man?  
How many seas must a white dove sail before she sleeps in the sand?  
Yes, and how many times must the cannon balls fly before they're forever banned?  
The answer, my friend, is blowin' in the wind the answer is blowin' in the wind.  
How many years can a mountain exist before it is washed to the sea?  
How many years can some people exist before they're allowed to be free?  
How many times can a man turn his head and pretend that he just doesn't see?  
The answer, my friend, is blowin' in the wind the answer is blowin' in the wind.  
How many times must a man look up before he can really see the sky?  
How many ears must one man have before he can hear people cry?  
How many deaths will it take 'til he knows that too many people have died?  
The answer, my friend, is blowin' in the wind the answer is blowin' in the wind.

- Lyrics to "Blowin' in the Wind"

Q1. What clues in the lyrics tell you that this song has an anti-war message?

Q2. This song is structured as a series of questions and answers. What does the line "The answer, my friend, is blowin' in the wind the answer is blowin' in the wind." mean? Share your ideas.

## Student Activity 4-2

### Search for examples of a heritage of peace in South Korea and Japan with the aim of mutual solidarity



Show a video telling the story of Su-hyeon Lee, then discuss.

'Su-hyeon Lee' became the seed for cultural exchange and friendship between South Korea and Japan. Find other such examples that the two countries should remember.

Content	Examples
Examples of peace and friendship between Korea and Japan in the past	E.g. Records of Joseon Tongsinisa (Joseon envoys to Japan). (See Student Activity 7-2) <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Elements that are facilitating peace and friendship between South Korea and Japan today (e.g. cultural and human exchange)	E.g. Cultural exchange between South Korea and Japan (K-Pop, anime, etc.) <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Potential developments that may facilitate peace and friendship between South Korea and Japan in the future (e.g. collaboration on a peace program)	E.g. Cooperation on social issues South Korea and Japan face in common (population decrease, aging society, etc.) <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



## Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum 4

(Hiroshima Peace Memorial)

Subject	Activity	Linkage with Key Competencies and Themes in the South Korean National Curriculum	
Korean Language	<ul style="list-style-type: none"> <li>Take roles as South Koreans or Japanese. Write a script together for a three-minute peace campaign in relation to the Hiroshima Peace Memorial.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>Data and information usage</li> <li>Critical thinking</li> <li>Communication</li> <li>Creative thinking</li> <li>Cultural appreciation</li> </ul>
		Themes	We use a variety of forms of writing to communicate messages within our personal and sociocultural context.
English	<ul style="list-style-type: none"> <li>Take roles as South Koreans or Japanese. Write an English script together for a three-minute peace campaign in relation to the Hiroshima Peace Memorial.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>Knowledge and information processing</li> <li>Self-management</li> <li>English language communication</li> <li>Community life</li> </ul>
		Themes	Conversations or written expressions foster an attitude of collaborative and inclusive communication to express or exchange meaning based on an understanding of diverse cultures and perspectives.
Social Studies / History	<ul style="list-style-type: none"> <li>Discuss the history of Hiroshima Peace Memorial and related disputes between countries.</li> <li>Plan a historical tour to Hiroshima (dark tour).</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Problem solving and decision making</li> <li>Communication and collaboration</li> <li>Data and information usage</li> <li>Critical thinking</li> </ul>
		Themes	Historical heritage sites are artefacts that connect the past and the present. A region's museums, memorials, and ancient sites represent the region's identity.
Music	<ul style="list-style-type: none"> <li>Search for anti-war songs around the world (by John Lennon, Bob Dylan, etc.)</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>Affective competency</li> <li>Self-directedness</li> <li>Communication</li> <li>Creativity</li> <li>Community life</li> </ul>
		Themes	Reception and response to music may be varied depending on individual sensitivity and sociocultural background.
Geography	<ul style="list-style-type: none"> <li>Search the location of Hiroshima and Nagasaki on a map, then find out the geographical extent of the bombings' impact.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Problem solving and decision making</li> <li>Communication and collaboration</li> <li>Data and information usage</li> <li>Critical thinking</li> </ul>
		Themes	All events and phenomena distributed across the Earth's surface occupy absolute and relative positions and exist across various spatial scales.
Science / Integrated Science	<ul style="list-style-type: none"> <li>Discuss the destructive capacity of atomic bombs and the uses of technology.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>Scientific decision making</li> <li>Scientific exploration and problem solving</li> </ul>
		Themes	Scientific technologies enable efficient use of resources and energy to contribute to building a sustainable society.

※Note: 2015 and 2022 Revised Curriculum (Ministry of Education, Republic of Korea)



## More Activity Ideas

(refer to Further Readings)

★ ★ ★  
Activity  
1

Discuss difficult heritage and peace as you think about the Hiroshima Peace Memorial and Auschwitz Birkenau (Chapter 2).

★ ★ ★  
Activity  
2

Find out more about difficult heritage.

★ ★ ★  
Activity  
3

Learn about UNESCO's concept of peace.

☞ Further Readings (1) UNESCO: Flower of peace from the ravages of war

☞ Further Readings (2) Peaceful coexistence through cultural understanding

☞ Further Readings (17) UNESCO's journey towards peace: Expanding the concept of peace

★ ★ ★  
Activity  
4

Heritage destruction in war zones: What can UNESCO do?

☞ Further Readings (18) Heritage destruction in war zones: What can UNESCO do?

☞ Further Readings (19) Destruction and restoration of the Buddha statues in Bamiyan Valley

★ ★ ★  
Activity  
5

Find out about other heritage nominations currently under debate.

☞ Further Readings (20) Diverging national perspectives on UNESCO heritage inscription: Documents of Nanjing Massacre

★ ★ ★  
Activity  
6

Has a heritage site ever been de-listed because of issues with human rights?

☞ Further Readings (22) Heritage protection and respect for human rights:

Has an item of heritage ever been de-listed due to human rights issues?



★ ★ ★  
Activity  
7

Debate on the inscription of Sado Island Gold Mines as a World Heritage site.

☞ Further Readings (23) (Student Activity) Debate on the inscription of Sado Island Gold Mines

★ ★ ★  
Activity  
8

Did you know that it takes international cooperation to protect heritage?

☞ Further Readings (24) Building peace through international cooperation: Heritage protection for reconciliation and healing

☞ Further Readings (25) Inter-Korean cooperation to inscribe North Korea's heritage

Chapter

# 05

What kind of kimchi would you make?  
Who would you share it with?

## Kimchi and Cultural Inclusivity



### Breaking Assumptions

- Q1: Does heritage belong to only one country or nation?
- Q7: Do South and North Korea share similar heritage? Do they ever cooperate to protect certain heritage?
- Q8: Does a culture belong to only one country? Can multiple countries and ethnic groups share a culture?
- Q10: Is there an unchanging “Korean culture” or “Greek culture”?







## What will we learn?



### Lesson Preparation

Theme	Understand cultural diversity and peace with “Kimjang, making and sharing kimchi in the Republic of Korea”
Keywords	Intangible Cultural Heritage of Humanity, Cultural Diversity, Cultural Community, Joint-Inscription, Peace
Lesson Format	<ul style="list-style-type: none"> <li>■ Lecture with periodic quizzes and activities</li> <li>■ Group discussions     ■ Individual and group sharing</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>■ Video materials   ■ Reading materials   ■ Digital tools</li> </ul>
Duration	<p>One Session (or longer if other materials are included)</p> <ul style="list-style-type: none"> <li>■ Further Readings at the end of this tool kit</li> </ul>

※ Note: Refer to Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum and More Activity Ideas at the end of this chapter as you plan your lesson.



### Lesson Content

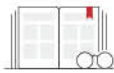
Topics	Teaching Content
Which one is inscribed as UNESCO heritage, kimchi or kimjang?	<ul style="list-style-type: none"> <li>▶ Recognize the significance of kimchi in Korea</li> <li>▶ Understand the difference between UNESCO World Heritage and Intangible Cultural Heritage of Humanity</li> <li>▶ Understand why “kimjang, the making and sharing kimchi”, and not kimchi itself, was listed as Intangible Cultural Heritage of Humanity</li> </ul>
Is the kimchi of South and North Korea different?	<ul style="list-style-type: none"> <li>▶ Learn about the food culture that South and North Korea share</li> <li>▶ Compare the kimchi culture that South and North Korea separately inscribed on the list of the Intangible Cultural Heritage of Humanity</li> <li>▶ Consider the possibility of joint Intangible Cultural Heritage of Humanity inscription for South and North Korea</li> </ul>
What kind of kimchi did they eat during the Joseon Dynasty (1392-1910)?	<ul style="list-style-type: none"> <li>▶ Understand kimchi as a type of fermented vegetable dish</li> <li>▶ Learn how kimchi changed over time thanks to new ingredients coming through cultural exchange</li> </ul>
Kimchi around the world, global kimchi community	<ul style="list-style-type: none"> <li>▶ Learn about the the history of the Korean diaspora throughout the world</li> <li>▶ Reflect on cultural diversity in the changes to kimchi in the history of Korean migration</li> <li>▶ As kimchi is re-introduced through hallyu, or the Korean Wave, a global kimchi community is forming (understand globalization and acculturation)</li> </ul>
Activity	<ul style="list-style-type: none"> <li>▶ Research on kimchi as K-food</li> </ul>



## Understanding the Content for each Topic

### Which one is inscribed as UNESCO heritage, kimchi or kimjang?

- ▶ Recognize the significance of kimchi in Korea
- ▶ Understand the difference between UNESCO World Heritage and Intangible Cultural Heritage of Humanity
- ▶ Understand why “kimjang, the making and sharing kimchi”, and not kimchi itself, was listed as Intangible Cultural Heritage of Humanity



### Story

#### ■ Kimchi, the traditional dish that represents Korea

- From the film, *Sikgaek 2: Kimchi Wars*

**“What kind of kimchi moves the heart of the world?”  
“The taste of mother’s cooking.”**

- In this scene in the film, the Japanese Prime Minister is invited to dinner with the South Korean president, and bulgogi and kimchi are served. The Korean president exclaims, “It’s amazing how our bulgogi and kimchi can taste so profound,” to which Japan’s Prime Minister responds that these dishes are Japan’s yakiniku and kimuchi.
- To prove that kimchi originated from South Korea, a kimchi-making contest is held. Seong-chan, the chef who holds fast to traditional ways of cooking, and Jeong-eun, who seeks innovation to globalize Korean food, both enter the contest. In the final round, we find that kimchi that moves the hearts of people around the world actually tastes like mother’s cooking.



### Tasks

Find and show the relevant video clip.





Learn about the definition of each type of heritage and their inscription criteria.

📖 Further Readings (6), (7)

Find other food inscribed as Intangible Cultural Heritage of Humanity and find out why it was inscribed.

### ■ Which one is inscribed as UNESCO Heritage, kimchi or kimjang?<sup>19)</sup>

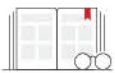
- Kimchi is a major example of cultural heritage that represents Korean identity, but it is not inscribed on the UNESCO World Heritage List.
- UNESCO World Heritage sites are cultural, natural, or mixed properties with both cultural and natural significance. World Heritage sites are immovable heritage that people cannot move from place to place. Kimchi is easily movable and no longer exists when consumed, so it can't be a World Heritage property.

### ■ The culture of kimjang, not kimchi, is listed as UNESCO Intangible Cultural Heritage of Humanity

- An item of Intangible Cultural Heritage of Humanity is a piece of knowledge, a custom, or a cultural expression that is endlessly recreated in a community's day-to-day life.
- So rather than the physical object of kimchi, the culture of making and sharing kimchi with neighbors—that is, kimjang—became inscribed as an item of Intangible Cultural Heritage of Humanity in 2013.

## Is the kimchi of South and North Korea different?

- ▶ Learn about the food culture that South and North Korea share
- ▶ Compare the kimchi culture that South and North Korea separately inscribed on the list of the Intangible Cultural Heritage of Humanity
- ▶ Consider the possibility of joint Intangible Cultural Heritage of Humanity inscription for South and North Korea



### Story

#### ■ Is the kimchi of South and North Korea different?

- Kimchi is a staple in Korean people's meals. How kimchi is made may differ in each family or region, but the tradition of making kimchi is a custom shared throughout the Korean Peninsula. So kimchi is a dish South and North Koreans share in common, and the culture of making kimchi is also a culture the two Koreas share.

#### ■ “Kimjang, making and sharing kimchi in the Republic of Korea” and “Tradition of kimchi-making in the Democratic People’s Republic of Korea”

- South and North Korea share the culture of making kimchi, but they separately nominated it to be inscribed as Intangible Cultural Heritage of Humanity. The rationales in their nomination forms were similar, but they used different names and put emphasis on different aspects. Let's look closely at the differences.
- South Korea's kimchi culture was inscribed in 2013 as “kimjang, making and sharing of kimchi in the Republic of Korea,” two years ahead of North Korea. The focus was on the annual event of kimjang, and cooperation and sharing were emphasized. The kimjang community “includes virtually all Koreans,” not just family, relatives, and neighbors, but also religious organizations, educational institutions, and even army barracks. There is also an emphasis on sharing with those in need.<sup>20)</sup>
- North Korea's kimchi culture was inscribed in 2015 as the “Tradition of kimchi-making in the Democratic People's Republic of Korea.” Here, more emphasis was placed on ways the tradition is handed down through generations.<sup>21)</sup> “Kimchi-making is mainly transmitted from mothers to daughters, mothers-in-law to daughters-in-law or orally among housewives,” and women especially gather to make kimchi together while sharing the know-how and knowledge on kimchi making.



### Tasks

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Search for North Korean UNESCO heritage.

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Search for other food culture South and North Korea share.





■ Are heritages and cultures that South and North Korea share in common always inscribed separately?

- The purpose of the UNESCO heritage conservation system is to spread peace by creating shared heritage and promoting a deeper understanding among people of each other's cultures. So, when countries share a culture in common, a joint inscription is recommended.
- In 2018, South and North Korea submitted Ssireum, Traditional Korean Wrestling, to be jointly inscribed as Intangible Cultural Heritage of Humanity. This is a model case that demonstrates the UNESCO spirit of peace and reconciliation. Let's search for other cultural elements shared by South and North Korea and their potential for joint inscription as we reflect on the UNESCO spirit of peace.

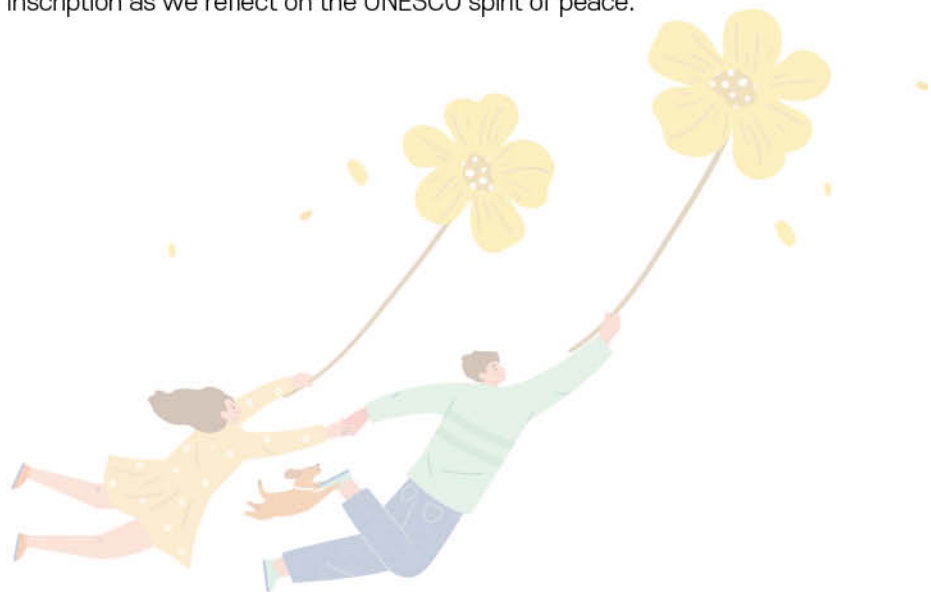
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Find other examples of Intangible Cultural Heritage of Humanity that have been jointly inscribed, and find out the rationale.

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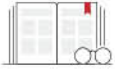
Reflect on the UNESCO concept of peace.

➤ Further Readings (1), (2), (17)



## What kind of kimchi did they eat during the Joseon Dynasty (1392-1910)?

- ▶ Understand kimchi as a type of fermented vegetable dish
- ▶ Learn how kimchi changed over time thanks to new ingredients coming through cultural exchange



### Story

#### ■ Kimchi that originated in Korea developed over a long history of pickling

- Kimchi is a preserved vegetable dish made in a Korean way, fermented and seasoned with traditional Korean spices and seafood. So kimchi is unique to Korea. But kimchi didn't appear on Korean tables by chance. When humans began agriculture, there was leftover produce that needed to be preserved over a long period of time. Pickling vegetables with salt is one way to preserve them.<sup>22)</sup>
- Kimchi-making evolved from simple salt pickling to include fermentation to become what we are familiar with today. Simple pickling doesn't require special skills and can be found in any other culture. But Koreans developed their fermentation techniques and cooking methods adjusted to their environmental context and taste preferences, leading to the creation of Korean kimchi.<sup>23)</sup>

#### ■ Back in the Joseon Dynasty (1392-1910) did they eat red kimchi like we do?

- Historical records show that Koreans already ate kimchi before 760 CE.<sup>24)</sup> But that doesn't mean their kimchi looked exactly like ours! Back then, they didn't farm chili peppers like we do today, so we can guess that their kimchi looked more like baekkimchi (white kimchi).
- Peppers we have today that add spice to Korean food first came to Korea around the time of the Japanese Invasion of Korea in the 16th century. That was when chili pepper was first used to season kimchi. Sallimgyeongjae (written around the year 1715) contains the earliest record of pepper being used in making cucumber kimchi. By the 18th century, chili pepper was used widely to make various kinds of kimchi.<sup>25)</sup>



### Tasks

Find other fermented foods around the world and compare with kimchi.





With climate change, foods in Korea may change. Think about new types of kimchi that may be made in Korea in the future.

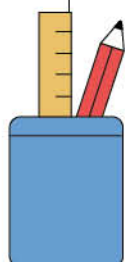
### ■ Imagine the future of kimchi

- Kimchi-making methods have developed and changed over a long period of history.<sup>26)</sup> Food culture transforms as new agricultural produce and ingredients are introduced. Just as new types of kimchi evolved through cultural exchange, kimchi will continue to change as we accept various different cultures.
- As the traditional forms of family disappear with the decrease in the South Korean population, and as the food industry develops, we can guess that kimjang culture will change dramatically as well. And given the climate crisis, it may get more difficult to grow napa cabbages, which are vulnerable to high temperatures. In the future, which vegetables, spices, and methods might we use to make kimchi?

**Don't miss it!**

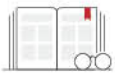
### What is the "Korean diaspora"?

The term "diaspora" originally meant the phenomenon, of Jewish people leaving their homeland to be scattered throughout the world, as well as the communities created by this phenomenon. The term gradually came to apply generally to people who leave their homelands either willingly or against their will and form communities in foreign countries. Some people are uncomfortable with using the term more widely because of its specific reference to the Jewish people in the Bible's Old Testament. Others limit the term to exiled people or ethnic minority communities. But today most people use the term in a broader sense to refer to communities descended from migrants that are formed in various countries or the phenomenon of migration to different countries in a transnational age. So, in this toolkit, we will use the term "Korean diaspora."



## Kimchi around the world, global kimchi community

- ▶ Learn about the history of the Korean diaspora throughout the world
- ▶ Reflect on cultural diversity in the changes to kimchi in the history of Korean migration



### Story

#### ■ The Korean diaspora

- Travel anywhere in the world and you will find Korean migrants who settled in that country. Some were forcibly relocated by Japan during the Japanese occupation and others had to leave because of the Korean War. In the 1970s, massive numbers of people left for the United States pursuing the American Dream. Korean communities who left Korea for different reasons to live in other countries are called overseas Koreans, Korean expatriates, or Korean diaspora.

#### ■ Diverse kimchi culture of the Korean diaspora

- Overseas Koreans have been making and sharing kimchi using ingredients found in the regions where they settled. Have you heard of carrot kimchi? It's a dish made by Korean expatriates living in Russia and other ex-Soviet states, particularly in Central Asia. Carrot kimchi is enjoyed with traditional bread eaten by Eurasian ethnic communities. It's like how we eat rice with napa cabbage kimchi. Carrots cost much less than napa cabbage in Russia and other ex-Soviet states, so carrot kimchi was a way for Koreans in Central Asia to preserve Korean tastes and memories.<sup>27)</sup>



Markovcha (Carrot Kimchi)


- Koreans living in Yanbian Province of China eat kimchi similar to that in Hamgyeong Province of North Korea. Besides napa cabbage, they make kimchi out of leaf mustard or peppergrass. In Yanbian's colder climate, they're much easier to grow than napa cabbage.
- In the early 20th century, Koreans migrated to work in the farms of Mexico, Cuba, Brazil, and Paraguay. There was no napa cabbage in Central America so in Merida, Mexico, Koreans made kimchi with wilted cabbage leaves. They also took nopales cactus paddles, which look like the palm of your hand, removed the thorns, and chopped them up into cubes to make kkakdugi kimchi. This kimchi-making method has been passed down to third-generation immigrants.<sup>28)</sup>



### Tasks

Learn about various types of kimchi made by the Korean diaspora, and make a world map of kimchi.

Diaspora is a term for migrants who left their homes to form communities in foreign countries.

Understand UNESCO's concept of cultural diversity.  Further Readings (27), (28), (29)



## Kimchi around the world, global kimchi community

- ▶ As kimchi is re-introduced through hallyu, or the Korean Wave, a global kimchi community is forming (Understand globalization and acculturation)

### Tasks

Discuss the type of kimchi or food made with kimchi that you would want to export.

Compare Korea's kimchi with China's pao cai and Japan's kimuchi/tsukemono.

Talk about the type of kimchi you would want to make and share with a global friend.

### Story

#### ■ New kimchi culture formed in hallyu

- Isn't it interesting to find such a variety of kimchi culture among the Korean diaspora? This diaspora's Korean identity and migrant identity combined to form unique cultures of kimchi. Today, other varieties of kimchi and foods that include kimchi as an ingredient are being developed to suit the taste of foreign consumers encountering South Korean popular culture.
- In Vietnam, coriander kimchi was developed by including coriander, which is a familiar taste to Vietnamese people, and making the kimchi less spicy. Coriander kimchi is typically used as a topping in Vietnamese dishes or as an ingredient in shabu shabu.<sup>29)</sup>
- In the United States and Europe, kimchi is made with vegetables they prefer, such as cabbage, kale, or carrots. To account for people's different preferences, there is the original spicy kimchi with salted and fermented seafood and a milder vegan kimchi without the seafood.<sup>30)</sup>

#### ■ Kimchi around the world, the world kimchi community

- As kimchi consumption spreads throughout the world, its taste and appearance are changing to fit the preferences of different locales. For a while, kimchi powder was the number one selling product on the global shipping platform Amazon. An American chef also uploaded a YouTube video on an easy way to make kimchi.
- Korea's kimchi competed in the "kimchi wars" with China's pao cai and Japan's kimuchi.<sup>31)</sup> But kimchi has evolved in diverse cultures and settings so that it is now both a Korean food and a global food. Anyone who makes and enjoys kimchi together can become part of the global kimchi community.
- What kind of kimchi would you want to make? Who would you share it with?



## Student Activity 5

### Research on kimchi as K-food



◆ Brainstorm on the following aspects of kimchi.

<p><b>Two Reasons</b> why kimchi is good for your health</p>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
<p><b>Three</b> <b>Different types</b> of kimchi</p>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<p><b>Five Dishes</b> that go well with kimchi</p>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
<p><b>Five Dishes</b> you can make with kimchi</p>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

## Student Activity 5

◆ Fill in the table below on the globalization of kimchi.



<p>Food that is made with kimchi that a non-Korean person may like</p>	<p>Name of food:</p> <hr/> <p>Reasons:</p> <hr/>
<p>My own recipe of food made with kimchi that I want to introduce to a non-Korean</p>	<p>Name of food:</p> <hr/> <p>Ingredients</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <hr/> <p>Recipe</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>





## Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum 5

(Kimchi and Cultural Inclusivity)

Subject	Activity	Linkage with Key Competencies and Themes in the South Korean National Curriculum	
Korean Language	<ul style="list-style-type: none"> <li>☞ Choose a food culture that South and North Korea have in common. In one page (A4), write a joint nomination form to inscribe it as UNESCO Intangible Cultural Heritage of Humanity.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Data and information usage</li> <li>• Creative thinking</li> <li>• Communication</li> <li>• Critical thinking</li> <li>• Cultural appreciation</li> </ul>
		Themes	We use a variety of forms of writing to communicate messages within our personal and sociocultural context.
English	<ul style="list-style-type: none"> <li>☞ In English, share how to make kimchi with a global friend.</li> <li>☞ Think of a kimchi-related product idea you might want to sell online.</li> <li>☞ Design a tour package related to kimchi and kimjang culture.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Knowledge and information processing</li> <li>• Self-management</li> <li>• English language communication</li> <li>• Community life</li> </ul>
		Themes	Express and exchange meaning through appropriate cognitive processes and strategies.
Social Studies/ History	<ul style="list-style-type: none"> <li>☞ Find out about various different fermented dishes around the world that are similar to kimchi. Outline their histories and ways they have changed.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> <li>• Critical thinking</li> </ul>
		Themes	Respect for cultural diversity is the basis of global citizenship.
Geography/ Social Studies/ Cultural Studies	<ul style="list-style-type: none"> <li>☞ Make a map of various types of kimchi made by the Korean diaspora.</li> <li>☞ Compare kimchi with various other fermented dishes around the world.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> <li>• Critical thinking</li> </ul>
		Themes	<p><b>(Geography)</b> Diverse cultures form in the context of place or region, and these cultures are changed by multiple factors.</p> <p><b>(Social Studies / Cultural Studies)</b> We encounter multiple cultures in daily life, which necessitates understanding and respect for cultural diversity.</p>
Science/ Information/ Technology/ Home Economics	<ul style="list-style-type: none"> <li>☞ Learn about changes to crop production due to climate change. Discuss other possible ingredients for kimchi in the next ten, twenty, or thirty years.</li> <li>☞ Compare Korea's kimchi with China's pao cai and Japan's kimuchi/tsukemono.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Scientific decision making</li> <li>• Scientific exploration and problem solving</li> </ul>
		Themes	Diverse living things around us closely impact and are impacted by their environment. Biodiversity is closely related to ecology and human life.

※Note: 2015 and 2022 Revised Curriculum (Ministry of Education, Republic of Korea)



## More Activity Ideas

(refer to Further Readings)

★ ★ ★  
Activity  
1

Discuss how culture is not static but keeps on changing.

☞ Further Readings (29) Culture is not a fossil - it keeps changing

★ ★ ★  
Activity  
2

Find out the inscription criteria for the List of the Intangible Cultural Heritage of Humanity

☞ Further Readings (6) UNESCO heritage inscription criteria

☞ Further Readings (7) UNESCO heritage inscription process

★ ★ ★  
Activity  
3

Learn about joint heritage inscription and UNESCO's concept of peace in relation to North Korea's heritage.

☞ Further Readings (6) UNESCO heritage inscription criteria

☞ Further Readings (17) UNESCO's journey towards peace: Expanding the concept of peace

☞ Further Readings (25) Inter-Korean cooperation to inscribe North Korea's heritage

★ ★ ★  
Activity  
4

Think back to the haenyeos and their community in chapter 3 to discuss cultural diversity and community culture.

☞ Further Readings (4) Changing views on heritage (1): Reflecting on Eurocentrism and dominance of experts

☞ Further Readings (5) Changing views on heritage (2): Recognizing the role of local communities

☞ Further Readings (27) Respect for cultural diversity: A key value for peaceful coexistence

☞ Further Readings (28) Convention for the Safeguarding of the Intangible Cultural Heritage of Humanity: Beyond Eurocentrism and toward cultural diversity

☞ Further Readings (30) Beyond the unit of the state: Thinking in terms of human community



Did you know several regions in Asia hold different festivals on Dano Season?

## Different Festivals on the Same Dano Day



### Breaking Assumptions

- Q1: Does heritage belong to only one country or nation?
- Q8: Does a culture belong to only one country? Can multiple countries and ethnic groups share a culture?





## What will we learn?



### Lesson Preparation

Theme	Learn about the diverse Dano seasonal customs in many countries and think about the culture they share in common
Keywords	Cultural Diversity, Dano [the fifth day of the fifth month of the lunar calendar, the day with the strongest yang (positive) energy], Community, Shared Heritage, Shared Culture
Lesson Format	<ul style="list-style-type: none"> <li>■ Project-based learning</li> <li>■ Group research</li> <li>■ Presentations</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>■ Square colored papers (see Student Activity 6-1), coloring utensils, glue, scissors</li> <li>■ Digital tools</li> </ul>
Duration	<p>Two Sessions (or longer if other materials are included)</p> <ul style="list-style-type: none"> <li>■ Further Readings at the end of this tool kit</li> </ul>

※ Note: Refer to Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum and More Activity Ideas at the end of this chapter as you plan your lesson.



### Lesson Content

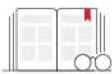
Topics	Teaching Content
Shared cultural heritage	<ul style="list-style-type: none"> <li>▶ Talk about Dano seasonal customs</li> <li>▶ Heritage that multiple communities and nations have in common</li> <li>▶ The rich and diverse culture of Dano shared in East Asia</li> </ul>
Cultural heritage shared by multiple communities or nations	<ul style="list-style-type: none"> <li>▶ Does heritage belong to only one country or nation?</li> </ul>
Consider shared culture or heritage	<ul style="list-style-type: none"> <li>▶ When heritage is meant to be nominated by each state, is "shared heritage" even possible?</li> </ul>
Common misunderstandings in East Asian countries that share similar cultures	<ul style="list-style-type: none"> <li>▶ Learn about common misunderstandings in East Asian cultures</li> </ul>
Learn about Dano culture of four countries	<ul style="list-style-type: none"> <li>▶ Dano seasonal customs in Korea, China, Japan, and Vietnam</li> </ul>
Activity	<ul style="list-style-type: none"> <li>▶ Make a Dano triangle book</li> <li>▶ Compare the Dano culture of four countries</li> </ul>



## Understanding the Content for each Topic

### Shared cultural heritage

- ▶ Talk about the Dano seasonal customs
- ▶ Heritage that multiple communities and nations have in common
- ▶ The rich and diverse culture of Dano shared in East Asia



### Story

#### ■ Do you know about the Dano seasonal customs? Did you know that China, Japan, and Vietnam celebrate Dano as a holiday?

- On Dano day, Koreans perform traditional shamanistic rituals and mask performances. In China they conduct a race with boats built to look like dragons. In Japan, Dano is a day to celebrate boys. How intriguing! Mainland China, Taiwan, and Vietnam also celebrate by eating similar food made of sticky rice.
- Let's now learn more about Dano seasonal customs. Dano is a day when people of multiple countries enjoy their rituals and eat delicious food. There is much news today about misunderstandings between South Korea and China, so we'll also discuss different perspectives to think about this.

#### ■ What are Dano seasonal customs? Why are there rituals and activities on Dano day? Is this culture unique to Korea?

- The festival of Dano takes place on May 5 in the lunar calendar each year. It generally falls in June in the solar calendar, though the exact day changes every year. The Dano holiday comes around just as the hot summer days begin, so its customs have evolved to stave off contagious diseases or misfortunes and pray for health and a plentiful harvest.
- China, Japan, and other East Asian regions also mark Dano with various customs.<sup>32)</sup> People in different countries may eat similar food or play certain games on this day, making Dano a widely celebrated holiday. Wouldn't it be fun if we could all get together to play?



### Tasks

Has anyone heard about Dano seasonal customs? Share anything that comes to mind.

Search the web for Dano seasonal customs. What kinds of news articles have been written about them?





## Common heritage shared by multiple communities or nations

► Does a culture belong to only one country or ethnic group?

“Intangible Cultural Heritages of Humanity are not something to protect but things to commemorate and enjoy together. That is when this festival crosses cultural boundaries.”

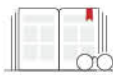
Nagao Nisikawa, Professor Emeritus of Ritsumeikan University in Japan.<sup>33)</sup>



### Tasks

Discuss examples of culture that keeps on changing.  
► See Chapter 5 on kimchi

Discuss examples of how different countries developed similar cultures as they interacted with each other.



### Story

#### ■ What does it mean that a culture is shared by multiple countries and nations?

- Does one country's culture belong only to that nation? We commonly talk about “American culture” or “Greek culture.” We tend to think a culture is unique and belongs to only one country. But culture does not belong to just one country because the cultural boundary is never that clear. Cultures interact with each other and go through endless processes of change.
- At first, when UNESCO mentioned cultural diversity it also conceived of culture as belonging to each country. But looking at things from this perspective, countries would claim an item of cultural heritage as exclusively their own, inflaming disputes and even causing conflicts.

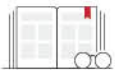


## Consider shared culture or shared heritage

- ▶ When heritage is meant to be nominated by each country, is “shared heritage” even possible?

Considering that an intrinsic attribute of the Intangible Cultural Heritage of Humanity is its shared nature and accordingly, sharing of Intangible Cultural Heritage of Humanity among different communities and peoples is not exceptional but ordinary...territorial borders... should not be understood as cultural borders.”

Gangneung Recommendation on Common Intangible Cultural Heritage of Humanity (2009)



### Story

- In practice, each country is responsible for nominating, managing, and protecting its cultural heritage under UNESCO's heritage system. So it's not easy to implement the idea of shared heritage within the existing system.<sup>34)</sup> Dawnhee Yim, Professor Emeritus and expert in international cultural heritage even suggested that we should rethink the regulation that says a country must initiate the heritage inscription process.<sup>35)</sup>
- In 2009, a statement was issued saying that “sharing of the Intangible Cultural Heritage of Humanity among different communities and peoples is not exceptional but ordinary.” Isn't it amazing? At the International Forum on Common Intangible Cultural Heritage of Humanity in East Asia organized by the Korean National Committee for UNESCO, the participants issued the Gangneung Recommendation on Common Intangible Cultural Heritage of Humanity. They affirmed that arguments over origin and ownership of the Intangible Cultural Heritage of Humanity contradict UNESCO's purpose. Participants at the forum suggested that we should organize lots of cultural festivals that show commonalities in cultures shared by multiple countries and nations.



### Tasks

Learn about joint inscription.

- ☞ Refer to Chapter 7 for more on joint inscription

Falconry is a cultural heritage inscribed by 11 countries (and seven more countries joined after the inscription).

- ☞ Refer to Chapter 7 for more on joint inscription

## Common misunderstandings in East Asian countries that share similar cultures

► Learn about common misunderstandings in East Asian cultures

### Tasks

Learn about different countries' Dano culture by searching video news segments on each country's customs.

### Story

- Through frequent interactions, East Asian countries developed lots of cultural elements in common. In particular, the East Asian cultures of Korea, China, Japan, and Vietnam share things like Chinese characters, a similar historical legal system, and Buddhism. This also means we often get into arguments about the origin of a cultural element. The matter may be inappropriately politicized, or misconceptions may form due to ignorance of each other's culture. Arguments may become heated online to make the issue much bigger.
- Korea's Gangneung Danoje Festival was inscribed in 2005 as Intangible Cultural Heritage of Humanity. Misunderstanding arose among web users in China that South Korea stole Dano from them. But Korea clarified in their nomination file that Dano Day originated from China. What South Korea was nominating was not Dano itself, but the festival of Danoje in Gangneung. There are many Chinese heritage experts who know this well.<sup>36)</sup> and the Chinese government did not claim that South Korea stole Dano. However, the misunderstanding that started online grew and, unfortunately, still remains between the two countries, as reported in the news.



## Learn about Dano culture in four countries

- ▶ Dano seasonal customs in Korea, China, Japan, and Vietnam



### Story

- Dano seasonal customs are both similar and different in each country

#### [ Korea: Gangneung Danoje Festival ]

- Around the time of year of Dano, many diseases can spread in Korea, so customs developed that were supposed to ward off disease, such as picking mugwort and motherwort plants and washing hair with iris water.
- In the city of Gangneung in Gangwon Province they organize lots of rituals and games such as the Dano Ritual, Gangneung Dano-gut, Gwanno mask drama, and poetry readings. Nanjang Market is the largest outdoor market in Korea that convenes for Dano. Gangneung Danoje Festival celebrates General Kim Yu-shin as the god of Daegwallyeong Mountain Ridge. The festival continued even through the Japanese colonial period and the Korean War.



#### [ China: Dragon Boat Festival ]

- In China, the festival is called Duanwu. There are various customs for Duanwu (Dano) in China to ward off bad luck. Chinese people hang mugwort or calamus above their doors, wear a sachet with aromatic herbs, put up paper cut-outs on windows, and eat zongzi, sticky rice stuffed with other ingredients and wrapped and steamed in bamboo leaves or reeds. On Duanwu, they celebrate historical figures such as Qu Yuan in some regions and Wu Zixu in others.
- Various activities including Dragon Boat Festivals are held in a number of regions in China. These were listed as UNESCO Intangible Cultural Heritage of Humanity in 2009. Dragon Boat Festivals are conducted on Dano Day in many other Southeast Asian countries as well. So two different customs are inscribed as heritage for the same day: Gangeung Danoje Festival of Korea, and the Dragon Boat Festival of China.



### Tasks

Search for photos of people washing hair with iris water.

Search for facts about Gangneung Danoje Festival.

Search for photos of the Dragon Boat Festival.



◀ Gangneung Danoje  
Festival of Korea<sup>37)</sup>

<Image Source: KOREA.NET (FLIKR)  
© OVERSEAS CULTURAL INFORMATION SERVICE  
(Filming: JEON HAN), CC-BY-SA 2.0>



▲ Dragon Boat Festival of China<sup>38)</sup>

<Image Source: HU PAI'S HOMEPAGE, DOUYIN  
© F.JHUPAI>



▲ Hanging carp streamers on  
Boys' Day in Japan<sup>39)</sup>

<Image Source: FLIKR, © SÉBASTIEN BERTRAND,  
CC-BY 2.0>

Search for photos  
of carp streamers  
on Dano Day  
(Boys' Day) in  
Japan.

Search for photos  
of sticky rice dishes  
made for Dano in  
China and Vietnam.






### [ Japan: Boys' Day ]

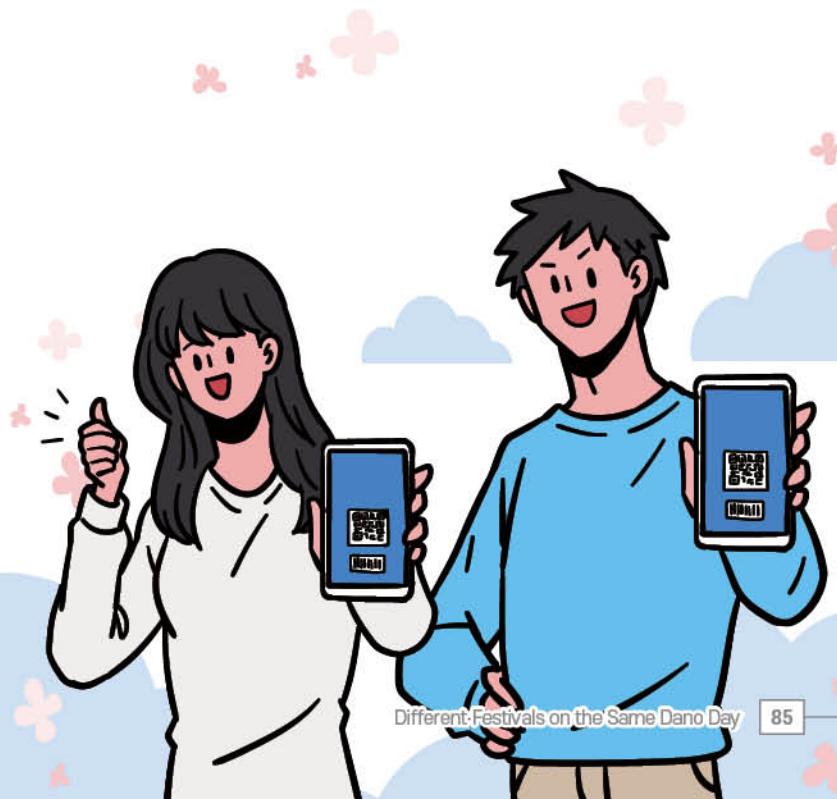
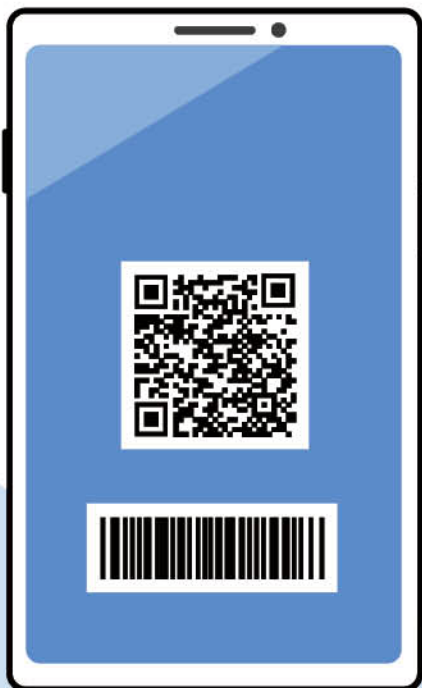
- In the past, like Korea and China, Japan also used to gather medicinal herbs and use calamus for customs. Then in the Edo era it became a day for children when families pray for the health and prosperity of male children.
- So in Japan, Dano is now Boys' Day. On this day, warrior dolls are set up in the house and carp streamers (koinobori) are hung outside the house to let them fly in the wind. There is also Girl's Day in Japan, celebrated on March 3.

### [ Vietnam: Dano seasonal customs ]

- The day is called Tet Doan Ngo in Vietnam and is the second most celebrated traditional holiday after the lunar new year. It's also the day to kill harmful insects. In Vietnam, people make Banh Tro with sticky rice and offer it and other food to ancestors. Families gather for the ritual and pick herbal plants. Just like Koreans wash their hair with iris water, Vietnamese wash their hair and bathe in tea.

■ For more resources:

<p>Korean National Commission for UNESCO (<a href="https://www.unesco.or.kr">https://www.unesco.or.kr</a>)</p>	<p>SCAN ME </p>
<p>Korea Heritage Service (<a href="https://english.khs.go.kr">https://english.khs.go.kr</a>)</p>	<p>SCAN ME </p>
<p>National Research Institute for Cultural Heritage (<a href="https://www.nrich.go.kr">https://www.nrich.go.kr</a>)</p>	<p>SCAN ME </p>
<p>National Cultural Heritage Portal (<a href="https://www.heritage.go.kr">https://www.heritage.go.kr</a>)</p>	<p>SCAN ME </p>
<p>Korea Heritage Agency (<a href="https://www.chf.or.kr">https://www.chf.or.kr</a>)</p>	<p>SCAN ME </p>



## Dano Triangle Book

### ◆ Lesson Procedures

Have each group research about Dano seasonal customs in each country and make a triangle book to present at an exhibition. Students can present their craftwork to prompt discussions on similarities and differences in each country's Dano seasonal customs.

### [ Session 1 - Make a Triangle Book ]

- Form groups of four students
- Randomly assign a topic to each group: Origin of Dano, food, games, and other customs in Korea, China, Japan, and Vietnam

Origin of Dano in Korea	Origin of Duanwu in China	Origin of Boys' Day in Japan	Origin of Tet Doan Ngo in Vietnam
Dano food in Korea	Duanwu food in China	Boys' Day food in Japan	Tet Doan Ngo food in Vietnam
Dano games in Korea	Duanwu games in China	Boys' Day games in Japan	Tet Doan Ngo games in Vietnam
Other Dano seasonal customs in Korea	Other Duanwu seasonal customs in China	Other Boys' Day seasonal customs in Japan	Other Tet Doan Ngo seasonal customs in Vietnam

(\* If there are many students in one class, form more groups to research on Gangneung Danoje Festival, or assign more groups to work on Korea or China.)

- Individual research: Hand out the Preliminary Research form (Student Activity 6-1)
- Have each student make an individual triangle book: Show a model (refer to the blueprint in Student Activity 6-1), have each student create the sides for their triangle book, combine the sides, then attach the country's flag on the peak.

(\* Use the same colored papers for the same topic. The triangles can then be reassembled by country or topic)



<Image Source: LEE, Sung-young>

### [ Session 2 - Compare the Dano Culture of Four Countries ]

- Set up an exhibition and have groups give a presentation
- As students listen to the presentations they should answer Question 1 in Student Activity 6-2. Conduct a simple quiz to assess their learning.
- Students should then respond to Question 2 in Student Activity 6-2.

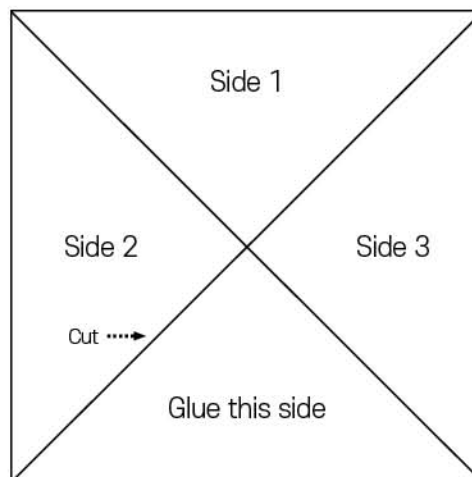
## Student Activity 6-1

### Preliminary research

<b>Topic:</b>		Grade Class Number Name:
Side <b>1</b>	Side <b>2</b>	Side <b>3</b>
< Photo or Image >	< Photo or Image >	< Photo or Image >
<Research Summary>	<Research Summary>	<Research Summary>

### Dano triangle book blueprint

Fold and cut to make a square.





## Student Activity 6-2

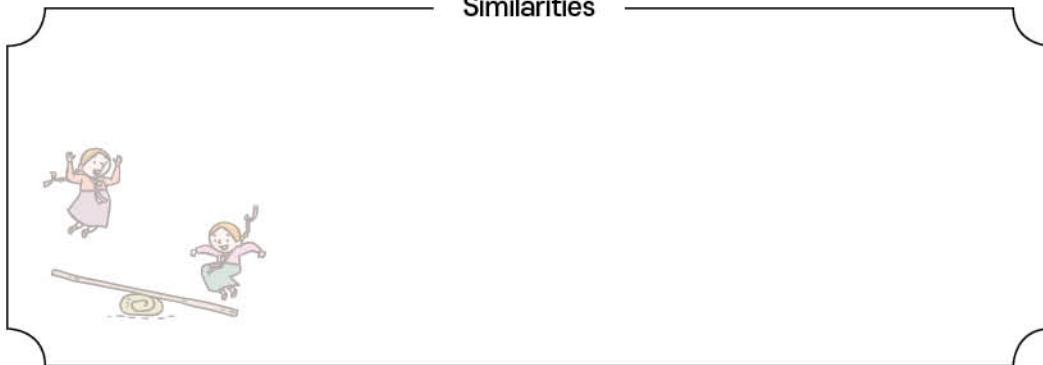
### Compare the Dano culture of four countries

1. Listen to the presentations to fill in the table on the characteristics of Dano seasonal customs in each country.

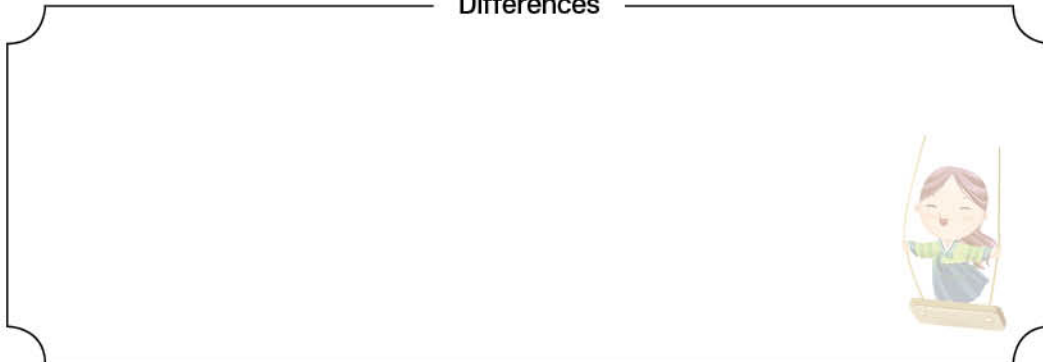
	Korea	China	Japan	Vietnam
Date				
Origin				
Food				
Games				
Other				

2. What are some similarities and differences?

#### Similarities



#### Differences





## Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum 6

(Different Festivals on the Same Dano Day)

Subject	Activity	Linkage with Key Competencies and Themes in the South Korean National Curriculum	
Korean Language	<ul style="list-style-type: none"> <li>☞ Find out how Dano is described in The Story of Chunhyang.</li> <li>☞ Search for literary works featuring the Dano Day.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Data and information usage</li> <li>• Creative thinking</li> <li>• Critical thinking</li> <li>• Cultural appreciation</li> </ul>
		Themes	Through literature, humans reflect on themselves, understand others, and grow as members of the community.
English	<ul style="list-style-type: none"> <li>☞ Write a five-minute script in English introducing various Dano seasonal customs in Asia</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Knowledge and information processing</li> <li>• Self-management</li> <li>• Community life</li> <li>• English language communication</li> </ul>
		Themes	Express and exchange meaning through appropriate cognitive processes and strategies.
Social Studies / History / Geography	<ul style="list-style-type: none"> <li>☞ Find out major events on Dano Day in different countries.</li> <li>☞ Research historical documents that describe Dano.</li> <li>☞ Make a simple map of Dano Cultures in Asia. Plan a celebration for each country.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Critical thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> </ul>
		Themes	Diverse cultures form in the context of place or region, and these cultures are changed by multiple factors.
Music	<ul style="list-style-type: none"> <li>☞ Watch a video on songs sung on Dano Day and learn about the songs (refer to Gugak TV).</li> <li>☞ Write some song lyrics on the different Dano seasonal customs in each country.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Affective competency</li> <li>• Creativity</li> <li>• Community life</li> <li>• Self-directedness</li> <li>• Communication</li> </ul>
		Themes	Reception and response to music may be varied depending on individual sensitivity and sociocultural background.
Science / Information / Technology / Home Economics	<ul style="list-style-type: none"> <li>☞ Learn about the scientific basis for eating mugwort or washing hair with iris water for health benefits on Dano Day.</li> <li>☞ Make Surichwi rice cakes, iris water and soap etc. for Dano Day.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Scientific decision making</li> <li>• Scientific exploration and problem solving</li> </ul>
		Themes	Technology helps the development of human civilization as an innovative problem solving activity to meet the wants and needs of humans. It should benefit society, culture, and the economy.
Art	<ul style="list-style-type: none"> <li>☞ Search for an art work depicting scenes of Dano Day.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Aesthetic competency</li> <li>• Visual communication</li> <li>• Identity formation</li> </ul>
		Themes	Contextual understanding and critique of an artwork's content and form raises the capacity for aesthetic judgment.
Physical Education	<ul style="list-style-type: none"> <li>☞ Try some of the traditional Dano games (ssireum, swings, ttakjichigi)</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Physical performance</li> <li>• Health maintenance</li> <li>• Appreciation for the culture of physical activity</li> </ul>
		Themes	Humans experience sports in various ways. They feel the joy of movement and acquire an active approach to life.

※Note: 2015 and 2022 Revised Curriculum (Ministry of Education, Republic of Korea)



## More Activity Ideas

(refer to Further Readings)

★ ★ ★  
Activity  
1

Watch a video of Gangneung Gwanno Mask Drama.

★ ★ ★  
Activity  
2

Watch a video of Dragon Boat Festivals held on Dano Day in mainland China, Hong Kong and Vietnam.

★ ★ ★  
Activity  
3

Watch a video of Dano seasonal customs and guess which region it is.

★ ★ ★  
Activity  
4

Learn about why Gangneung Danoje Festival was recognized as UNESCO Intangible Cultural Heritage of Humanity.

★ ★ ★  
Activity  
5

Compare the New Year celebrations or fall harvest celebrations in different countries to find similarities and differences.

★ ★ ★  
Activity  
6

Think about cultural diversity

✎ Further Readings (27) Respect for cultural diversity: A key value for peaceful coexistence

✎ Further Readings (28) Convention for the Safeguarding of the Intangible Cultural Heritage of Humanity: Beyond Eurocentrism and toward cultural diversity

✎ Further Readings (29) Culture is not a fossil - it keeps changing

✎ Further Readings (30) Beyond the unit of the state: Thinking in terms of human community

✎ Further Readings (31) Common culture and identity: The case of Europe

★ ★ ★  
Activity  
7

Learn about the cultural heritage of Korea and China

✎ Further Readings (11) Cultural heritage of Korea and China

✎ Further Readings (15) How a community values heritage is more important than the origin of the heritage

★ ★ ★  
Activity  
8

Consider why relationships between countries, people, and nations can be complicated.

✎ Further Readings (10) Is UNESCO heritage site the exclusive property of one country?

✎ Further Readings (12) State, people, and nation: A complex relationship

✎ Further Readings (13) State, people, and nation in Japan and China

✎ Further Readings (14) Beyond "me and my country" to respect for diverse values

✎ Further Readings (30) Beyond the unit of the state: Thinking in terms of human community

Is ssireum wrestling a shared heritage of South and North Korea?

## Joint Heritage Inscription



### Breaking Assumptions

- Q1: Does heritage belong to only one country or nation?
- Q6: What if countries or communities have different positions on an item of heritage site? What can UNESCO do about it?
- Q7: Do South and North Korea share similar heritage? Do they ever cooperate to protect certain heritage?
- Q8: Does a culture belong to only one country? Can multiple countries and ethnic groups share a culture?





## What will we learn?



### Lesson Preparation

Theme	<ul style="list-style-type: none"> <li>• Learn about joint inscription and Shared Heritage</li> <li>• Learn about South and North Korea's shared culture</li> </ul>
Keywords	Joint Inscription, South and North Korea, Shared Heritage
Lesson Format	<ul style="list-style-type: none"> <li>■ Explanatory</li> <li>■ Group discussions</li> <li>■ Individual and group project</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>■ Video materials</li> <li>■ Reading materials</li> <li>■ Print outs, coloring utensils, scissors, etc.</li> <li>■ Digital tools</li> </ul>
Duration	<p>Two Sessions (or longer if other materials are included)</p> <ul style="list-style-type: none"> <li>■ Shared Heritage at the end of this tool kit</li> </ul>

※ Note: Refer to Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum and More Activity Ideas at the end of this chapter as you plan your lesson.



### Lesson Content

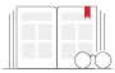
Topics	Teaching Content
Role of heritage in promoting peaceful coexistence	<ul style="list-style-type: none"> <li>▶ Learn about the process of joint inscription of Traditional Korean Wrestling (Ssirum/Ssireum)</li> <li>▶ Shared Heritage of South and North Korea</li> <li>▶ UNESCO encourages multinational nominations</li> <li>▶ Inter-Korean cooperation to inscribe North Korea's heritage</li> </ul>
Shared culture of South and North Korea	<ul style="list-style-type: none"> <li>▶ Shall we go for naengmyeon (cold noodles) together?</li> </ul>
Learn about other jointly inscribed heritage	<ul style="list-style-type: none"> <li>▶ Falconry: a good example of joint inscription</li> <li>▶ Documents on Joseon Tongsinisa / Chosen Tsushinshi: Joint inscription by South Korea and Japan</li> </ul>
Activities	<ul style="list-style-type: none"> <li>▶ Compare South and North Korea's heritage <ul style="list-style-type: none"> <li>- Compare South and North Korea's ssireum and put on a match</li> </ul> </li> <li>▶ Make a mini book of Joseon Tongsinisa documents</li> <li>▶ Search for multinational inscriptions</li> <li>▶ Be a heritage curator: Joint inscription game</li> </ul>



## Understanding the Content for each Topic

### Role of heritage in promoting peaceful coexistence

- ▶ Learn about the process of joint inscription of ssireum



#### Story

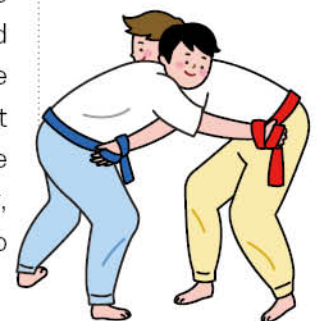
##### ■ The first joint inscription by South and North Korea: Demonstrating to the world the spirit of peace

- Have you heard of ssireum? You may know that ssireum is a part of Korean culture, but were you aware that it was inscribed as Intangible Cultural Heritage of Humanity? It was actually the first jointly inscribed heritage of South and North Korea. This process was unique for UNESCO as well, so let's briefly take a look.
- North Korea nominated "ssirum" first to UNESCO in 2015, then South Korea nominated "ssireum" in 2016. Then, before UNESCO considered the nominations in 2018, there was a significant event - the Panmunjeom Summit between South and North Korea in April 2018. Following the Summit, the two Koreas began to communicate much more, and there was a suggestion that they should jointly inscribe an item of cultural heritage to demonstrate their efforts towards peace. South and North Korea both nominated Traditional Korean Wrestling (Ssirum/Ssireum) for joint inscription and in November 2018 it was unanimously accepted. It was a recognition that ssireum has the same cultural significance for South and North Korea.
- The joint inscription of ssireum is highly significant for multiple reasons.<sup>40)</sup> This was the first heritage South and North Korea inscribed together. The two Koreas nominated ssireum separately, but then, along with UNESCO, they cooperated to inscribe the heritage together. This was also the first case where UNESCO decided on the joint inscription of an item of heritage that was at first separately nominated. Despite the long division of South and North Korea, the culture of ssireum remained similar, which showed that the two are one cultural community. This case demonstrated to the world the spirit of peaceful coexistence.



#### Tasks

Search for photos of ssireum in South and North Korea.



The joint inscription marks a highly symbolic step on the road to inter-Korean reconciliation. It reminds us of the peace-building power of cultural heritage, as a bridge between peoples. This marks a victory for the longstanding and profound ties between both sides of the inter-Korean border.

Audrey Azoulay, UNESCO Director-General Audrey November 2018 after the joint inscription of ssirum/ssireum by South and North Korea



## Role of heritage in promoting peaceful coexistence

- ▶ Shared Heritage of South and North Korea
- ▶ UNESCO encourages multinational nominations
- ▶ Inter-Korean cooperation to inscribe North Korea's heritage



### Tasks

Find out which countries co-nominated Mediterranean diet, and research this dietary culture's characteristics.

Learn about examples of inter-Korean cooperation to inscribe North Korea's heritage.

Further Readings (25): Inter-Korean cooperation to inscribe North Korea's heritage



### Story

#### ■ Shared heritage of South and North Korea

- South and North Korea have remained divided for over 70 years, but they still use the same language and daily customs. Four items of North Korea's heritage have been inscribed in the UNESCO Intangible Cultural Heritage of Humanity List. They are "Arirang folk song in the Democratic People's Republic of Korea" (2014), "Tradition of kimchi-making in the Democratic People's Republic of Korea" (2015), "Traditional Korean wrestling (Ssirum/Ssireum)" (2018), and "Pyongyang Raengmyon custom" (2022). Of these, ssireum was jointly inscribed, while Arirang and kimchi-making have been separately inscribed following separate nominations by both South and North Korea. although they are shared Intangible Cultural Heritages of Humanity of the South and North.
- By jointly inscribing ssireum as our shared cultural heritage, the two Koreas delivered to the world a message of peace.

#### ■ UNESCO encourages multinational nominations

- UNESCO encourages multinational nominations to raise awareness that heritage does not belong only to one country but is a shared heritage of humanity. Contrary to common conception, a heritage or culture is not an exclusive possession of one country or ethnic group. Multiple countries, ethnic groups, and communities may share, influence, and exchange culture.
- That is why items of World Heritage can be jointly inscribed, and in the case of Falconry, a living human heritage, the nomination was made together by 11 countries, with another 7 countries joining after the inscription. The Mediterranean diet was also jointly nominated by seven countries.

#### ■ Inter-Korean cooperation to inscribe North Korea's heritage

- Inter-Korean relations have kept changing through the years. But since 1990, South and North Korea have cooperated consistently on joint archaeological surveys and exhibitions. There are several instances where South Korea, which has more experience in heritage inscription supported the North in their UNESCO heritage inscription, process.

## Shared culture of South and North Korea

▶ Shall we go for naengmyeon together?



### Story

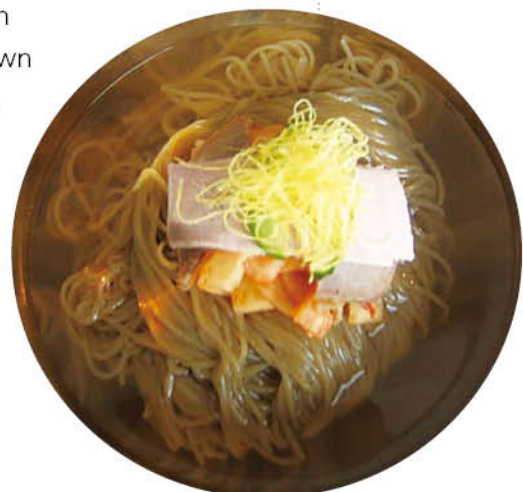
#### ■ Naengmyeon we all enjoy

- Have you ever tried naengmyeon? What kind do you prefer? Pyeongyang naengmyeon is one of the most commonly known dishes from North Korea. It's also popular in South Korea, and there is now even a trend among young people to visit Pyeongyang naengmyeon restaurants to compare and circulate a list of top places. In South Korea, Pyeongyang style naengmyeon was originally made by people who fled from the North in the Korean War. These days, people who defected from North Korea have also started restaurants and popularized the dish.
- Actually, North Korea's Hwanghaedo gut (Hwanghae Province shamanistic ritual) and Bukcheong sajanoreum (Bukcheong lion mask dance) also came with the war refugees and have been passed down to us today. These examples of Intangible Cultural Heritage of Humanity are functioning as a valuable bridge for peaceful inter-Korean relations and world peace.
- Let's look more closely at the "Pyeongyang Raengmyeon custom" (naengmyeon is spelled 'raengmyeon' in North Korea), which was inscribed as Intangible Cultural Heritage of Humanity in 2022. Pyeongyang-style naengmyeon noodles are made with buckwheat. The cold soup is made with meat stock or watery radish kimchi juice. The dish is topped with meat, kimchi, and other vegetables and typically served in a brass bowl. Pyeongyang naengmyeon is deeply rooted in Pyeongyang's culture. Traditionally it was served when families and neighbors gathered on the day before Jeongwoldaeboreum (the first full moon of the lunar calendar) to wish for long life, just like the long noodles. It was also served to relatives, neighbors, and friends on birthdays or weddings. Today, there are lots of naengmyeon restaurants in North Korea, and people don't have to wait for a special occasion to go for a bowl. Grandmothers or mothers might pass down their naengmyeon recipe to the children, and restaurants, cooking competitions, and festivals also spread the cooking technique widely.



### Tasks

Let's think about how South Koreans eat Pyeongyang naengmyeon. What do we put into the bowl? What other side dish might be served with the bowl? When do we usually get naengmyeon?



Pyongyang Raengmyeon of Okryu-gwan<sup>41)</sup>  
 < Image Source: Flickr@Uri Tours, CC-BY-SA 2.0 >



## Learn about jointly inscribed heritage

- ▶ Falconry: a good example of a joint inscription

### Tasks

Search for pictures of falconry and find out how it is done.

### Story

#### ■ Falconry is a shared heritage nominated by multiple countries!

- Have you heard of the Korean custom of falconry? This is the practice of training falcons to hunt for wild animals. This practice, as registered with UNESCO, is officially shared by 18 countries around the world (as of the year 2023). The astonishing thing is that these countries didn't separately nominate the custom, but nominated it together as a shared cultural heritage. This is a good example demonstrating that a culture does not exclusively belong to one nation. And more countries are participating in multinational inscriptions nowadays.
- In other words, even after a culture is inscribed as Intangible Cultural Heritage of Humanity, other countries can join in a multinational extension nomination for the same heritage.<sup>42)</sup>

#### ■ A practice passed down for over 4,000 years

- The custom of falconry has been practiced in more than 60 countries for over 4,000 years.
- Once a falcon is caught and trained, it is used for hunting in the winter. To train the falcons, the falconer lives in the falcon house to form a bond. Falconry is also practiced in teams. The traditional custom of falconry involves the falconers forming a community based on empathy and mutual understanding. Falconry used to be a way to obtain food, but now it is enjoyed by people in many countries as an expression of camaraderie. By transmitting the practice of falconry, rich communal identities are preserved.



Falconry in Kazakhstan in the 19th century <sup>43)</sup>

<Image Source: Wikimedia Commons, PD-old>

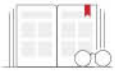


Falconry in Austria <sup>44)</sup>

<Image Source: Wikimedia Commons, CC-BY-SA 4.0 International, © Bo.botones>

## Learn about jointly inscribed heritage

► Documents on Joseon Tongsinsa / Chosen Tsushinshi: Joint inscription by South Korea and Japan



### Story

#### ■ A joint inscription process initiated by civil society in South Korea and Japan, rather than the government

- Have you heard of the “Documents on Joseon Tongsinsa”? After the Japanese Invasion of Korea in the late 16th century, Japan requested diplomatic envoys to restore relations. There are records of twelve Joseon Tongsinsa (Joseon missions) dispatched to Japan from 1607 to 1811. Peaceful relationships continued for two hundred years as long as the missions continued. This is an exceptional case in history. The significance of these records were recognized by UNESCO, so the documents were listed in the Memory of the World International Register as “Documents on Joseon Tongsinsa / Chosen Tsushinshi (Korean Embassies): The History of Peace Building and Cultural Exchange between Korea and Japan from the 17th to the 19th Century” in 2017.
- What’s even more significant is that not only were the records jointly inscribed by South Korea and Japan, the nomination was initiated by civil society rather than the two countries’ governments. Japanese scholars have studied the records since the 1910s, and a Korean Japanese historian made a documentary in 1979 to spread awareness in Japan. Japanese citizens inspired by the film reenacted the Joseon Tongsinsa parade at Tsushima Island’s traditional festival in 1980. The president of Pukyong National University of South Korea was inspired by the parade. He formed the Joseon Tongsinsa Parade Reenactment Committee in 2001 to reenact it at Busan Sea Festival for the first time in Korea.
- Thanks to enthusiastic efforts by Korean and Japanese people, the two countries finally got together in 2013 to start the multinational nomination process for the records to be inscribed as Memory of the World. This was the achievement of the sustained interest and passion of South Korean and Japanese people over four decades!

#### ■ After years of discussions, the two countries peacefully overcame disagreements to inscribe the heritage

- There were differences in positions. One particularly sensitive phrase was “the expedition to Korea ordered by Toyotomi Hideyoshi.” South Korea demanded the term “expedition” be replaced by “invasion.” For a proper perception of history in Japan, South Korea requested that the term be changed to “invasion” not only in the English description but also the Japanese. After discussions, Japan accepted the condition.
- The two countries were able to overcome disagreements on issues of sensitive wording, and in the end, achieve the registration of their two countries’ valuable documentary heritage in the spirit of peace. This made possible the meaningful preservation of records on cultural exchange between Korea and Japan that symbolizes peaceful coexistence.



### Tasks

Learn about the different kinds of records that exist on Joseon Tongsinsa.

Imagine you have joined the diplomatic missions to restore relations with Japan after a war. Assign roles as representatives of Joseon and Japan, and conduct a role-play.

## Student Activity 7-1

# Compare South and North Korea's heritage

- ◇ Compare South and North Korea's ssireum and put on a match
- ◇ Compare and contrast South and North Korea's heritage
- Examine the difference between the way satba (fabric straps tied around each player's waist and one thigh) are grabbed in South and North Korea. In South Korea, the players first sit to grab each others' satba, and in the North, the players remain standing. Try to play it both ways.

Refer to "Explore North Korea's Ssireum" (an information card published by the Ministry of Unification)

[https://www.unikorea.go.kr/unikorea/news/card/?boardId=bbs\\_00000000000000002&mode=view&cntId=54123&category=전격탐구&pageIdx=13](https://www.unikorea.go.kr/unikorea/news/card/?boardId=bbs_00000000000000002&mode=view&cntId=54123&category=전격탐구&pageIdx=13)



- Search the UNESCO website for descriptions of Arirang and kimchi-making in South and North Korea to identify similarities and differences. Share your findings.

Kimchi-making	
Similarities	
Differences	

Link with Chapter 5 on kimchi.

Find other cultures shared by South and North Korea.

Arirang	
Similarities	
Differences	

## Student Activity 7-2

### Make a mini book of Joseon Tongsinsa records



- ◆ Watch a film on the process of inscribing the documents on Joseon Tongsinsa
- ◆ Analyze the cultural exchanges recorded in the Joseon Tongsinsa documents
- ◆ Make a mini book

- Make a mini book on cultural exchanges recorded in the documents on Joseon Tongsinsa

※ Cut along the dotted line (Enlarge and print out on B4 size paper)


## Student Activity 7-3

# Search for cases of multinational inscriptions

- Search for other examples of multinational inscriptions, then write down the heritage's significance.



[Refer to the following websites]



UNESCO and Heritage  
<https://heritage.unesco.or.kr/>



Korean Heritage Service  
<https://www.heritage.go.kr>

Provide the QR codes to students before beginning the activity.

Guide students to write down their reflections about the activity.

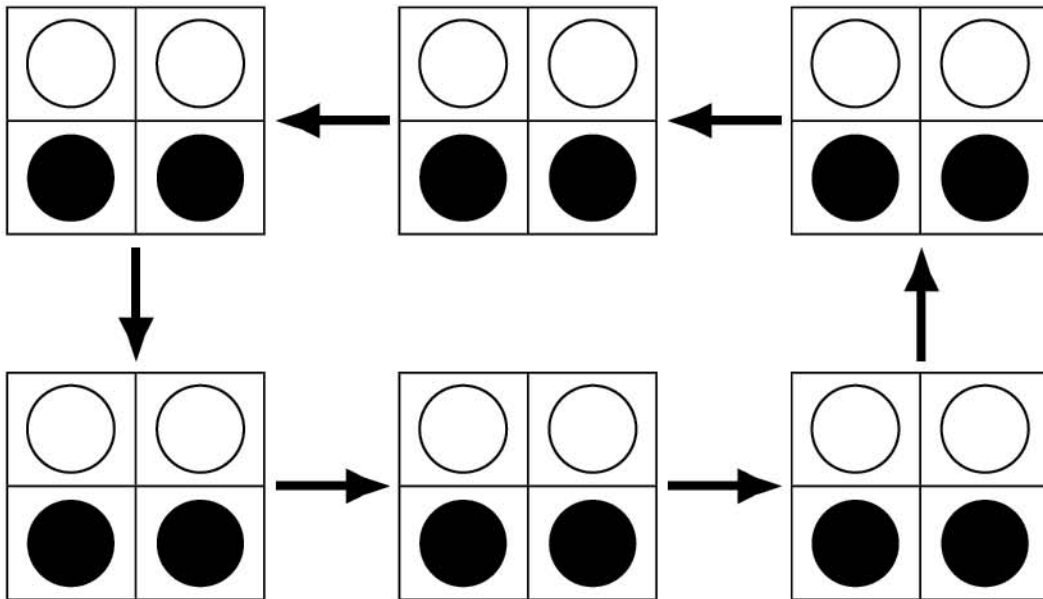
(Case 1:                    )	Characteristics:
	Significance:
(Case 2:                    )	Characteristics:
	Significance:

## Student Activity 7-4 (1)

# I'm a Jointly Inscribed Heritage Curator! Let's Play the Joint Inscription Game

◆ Classroom set-up

Chalk Board (Front of classroom)



### [ Procedure ] Two students move, two remain

1. Decide who will remain at the table as the two curators explaining the jointly inscribed heritage (the colored dots are student curators).
2. The other two will be the reporters who will go around to other tables to find out about other examples of jointly inscribed heritage (uncolored dots are student reporters).
3. The student reporters move from table to table in the direction of the arrows to collect information on shared heritage at each table.
4. The student curators remaining at the table explain an example of jointly inscribed heritage to the reporters.
5. Spend two minutes for each interview.
6. The reporters move to the next tables and continue their interviews, and so on until all reporters have the information from all the tables.
7. The reporters return to their original tables to share what they learned.

**Student Activity 7-4 (2)**

[ Findings ]: Write down what you found out at each table

<b>Table</b>	<b>Table</b>
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<b>Table</b>	<b>Table</b>
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<b>Table</b>	<b>Table</b>
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## Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum 7 (Joint Heritage Inscription)

Subject	Activity	Linkage with Key Competencies and Themes in the South Korean National Curriculum	
Korean Language	☞ Learn the differences in language used in South and North Korea and the different names used for the same customs.	Competencies	<ul style="list-style-type: none"> <li>• Data and information usage</li> <li>• Creative thinking</li> <li>• Communication</li> <li>• Critical thinking</li> <li>• Cultural appreciation</li> </ul>
		Themes	The Korean language is a systematic and structured meaning-making resource, a socially formed customary regulation, and a cultural outcome that represents communal thoughts and values.
English	☞ Imagine South and North Korea are nominating ssireum, naengmyeon, or kimchi together. Write in English the reasons why it should be inscribed multinationally.	Competencies	<ul style="list-style-type: none"> <li>• Knowledge and information processing</li> <li>• Self-management</li> <li>• English language communication</li> <li>• Community life</li> </ul>
		Themes	Conversations or written expressions foster an attitude of collaborative and inclusive communication to express or exchange meaning based on an understanding of diverse cultures and perspectives.
Social Studies / History	☞ Search for a list of jointly inscribed World Heritage.	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Information usage</li> <li>• Critical thinking</li> </ul>
		Themes	Human determination and action to live in harmony make life on earth sustainable.
Geography / Social Studies / Cultural Studies	☞ Look at the World Heritage map to find examples of jointly inscribed heritage.	Competencies	<ul style="list-style-type: none"> <li>• Scientific decision making</li> <li>• Scientific exploration and problem solving</li> </ul>
		Themes	For shared prosperity and coexistence, humanity must cooperate at various levels, from the local to the global.
Art	☞ Choose one inscribed Intangible Cultural Heritage of Humanity and depict it in a drawing. (e.g. Naengmyeon culture and ssireum in both South and North Korea, Mediterranean food culture and falconry in various countries, etc.)	Competencies	<ul style="list-style-type: none"> <li>• Aesthetic competency</li> <li>• Visual communication</li> <li>• Identity formation</li> <li>• Creativity and innovation</li> </ul>
		Themes	Visual expression of one's thoughts and feelings involve the cyclical process of creative thinking and reflection.

※Note: 2015 and 2022 Revised Curriculum (Ministry of Education, Republic of Korea)





## More Activity Ideas

(refer to Further Readings)

★ ★ ★  
Activity  
1

Research similarities and differences between different sports around the world.

☞ Baseball and cricket, soccer and American football

★ ★ ★  
Activity  
2

International cooperation on heritage: Learn about ODA (Official Development Assistance) on cultural heritage.

☞ Further Readings (24) Building peace through international cooperation: Heritage protection for reconciliation and healing

★ ★ ★  
Activity  
3

Conduct research on an item of North Korea's cultural heritage shared by South and North Korea, reflecting both countries' history, and not yet inscribed as UNESCO heritage. Learn about its significance.

☞ Further Readings (25) Inter-Korean cooperation to inscribe North Korea's heritage

☞ Further Readings (26) Compare South and North Korea's versions of Arirang

★ ★ ★  
Activity  
4

Learn about the criteria and process for UNESCO heritage inscription.

☞ Further Readings (6) UNESCO heritage inscription criteria

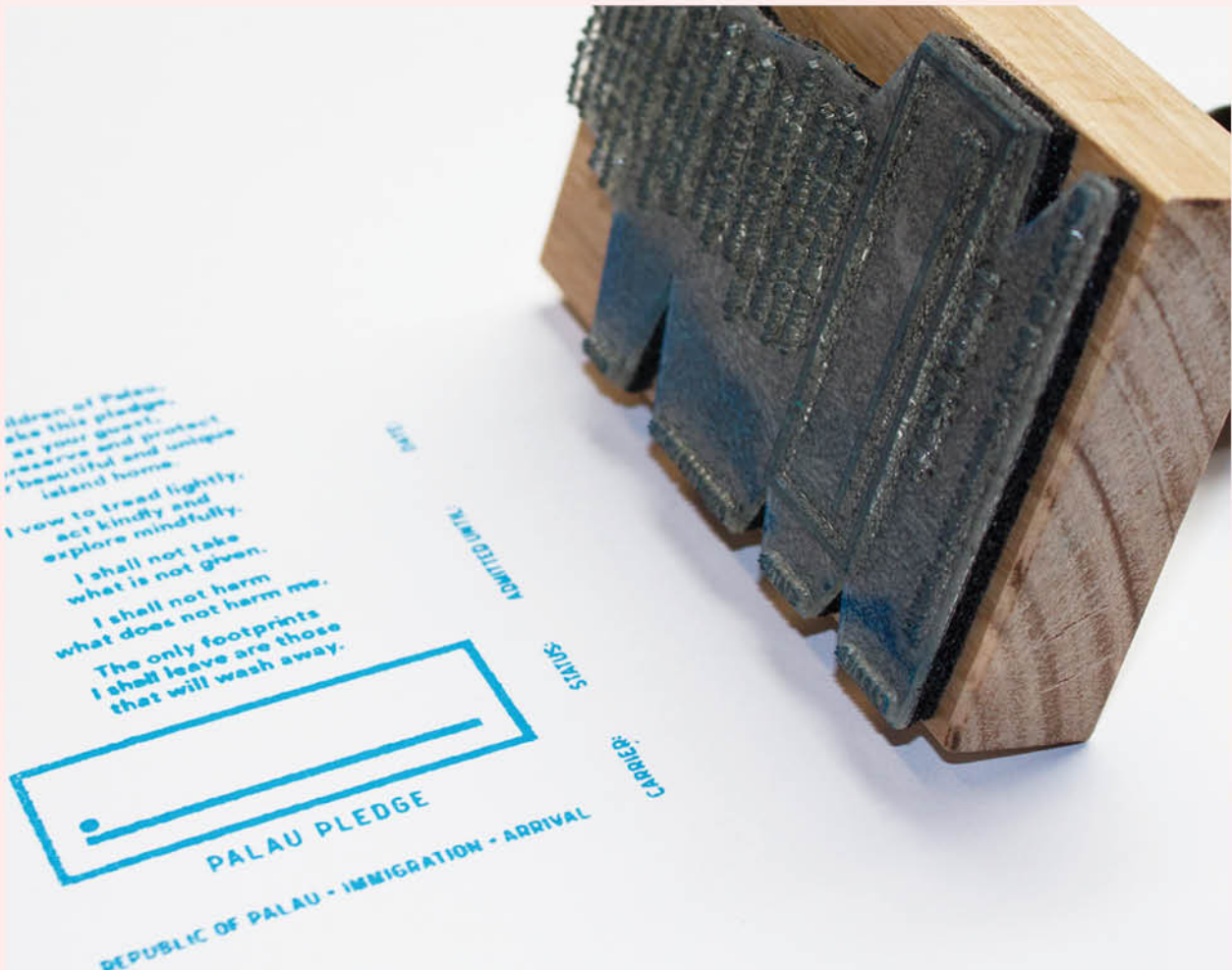
☞ Further Readings (7) UNESCO heritage inscription process



Chapter  
**08**

Where visitors must pledge to be ecologically and culturally responsible

## Palau



<Image Source: Official Blog of Pacific Tourism Organization>

### Breaking Assumptions

- Q11: Does sustainable development simply mean not destroying the environment?
- Q12: Should tourism always be prohibited to protect heritage site?
- Q13: Does heritage also protect us? Or is a heritage always an object of our protection?





## What will we learn?



### Lesson Preparation

Theme	Reflect on the links between heritage protection, tourism and sustainability with the case of Palau
Keywords	Heritage Protection, Sustainable Tourism, Sustainability, People and Nature, Earth and Animal Rights
Lesson Format	<ul style="list-style-type: none"> <li>■ Lecture with periodic quizzes and activities</li> <li>■ Group discussions      ■ Individual and group sharing</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>■ Video materials    ■ Reading materials    ■ Digital tools</li> </ul>
Duration	<p>One Session (or longer if other materials are included)</p> <ul style="list-style-type: none"> <li>■ Further Readings at the end of this tool kit</li> </ul>

※ Note: Refer to Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum and More Activity Ideas at the end of this chapter as you plan your lesson.



### Lesson Content

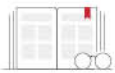
Topics	Teaching Content
Arrival at Palau, "Garden of the gods"	<ul style="list-style-type: none"> <li>▶ Watch a video shown to all Palau visitors</li> <li>▶ Take the Palau Pledge</li> </ul>
Dos and Don'ts in Palau	<ul style="list-style-type: none"> <li>▶ You can't use certain kinds of sunscreen in Palau. Let's learn about what's prohibited in Palau</li> <li>▶ You can go snorkeling and scuba diving in Palau. Let's learn about what's permitted in Palau</li> </ul>
Does tourism have to be banned to protect a heritage site?	<ul style="list-style-type: none"> <li>▶ Sustainable tourism protects heritage, nature, and culture</li> <li>▶ Learn about other examples of sustainable and responsible tourism</li> </ul>
Do the Earth and animals also have legal rights?	<ul style="list-style-type: none"> <li>▶ Human and nature are linked</li> <li>▶ Some countries recognize the legal rights of the Earth and animals</li> <li>▶ Does natural heritage also protect us?</li> </ul>
Activity	<ul style="list-style-type: none"> <li>▶ Write your own "Palau Pledge"</li> </ul>



## Understanding the Content for each Topic

### Arrival at Palau, “Garden of the gods”

► Watch a video shown to all Palau visitors



#### Story

- Palau is an island country in the Pacific. It takes four hours and 50 minutes to get there from South Korea by plane. As visitors arrive on the island, an introductory video is always played for them on the plane. Let’s watch the video and talk about it.



<Image Source: Official Blog of Pacific Tourism Organization>

- Palau is made up of 568 islands. It’s so magnificent that it’s called the “garden of the gods.”
- Palau’s population is only 20,000, but over 200,000 tourists visit the islands every year. In the video shown on the airplane, there is a giant. The giant symbolizes tourists like us. The giant arrives on Palau, which is full of children playing, and starts destroying things recklessly, as it doesn’t know how to value the islands’ people and nature. In the end, the giant learns from the children about mutual respect for others and for nature, and how this creates mutual happiness.



#### Tasks

Search for the video and show it to the class.

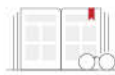
## Arrival at Palau, “Garden of the gods”

► Take the Palau Pledge<sup>45)</sup>



### Tasks

You can sign the Palau Pledge online. Why not visit the website and sign the pledge on the picture of your choice to participate in conservation efforts?



### Story

When you arrive in Palau, they stamp the Palau Pledge in your passport. Every visitor must sign the pledge to be admitted into the country.

#### Palau Pledge

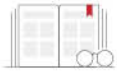
**“Children of Palau,  
I take this pledge, as your guest,  
to preserve and protect your beautiful and unique  
island home.  
I vow to tread lightly, act kindly and explore mindfully.  
I shall not take what is not given.  
I shall not harm what does not harm me.  
The only footprints  
I shall leave are those  
that will wash away.”**



<Image Source: Official Blog of Pacific Tourism Organization>

## Arrival at Palau, “Garden of the gods”

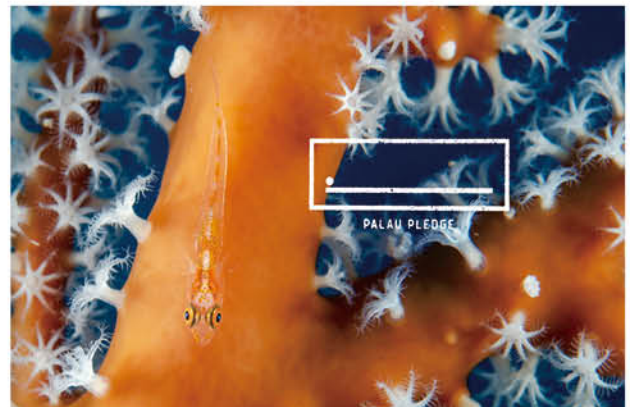
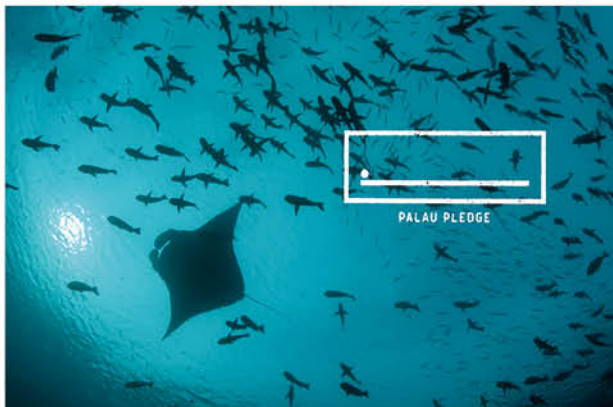
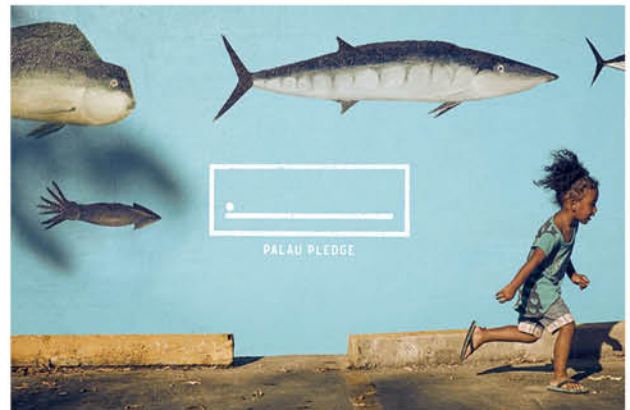
► Take the Palau Pledge



### Story

■ Who wrote the Palau Pledge? The children of Palau actually wrote the first draft!

All visitors who sign this pledge can remind themselves that they should not destroy nature or culture but be responsible tourists.



<Image Source: Palau Pledge website> (<https://palaupledge.com/media/>)

## What you can't do in Palau

► You can't use certain kinds of sunscreen in Palau. Let's learn about what's prohibited in Palau.

### Tasks

Learn about the types of sunblock that are safe for coral reefs.

Search for images and videos on Palau sharks.

### Story



**Don't collect marine life souvenirs**



**Don't feed the fish and sharks**



**Don't touch or step on coral**



**Don't drag fins over coral when swimming**



**Don't take fruit or flowers from gardens**



**Don't touch or chase wildlife**

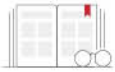
<Image Source: Palau Visitor's Authority>

■ Palau was the first country in the world to prohibit using sunscreens with chemicals that harm coral reefs and marine life.

- Palau was also the first country to designate a shark sanctuary. In the entire exclusive economic zone of Palau, all shark fishing is banned. That's why you can find 17 species of sharks off the coast of Palau.
- When you swim in the waters of Palau you have to be careful not to drag your fins over corals. You should also not touch or step on the corals. And no single-serve plastic or styrofoam should be used.

## What you can do in Palau

► You can go snorkeling and scuba diving in Palau. Let's learn about what's permitted in Palau.



### Story



**Do learn about  
the culture and people**



**Do get others to  
respect the customs**



**Do support  
local businesses  
and communities**



**Do use reef-safe sunscreen**

<Image Source: Palau Visitor's Authority>



### Tasks

Search for pictures of Jellyfish Lake in Palau.

Search for pictures of scuba diving and snorkeling in Palau.

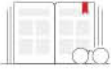
### ■ Not everything is banned in Palau. There are lots of things you can do.

- There are 1,400 species of plants in the forests of Palau, 746 species of fish in the sea, 385 species of corals, and at least 13 species of sharks and rays. Jellyfish Lake, where 22 million jellyfish without stinging cells live, is one of the country's most astonishing natural features. Palau makes profit through sustainable ecological tourism such as snorkeling and scuba diving rather than commercial fishing.
- Palau asks tourists to respect its customs and culture and to support local businesses and communities. All visitors of Palau can learn about the country's culture and nature and ways to respect and coexist with them. In this way, visitors can contribute to sustainable development of the region.



## Does tourism have to be banned to protect a heritage site?

- ▶ Sustainable tourism can protect our heritage, nature, and culture.



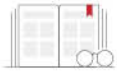
### Story

- ◉ We commonly think that to avoid destroying a heritage site and to protect and preserve it, we should restrict contact with it as much as possible. By this logic tourism involving many people visiting the site daily would be the opposite of heritage protection. But tourism to sites listed as World Heritage is not against the spirit of UNESCO World Heritage Convention. The Convention's purpose is not to stop people from visiting heritage sites in order to preserve them. This is a common misconception. What's more important is to spread awareness of the heritage sites more widely so that more people can understand and respect each other's cultures.
- ◉ Heritage tourism can be a good way to experience the history of other cultures. It also supports local development and funds resources to support local communities. Problems arise when tourism grows rampant in pursuit of economic benefits alone or when local residents' voices go unheard in the process.
- ◉ If tourism thrives but the local residents grow poorer or have to leave the place, then this kind of tourism is never sustainable. Sustainable tourism should coexist with local residents and protect their culture and heritage. This is not easy, but together we can work toward sustainability. Palau is a good example of this. It's not that Palau never develops its tourism industry, but that when they do, they always make sure that the opinions of the Paluan people are reflected. They are managing tourism for the sake of Palauan children's future.



## What are some examples of sustainable tourism policies?

► Learn about other examples of sustainable and responsible tourism



### Story

- There are sustainable tours in many other countries as well. Tourism is not the opposite of culture and heritage conservation. Actually, tourism can help tourists grow as responsible global citizens, and the profits from tourism can contribute to local communities.<sup>46)</sup>



Instead of cutting down trees, **Costa Rica** uses renewable energy to power 90% of the country's electricity. They also have eco-friendly lodgings and whale tours, and a **certification system for travel agencies that contribute to environmental sustainability**.



In **Helsinki, Finland's capital**, there is a 1,200km long network of bicycle paths. Tourists can find eco-friendly hotels, vegan restaurants, and second-hand shops through the **Think Sustainably** program to contribute to sustainable local development.



Lots of European travellers visit the **Azores archipelago, an Autonomous Region of Portugal**. To prevent problems that arise from too many tourists visiting at the same time, the government limits the number of people who can visit the **Caldeira Velha hot springs** in order to protect the environment.



In **Rwanda, plastic bags are banned**. In addition, to protect the environment where endangered species of gorillas live in Rwanda's Volcanoes National Park, the country limits the number of visitors and has a list of rules visitors should follow. Part of the visitors' entrance fee is given back to the local communities to link sustainable development with tourism.



Every year, more than three million people used to visit **Angkor Wat in Cambodia**, threatening the heritage site and the daily life of the local people. After much deliberation on ways to preserve the cultural heritage and allow local communities to coexist, the government decided to **limit the number of visitors and give a greater share of the tourism profit to the local residents**. They didn't entirely stop tourism to preserve their heritage. This is a case where the country worked together with local residents to reduce the problems of tourism, respect the universal value of their heritage, and find ways to coexist with the local community.



### Tasks

Find out more about one of the examples mentioned here. Plan a sustainable tour to the location.

## Do the Earth and animals also have legal rights?

- ▶ People and nature are connected.

### Tasks

Search for traditional indigenous knowledge and wisdom in your neighborhood, your family, your school, and your region that can protect the community in times of environmental disasters.

Let's learn about some interesting examples of indigenous peoples' traditional knowledge and sustainability around the world.

📖 Further Readings (39), (40)

### Story

Maintaining and restoring the diversity of life means sustaining both biodiversity and cultures, because the two are interrelated and mutually supportive.

Maffi, L. & Woodley, E. 2010<sup>47)</sup>



#### ■ Are people and nature completely separate from each other? Are culture and biology entirely different?

- It's common to think that nature and people are separate, and that biology and culture are entirely different from each other. But is this true?
- Biodiversity is actually linked with cultural diversity, and they both support our efforts to achieve a sustainable future. Traditional knowledge of indigenous people throughout the world is not primitive; it is valuable knowledge that helps preserve the Earth and us humans by protecting nature and living things. For example, the Jeju haenyeo women divers have their own map of underwater terrains of reefs and shellfish habitats. They harvest sea life and coexist with nature based on this knowledge.

## Do the Earth and animals also have legal rights?

▶ Some countries recognize the legal rights of the Earth and animals

### Story

- Some countries recognize the legal rights of the Earth, rivers, and animals <sup>48)</sup>
- Do only humans have the right to file a lawsuit? How about animals, rivers, forests, or the Earth?
- In 2003, a special lawsuit was filed. The long-tailed clawed salamanders that live on Mount Cheonseong in South Gyeongsang Province filed a suit to stop the tunnel construction for a high-speed railway. Isn't this astonishing? The salamanders of course couldn't make their case on their own, so people who gathered as the Friends of Salamanders filed the suit on their behalf. South Korea's courts ruled that animals don't have legal rights to file a suit. Does this ruling seem obvious to you? There are cases in other countries recognizing the legal rights of the Earth, rivers, and animals.

### Tasks

Try advocating for the salamanders in a court room to request that a tunnel construction be stopped.



<Image Source: CHOI, Sang-won>



*Onychodactylus fisheri* Boulenger < Image Source: LIM, Gyeong-suk>

## Do the Earth and animals also have legal rights?

- ▶ Some countries recognize the legal rights of the Earth and animals

### Tasks

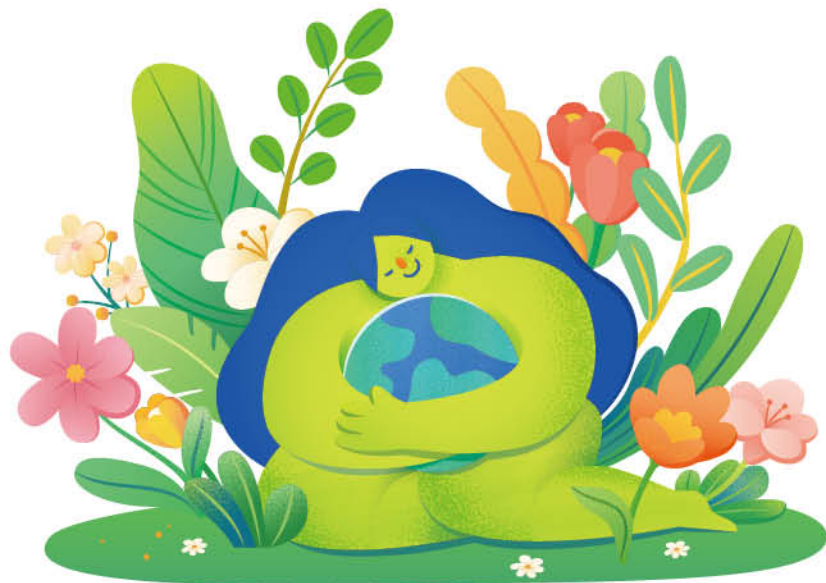
Learn about the legal rights of Mother Earth and discuss the specific rights that are recognized.

➤ Further Readings (37)

### Story

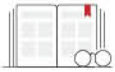
#### ■ Ecuador and Bolivia's statutes recognized the legal rights of Mother Earth.

- Did you ever imagine there might be countries that recognized the legal rights of the Earth?
- Ecuador is famous for being the first to recognize the legal rights of Pachamama, or Mother Earth, in their constitution, back in 2008. Ecuador was the first country ever to make a law for the Earth itself. We tend to distinguish between nature and people and think we can use nature however we want. The constitution of Ecuador declared that it is time to think in entirely new ways.
- Bolivia also enacted the Law of the Rights of Mother Earth in 2011 to recognize nature as a subject of legal rights. They recognized nature's rights to live free of contamination, to exist and survive, and to maintain local community and ecological equilibrium free from development plans.
- People of Ecuador and Bolivia who live in the Andes think that humans are not the central species of the Earth but only one among many living things on the Earth. They value harmony with nature, communal relationships, and inner peace.



## Do the Earth and animals also have legal rights?

► Does natural heritage also protect us?



### Story

#### ■ Is nature always and only in need of our protection?

- You may have often heard of calls to protect the environment. Is nature always and only the object of our protection? What if nature actually protects us?
- As the environmental crisis grows even more serious, there is much discussion on protecting nature and natural heritage sites listed with UNESCO. But a natural heritage site can also be the bulwark protecting us against environmental crises.<sup>49)</sup> We not only protect our heritage, but our heritage also protects us.
- Natural reserves capture green carbon on land (absorbed by forests), and blue carbon in the seas (absorbed by sea life). Tidal flats absorb carbon dioxide (CO<sup>2</sup>) at least 50 times as fast as other types of land. Korean tidal flats, listed as a UNESCO World Heritage site for their rich biodiversity, store 1,300t of blue carbon and absorb 260,000t of CO<sup>2</sup> every year. The peaceful coexistence of diverse living things in the sea is protecting humanity.<sup>50)</sup>



### Tasks

Research on the significance of tidal flats.

✎ Refer to the website of the World Heritage Promotion Team of Korean Tidal Flats



## Student Activity 8

### Write your own Palau Pledge

- Does your own region or school need something like the Palau Pledge?
- Together with friends, write your own version of the Pledge for your community.
- What would be the best way to have visitors keep the Pledge?

Palau Pledge	Our School Pledge	Implementation Plan (What to do when rules are violated)
■	■	■
■	■	■
■	■	■
■	■	■

#### Websites with relevant resources



◆ Palau Pledge Website  
<https://palaupledge.com>



◆ Video on the Palau Pledge  
shown to visitors arriving by plane:  
<https://palaupledge.com/media/>



## Suggested Activities in Connection with Key Competencies in the South Korean National Curriculum 8

(Palau)

Subject	Activity	Linkage with Key Competencies and Themes in the South Korean National Curriculum	
Korean Language	✎ Imagine you are traveling to Palau. Write a travelog and think about sustainable tourism.	Competencies	<ul style="list-style-type: none"> <li>• Data and information usage</li> <li>• Creative thinking</li> <li>• Communication</li> <li>• Critical thinking</li> <li>• Cultural appreciation</li> </ul>
		Themes	We use a variety of forms of writing to communicate messages within our personal and sociocultural context.
English	✎ Imagine you are traveling to Palau. Write a travelog in English and think about sustainable tourism.	Competencies	<ul style="list-style-type: none"> <li>• Knowledge and information processing</li> <li>• Self-management</li> <li>• English language communication</li> <li>• Community life</li> </ul>
		Themes	Conversations or written expressions foster an attitude of collaborative and inclusive communication to express or exchange meaning based on an understanding of diverse cultures and perspectives.
Social Studies / History	✎ Search and learn about examples of other countries that recognize the legal rights of the Earth's and animals. See Further Readings (37)	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> <li>• Critical thinking</li> </ul>
		Themes	Human determination and action to live in harmony make life on earth sustainable.
Art	✎ Imagine yourself traveling through Palau and draw a picture of it.	Competencies	<ul style="list-style-type: none"> <li>• Aesthetic competency</li> <li>• Visual communication</li> <li>• Identity formation</li> </ul>
		Themes	Contextual understanding and critique on an artwork's content and form raises the capacity for aesthetic judgment.
Geography	<ul style="list-style-type: none"> <li>✎ Find Palau on a map and search for pictures of Jellyfish Lake and coral reefs.</li> <li>✎ Learn about the Andes, Ecuador, and Boliva, and the Law of the Rights of Mother Earth.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Problem solving and decision making</li> <li>• Communication and collaboration</li> <li>• Data and information usage</li> <li>• Critical thinking</li> </ul>
		Themes	Various climatic characteristics are apparent on the surface of the Earth. Climatic conditions significantly impact the life of people in certain regions.
Science	<ul style="list-style-type: none"> <li>✎ Learn the scientific reason behind why Palau claims certain sunblocks are harmful to coral reefs.</li> <li>✎ Search for other products with chemicals that are harmful to coral reefs and share details with the class.</li> </ul>	Competencies	<ul style="list-style-type: none"> <li>• Scientific decision making</li> <li>• Scientific exploration and problem solving</li> </ul>
		Themes	Scientific technologies enable efficient use of resources and energy to contribute to building sustainable society.

※Note: 2015 and 2022 Revised Curriculum (Ministry of Education, Republic of Korea)





## More Activity Ideas

(refer to Further Readings)

★ ★ ★  
Activity  
1

Learn about the meaning of sustainable development, then reflect on sustainable tourism.

✎ Further Readings (32) Sustainable development: Common goal of humanity

✎ Further Readings (33) Leave no one behind: Everything is connected

★ ★ ★  
Activity  
2

Find out how sustainable development is related to heritage sites.

✎ Further Readings (34) Integrating heritage and sustainable development: Learning for appreciation and empowerment

✎ Further Readings (35) (Student Activity) Heritage stamp tour: Reflecting on sustainable tourism

★ ★ ★  
Activity  
3

Learn about sustainable development and digital heritage tours using virtual reality and enhanced reality technology.

✎ Further Readings (36) Sustainability through digital heritage tourism - (Student Activity) Try digital tourism virtual experience

★ ★ ★  
Activity  
4

Learn about the relationship between climate change and sustainable development.

✎ Further Readings (38) Crisis of environmental unsustainability

★ ★ ★  
Activity  
5

Does tourism always conflict with heritage preservation? Understanding sustainable tourism.

✎ Chapter 1 Uluru-Kata Tjuta National Park: Magnificent rock in Australia featured in the film *Crying Out Love in the Center of the World*

✎ Further Readings (35) (Student Activity) Heritage stamp tour: Reflecting on sustainable tourism

✎ Further Readings (36) Sustainability through digital heritage tourism - (Student Activity) Try digital tourism virtual experience





Further Readings

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**Part 1.**  
**UNESCO and Heritage**

## UNESCO: Flower of peace from the ravages of war

“

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

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:

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races:

Excerpt from the Constitution of the United Nations Educational, Scientific and Cultural Organization (1945)

”

- Do you know UNESCO's full official title? It's the United Nations Educational, Scientific and Cultural Organization.
- The United Nations (UN) is an international organization formed on October 24, 1945, after World War II. This was a war that happened from 1939 to 1945 between the Axis powers - Germany, Italy, and Japan - and the Allies - the United Kingdom, France, the United States, the Soviet Union, and China. 110 million soldiers fought in the war. 27 million soldiers and 25 million civilians lost their lives. It was the deadliest and the most destructive war in human history. **In the aftermath of such unprecedented devastation, the UN was established to reconstruct the affected societies and uphold world peace.**
- At times, the UN has stationed peacekeeping forces in certain places, but these are exceptional cases. Generally, the UN works through its specialized agencies, such as the Food and Agriculture Organization, the International Labor Organization, the World Bank, and the International Bank for Reconstruction and Development, to maintain global peace and order. UNESCO was established in November 1945 as one of the specialized UN agencies. **Its purpose is to maintain world peace, not through military or economic intervention but through education, science, and culture.**

## Peaceful coexistence through intercultural understanding

- You read the opening words of the UNESCO Constitution in Further Readings (1). Do you sense the framers' urgency to ensure no more wars break out? **Note that they said wars begin in the "minds of men" due to ignorance of each other's customs and ways of life - in other words, culture.** The UNESCO Constitution is significant because it declares that we can only prevent devastating wars if we, above all, understand each other's minds and cultures.
- Heritage is a basis for dialogue that leads to intercultural understanding. Heritage protection is key to constructing peace because it helps people of different cultures sustain communication. That's why heritage protection is a primary concern of UNESCO's culture sector.
- **Heritage protection is a valuable collective effort to prevent further wars in human society.**






## Similarities and differences among various types of UNESCO heritage

- What are the differences between World Heritage, the Memory of the World, and Intangible Cultural Heritage of Humanity? Each type of heritage has different protection policies. Let's examine the similarities and differences in the table below.
- Compare the different types of heritage below. How did consensus form to safeguard each type of heritage? What are the aims, the scope, the inscription criteria, and the first heritage inscribed for the category? The heritage selected in the first year is generally representative of the type of heritage. You can see in the table below that each type of heritage has different selection criteria.

[ Table 1 ] Types of UNESCO Heritage

	World Heritage (1972)	Memory of the World (1992)	Intangible Cultural Heritage of Humanity (2003)
History	Construction of Aswan High Dam would have inundated the remains of ancient Nubia in Egypt. In 1959 the international community launched the International Campaign to Save the Monuments of Nubia. The event raised awareness of the need to establish a system to safeguard significant heritage sites.	On August 25, 1992, 1.5 million holdings in the National and University Library of Bosnia and Herzegovina were destroyed by bombing. This brought the world's attention to the need to protect the memories of the world contained in documentary heritage.	The international community's former focus on protecting tangible heritage properties such as monuments expanded to recognize the significance of invisible but lived heritage, that is, the Intangible Cultural Heritage of Humanity.
Brief Definition	Heritage of Outstanding Universal Value of common importance for all humanity. May be cultural, natural, or mixed properties.	Collective memory of all nations in the world and record of the evolution of human thought, discovery, and achievement.	Practices, expressions, knowledge, and skills that communities and groups recognize as part of their cultural heritage.
Aim	Prevent destruction of World Heritage sites endangered due to natural disasters or wars and work to restore and protect them. Seek international collaboration for heritage protection and support heritage protection activities of each country.	<ul style="list-style-type: none"> <li>■ Protect documentary heritage of world significance using appropriate technology</li> <li>■ Promote global awareness of the significance of and the need for the protection of documentary heritage</li> <li>■ Improve public access to documentary heritage using new technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Raise awareness of the importance of intangible heritage that is the source of cultural diversity</li> <li>■ Promote national and international cooperation to protect intangible heritage</li> </ul>

	World Heritage (1972)	Memory of the World (1992)	Intangible Cultural Heritage of Humanity (2003)
Scope	<ul style="list-style-type: none"> <li>■ Cultural heritage: Monuments, buildings, and sites with cultural significance</li> <li>■ Natural heritage: Biological formations, geological formations, and habitat of threatened animal and plant species</li> <li>■ Mixed heritage: Heritage with both cultural and natural characteristics</li> </ul>	<ul style="list-style-type: none"> <li>■ Written records (books, manuscripts, posters, etc.)</li> <li>■ Records of images and symbols (maps, music sheets, etc.)</li> <li>■ Audio/visual record</li> <li>■ Inscriptions</li> <li>■ Internet archives</li> </ul>	<ul style="list-style-type: none"> <li>■ Oral traditions and expressions, including language</li> <li>■ Performing arts</li> <li>■ Knowledge and practices concerning nature and the universe</li> <li>■ Traditional craftsmanship</li> </ul>
Major Inscription Criteria (by key words)	<ul style="list-style-type: none"> <li>■ Outstanding Universal Value</li> <li>■ Authenticity</li> <li>■ Integrity</li> <li>■ Adequate protection and management system</li> </ul>	<ul style="list-style-type: none"> <li>■ Authenticity</li> <li>■ Integrity</li> <li>■ World significance</li> </ul>	<ul style="list-style-type: none"> <li>■ Cultural diversity</li> <li>■ Safeguarding plan</li> <li>■ Community involvement</li> </ul>
First Year of Inscription	12 sites in 1978	38 items in 1997	90 items from 70 countries over three periods in 2001, 2003, and 2005
First Heritage to be Inscribed (Images)	Galapagos Islands (Ecuador) 	Hunminjeongum (Haerye) Manuscript (Republic of Korea) <sup>51</sup>  <p>&lt;Image Source: Wikimedia Commons, ©Kbarends, PD-self&gt;</p>	Kutiyattam, Sanskrit Theatre (India) <sup>52</sup>  <p>&lt;Image Source: Wikimedia Commons, © Sajiraju, CC-BY 3.0 &gt;</p>
Connections to the Spirit of UNESCO	<ul style="list-style-type: none"> <li>■ Formation of a global citizenship community through shared heritage</li> <li>■ Peace building</li> </ul>		

## Changing views on heritage (1): Reflecting on Eurocentrism and dominance of experts

- The way we view heritage is not fixed; it continues to evolve. UNESCO has debated long and hard on humanity's heritage to correct misconceptions concerning it and to find better ways forward for the future. Since the World Heritage protection system influences the Memory of the World and Intangible Cultural Heritage of Humanity, here, we will focus on changing perspectives in the World Heritage system.
- UNESCO's primary aim is world peace, so it naturally wants to promote the World Heritage system worldwide.
  - But in reality, until the 1990s, most of the inscriptions were of heritage sites in Europe and regions associated with Europe.
  - UNESCO recognized that this imbalance was because most experts in heritage inscription are from Western regions such as North America and Europe and have a Eurocentric perspective.
  - So it was necessary to make a qualitative change in how UNESCO sees World Heritage.
- The UNESCO World Heritage Committee adopted the Budapest Declaration on World Heritage in 2002, outlining the "4C's" strategy: credibility, conservation, capacity, and communication.



- Then, there was a key development in 2003. The Convention for the Safeguarding of the Intangible Cultural Heritage of Humanity was adopted.
  - It now became possible to recognize not just old buildings or monuments mostly in Europe or former European colonies, but also human skills and knowledge as UNESCO heritage.
  - This included Intangible Cultural Heritage of Humanity that was rarely recognized as cultural heritage.<sup>53)</sup>

## Changing views on heritage (2): Recognizing the role of local communities

- One critical change in UNESCO's views on heritage is the recognition of communities.
  - There was a clear declaration that local communities that live with an item of heritage, not outside experts, are the ones who can identify and make meaning of the heritage. This was a significant shift in heritage perspective.
- Today, local communities are directly participating in spreading awareness of the value of heritage and its protection. Indigenous peoples, women's groups, and even historically victimized groups related to heritage are recognized as stakeholders.
  - Protecting not only the physical aspects of a heritage site but also discovering and commemorating the stories of people connected to it has become a key aspect of UNESCO's heritage protection.
- In short, UNESCO's approach to heritage changed from "expert-centered" to "value-centered" and "community and people-centered."
- In the past, what an expert recognized as valuable was what became heritage. Now, what diverse nations and groups consider significant for their own cultural identity is recognized as heritage.
- The significance of an item of heritage is no longer defined top-down; each individual defines and redefines the significance of an item of heritage in their day-to-day lives. Heritage is now recognized as contributing even to healing and social well-being.<sup>54)</sup>





## UNESCO heritage inscription criteria

- Let's learn about the UNESCO heritage inscription criteria and core values of each type of heritage.
  - Learning about specific examples for each type will better help us understand.
- All three types of UNESCO heritage - World Heritage, Memory of the World, and Intangible Cultural Heritage of Humanity - share the purpose of preserving and protecting valuable human creations and transmitting them to the next generation.
  - But each type of heritage has different characteristics, which means the selection criteria differ as well.

### (i) World Heritage inscription criteria

- The main World Heritage site selection criterion is whether a property has Outstanding Universal Value (OUV).
  - OUV means cultural and/or natural significance which is so exceptional as to transcend national boundaries and to be of common importance for present and future generations of all humanity.
  - Other selection criteria include authenticity and integrity. A property may be understood to meet the value of authenticity if its cultural values are truthfully and credibly expressed through a variety of attributes, and integrity is a measure of the wholeness and intactness of the property and its attributes.**
- There are ten criteria for inscription on the World Heritage List. Criteria (i) to (vi) concern cultural heritage sites and criteria (vii) to (x) are about natural heritage sites.
  - Mixed properties that have both cultural and natural significance are assessed with criteria (i) to (x).

Type	Criteria	Example
Cultural Heritage	I To represent a masterpiece of human creative genius	Sydney Opera House, Australia
	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	Church of the Ascension, Kolomenskoye, Russia
	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	Jongmyo Shrine, Republic of Korea

Type	Criteria	Example
Cultural Heritage	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	Jongmyo Shrine, Republic of Korea
	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	Old Town of Ghadames, Libya
	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)	Hiroshima Peace Memorial (Genbaku Dome), Japan
* All cultural heritage properties must meet the conditions of authenticity (original cultural values are expressed in substance, techniques, etc.)		
Natural Heritage	VII To contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance	Mount Kenya National Park / Natural Forest, Kenya; Jeju Volcanic Island and Lava Tubes, Republic of Korea
	VIII To be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features	Jeju Volcanic Island and Lava Tubes, Republic of Korea
	IX To be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals	Mount Kenya National Park / Natural Forest, Kenya
	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	Sichuan Giant Panda Sanctuaries Wolong, Mt Siguniang and Jiayin Mountains, China
Common Criteria	Integrity: Whether the property has all elements necessary to express its value Protection and Management System: Legal and institutional protection system such as setting up a buffer zone.	

## (ii) Memory of the World inscription criteria

- The Memory of the World Register selection criteria were established based on the World Heritage Convention, so there are many similarities to the World Heritage criteria. But some of the terms were changed to better fit the character of the Memory of the World.
  - For the Memory of the World, authenticity is the criterion for determining whether a document is real and genuine. Integrity is a supplementary requirement and refers to whether the documentary heritage is whole and complete. The primary criterion is whether the documentary heritage has world significance.

Criteria for Inscription		Explanation
Main Criteria	Authenticity	The documents' identity and provenance has been reliably established.
	Unique and Irreplaceable	Something that has created great impact in a particular time or region. Its disappearance or deterioration would do serious damage to humanity.
	World Significance	<ul style="list-style-type: none"> <li>• Time: Not about absolute age, but whether the documents are evocative of significant social or cultural change of their time.</li> <li>• Place: Contains crucial information about a locality important in world history and culture.</li> <li>• People: Contains information on key individuals or groups that impacted human progress.</li> <li>• Subject and theme: Represents particular historical or intellectual developments in natural, social and human sciences, arts, etc.</li> <li>• Form and style: Has outstanding aesthetic, stylistic or linguistic value, or is a key exemplar of a type of medium.</li> </ul>
Auxiliary Criteria		<ul style="list-style-type: none"> <li>• Rarity: Content or physical nature is rare.</li> <li>• Integrity: Preserved as whole and complete.</li> <li>• Threat: The documentary heritage is in danger or vigilance is necessary to maintain its security.</li> <li>• Management plan: Appropriate plans reflecting the significance of the document heritage exist to preserve and provide access to it.</li> </ul>

### (iii) Intangible Cultural Heritage of Humanity inscription criteria

- There have been criticisms that the inscription process for World Heritage sites is like a beauty contest to select the most beautiful heritage property based on Western standards.
  - So for Intangible Cultural Heritage of Humanity, respect for cultural diversity became the primary inscription criterion.
  - As a result, unlike World Heritage sites, which are more commonly found in Europe, the list of Intangible Heritage of Humanity shows a more even geographical representation, featuring more heritage from neglected regions of Asia, South America, and Africa.

Criterion 1	The element constitutes “Intangible Cultural Heritage of Humanity” as defined in Article 2 of the Convention for the Safeguarding of the Intangible Cultural Heritage of Humanity.
Criterion 2	Inscription of the element will contribute to ensuring dialogue, visibility and awareness of the significance of the ICH, thus reflecting cultural diversity worldwide and testifying to human creativity.
Criterion 3	Safeguarding measures are elaborated that may protect and promote the element
Criterion 4	The element has been nominated following the widest possible participation of the community, group or, if applicable, individuals concerned and with their [free, prior and informed] consent
Criterion 5	The element is already included in an inventory of the ICH present in the territory(ies) of the submitting State(s) Party(ies).



## UNESCO heritage inscription process

- Now let's learn more about the heritage inscription process for World Heritage, the Memory of the World, and Intangible Cultural Heritage of Humanity. Imagine you are on the UNESCO heritage selection committee.
- Inscriptions happen yearly for World Heritage sites and Intangible Cultural Heritage of Humanity, while the Memory of the World is reviewed every two years. But with Intangible Cultural Heritage of Humanity, priority is given to countries that have yet to inscribe any. Countries like South Korea that already have multiple elements of their intangible cultural heritage on the list get a chance to register further heritage every two years.
  - Today, the inscription processes are led by panels of experts, though there are more and more initiatives to listen to the opinions of various communities related to the nominated heritage.
  - The World Heritage inscription process involves visits to actual sites, but nominations for the Intangible Cultural Heritage of Humanity can be submitted with a video, and the Memory of the World inscription process may require videos or photos in place of actual documents.

### (i) World Heritage inscription process

Steps	Inscription Process
1	A country nominating a heritage property for inscription must be a State Party to the World Heritage Convention by signing a pledge to protect cultural heritage and natural heritage.
2	Each State Party makes a Tentative List of cultural and natural heritage in their territory which they consider to be of potential Outstanding Universal Value.
3	Each State Party prepares a list of select heritage property out of their Tentative List.
4	A State Party drafts nomination dossiers and submits them to UNESCO World Heritage Centre.
5	The World Heritage Centre checks whether the nomination dossier has been properly filled out, then forwards it to the relevant Advisory Bodies (cultural sites to ICOMOS*, natural sites to IUCN**, and mixed sites to both) for evaluation.
6	Experts at each Advisory Body visit the nominated sites to assess the value of the heritage based on the nomination dossier and check the state of conservation and management. Mixed sites are assessed by both experts of natural sites and cultural sites.
7	Based on on-site research, the nomination form is reviewed, then recommendations are drafted and submitted to the World Heritage Centre.
8	Seven members of the World Heritage Bureau review the nomination form and the recommendation then submit an advisory report to the World Heritage Committee.
9	The World Heritage Committee makes the final decision whether a property should be inscribed, referred, deferred, or not be inscribed.

Steps	Inscription Process
Note	<p>In 2023, UNESCO introduced the preliminary assessment system as part of the World Heritage nomination process. This system allows for an initial evaluation of potential nominations before they undergo the full review process, helping to identify any areas that may require improvement or additional information. While this step is currently optional, it will become mandatory starting in 2027.</p> <p>* ICOMOS (the International Council on Monuments and Sites) is a non-governmental organization of international experts established in 1965 for the conservation and protection of the world's monuments and sites. As an official advisory body of the UNESCO World Heritage Committee, it reviews cultural site nominations and makes recommendations on inscription.</p> <p>** IUCN (the International Union for Conservation of Nature and Natural Resources) is an international non-governmental organization established in 1948 to support the conservation of nature and natural resources around the world. As an official advisory body of the UNESCO World Heritage Committee, it conducts expert reviews of natural site nominations and makes recommendations on inscription.</p>

### (ii) Memory of the World selection process

Steps	Selection Process
1	A national document or a collection of documents is nominated to the Memory of the World Register. Since the Memory of the World is a UNESCO program, rather than an international convention between nation states, a nominator need not be a nation state.
2	<p>A nomination is submitted to the Memory of the World Secretariat for review. The Register Sub-Committee (RSC) assesses the nomination's admissibility then uploads it on the online platform for Member States for assessment.</p> <p>** The Memory of the World guidelines were revised in 2022 so that when a State Party contests the nomination, the process must pause until a dialogue on it is finished. The revision was strongly recommended by Japan after the inscription of the Documents of Nanjing Massacre following nomination by China in 2015 and after the nomination of Voices of the 'Comfort Women' by civil society parties in Japan and South Korea.</p>
3	The RSC conducts a thorough assessment of nominations and collects expert advice as necessary to draft a recommendation for submission to the International Advisory Committee (IAC).
4	The Memory of the World Secretariat contracts select advisors to conduct an assessment and draft a recommendation.
5	Based on the recommendation of the IAC, discussions are held on whether to inscribe the documentary heritage. The Executive Board of UNESCO makes the final decision for inscription.

### (iii) Intangible Cultural Heritage of Humanity selection process




Steps	Selection Process
1	Similar to the World Heritage inscription process, States Parties to the Convention for the Safeguarding of the Intangible Cultural Heritage of Humanity first select an element of intangible cultural heritage and submit a nomination for its inscription.
2	The Intergovernmental Committee for the Safeguarding of the Intangible Cultural Committee composed of 12 countries conducts an evaluation of the nomination.
3	After the final evaluation, the Committee makes the final decision to as to whether to inscribe the nominated heritage.

## Examples of UNESCO heritage inscription 〔 Student Activity 〕 My heritage, our heritage

- We have learned about the different characteristics of each type of UNESCO heritage, including the inscription criteria and process for each. Now let's learn about some specific examples to better understand the process.
  - For each type of heritage, we have included **nine different examples - three typical cases, three examples of heritage from Asia that Koreans may be familiar with, and three examples of heritage that may defy expectations.**
- To spread awareness that heritage does not only belong to one nation but to all humanity, UNESCO encourages **peaceful cooperation rather than competition in the inscription process.** That's why UNESCO welcomes multinational or transnational nominations.
  - Let's now review the examples below and think about our own local community heritage that could be nominated as UNESCO heritage. Are there any countries with which you could co-nominate the heritage?










### (i) Examples of World Heritage sites

- World Heritage includes cultural properties, natural properties, and mixed properties. Mixed properties are sites that meet the requirements for both cultural and natural heritage, but there may not originally have been an emphasis on how they interact. But increasingly people recognized that natural and cultural elements are mixed into heritage sites and that intangible values are represented in tangible heritage sites.
  - So in 1992, the new concept of cultural landscape was introduced in World Heritage. The relationship between nature and people is expressed in cultural landscapes. They best present traces of human existence in nature.
- **There is also something called serial properties. That's when two or more sites that are culturally, socially, and technically connected are nominated as one World Heritage property.**
  - A serial heritage property may be nominated by one country or multiple countries may nominate it together.
  - A good example is The Architectural Work of Le Corbusier, an Outstanding Contribution to the Modern Movement. It includes 17 different sites co-nominated by seven countries in 2016.
- **There are also transboundary properties among World Heritage sites.**
  - These are heritage properties that exist across multiple national territories. Bialowieza Forest is a good example of a transboundary property. It spans the borders of Poland and Belarus.
  - **Transboundary properties aptly demonstrate that a heritage property is not exclusive to one country's territory. We commonly tend to think a heritage property belongs only to the nation in which it is located. Transboundary properties show us that this is not the case.**

	Cultural Property	Natural Property	Mixed Property
Typical Examples of World Heritage	Acropolis, Athens, Greece / 1987	Grand Canyon National Park, USA / 1979	Historic Sanctuary of Machu Picchu, Peru / 1983
			
World Heritage Sites Located in Asia	Seokguram Grotto and Bulguksa Temple, Republic of Korea / 1995	Wulingyuan Scenic and Historic Interest Area, China / 1992	Mount Taishan, China / 1987
			 <small>&lt;Image Source: Junyao Yang on Unsplash&gt; 55)</small>
Atypical Examples of World Heritage	Serial Property	Difficult Cultural Heritage	Transboundary Property
	Sites of Japan's Meiji Industrial Revolution: Iron and Steel, Shipbuilding and Coal Mining, Japan / 2015	Auschwitz Birkenau German Nazi Concentration and Extermination Camp (1940-1945) Poland / 1979	Pyrénées - Mont Perdu, France, Spain / 1997
	 <small>&lt;Image Source: Wikimedia Commons, © Koji 12, CC-BY-SA 4.0 International&gt; 56)</small>		



(ii) Examples of Documentary Heritage on the Memory of the World

Typical Examples of Heritage Listed on the Memory of the World	MS. GKS 4 2°, vol. I-III, Biblia Latina, Denmark / 2011	Magna Carta, Issued in 1215, United Kingdom / 2009	The Song of the Nibelungs, Germany / 2009
			
Memory of the World Heritage Located in Asia	Tuol Sleng Genocide Museum Archives, Cambodia / 2009	Jikji Simche Yojeol, Republic of Korea / 2001	The 1893 Women's Suffrage Petition, New Zealand / 1997
			
	< Image Source: Flickr, © Robin Kirk, CC-BY 2.0> <sup>60)</sup>	< Image Source: Wikimedia Commons, Daderot, CC0> <sup>61)</sup>	< Image Source: Wikimedia Commons, © Archives New Zealand, CC-BY-SA 2.0> <sup>62)</sup>
Atypical Examples of Heritage Listed on the Memory of the World	Diaries of Anne Frank, Netherlands / 2009	The Wizard of Oz (Victor Fleming 1939), produced by Metro-Goldwyn-Mayer, USA / 2007	Metropolis - Sicherungsstück Nr. 1: Negative of the restored and reconstructed version 2001, Germany / 2001
			
< Image Source: Wikimedia Commons, PD> <sup>63)</sup>	< Image Source: Wikimedia Commons, © NBC Television Network, PD-pre1978> <sup>64)</sup>	< Image Source: Wikimedia Commons, © Boris Konstantinovich Bilinsky (1900-1948), PD-Old-70> <sup>65)</sup>	

(iii) Examples of Intangible Cultural Heritage of Humanity

Typical Examples of Intangible Cultural Heritage of Humanity	Tango, Argentina / 2009	Mediterranean diet, Cyprus, Croatia, Spain, Greece, Italy, Morocco, Portugal / 2013	Frevo, performing arts of the Carnival of Recife, Brazil / 2012
			
	< Image Source: Ardian Lumi on Unsplash> <sup>66)</sup>	< Image Source: Jez Timms on Unsplash> <sup>67)</sup>	< Image Source: Flickr, © Prefeitura de Olinda, CC-BY 2.0> <sup>68)</sup>
Intangible Cultural Heritage of Humanity Located in Asia	Traditional tea processing techniques and associated social practices in China, China / 2022	Pyongyang Raengmyon custom, Democratic People's Republic of Korea / 2022	Kabuki theatre, Japan / 2008
			
	< Image Source: Mirko Städter via Pixabay> <sup>69)</sup>	< Image Source: KOREA.NET (Flickr) © Ministry of Culture, Sports and Tourism (Korean Culture and Information Service (Photographer: Kim Sunjo)), CC-BY-SA 2.0 Generic> <sup>70)</sup>	< Image Source: Guillermo Gavilla via Pixabay> <sup>71)</sup>
Atypical Examples of Intangible Cultural Heritage of Humanity	Arabic coffee, a symbol of generosity, United Arab Emirates, Oman, Qatar / 2015	Artisanal know-how and culture of baguette bread, France / 2022	Land-of-Legends programme, for promoting and revitalizing the art of storytelling in Kronoberg Region, Sweden / 2018
			
	< Image Source: Sidhik Keerantakath via Pixabay> <sup>72)</sup>	< Image Source: Sergio Arze on Unsplash> <sup>73)</sup>	< Image Source: Wikimedia Commons, © Christoffer Rydström, CC-BY-SA 3.0> <sup>74)</sup>

## Student Activity

### My heritage, our heritage

- Up to this point, we have learned about heritage listed with UNESCO. Now let's look at some heritage closer to home, as well as other examples of heritage you think is important. Choose one most valuable tangible or intangible heritage that belongs to you, one family heritage, an item of heritage in your region, another in your country, and one universal heritage. After selecting them, consider ways to conserve them.

<b>My most valuable heritage</b>	Reason for selection:
	Conservation plan:

<b>My family's most valuable heritage</b>	Reason for selection:
	Conservation plan:

## Student Activity

<b>Our region's most valuable heritage</b>	Reason for selection:
	Conservation plan:

<b>Our nation's most valuable heritage</b>	Reason for selection:
	Conservation plan:

<b>Humanity's most valuable heritage</b>	Reason for selection:
	Conservation plan:

## (Going Deeper) Shall we try to inscribe our local heritage?

### Lesson Plan

Topic		Shall we try to inscribe our local heritage?		
Learning Objectives		<ul style="list-style-type: none"> <li>▶ Review the UNESCO heritage inscription criteria</li> <li>▶ Understand the relative significance of heritage</li> </ul>		
Procedures		Learning Activity	Duration	Resource (◇) and Other Notes (◇)
Introduction	Stimulate interest and introduce learning objectives	<ul style="list-style-type: none"> <li>▶ Introduce local heritage</li> <li>▶ Explore the value of local heritage</li> </ul>	5 min.	◇ Photos, videos
Main Lesson	Rediscover the value of local heritage	<ul style="list-style-type: none"> <li>▶ Present outcome of local heritage research</li> <li>▶ Explore the value of local heritage</li> <li>▶ Discover potential to inscribe local heritage on a UNESCO heritage list</li> </ul>	15 min.	◇ Videos ◇ Education technology
	Nominate local heritage for inscription	<ul style="list-style-type: none"> <li>▶ Each group nominates an item of heritage</li> <li>▶ Draft a heritage nomination form</li> <li>▶ Create a storyboard for presentation</li> </ul>	20 min.	◇ Group discussions
Summary	Review and improve presentation materials	<ul style="list-style-type: none"> <li>▶ Review the heritage nomination forms</li> <li>▶ Give feedback on each group's presentation material</li> </ul>	5 min.	◇ Conduct group presentations at a later session
Note		<ul style="list-style-type: none"> <li>▶ Ensure roles are fairly distributed in each group</li> <li>▶ Guide students to limit the amount of presentation materials to fit within allocated presentation time</li> <li>▶ Ensure each group selects a different heritage</li> </ul>		

### References



UNESCO & Heritage  
<https://heritage.unesco.or.kr/>



Korea Heritage Portal  
<https://www.heritage.go.kr>

## Student Activity

# Conduct research on your local heritage

**[ Instructions ]**

- Search heritage maps and other materials to conduct research and gather information on heritage in your local community.
- Select an item of heritage for which you want to submit a nomination. Write down your reasons and share them with others.
- After discussing with your group, select one item of heritage your group would like to nominate for inscription.

### Research your local heritage

( ) Group		Grade	Class	Name:
<b>Local Heritage</b>	Photo or picture			
	Name of heritage			
<b>Major Characteristics</b>				
<b>Heritage selected for nomination</b>	Heritage:			
	Reason for selection:			

## Student Activity

### Draft a heritage nomination form

**[ Instructions ]**

- Based on the heritage inscription criteria, draft a heritage nomination form.
- Identify and describe the value of the selected heritage. How does the value align with UNESCO values?
- Based on each of the heritage selection criteria, explain why the heritage you are nominating should be inscribed.

#### Heritage nomination form

<b>Name of heritage</b>		
<b>Location and size</b>		
<b>Social, historical, cultural context</b>		
<b>Alignment with UNESCO philosophy and values</b>	Philosophy and value	Description
<b>Justification for inscription</b>	Inscription criteria	In what ways does the nominated heritage meet the inscription criteria?

Nominator: Group (            ): \_\_\_\_\_  
   Year            Month            Date

## Student Activity

# Plan a presentation of your heritage nomination

### Heritage nomination presentation storyboard

1. Topic		
2. Contents		
3. Major Concept		
[Part 1] Conceptual Outline:		
Scene 1	Scene 2	Scene 3
Presentation Content 1	Presentation Content 2	Presentation Content 3
[Part 2] Conceptual Outline:		
[Part 3] Conceptual Outline:		



## Is a UNESCO heritage the exclusive property of one country?



- In certain cases, what comes to people's minds when they hear the word "heritage" is a memory of conflict with people of other countries.
  - There are disputes about who should have the right to inscribe an item of intangible heritage first, and people think their own heritage has been stolen if another country registers the heritage ahead of them.
- However, **UNESCO's intention in setting up the heritage inscription system was never to instigate competition among countries. It was to work for world peace based on principles of democracy and internationalism.**
- Whether it's the UN or UNESCO, most international organizations function with the participation and contribution of member states.
  - In practice, this means that each country must identify items of its heritage of world significance and nominate them for inscription before UNESCO can ever deliberate.
  - Even after the heritage has been inscribed, protection and management is generally in the hands of the countries themselves (of course, in recent years there have been more cases of multiple countries protecting heritage together.)
- Put simply, the countries to which we belong today are communities of people who have citizenship of that country.
  - But if we think more deeply about it, **we feel that we belong not just to our own countries, but also to many other types of communities.**
- **In other words, we have our citizenship identities along with many other kinds of identities, all at the same time.**
  - **Some people feel affinity for certain countries or ethnic groups, regardless of nationality.**
  - For example, many Koreans who immigrated to other countries may not have Korean citizenship but still identify with the Korean ethnic community.

## Cultural heritage of Korea and China

- Let's look at two examples that are often mentioned in the media in relation to the cultural heritage of Korea and China: 1) sites related to the ancient Kingdom of Goguryeo, and 2) kimchi.
- Both North Korea and China have nominated ancient Goguryeo sites. "Capital Cities and Tombs of the Ancient Koguryo Kingdom" was nominated by China and "Complex of Koguryo Tombs" was nominated by North Korea, and both were inscribed in 2004.
  - At the time, China was conducting the Serial Research Project on the History and Current State of the Northeast Borderland called the Northeast Project for short.
  - With the Northeast Project, China reinterpreted the history of Goguryo, long recognized as Korean history, to include it in Chinese history.
  - Thereafter, China had the Goguryeo heritage property inscribed as UNESCO World Heritage.
  - This did result in the restoration and preservation of once-neglected ancient relics.
  - However, the new historical interpretation became a point of conflict between Korea and China.
  - Today, the heritage sites of the ancient Kingdom of Goguryeo in the northern part of the Korean peninsula and the northeastern part of China are managed by North Korea and China.
  - The heritage sites, which have the same historical context, have been inscribed and are managed separately as a result of the division of the territory between two modern states.
- Korea's kimchi-making was registered as UNESCO Intangible Cultural Heritage of Humanity in 2013.
  - In 2020, the fermented vegetable dishes in China's Sichuan region called pao cai received the International Organization for Standardization (ISO) certification. China's news media Global Times issued an article titled "China sets the international standard for kimchi; Korea, its country of origin, gets insulted." This started the kimchi (pao cai) war between Korea and China.
  - Actually, pickled vegetable dishes can be found in many cultures around the world.
  - But the kinds of ingredients used and the method of pickling are what make each dish distinct. Pao cai is one such pickled dish.
  - Korea's kimchi is unique because it is not just pickled with salt but fermented with plant-based and animal-based ingredients.
  - What ISO posted regulations for was China's salted vegetable dish called pao cai, not kimchi.
  - But because kimchi had been translated as pao cai in China, the ISO certification was misunderstood to mean that it was establishing a standard for kimchi.
  - China's Global Times' used the expression "insult(ed)" to refer to expressions commonly used by the Korean media when they explain the reality of how most commercial kimchi sold in Korea is produced in China. The media company's use of this expression in relation to the news on ISO certification for pao cai stoked the conflict.



## State, people, and nation: A complex relationship

- The relationship between a state (or country), its people, and the nation is a bit complex, but this is the most important part of understanding UNESCO's purpose and limits, so we should spend some time on this.
- Nationalism<sup>75)</sup> is an ideological and political movement and policy goal that asserts that the state must be identified with the nation. A nation is composed of people of the same ethnicity, history, language, religion, or customs.
  - Especially in Korea, the concept of nation is strongly linked to the idea of blood ties, and it's assumed that the Korean nation has long been composed of a homogenous ethnic group.
  - But the concept of nation was actually made and emphasized in modern times.
  - A group of people who share blood ties, language, or common history are actually called an "ethnic group" rather than a nation.
  - In any event, a state's people may or may not belong to one "nation."
- **But even people of the same ethnicity may be recognized as belonging to other ethnicities or be called by different names.**
  - Ethnic Koreans living in China, overseas Koreans in the US, and Korean Japanese all have the same ethnicity as most of people who live on the Korean peninsula, but they are all called by different names.
  - **The reverse is also true. Ethnic Koreans living in different countries may identify themselves as belonging to one and the same people group.**
  - For example, South Koreans share many cultural elements with people of North Korea and other Korean communities that have been settled in China, Japan, and Russia for generations. Although they live in different countries, they identify themselves as belonging to the same ethnic group.
  - But even if we share similar symbols and rituals, the way we imagine ourselves as forming a community may be different and will continue to change even more in the future.
- There are people who describe Korea as an ethnically homogenous country. But today there are lots of people of diverse ethnicities who have become South Korean people.
  - And some Koreans living in South Korea also feel they belong to the much larger ethnic Korean community.
  - This probably has to do with the way the people on the Korean Peninsula, who had historically formed one country, became separated in the colonial period when millions of people migrated overseas, as well as the current state of post-Korean War division between South and North Korea.
- As you can see, **the boundaries of ethnicity, people, nation, and the state do not always clearly align and are often intricately intertwined. Their relationships are complex, and even more complicated if you consider individuals' sense of belonging. This often causes misunderstandings and disputes between countries.**<sup>76)</sup>

## State, people, and nation in Japan and China

- Like in Korea, Japanese people have long held the conviction that they are a country composed of people of the same ethnicity.
  - Japan's Diplomatic Blue Book in 1985 stated that "There has rarely been a country in the world like ours where a hundred million people share common ethnicity, language, and culture. This characteristic of our country that can be called a mono-ethnic nation has been a positive factor in the forty years of revival and growth after the war.<sup>77)</sup>
  - But actually, in Japan there also the the Ainu people who have been living in Hokkaido for thousands of years, the people of the former Ryukyu Kingdom who live in Okinawa, as well as people who migrated from Korea (formerly Joseon) and China during Japanese imperial times.
  - And since the 1980s, hundreds of thousands of foreign laborers, marriage migrants, and refugees have been entering Japan, making "internationalization" and "multiculturalism and coexistence" key societal issues.
  
- The way China defines the nation is much more complex.
  - China calls itself a multi-ethnic country, with the Han Chinese people who make up the majority of the population, and 55 other ethnic minority groups.
  - China created a new term, 'Zhonghua minzu' (the Chinese nation), to signify all ethnic groups living in Chinese territory.
  - The Chinese government claims that ethnic groups with diverse origins came together to form one national community.<sup>78)</sup>
  - The extent of Chinese territory has changed over time through periods of expansion and reduction.
  - When other ethnic nations conquered China, different ethnic groups would relocate from place to place, which constantly changed the definition and composition of the Chinese nation.
  - Some ethnic groups that reigned over China merged with China, while other nations that conquered China subsequently called themselves China. Other national groups migrated to China due to international political circumstances.
  - For example, ethnic Koreans living in China are of the same ethnicity as the people of South Korea. But in China they are officially identified as Joseon-jok with Chinese nationality.
  - So the relationship between ethnicity and citizenship is complex. In particular, because today's China was formed through complex processes, understanding China's concept of "nation" requires in-depth study.



## Beyond “me and my country” to respect for diverse values

- The way people of each country imagine their own nation or form their own state is different. So, their perspectives on heritage and how they regard the same heritage are also different.
  - This is especially true for culture that is intangible.
- **What we need most right now is to recognize that each country and group's perspective on heritage can differ depending on their circumstances and cultures.**
  - The intent of the UNESCO heritage system is, above all, to promote respect for each other's differences and encourage peaceful coexistence.
- While UNESCO is practically operated with the support of its member states, UNESCO does not place the primary focus of its policy values on national units.
- The principle of democracy in the World Heritage system applies not just to relations between countries.
  - All through the 50 years since the World Heritage program was launched, UNESCO World Heritage policies have been focused on protecting sub-national groups such as ethnic minorities, low-income communities, women, children, and other minority groups based on universal human rights principles.
- **This is also what we want to emphasize in this toolkit.**
  - **Understanding the significance of heritage means going beyond asserting “me and my country” to respect for diverse values.**
  - This way, we can respect differences and share the responsibility to protect and enjoy our heritage.



## How a community values heritage is more important than the origin of the heritage

- Different communities might place different meanings and significance on the same heritage.
  - This is especially common among countries like Korea, China, and Japan that have close cultural ties.
  - For example, with the culture of mask theater in Korea and Japan, the symbolism of masks and forms of rituals may be similar, but their symbolic message may be completely different even within the same country.
- Both Hayachine Kagura (2009) in Iwate Prefecture and Raiho-shin (2018) in Akita Prefecture in Japan are community rituals involving masks that are listed as Intangible Cultural Heritage of Humanity.
  - But while Hayachine Kagura is a theatrical performance involving stage play and dancing, Raiho-shin is a ritual of masked people driving out evil spirits.
  - Raiho-shin rituals are similar to Bukcheong Saja Noreum (Lion Mask Dance of Bukcheong) practiced in Hamgyeong Province in North Korea.
  - Lion masks are widely used as a symbol not just in Korea and Japan but also in China and Vietnam.
- Humanity has always exchanged culture, and symbolic materials have crossed boundaries to multiple regions and even disseminated throughout the world.
  - But the meaning of symbolic material is not transmitted unchanged. Each community accepts the material in its historical and cultural context.
  - **What we should pay attention to is not where a cultural symbol or a form of heritage originated but how each community has placed value on the symbol or heritage in their process of identity formation.**<sup>79)</sup>



## ● Korea's mask rituals and universal value ●

- There are also mask-related forms of cultural heritage of South Korea that have been inscribed as Intangible Cultural Heritage of Humanity.
  - "Talchum, mask dance drama in the Republic of Korea" was inscribed in 2022, and "Namsadang Nori" (all-male vagabond clown theatre), which also involves masks, was inscribed in 2009.
  - There are also many instances where masks are used in community rituals in North as well as South Korea.
- **In 2022, with Talchum, UNESCO recognized its significance as being completely different from mask dances of other countries.**
  - UNESCO noted that Talchum contains dynamic and humorous satire of society, hierarchy, and ethical paradoxes. The performers wear masks with exaggerated features that depict everyday characters from pre-modern times in caricatured form. However, talchum goes beyond simple satire or revealing injustice and conflict. It ends with a dance of reconciliation, revealing its value as a traditional heritage that contributes to reconciliation and harmony.
- This was similar to the value UNESCO highlighted when Namsadang Nori was inscribed in 2009.
  - At the time, UNESCO stated, "Through satire, these performances raised issues on behalf of those with no political voice and manifested ideals of equality and freedom, sustaining and inspiring the poor."
- **UNESCO found the values of human rights, equality, and peace (reconciliation) in Korea's Talchum. These values distinguish Talchum from other mask dances in the world,**
  - **Seen in this way, Talchum mask dance is not just a form of Korean heritage but an example of cultural heritage with relevance for all humanity**



## {Going Deeper} Play the 'What Do You Know About UNESCO Heritage' board game



< Image Source: LEE, Sung-young >



### What will we learn?



#### Lesson Preparation

Theme	Understand UNESCO heritage with a game
Keywords	Heritage Inscription, Game
Lesson Format	<ul style="list-style-type: none"> <li>■ Group competition</li> <li>■ Group research</li> <li>■ Individual and group project</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>■ Game board, dice</li> <li>■ World Heritage Card book or learning material</li> <li>■ Reading materials</li> </ul>
Duration	Two Sessions (or longer if other materials are included)



#### Lesson Content

Topics	Teaching Content
Learning through a game	<ul style="list-style-type: none"> <li>▶ Having fun as we learn</li> <li>▶ Understand heritage inscription with a simple game                             <ul style="list-style-type: none"> <li>- Understand heritage inscription with flash cards with photos of World Heritage sites</li> </ul> </li> </ul>
Heritage inscription activity through play	<ul style="list-style-type: none"> <li>▶ Learn basic facts on UNESCO heritage by playing a board game</li> <li>▶ Research the heritage properties mentioned in the game board to understand changes that happen to heritage sites</li> <li>▶ Understand the relationship between heritage and sustainable development</li> </ul>
Learn about the UNESCO heritage on the game board	<ul style="list-style-type: none"> <li>▶ Learn about various types of UNESCO heritage with the Student Activity worksheet</li> <li>▶ Understand the changes brought on by conservation projects at natural heritage sites</li> <li>▶ Learn about the fire at the Cathedral of Notre Dame in Paris to become aware of the need for disaster prevention at cultural heritage properties</li> </ul>
Activity	<ul style="list-style-type: none"> <li>▶ Game Board</li> <li>▶ A closer look</li> </ul>



## Learning through a game

- ▶ Having fun as we learn
- ▶ Understand heritage inscription with a simple game
- ▶ Understand heritage inscription with flash cards of World Heritage sites

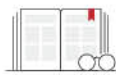


### Tasks

Lesson using heritage flash cards

✦ Should explain World Heritage, Memory of the World, and Intangible Cultural Heritage of Humanity before the activity [refer to Further Readings (6)]

Prepare World Heritage Card book or learning materials.



### Story

#### ■ Let's learn with a game!

- Playing a game is a great strategy to teach a potentially boring topic through a fun activity while teaching students strategic and competitive thinking for problem solving.<sup>80)</sup>
- To stimulate students' interest in the game, and ensure they know enough detail to play, start by conducting a fun and meaningful activity to learn about and distinguish between different types of UNESCO heritage with flash cards.
- Have students figure out the name of the UNESCO heritage on the cards and guess the type.
  - This activity may be conducted individually or in teams.
- Have students present details of the heritage—its name, location, and characteristics.
  - Raise students' level of understanding of heritage through simple and easy instructions.



## Heritage inscription activity through play

- ▶ Learn basic facts on UNESCO heritage by playing a board game
- ▶ Research the heritage properties mentioned in the game board to understand changes that happen to heritage sites
- ▶ Understand the relationship between heritage and sustainable development

### Story

- World Heritage properties are presented in attractive ways using a board game (game board found on page 155).
- Students may be interested in the heritage properties mentioned in the game. This lesson offers follow up ideas so that students can dig deeper into the heritage site they may be interested in.
- Watch videos on conservation efforts at Tubbahata Reefs National Park in the Philippines and the fire at the Cathedral of Notre Dame in Paris — two of the heritage sites mentioned in the game. Discuss the impact of the changes at these two sites and have students share their thoughts on saving heritage.
  - Play the game by rolling the dice.  
(Play about three rounds, switching partners each time.)
  - Give a small prize to the winning team.
- Mention keywords on the game board  
(Lightening Round: Students take quick, lightning-fast turns to say a word or a sentence on what they remember from the game. If students cannot think of a word in their turn they can shout “pass,” then share their word after everyone else is done. This way, everyone can share and remind each other of what they learned.)

### Tasks

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Form groups of four students, then have students form teams of two within the group to play the game.

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Explain the directions for the game.  
(Throw dice to advance the number of spaces. The team who reaches space 70 first wins.)



## Learn about the UNESCO heritage on the game board

- ▶ Learn about various types of UNESCO heritage with the Student Activity worksheet
- ▶ Understand the changes brought on by conservation projects at natural heritage sites
- ▶ Learn about the fire at the Cathedral of Notre Dame in Paris to become aware of the need for disaster prevention at cultural heritage properties

### Story

- Have students answer question 1 on the “A Closer Look” form (p.156)
- Have students answer question 2 on the “A Closer Look” form (p. 156)
  - Watch a video clip on Tubbahata Reefs National Park
- Have students answer question 3 on the “A Closer Look” form (p.156)
  - Watch a video clip on the fire at the Cathedral of Notre Dame.
  - To go deeper watch a video clip on a call for public submissions to a contest to produce a campaign video to protect cultural heritage from disasters
- Have students answer question 4 on the “A Closer Look” form (p. 156)
  - Write a script for one-minute news segment (assign a heritage site to each student to avoid overlaps)



Restoration and reconstruction work at the Cathedral of Notre Dame <Image Source: LEE, Sungyeong>

### Tasks

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Student Activity

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Audiovisual materials

# Game Board

□ Instructions: Throw the dice and advance the number of spaces on the dice. The team that first reaches the last space (space number 70) wins. Students should learn a bit about the heritage sites featured on the board before playing the game.

61/ The Archeological Remains of the Bamiyan	62/	63/ The daily life of residents in this World Heritage district	64/	65/ Saved this cultural heritage from flooding.	66/	67/ Aalst carnival of Belgium	68/	69/ I donated to UNESCO.	70/ <b>Finished!</b>
60/ 	59/	58/ Became a site of education for international peace and security.	57/ The Site of Palmyra in Syria	56/	55/ Let's protect heritage together.	54/	53/ This helped revive the underwater ecosystem.	52/	51/ The Auschwitz Concentration Camp in Poland
41/ Was disrupted by loud noise and waste left by tourists.	42/	43/ A global campaign to save Abu Simbel in Egypt	44/	45/ Was destroyed based on the Islamic doctrine prohibiting idolatry.	46/	47/ To preserve cultural heritage,	48/ 	49/ Contained discriminatory elements against people of certain races.	50/
40/ 	39/ Was destroyed by civil war.	38/	37/ Several countries co-nominated falconry.	36/	35/ Is getting restored with the help of multiple countries	34/	33/ The Cathedral of Notre Dame caught fire,	32/	31/ I helped save the coral reefs in the Philippines' Tubbataha Reefs National Park
21/ Wild animals and plants are endangered due to desertification.	22/	23/ South and North Korea took one step closer to each other	24/	25/ Each country accepted each other's positions and achieved an agreement.	26/ 	27/ In Ichkeul National Park in Tunisia,	28/	29/ Information on cultural heritage is so difficult	30/
20/	19/ South and North Korea nominated Ssireum together.	18/	17/ The Temple of Angkor Wat	16/	15/ Which burnt hundreds of years of history to ashes	14/	13/ I saw a great cultural heritage property	12/	11/ That I just don't read it.
1/ <b>Start!</b> Learn about UNESCO heritage	2/ 	3/ I visited a heritage site and	4/	5/ And carved my name on it.	6/	7/ Picked up some trash.	8/	9/ South Korea and Japan nominated Joseon Tongsinsa together	10/ 

## Student Activity

### A Closer Look

1. Review the spaces where you advanced or fell back.

	Advanced	Fell back
Moved on the same row	▶ ▶	▶ ▶
Moved 1 or 2 rows	▶ ▶	▶ ▶
Moved 2 to 3 rows	▶ ▶ ▶ ▶ ▶	▶ ▶ ▶ ▶ ▶

(To save time, students may write just a few keywords for each item or alternatively write the numbers to identify the spaces. Then students may elaborate on the content as they share with the class.)

2. On which heritage did you advance the most? Which values does this heritage site represent?

3. On which heritage did you fall back the most? Which values does it represent?

## Student Activity

4. Find out more about a heritage site that interests you and write a one-minute script for a news segment about it.

< Example >

### The Cathedral of Notre Dame is being restored in a way that responds to climate change

On the evening of April 15, 2019, a fire broke out near the towers of the Cathedral of Notre Dame in Paris. The fire raged for 15 hours and completely burned down the beautiful flying buttresses that symbolize Notre Dame. The entire world was shocked.



According to Paris officials, the restoration of Notre Dame is expected to cost a total of 550 million Euros. Paris officials stated that the basic structure of the Cathedral will be restored as it had been, but another focus of restoration will be on making the site into a sustainable microclimate to cope with warming weather due to climate change. They are working to reopen the Cathedral in time for the 2024 Olympic Games in Paris.



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## Further Readings

**Part 2.**  
**Heritage and Peace**





## UNESCO's journey towards peace: Expanding the concept of peace

- What image comes to mind when you hear the word "peace"?
  - Does it make you think of a white dove?  
Or a picture of people smiling and holding hands around the Earth?
  - We think of peace as a noble and righteous value, but it also feels like an abstract ideal that's difficult to grasp.
  - Does UNESCO's heritage conservation give us a deeper understanding of peace?
  - Is it possible to achieve peace through heritage protection?
- UNESCO was established just after World War II to help the world recover from the devastation of war. Its vision was to plant the concept of peace in the minds of people so that they would no longer want to destroy each other and the world.
  - **At the time, peace was understood as the absence of armed conflict.**
  - This is actually how lots of people still define peace.
- **UNESCO opposes racism and violence, which destroy human dignity, and works to achieve global peace.**
  - There are many physical conflicts in different parts of the world today, but at the same time, **we are also living through countless numbers of "battles without bullets."**
  - There are "culture wars" in which people argue for the superiority of their own culture, and "memory wars" in which people dispute how we should remember and record the deeds of many countries.
- **Today, the peace for which UNESCO aims no longer just means the absence of armed conflict.**
  - **UNESCO has today redefined peace as a process, in which the perspectives of diverse people are respected and disagreements are discussed and resolved.**



## Heritage destruction in war zones: What can UNESCO do?

“ Any damage or loss of cultural heritage will only have adverse consequences on the prospects for lasting peace and humanitarian relief for the people of Afghanistan.

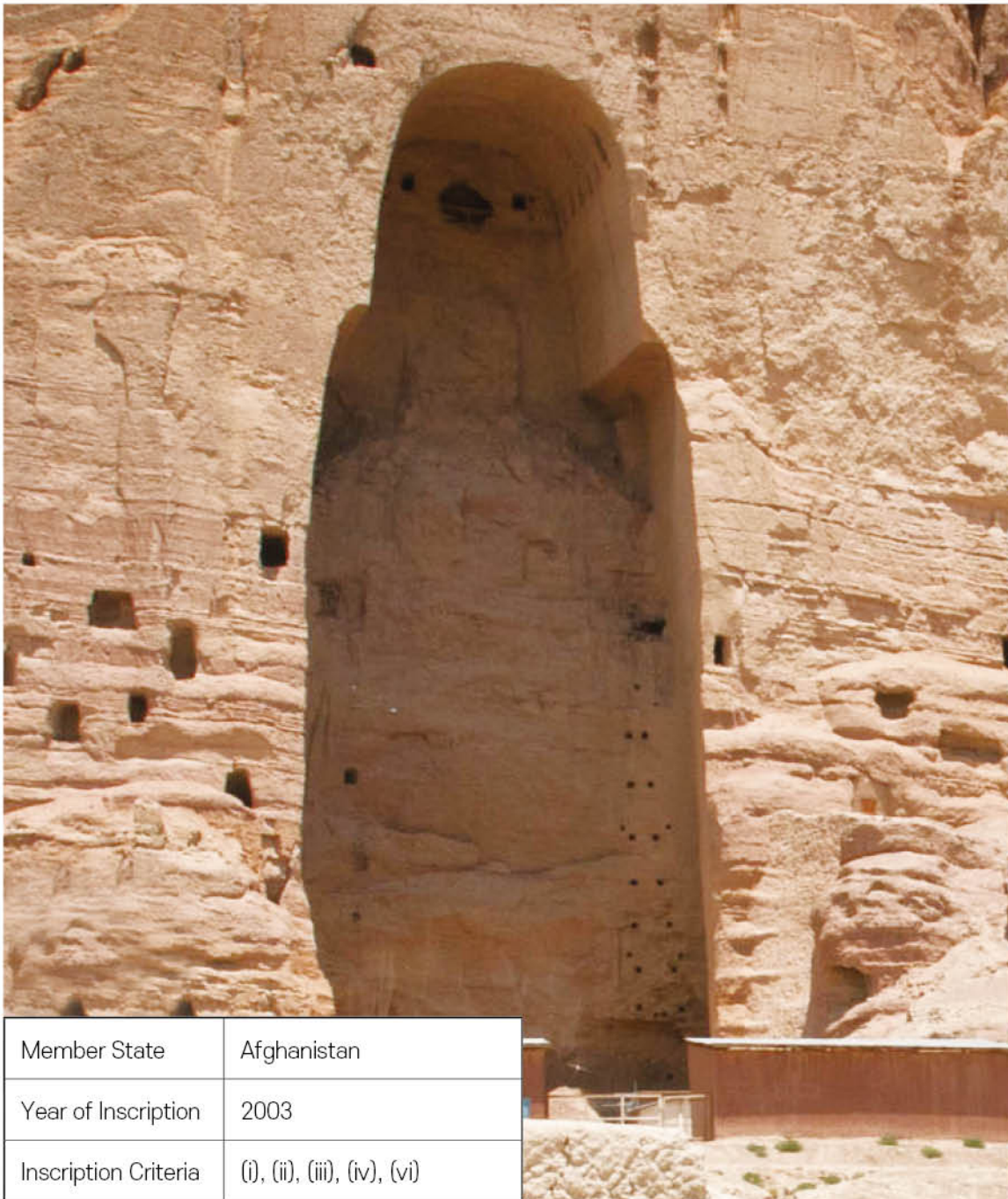
Statement by Audrey Azoulay, Director-General of UNESCO, on August 19, 2021

”

- Human history may be called a history of war. Conflicts on religion, politics, and the economy continue in many places
  - There are countries at war today, and while South and North Korea are in a state of armistice, tensions remain between them.
  - Wars not only result in human casualties but also destroy our habitat, and survivors of war often struggle with deep trauma.
  - Wars also lead to the destruction of natural, cultural and documentary heritage that may have deep symbolic meaning for country or community identities.
- **Recently there has been a tendency in wars or terrorist conflicts to intentionally destroy certain sites that symbolize a country or community's identity.**
  - Do you remember the 9/11 terrorist attack in New York City that shocked the world?
  - On September 11, 2001, the Islamic extremist terror group Al Qaeda perpetrated terror against the United States by destroying the Twin Towers of the World Trade Center, which were a symbol of New York City. The scene was televised live around the globe and plunged the world into shock.
  - The collapse of the tall skyscrapers seemed to symbolize the collapse of New York, and even the US itself, in a war between Islam and the United States.
  - In the 2015 Syrian Civil War, the Sunni Islamist extremist militia, Islamic State (IS) bombed the remains of the ancient temples of Palmyra.
  - The Site of Palmyra was highly valued for its Graeco-Roman and Persian elements.
  - The destruction of the Site of Palmyra, which symbolized Syrian culture, sent the visual message Syria had lost control in the war with IS.
  - Acts of destruction and disruption of the foundations of another group's culture and environment to send a belligerent message to international society have been increasing.
  - Heritage destruction in wars ultimately impacts community identity.

## Destruction and restoration of the Buddha statues in Bamiyan Valley

- Have you heard of the Buddhas of Bamiyan? You've probably heard of the country of Afghanistan. What about the Taliban? The Buddhas of Bamiyan are an example of heritage property destroyed as a result of conflict. Let's look closer at this example to see what UNESCO can do and has done to promote peace.



Member State	Afghanistan
Year of Inscription	2003
Inscription Criteria	(i), (ii), (iii), (iv), (vi)

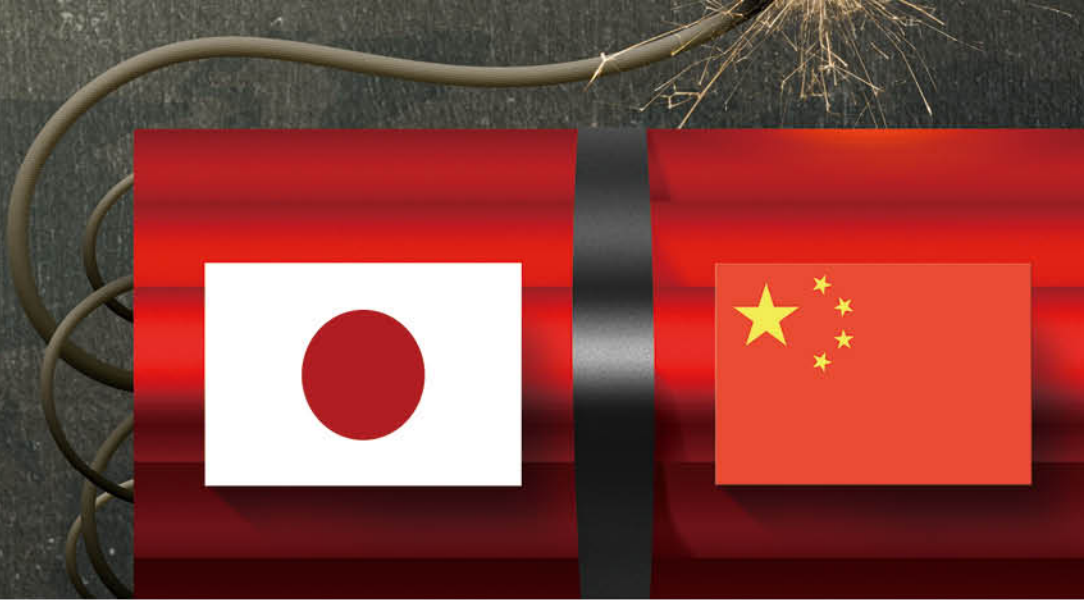
Buddhas of Bamiyan <Image Source: DVIDSHUB via Flickr, CC-BY 2.0> <sup>81)</sup>

- On March 9, 2001, the Buddha statues in Bamiyan Valley in Afghanistan, the tallest Buddha statues in the world, were blown to pieces.
  - The Taliban military government ruling over Afghanistan at the time rained artillery shells down on this 1,500-year-old cultural heritage.
  - The two stone Buddha statues, one 55m tall, and the other 38m tall, had been hewn from the cliff wall of Bamiyan Valley, located 125km West of Kabul, the capital of Afghanistan, and were a magnificent universal heritage of humanity.
  - The Buddhas of Bamiyan were constructed around 600 CE, during a period when the region that is now Afghanistan was predominantly influenced by Buddhist culture. The Taliban stated that Buddha statues contravened the Islamic prohibition of idolatry, and destroyed countless numbers of them throughout the country.
  - In the picture above, you can see the space where one of the Buddhas used to stand. All the holes around the space are traces of artillery fire.
  
- Later, the Afghanistan War broke out and the Taliban lost power. UNESCO and many other countries began the work of restoration.
  - UNESCO identified the area as a World Heritage site in 2003 and worked to restore the statues.
  - But because the statues were destroyed with explosives, no pieces were left to rebuild them back to their former shape. Even the remaining pieces were smuggled to other countries and were irretrievable.
  - So UNESCO set out to construct the Bamiyan Cultural Center to conserve cultural heritage and promote tourism at the place where the Buddha statues used to be, designed in a way that does not obstruct the surrounding landscape.
  
- Despite the efforts of the international community, the Taliban once again came to power in Afghanistan in 2021. UNESCO is watching to see whether the restoration can progress as planned.
  
- **Did you notice that heritage protection is not just a matter of heritage sites but is also closely connected to political circumstances?**
  - **We might assume that politics and heritage are unrelated, but heritage protection is actually tied to sensitive political and social issues.**
  
- Although reconstructing the Buddhas of Bamiyan is challenging, we can attempt it using the latest technology.
  - On March 9, 2021, in the 20th year of the destruction, an event was held to project 3D images of the Buddhas at the site. (Search related news articles and videos.)
  - Bamiyan residents and social activists participated in the event in hope of peace and an end to war.

## Diverging national perspectives on UNESCO heritage inscription: Documents of Nanjing Massacre

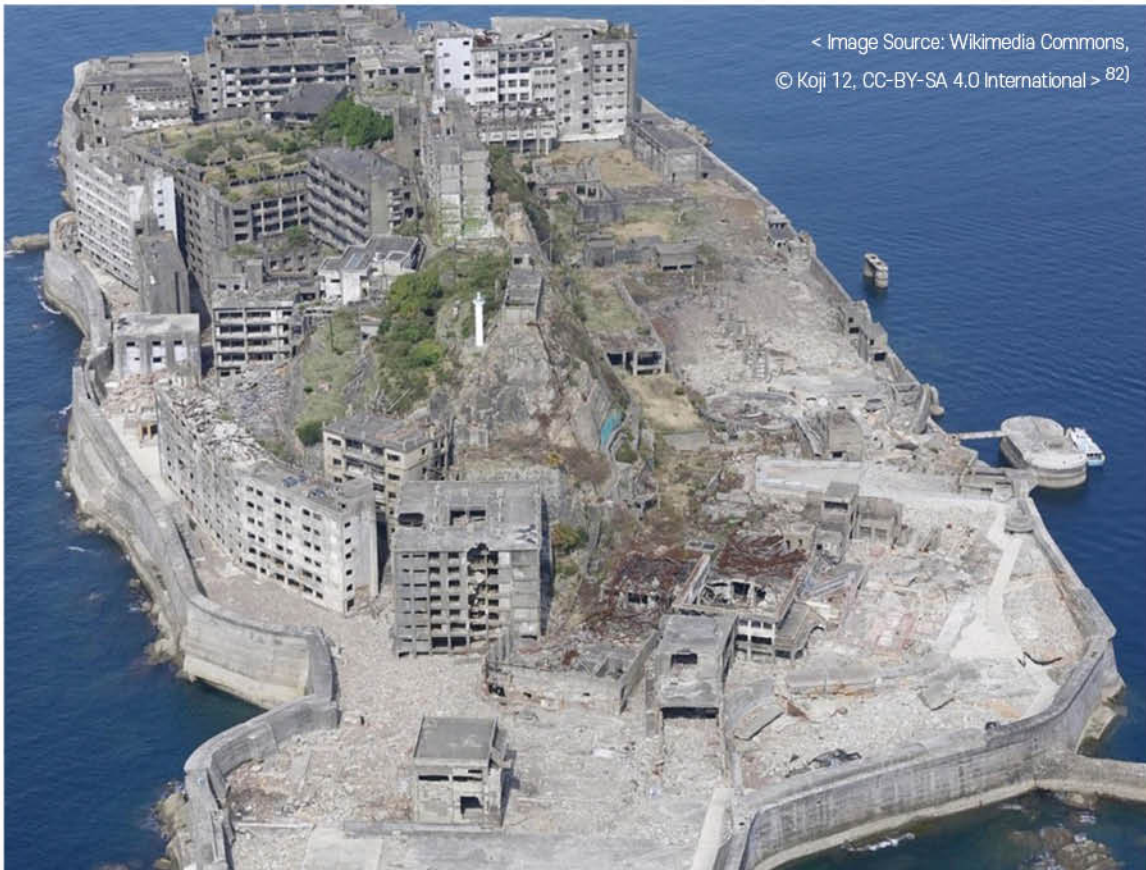
- This time, let's learn about an international conflict surrounding documentary heritage nominated for inscription in the Memory of the World.
- Have you heard of the Nanjing Massacre?
  - China nominated Documents of Nanjing Massacre to the UNESCO Memory of the World Register in 2014. It was inscribed the following year in November 2015.
  - The documents contain facts about the massacre of Nanjing residents and Chinese military personnel by the occupying Japanese army over a period of six weeks from December 1937 to January 1938. The records also include post-1945 court documents on related war crimes.
  - The government of China included records of the Nanjing Military Court that attested to the massacre of over 300,000 people.
  - Japan claimed that this number—300,000 people—written in China's nomination form was exaggerated.
  - Japan also expressed disapproval that UNESCO decided to inscribe what they saw as biased claims of one party regardless of the facts.
  - But China claimed that the documents upheld the spirit of UNESCO and the purpose of the Memory of the World Programme to uphold human rights and safeguard peace.

China's Position	Japan's Position
<p data-bbox="240 1496 708 1666">"[Nominating the documents for the UNESCO Memory of the World Registry was an effort] to prevent the miserable and dark days from coming back again."</p> <p data-bbox="225 1693 727 1872">- Hua Chunying, Spokesperson of China's Ministry of Foreign Affairs at a news conference at the time of nomination of the Documents of Nanjing Massacre in June 2014</p>	<p data-bbox="794 1379 1310 1536">"There is a big discrepancy of views between Japan and China, and the decision reflecting a unilateral view turns the issue into a political problem."</p> <p data-bbox="767 1541 1337 1733">"It is extremely regrettable that a global organisation that should be neutral and fair entered the documents in the Memory of the World register, despite the repeated pleas made by the Japanese government."</p> <p data-bbox="778 1738 1326 1895">"The government would like to ask for fairness and transparency in the Memory of the World programme so that it would not be used for political purposes."</p> <p data-bbox="783 1921 1321 1989">- Yasuhisa Kawamura, Foreign Press Secretary on October 10, 2015</p>



- After UNESCO's decision, Japan, which at the time was the country contributing the most funding to UNESCO, said it may halt its contribution.
  - Are you familiar with the concept of contributions? UNESCO is not an organization that works to make financial profit.
  - So to procure money to cover its expenses, UNESCO asks for a certain amount of funding from each member state according to the ratio allotted at the General Assembly.
  - This means member state contributions are crucial for maintaining UNESCO. Japan's statement that it was considering suspending its contribution was a strong expression of disapproval.
- In addition, Japan said that it was extremely regrettable that documents such as these had been inscribed despite continuous protests, and that such decisions posed a problem for UNESCO, which should be neutral and impartial. Japan also requested revisions to the selection and inscription process for the Memory of the World register.
  - UNESCO accepted this request and revised the system in 2018. The revision was announced in 2021.
  - Today, if an item of documentary heritage that may cause a dispute between countries is nominated to the Memory of the World, a concerned country may contest the nomination, and a dialogue process begins.
  - So the controversy over the nomination of the Documents of Nanjing Massacre was a special case of an international dispute resulting in changes to the heritage inscription system.
- UNESCO has today become a global cultural brand. Once an item of heritage is inscribed on a UNESCO heritage list, there is a high possibility that the information that is registered with UNESCO concerning this heritage will be accepted as the historical "truth." That is why countries with different memories and interpretations are greatly attuned to heritage inscription.
  - The UNESCO heritage system, which was started to protect humanity's beautiful, magnificent, heritage, has today become a point of diplomatic dispute. This is proof of the growing impact of heritage.
  - Debates around UNESCO heritage are passionate and, at times, result in disputes. But this process is also drawing us into passionate debate and reflection on the value of heritage and the meaning of peace. In other words, conflict is not always bad. It invites us to reflect and converse on many more issues than before.

## Why is the UNESCO World Heritage inscription of Hashima Island (Battleship Island, Gunhamdo) controversial?



- In 2015, Japan inscribed a serial property of 23 sites called "Sites of Japan's Meiji Industrial Revolution: Iron and Steel, Shipbuilding and Coal Mining." The sites were selected as heritage that memorializes Japan's successful industrialization using techniques received from Europe and the United States.
- But the inscription was controversial because the serial properties included seven sites where the people of Joseon (a former name of Korea) were forcibly taken for labor, including the Hashima Mines (Hashima Island) where 57,000 people were taken, and Nagasaki Shipyard.
- The history of forced labor (1939-1945) of Joseon people during the period of Japanese occupation is not sufficiently explained at these heritage sites. UNESCO pointed this out and the international community is together debating to arrive at a better solution.
- Let's watch the film "The Battleship Island" to understand the plight of the Joseon people forcibly labored during the Japanese occupation of Korea. Then, let's try and explain Hashima Island as a "difficult heritage" site to a friend.

## Heritage protection and respect for human rights: Has a heritage site ever been de-listed due to human rights issues?

“

Cultural heritage is related to issues of human rights which we must approach from the rights-based perspective.

Report of Karima Benoun, UN Cultural Rights Sector Special Reporter,  
UN General Assembly, October 27, 2016

”

- If an item of UNESCO heritage includes elements that ridicule and insult another culture, should it still be protected?
  - There has been an increasing realization that the stakeholders involved in the protection of UNESCO heritage are not just experts on the heritage but also the local communities and visitors who enjoy the heritage. Based on this awareness, the significance and value of UNESCO heritage are being reinterpreted.
  - That is why today there is an increasing focus on the issue of human rights in the context of heritage.
- Let's learn about the Aalst carnival in Belgium which was registered as an Intangible Cultural Heritage of Humanity in 2010, to see whether UNESCO prioritizes heritage protection or respect for human rights.
- The city of Aalst, in the Flanders region in north Belgium, holds a carnival for three days before Catholic Lent each year.
  - The ritual has continued for 600 years and is one of the most famous carnivals in Europe.
  - **The point of the carnival is to express unbridled satire and humor without any regulations and restrictions.**
  - So anyone, be it famous politicians, world leaders, the wealthy, or the famous, can be targeted for satirical ridicule during the carnival.



Aalst Carnival < Image Source: AlexSky on Pixabay > 83)



- But after it was registered as Intangible Cultural Heritage of Humanity in 2010, some criticized certain elements of the carnival's satire.
  - Caricatures of Jews and Nazi symbols kept appearing in the carnival.
  - The city of Aalst claimed the caricature of a large-nosed Jewish merchant on bags of coins that appeared in the carnival parade was only a satire. But Jewish people and the Anti-Defamation League expressed concerns that this registered Intangible Cultural Heritage of Humanity was instigating antisemitism.
  - So UNESCO communicated to Aalst the need for changes, but the city of Aalst maintained that they could not interfere with the humor and satire that were essential to the carnival.
  
- Finally, in 2019, the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage of Humanity concluded that Aalst carnival's reinforcement of discriminatory sentiments, contradicted UNESCO's core principles of human dignity, equality, and mutual respect. Consequently, the carnival was removed from the Intangible Cultural Heritage list.
  - UNESCO determined that Aalst carnival did not promote dialogue between communities but rather fostered insulting and prejudiced views.
  - Belgium responded that this measure denied the freedom of expression and the essence of the cultural event. But UNESCO made this unprecedented decision because the carnival included elements that violated the rights of other cultures.
  - This was the first case of an item of Intangible Cultural Heritage of Humanity ever to be de-listed.
  
- We should never forget that respect for human dignity is at the heart of UNESCO's efforts to protect and promote heritage.
  - Together, we must continue to do our best to consider which heritage is most valuable in the service of respecting cultural diversity and promoting peaceful coexistence.



## Debate on the inscription of Sado Island Gold Mines

< Reading Material for Student Activity >

“ Developing an interpretation and presentation strategy and facilities that comprehensively address, at the site level, the whole history of the property throughout all periods of mining exploitation,”

- Decision: 46 COM 8B.18 Para 4 e), The 46th Session of the World Heritage Committee -

In January 2023, the government of Japan resubmitted the Sado Island Gold Mines for the World Heritage List. Japan first nominated this heritage for inscription in 2022, but UNESCO turned down because of the incompleteness of the nomination dossier. Japan revised and supplemented the documents and then submitted the nomination a second time.

In the 2024 Advisory Body's evaluation, the Sado Island Gold Mine was evaluated as refer for inscription, but the site was finally inscribed on the World Heritage List at the 46th session of the World Heritage Committee in July 2024 after a dialogue between, the Republic of Korea and Japan. However, controversy still persists over how the Sado Island Gold Mine should be viewed.

Countries that have become State Parties to the UNESCO World Heritage Convention can nominate their country's heritage. So why is the nomination of the Sado Island Gold Mines controversial? Japan's Sado Island Gold Mines were famous gold mines in the Edo Era (1603-1868), but the minerals mined there, such as copper and iron, were used to produce war supplies for the Asia Pacific War (1941-1945). Moreover, during the war, the people of Joseon (the former name of Korea) were forcibly conscripted to work in these mines. However, when the government of Japan nominated the Sado Island Gold Mines for inscription as World Heritage, it limited its description of the site's heritage to the Edo Era from the 16th to the 19th century to emphasize only the site's industrial heritage. Japan is criticized for intentionally omitting the more modern history of the site, including the forced labor of Joseon people during the Pacific War, to avoid telling the full history of the site.

At the 46th World Heritage Committee, Japan noted that it had been in close dialogue with South Korea to develop an interpretation and presentation strategy and facilities that comprehensively cover the entire history of the Sado Island Gold Mines, including workers from the Korean Peninsula, and that it would continue to work closely with South Korea to strengthen the interpretation and presentation strategy and facilities. South Korea noted that Japan's commitments regarding the World Heritage Committee's decisions were also relevant to the content of the statement that Japan made at the time of the inscription of its Meiji Industrialization Heritage in 2015, and South Korea emphasized that it will faithfully and thoroughly implement the commitments made by the Committee in the future.

South Korea was referring to the fact that, when Japan nominated the “Sites of Japan's Meiji Industrial Revolution” in 2015 as the site of first successful industrialization in Asia, it only mentioned the Meiji Era history of these sites and omitted the later history of forced labor of Joseon people at these sites as well. In the nomination process and even after the inscription, other State Parties, including South Korea, expressed concerns. The nomination of the Sado Island Gold Mines is at the center of similar disputes.



+++Supporting details

The Sado Island Gold Mines were finally inscribed as a UNESCO World Heritage Site in 2024, but controversy still surrounds how the international community views the site.



## Student Activity

- Research the latest information and documents on the nomination of Sado Island Gold Mines as UNESCO heritage. Take positions as representatives of South Korea and Japan, then conduct a debate.

- Assign roles for each group

1	Government of South Korea
2	Government of Japan
3	World Heritage Committee

### ■ Government of South Korea

- Research and gather data to support your position and organize your arguments on the inscription of the Sado Island Gold Mines based on valid reasoning.

<b>Opening Statement</b>	Japan, in close consultation with the South Korean government, should continue to work on strengthening heritage interpretation and presentation strategies and facilities.
<b>Reasons</b>	

- Prepare questions to pose to the other group and predict the other group's questions for your group.

Cross-examination	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"></div> <div style="width: 45%; text-align: right;">▶</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"></div> <div style="width: 45%; text-align: right;">▶</div> </div>
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- Make your closing argument based on your own argument and the questions exchanged.

Closing Argument	
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## Student Activity

### ■ Government of Japan

- Research and gather data to support your position and organize your arguments on the inscription of the Sado Island Gold Mines based on valid reasoning.

Opening Statement	Japan has installed a new exhibit at the interpretive facility that covers all workers and plans to hold an annual commemoration event for all workers at the Sado Island Gold Mines.
Reasons	

- Prepare questions to pose to the other group and predict the other group's questions for your group.

Cross-examination	<ul style="list-style-type: none"><li>▶</li><li>▶</li></ul>
-------------------	---

- Make your closing argument based on your own argument and the questions exchanged.

Closing Argument	
------------------	--

## Student Activity

### ■ World Heritage Committee

- The World Heritage Committee, composed of 21 Member States is responsible for implementing the World Heritage Convention. Reflect on the context that led to the World Heritage Committee's decision to inscribe the Sado Island Gold Mines site on the World Heritage List, and think about what is important to consider in fulfilling future heritage commitments.

Decision	
Reasons	

### Notes on facilitating the debate

- Besides the above case, you might choose to conduct a debate on inscriptions of other difficult heritage that may be controversial due to differing interpretations of history, such as the "Documents of Nanjing Massacre", the records on the "Comfort Women" ("Voices of the 'Comfort Women'"), or Hashima Island "Sites of Japan's Meiji Industrial Revolution: Iron and Steel, Shipbuilding and Coal Mining."
- Students may also research cultural heritage sites in South Korea that are remnants of difficult history yet should be memorialized.



## Building peace through international cooperation: Heritage protection for reconciliation and healing

- UNESCO promotes international cooperation and contributes to peace-building by safeguarding heritage.

  - A key part of this is the Official Development Assistance (ODA) that happens through UNESCO.
  - Have you heard of the term ODA? It might sound complicated, but it's simple enough to understand.
  - ODA occurs when an advanced country's government or agency provides financial or technical support for economic or social development in developing countries. There are various ODA programs in the UNESCO heritage sector.
- South Korea participates in many World Heritage restoration projects through ODA.

  - South Korea's first World Heritage conservation ODA project, which started in 2013, was for the conservation and restoration of Preah Pithu Temple in Cambodia's Angkor Complex.
  - Cambodia was having difficulty managing the Preah Pithu Temples, which were not in a good state of conservation. South Korea conducted research on-site and provided training for the local heritage management personnel.
  - In the process, it was discovered that the temples were actually constructed a century earlier than previously thought. This discovery raised Cambodia's national pride in its culture.
  - The new cultural and historical discoveries in the cooperation process demonstrate that heritage is not an exclusive property of a single country but is a common heritage of humanity.



- As heritage properties destroyed in wars are restored through international cooperation facilitated by UNESCO, different perspectives and disputes on heritage can transform into opportunities to increase mutual understanding. And in this process, countries can even achieve reconciliation and healing.

## Inter-Korean cooperation to inscribe North Korea's heritage

- Inter-Korean relations have continued to shift over time, but the two countries collaboration on heritage conservation has remained constant.
  - This has been possible because the two Koreas see heritage as a common property that both must protect together.
  - It also demonstrates how cultural heritage can foster a politically neutral and peaceful sense of community.
- Inter-Korean cooperation on heritage started in 1990. The two Koreas held joint academic forums, artifact exhibitions, fact-finding surveys on sites and artifacts in North Korean territory, joint excavation surveys, and joint restoration of lost or destroyed heritage properties. They also jointly requested the return of looted cultural heritage properties in Japan, and South Korea helped North Korea nominate North Korean intangible heritage and heritage properties for UNESCO heritage lists.<sup>84)</sup>
- Because South Korea has more experience and know-how in nominating heritage to the UNESCO World Heritage List, it has been eager to share its knowledge in order to support the nomination of cultural heritage in North Korea.
  - Major inter-Korean cooperation was involved in the inscriptions of the Complex of Koguryo Tombs (2004)<sup>85)</sup> and the Historical Monuments and Sites in Kaesong (2013).<sup>86)</sup>
- There are three phases in inter-Korean cooperation for heritage property inscription.<sup>87)</sup>
  - The first phase is preparation for the nomination, where cooperation is initiated by international organizations or non-government agencies.
  - The second phase is the nomination process, which involves submitting the World Heritage nomination form and preparing plans for on-site expert surveys and acting on their outcomes.
  - The third phase is post-inscription management. Inter-Korean cooperation continues in this phase through events such as academic forums, excavation surveys, and special exhibits of cultural heritage.
  - This cooperation process for North Korean heritage sites is outlined below.

### [ Inter-Korean Cooperation Process for World Heritage Site Inscription ]

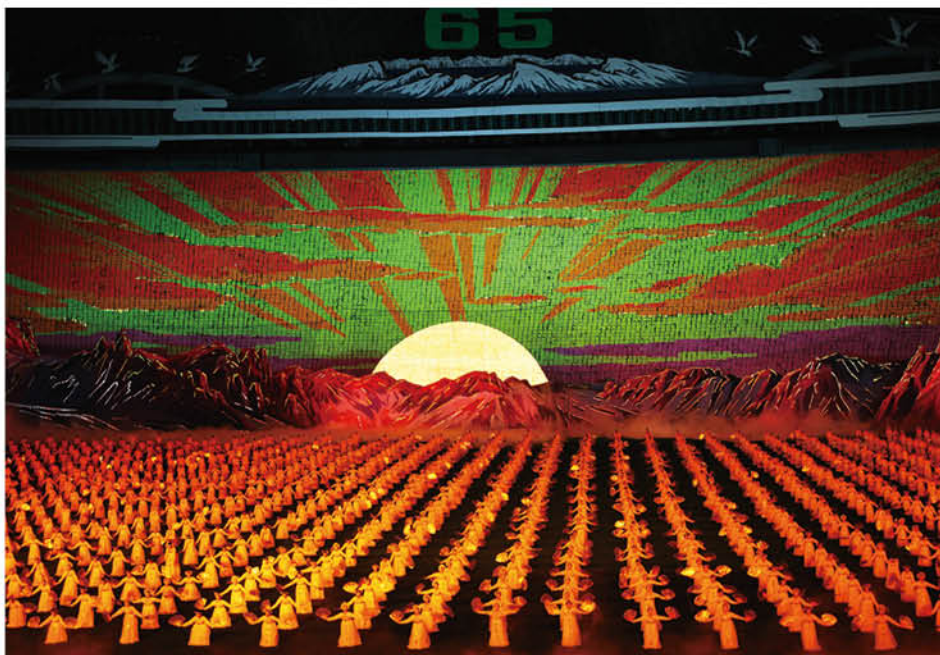


Process	Complex of Koguryo Tombs		Historical Monuments and Sites in Kaesong			
Phase 1: Preparation	1999	World Heritage Committee provides USD 30,000 to conduct training for North Korean heritage management directors and to prepare a nomination dossier for the Complex of Koguryo Tombs.		2000	Property included in the Tentative List	
	2000	<ul style="list-style-type: none"> <li>- An agreement between North Korea and UNESCO was signed to use the UNESCO trust fund of USD 100,000 provided by the South Korean government.</li> <li>- Property included in the Tentative List</li> </ul>				
	2001	UNESCO World Heritage experts (ICOMOS) visit North Korea to conduct evaluations and make recommendations		2005	(November) Inter-Korean Joint Academic Forum (December) Inter-Korean Ministerial Meeting and Agreement	
Phase 2: Nomination Process	2002	(January) Nomination submitted		2007	(January) Nomination submitted	
	2003	(July) Deferred: Need for additional on-site visits. Recommendation for North Korea and China to co-nominate.	(January) <ul style="list-style-type: none"> <li>- China submits nomination of Koguryo sites in its territory.</li> <li>- South Korea conducts diplomatic missions for a joint response to China's Northeast Project</li> </ul>	2008	Deferred: Need for reconsideration, request to redraw the territorial boundaries, and need to establish a buffer zone to protect the sites from potential threats	Inter-Korean joint excavation survey and discovery of various artifacts at the Capital of Koryo (Manwoldae)
	2004	(March) ICOMOS recommends inscription after second visit.		2011	(February) Nomination re-submitted after revision and supplementation	
		(July) Inscription				
2013			2013	(June) Inscription		
Phase 3: Post-Inscription Management	<ul style="list-style-type: none"> <li>- Inter-Korean academic forum organized on the management of the Complex of Koguryo Tombs</li> <li>- Factual survey on the tomb complex conducted</li> </ul>		<ul style="list-style-type: none"> <li>- Continued Inter-Korean joint excavation surveys of Historical Monuments and Sites of Kaesong (up to 2018)</li> <li>- 70th Anniversary of Liberation Commemorative Project, "Inter-Korean Joint Excavation of Kaesong Manwoldae Exhibition," held simultaneously in Seoul and Kaesong</li> </ul>			



## Compare South and North Korea's versions of Arirang

- Are you all familiar with “Arirang”? It’s a Korean folk song with a refrain that goes “Arirang, arirang, arariyo / Over the arirang hill you go.” It’s a song almost every Korean can sing.
- South and North Korea separately nominated Arirang as their heritage.
  - In 2012, “Arirang, lyrical folk song in the Republic of Korea” was inscribed, and in 2014, “Arirang folk song in the Democratic People’s Republic of Korea” was inscribed.
  - In North Korea alone, there are 36 different versions (Seodo Arirang, Pyongan Provincial Arirang, Jonchon Arirang, Haeju Arirang, Kangwon Provincial Arirang, Goseong Arirang, Onsong Arirang, Tanchon Arirang, Tongchon Arirang, Musan Arirang, Old Arirang and Kosan Arirang), and the songs keep on evolving.
- By singing Arirang, anyone who is Korean can share their joys and sorrows or even be encouraged to help each other in hardships.
  - South Korea emphasized the diverse versions of Arirang and their importance in Korean culture and community, saying that “Arirang is universally sung and enjoyed by the Korean people.”
  - North Korea emphasized how Arirang’s appeal strengthens social unity.
  - In North Korea, people learn their Arirang from their neighbors or at school in childhood.
- All aspects of Arirang throughout the Korean Peninsula have been inscribed as Intangible Cultural Heritage of Humanity.



Arirang Performance in North Korea <Image Source: Flickr, © Roman Harak, CC-BY-SA 2.0 Generic><sup>88)</sup>



Paldalmun Gates of the Hwaseong Fortress <Image Source: YOON, Mi-hye>



Full Moon Ritual at Dongsan on Lunar New Year <Image Source: Mujin Nongakdan>



## Further Readings

**Part 3.**  
**Heritage and**  
**Cultural Diversity**



## Respect for cultural diversity: A key to peaceful coexistence

All cultures form part of the common heritage  
belonging to all mankind

Declaration of the Principle of Cultural Cooperation (1966)

[Cultural diversity] is the common heritage of humanity

UNESCO Universal Declaration on Cultural Diversity (2001)

- UNESCO believes that preserving cultural diversity and fostering mutual respect and understanding are crucial for the peaceful coexistence of humanity.
  - As the UNESCO Constitution states, the biggest conflicts and wars begin in the minds of people who do not understand each other and hate each other.
- Already in the 1966 Declaration of the Principle of Cultural Cooperation, UNESCO included the highly significant phrase: "All cultures form part of the common heritage belonging to all mankind."
  - This indicates a significant emergence of a perspective that culture is not something only the citizens of a certain country enjoy but a common heritage universally shared.
- In the Declaration on Race and Racial Prejudice in 1978, UNESCO stated that "cultural difference should not be a basis for racial prejudice."
  - This means cultural differences should not be the basis for judging a culture as superior or for maintaining prejudice against others, and that people should respect and understand each other to work together for peaceful coexistence.
- Cultural diversity emphasized by UNESCO goes beyond respecting the cultural differences between countries. The cultures of various regions and minority groups within a country should also be respected, and this expanded meaning of cultural diversity relates to other values of human rights and peace.

## Convention for the Safeguarding of the Intangible Cultural Heritage of Humanity: Beyond Eurocentrism and toward cultural diversity

- The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage of Humanity, to which 47 countries became State Parties that time, is symbolic of UNESCO's emphasis on value of cultural diversity.
- At first, UNESCO World Heritage was about historic buildings, sites, and natural landscapes with "Outstanding Universal Value" (OUV).
  - But the criteria that heritage be, "outstanding, universal, and authentic," were criticized for being Eurocentric.
- To transcend Eurocentrism, UNESCO went on to embrace much more diversity.
  - In this process, the Recommendation on the Safeguarding of Traditional Culture and Folklore (1989) was issued, and the Masterpieces of Oral and Intangible Heritage of Humanity Programme (2001) was launched.
  - The Universal Declaration on Cultural Diversity of 2001 pointed out the vulnerable state of indigenous peoples and emphasized the need to protect minority groups' cultures.
- The Convention for the Safeguarding of Intangible Cultural Heritage of Humanity, adopted in 2003, calls our attention to not only tangible, beautiful, and famous heritage sites but also intangible heritage and the diverse values of different communities.
  - With this convention, people began to recognize that cultural diversity is not something inferior or marginal, but a precious basis of community identity and human creativity.

**A culture's true contribution is not a list of inventions the culture has produced for itself but how it differs from others. The gratitude and respect the members of a culture feel toward those of other cultures are based on the awareness that their culture is immeasurably different from others.**

Our creative diversity: Report of the World Commission on Culture and Development (1995)

## Culture is not a fossil - it keeps changing

Cultural borrowing is a universal and commonplace phenomenon. There is no reason why lenders should feel superior and borrowers inferior. The moment a culture is borrowed, it necessarily starts to change and develop to fit the new situation.

Han, Kyung-Koo, Secretary-General of Korean National Commission for UNESCO<sup>89)</sup>

- Protecting cultural diversity does not mean that a certain culture must be preserved in its present state as if it were a fossil.
- **Cultural boundaries are not as clear as state territories. Moreover, cultures change endlessly, which makes cultural boundaries impossible to fix once and for all.**
- When UNESCO first discussed cultural diversity, the term culture was initially limited to the “arts.” Eventually, the concept was understood more broadly.
  - That means culture is a concept that includes ways of life (institutions and customs), value systems (religions, ethics, beliefs, worldviews), cultural practice (rituals, production systems, knowledge transfer systems), knowledge and technology, language, and artistic expressions.
  - **This broad concept of culture, including day-to-day life, beliefs, customs, and values, can never remain fixed and unchanged.**
- **Even now, innumerable cultures are changing, overlapping, and influencing each other.**
  - So promoting cultural diversity does not mean preserving a culture at a specific point in time but ensuring that inter- and intra-cultural diversity continues to transform cultures through creative and open cultural practices and to continue creating new cultures together.<sup>90)</sup>



## Beyond the the unit of the state: Thinking in terms of human community

- **When UNESCO highlights cultural diversity and operates the cultural heritage inscription system, it is never to make countries claim certain cultures as their “exclusive property” and compete with each other.**
  - It is to spread awareness that people share common values and cultures so that they can understand each other and coexist.
- We need to think beyond states (countries) as units to the wider human community.
- **Major factors in considering the inscription of an element of Intangible Cultural Heritage of Humanity are cultural diversity and community involvement.**
  - Here, “community” does not refer only to the state community.
  - There are numerous communities that are wider than a country, and within each country, there are diverse subsets of communities, such as ethnic minorities.
  - **Promoting cultural diversity** does not stop at respecting cultural differences between countries. It also **means we should respect the cultures of different minority groups in each country and ensure the protection of their rights and equality.**
  - This is how cultural diversity relates to human rights, peace, and sustainability and becomes a shared value of humankind.
- Of course, this does not mean that a local community’s position is always right. That’s why we should respect diverse opinions and values as we conduct dialogues and create common values.
  - Dresden Elbe Valley in Germany was taken off the World Heritage List because the local residents agreed that constructing a new bridge in the valley was more necessary than maintaining its World Heritage status. Time will tell whether the decision was right.
  - The important point is that the decisions on heritage policies are not made by a few experts or government officials alone. Local residents, visitors, and diverse groups of people are included in the heritage community, and they can participate in heritage-related decisions.<sup>91)</sup>

“ The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples.

UNESCO Universal Declaration of Cultural Diversity (2001)

”



## Common culture and identity: the case of Europe

- In Europe, the heritage of multiple countries is identified as the common heritage of Europe. There have been many attempts to figure out the elements of a common identity and diversity in Europe.<sup>92)</sup>
- The European Heritage Network is a program to manage Europe's cultural heritage jointly, thereby forming a common lifeworld, promoting mutual understanding, and contributing to economic development.
  - Anyone can access the network's information system, meaning that anyone, from heritage preservation experts, heritage mediators, and researchers, to members of civil society organizations, interested members of the public, and young people, can work together to make the heritage list.

European Heritage Network Website:

<https://www.coe.int/en/web/herein-system/home>



- While unrelated to UNESCO heritage inscriptions, there is also the European Capital of Culture program in which members take turns to designate a European city as the cultural capital. Together they promote the city for its culture and tourism.
  - The program was started on June 13, 1985, by Melina Mercouri, the Minister for Culture of Greece, who used to be a top-class film star.
  - The program aims to highlight cultural diversity, heighten European citizens' sense of belonging to their common cultural area, and foster cultures' contribution to city development.
  - The city selected as the cultural capital organizes a grand event to showcase its cultural characteristics, and many Europeans participate.
  - This program creates a space for exchange where each country can compare and share their culture. It gives a feeling of Europe as a united entity and supports the formation of European community identity.



The geographical spread of cities that have been designated as European Capital of Culture

<Image Source: Wikipedia © Maximilian Dörrbecker (Chumwa), CC-BY-SA 2.0><sup>93)</sup>



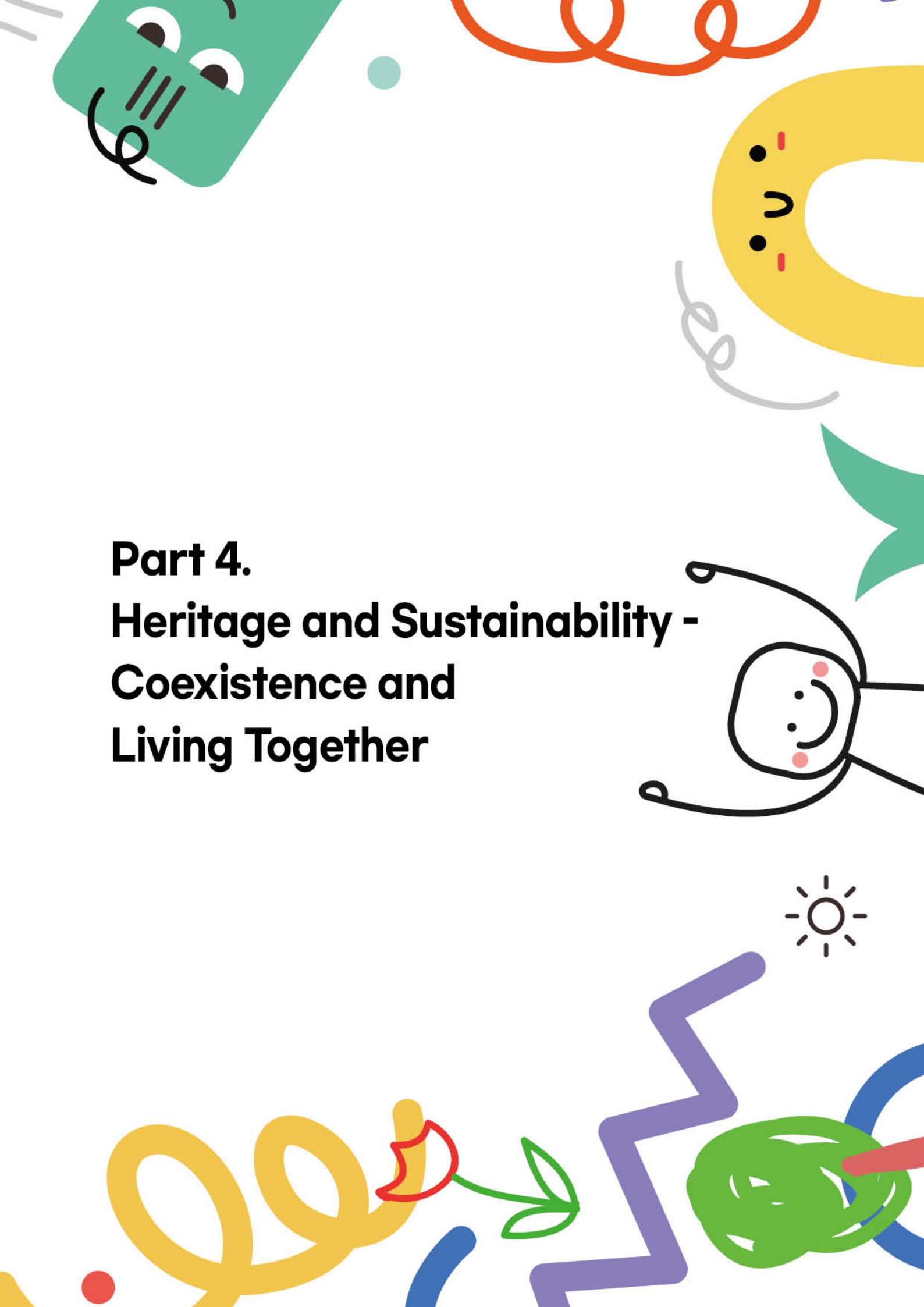
Gochang Gaetbeol (tidal flat) <Image Source: KIM, Jin-keun>



The sight of an large egret visiting <Image Source: KIM, Hyeong-hag>



## Further Readings



**Part 4.**  
**Heritage and Sustainability -**  
**Coexistence and**  
**Living Together**

## Sustainable development: Common goal of humanity

Sustainable development is meeting the needs of the present without compromising the ability of future generations to meet their own needs

*Bruntland Report (1987)*

- Have you ever heard of the terms sustainability and sustainable development?
  - You might be unfamiliar with these concepts, and even if you've heard of them, you might understand them to be about environmental issues.
  - Some of you might know of sustainable development as the idea that, if we can't totally avoid economic development and progress, we should at least limit it on behalf of future generations.
- But sustainable development means more than simply reducing development to make resources last longer. It is an important promise that humanity has made so that we can all coexist happily and freely.
  - Development goals are often something achieved in a short span of time through concentrated investment, like "achieve 30% economic growth in the next three years."
  - But the Sustainable Development Goals (SDGs) promote a form of development that can be maintained over a long period of time with all parts of human society working together toward a form of development that allows everyone to progress together, without leaving some people behind, and in a way that means we are not damaging the future prospects of the Earth.

### SUSTAINABLE DEVELOPMENT GOALS



## Leave no one behind: Everything is connected

- In September 2015, the UN passed a resolution urging the international community to work toward the Sustainable Development Goals (SDGs) by 2030.
  - In the past there was a tendency to think that the two values of economic development and environmental protection cannot coexist.
  - A significant change in perspective arose with the concept of sustainable development in the belief that economic development and environmental protection can go together.
- A principle of the SDGs is **'Leave no one behind.'**
  - The 17 goals and their 169 targets are interrelated. The three priority goals are poverty eradication, ensuring human rights, and achieving gender equality.
  - The 17 goals are as below (see next page).



Goal	Description
<b>1</b> No poverty	End poverty in all its forms everywhere
<b>2</b> Zero hunger	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
<b>3</b> Good health and well-being	Ensure healthy lives and promote well-being for all at all ages
<b>4</b> Quality education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
<b>5</b> Gender equality	Achieve gender equality and empower all women and girls
<b>6</b> Clean water and sanitation	Ensure availability and sustainable management of water and sanitation for all
<b>7</b> Affordable and clean energy	Ensure access to affordable, reliable, sustainable and modern energy for all
<b>8</b> Decent work and economic growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
<b>9</b> Industry, innovation and infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
<b>10</b> Reduced inequalities	Reduce inequality within and among countries
<b>11</b> Reduced inequalities	Make cities and human settlements inclusive, safe, resilient and sustainable
<b>12</b> Responsible consumption and production	Ensure sustainable consumption and production patterns
<b>13</b> Climate action	Take urgent action to combat climate change and its impacts
<b>14</b> Life below water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
<b>15</b> Life on land	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
<b>16</b> Peace, justice and strong institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
<b>17</b> Partnership for the goals	Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

## Integrating heritage and sustainable development: Learning for appreciation and empowerment

“

The Buddhist temple in my area is not on the UNESCO World Heritage List, but it's my World Heritage. I run about this place with my brother. If I think this way, the bakery across my school is also World Heritage. I go there every day, and it contains memories of my friends and me.

From an elementary schooler's presentation at the event "Heritage and Community" held in Japan

”

- At an elementary school in Chitose, in the city of Yamagata, students learned about their local traditional culture and discussed how they relate to their traditions and local community.

  - Students learned about the rice planting dance performed on January 15th of the lunar new year. The dance is related to the great drought that occurred in this region a long time ago.
  - As people dance, they visit every house and hope for a plentiful harvest for the year.
  - In learning about this traditional dance, students could consider the relationship between their hometown and traditional culture, and how traditional culture helps residents prevent disasters and live happily together.
  - These classes were designed to inspire students on ways to revitalize their local community and the world.<sup>94)</sup>
  
- On Jeju Island in South Korea, ASPnet schools have worked with organizations to form a viable model for the future in the local ecological and cultural context, and have used this model to conduct classes on themes such as Jeju buckwheat, the mythologies of Jeju, and building a sustainable life and future.

  - Students learned about Jacheongbi, the goddess of farming in Jeju. They read the myth of Jacheongbi then constructed a story featuring the major points of the myth, called "The Tale of Jacheongbi who Bloomed in a Field of Buckwheat." It was performed as a play, and the story was exhibited in a buckwheat field.
  - Students also gave presentations on diverse topics such as "Jeju agriculture and the 6th industry," "Traditional games and youth culture," and "Jeju buckwheat and Jeju food."<sup>95)</sup>





**Student Activity**

## Heritage stamp tour: Reflecting on sustainable tourism

### Heritage - Journey -

※ Write the name of your town in the box above.

- In Chapter 8 (Palau) we learned about sustainable tourism, which helps protect the local nature and culture.
- **Conduct research on examples of sustainable tourism.**
  - Find other examples of sustainable tourism in South Korea or other countries and think about the factors that make them successful.

	Success factors:
(Example 1:     )	

	Success factors:
(Example 2:     )	

- **Conduct research on a culture that is native to your local region.**
  - UNESCO conducts the World Heritage Journey project to support sustainable tourism to World Heritage Sites.
  - Visit the World Heritage Journey website (<https://visitworldheritage.com>) for a closer look. Then plan a tour of your own community's heritage.



## Student Activity

※ Write the name of your town in the box below.

# Heritage - Journey -

[Theme:

] Names of group members:

(Destination 1: )

(Destination 2: )

(Destination 3: )

(Destination 4: )

(Destination 5: )

## Student Activity

- Design the stamps for the stamp tour

### [Here's an example] Gamcheon Cultural Village ("the Santorini of Busan") Stamp Tour

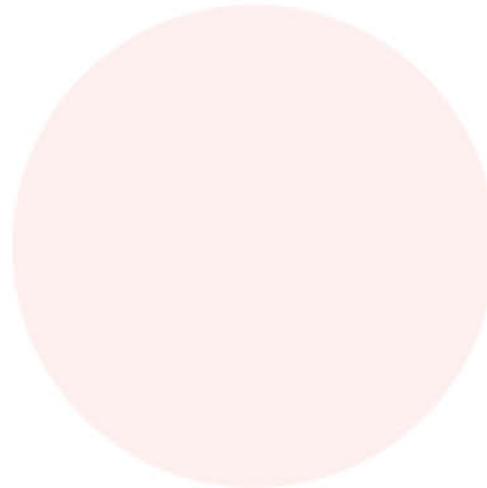
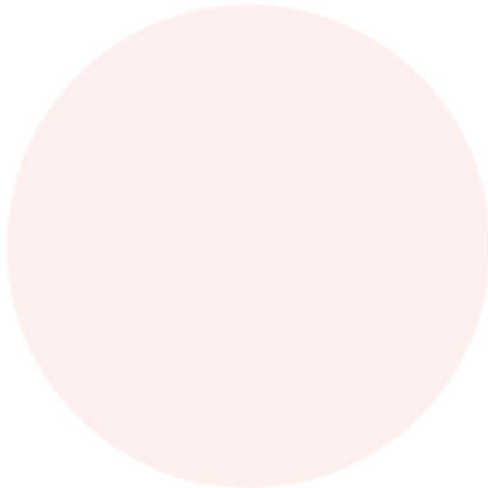


Today's Gamcheon Culture Village still maintains the original look of Busan when Korean War refugees settled here in the 1950s. Colorful houses cover a hillside where you can enjoy views of both nature and picturesque little alleyways...

As you enjoy this village on the coast, try the stamp tour to find 12 stops along the alleyways. Artistic pieces by local artists and unique photo zones installed in various locations are sure to charm.

Source: Travie Magazine ([www.travie.com](http://www.travie.com))

Design the stamps for your local heritage stamp tour.



Visit the following websites for more information



World Heritage Journey  
<https://visitworldheritage.com>



Korea Heritage Service  
<https://english.khs.go.kr>

## Sustainability through digital heritage tourism

(Student Activity) Try digital tourism virtual experience

- As digital technology has greatly progressed in recent years, there have been lots of initiatives to use the new technology not only in heritage restoration and preservation but also in experiential tours.
- Gongsanseong Fortress, located in the city of Gongju in South Chungcheong Province, is part of the UNESCO World Heritage "Baekje Historic Areas." In 2022, a concert called "Tales of Moonlit Nights in Gongsanseong" was held on a virtual, online platform.
- The Mireuksa Temple Site in Iksan, North Jeolla Province is also part of the "Baekje Historic Areas." The temple and the artifacts found in Mireuksaji Stone Pagoda were also exhibited on a virtual online platform so that younger people could get to know the heritage properties. The virtual exhibit allowed visitors to interact freely with the heritage for a rich tour experience.
  - In real life, tourists can't go up the Mireuksaji Stone Pagoda and dance, but in the virtual world you can ride on a cloud, dance atop the pagoda and take pictures freely.
- These examples show how interactive virtual tours on digital platforms can be powerful tools for sustainable tourism.



## Student Activity

### Try digital tourism virtual experience

- Discuss the advantages and disadvantages of digital heritage tourism on virtual platforms such as the Metaverse. Can all forms of heritage be experienced digitally? What's the significance of forms of heritage existing in real life? What's the difference between digital heritage tourism and in-person tours?
- Take a digital tour and discuss the advantages and disadvantages.



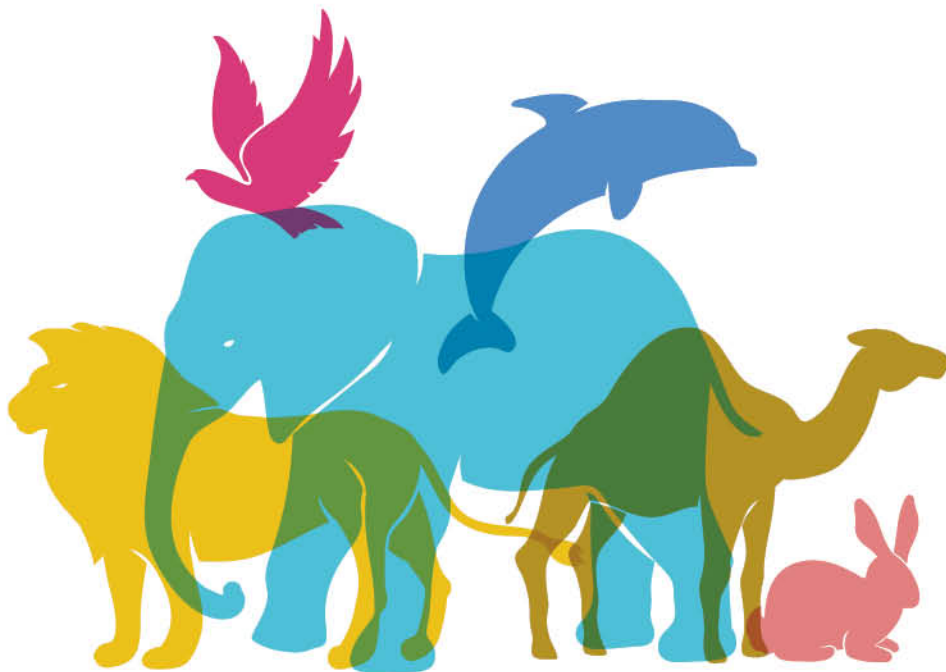
Visit the following website

Korea Heritage Service for Children and Youth  
(<https://kids.cha.go.kr/depart/KidsIndex.action>)

Group name	Group member names
Tour Location	
Main Content of the Tour	
Advantages of a Digital Tour	
Disadvantages of a Digital Tour	

## Recognition of the Earth, nature, and animals' legal rights

- In 2008, Ecuador was the first country in the world to include the rights of nature in its constitution. Argentina also recognized chimpanzees and orangutans as legal "persons" with legal rights.
- In the Netherlands, it's illegal to keep just one goldfish in an otherwise empty fishbowl.
- The courts in the United States and India made rulings prioritizing the survival of narwhals, northern spotted owls, and Asiatic lions over human convenience.
- In 1996 the Environmental Protection and Information Center and the marbled murrelets sued Pacific Timber Company that was about to cut down the forests in Humboldt County, California in the United States. The Court found that the birds are protected by the Endangered Species Act, they have the right to bring a suit, and that logging that threatens the birds' survival is prohibited.
- The parliament of New Zealand passed a law granting legal personhood with rights equal to persons to the Whanganui River, sacred to the indigenous Maori people. Whoever harms the river can be penalized as if they have harmed a person. A Maori representative and a government representative together advocate for the river's rights. The Maoris who have been living around the Whanganui River for over six centuries say, "Kō au te Āwa, kō te Āwa kō au" (I am the river, the river is me).<sup>96)</sup>



## Crisis of environmental unsustainability

- You may have heard much about the global environmental crisis and climate change.
  - You don't have to look any further than our own Korean Peninsula, where we see biodiversity being threatened and ecosystems disappearing.
  - Climate change is having a massive impact on World Heritage sites.
  - For example, the city of Venice is just one place that has been submerged in flooding. The Great Barrier Reef, located off the coast of Australia, is the world's largest coral reef system, but these corals are bleaching and dying as the sea temperature rises.
  
- How is the environmental crisis related to sustainable development?
  - The environmental crisis is not just about the environment.
  - The UNESCO report *Reimagining our futures together: a new social contract for education* (2021) identified two major causes of human unsustainability as the climate crisis and inequality.
  - The environmental crisis is not just an environmental problem. It deeply affects human rights and equality.
  - The United Nations Commission on Human Rights is issuing reports that the climate crisis has caused greater economic inequality and warns that this will put millions of people in a state of absolute poverty.
  
- Let's examine the results of a survey of 1,278 adults in the United States conducted by the Yale Program on Climate Change Communication.
  - The results showed that most considered the climate crisis as either an environmental issue or a scientific issue.
  - But others also responded that it is an issue for agriculture (63%), politics (57%), human rights (51%), morality (38%), poverty (29%), national security (27%), social justice (27%), and religion (9%).
  
- It's time we recognize climate change as not just an environmental issue but as a comprehensive ecological, economic, political, and cultural issue.<sup>97)</sup>
  - To respond to the negative impact of the environmental crisis on sustainable development and heritage conservation, we should start with our own communities to discuss the matter and take action together.



## Indigenous traditional knowledge and sustainability: Mayangna people in Nicaragua <sup>98)</sup>

- The Mayangna Tribe that lives in Bosawás Biosphere Reserve in Nicaragua wanted to record their Indigenous traditional knowledge and worldview.

  - UNESCO recognized that Indigenous traditional knowledge contains solutions to overcome human dilemmas. So, the Local and Indigenous Traditional Knowledge Systems (LINKS) Project supports the identification and documentation such knowledge.
  - With the support of UNESCO's LINKS Project, the Mayangna people documented Mayangna knowledge of aquatic life in a 400-page book.
  
- The Mayangna people classify living things in local waters into 30 species of fish and six species of turtles. These classifications are slightly different from scientific taxonomy but complement each other.

  - In other words, Indigenous traditional knowledge is not unscientific. It contains valuable wisdom that allows humans to coexist with nature.
  - When a snook fish swims close to the surface, it's a sign that winter is coming. When the blackwood turtles are drifting, it's a warning that a flood is imminent.
  - The Mayangna people believe that the mermaid Liwa lives in the waters. Liwa protects the fish by attacking people who overfish (see image below).

An oral tale about Liwa who came out of the water saying, "You have killed many fish therefore I am going to take you away."

For further information: UNESCO LINKS Project website

<https://www.unesco.org/en/links?hub=408>

<Image Source: A Brief presentation of the book: *Mayangna knowledge of the co-existence of people and nature: fish and turtles*, 2010, p.9-<sup>99)</sup>



**We reaffirm the vital role of the indigenous peoples in sustainable development**

Johannesburg Declaration on Sustainable Development (1987)



## Examples of Indigenous traditional knowledge that makes life sustainable

- The Kikuyu women in Kenya play a central role in crop breeding and seed preservation.
  - The women breed a variety of beans in the same field and save multiple types of seeds to prepare for unpredictable weather and disease.
  - These seeds are valuable reserves of Indigenous traditional knowledge on plants.
  - Farmers, nomadic herders, fishers, traditional healers, and others with Indigenous traditional knowledge help to protect biodiversity.<sup>100)</sup>
- From the 17th century to the early 1900s, whaling was practiced on the Southwest coast of Honshu Island in the village of Kayoiura, in the city of Nagato, Yamaguchi Prefecture.
  - Kayoi used to be a traditional whaling village and lots of customs related to whaling still exist today. These are examples of cultural heritage striving for sustainability.
  - The village has preserved a record of the names of whales documented between 1802 and 1842. The record contains the names of the whales caught, the date and the location of the catch, the type and size of the whales, and even the whales' temperament.
  - For example, the whales were described as "cold, respectable, elegant white (March 1807) or "heroic, principled, massive, male" (March 1834).
  - In another temple, there are women who call on the names of whales and pray for them every day. They devote their entire lives to praying for the whales in penitence.<sup>101)</sup>





The Terraced Agriculture of Machu Picchu

- The UK media company BBC has described several cases of how the knowledge of indigenous peoples around the world can provide clues to solving present environmental problems.<sup>102)</sup>
  - The traditional practice of Zai among the indigenous peoples of the Sahel in Africa involves digging a pit to fill it with compost, manure and seeds before the rainy season. As the weather becomes more unpredictable with global warming, this method helps trap water in a region where water is scarce, and makes the soil more fertile.
  - For thousands of years, the Aboriginal people of Australia have practiced the custom of controlled burning of the land to improve biodiversity, prevent the spread of wildfires, and keep the soil healthy. This tradition is practiced with care, and in ways calculated to fit the ecosystems.
  - Machu Picchu in Peru symbolizes terrace farming by the Incan Empire. In the harsh conditions of high elevations, the indigenous people are restoring the once-neglected terrace farms to grow fruit, nuts, and vegetables using llama and alpaca manure as fertilizer. This farming method is an appropriate response to climate change since it increases land space, reduces water use, and prevents soil erosion.
  - About 400 different indigenous tribes live in the Amazon rainforest. In their gardens, hundreds of different edible plants are grown. These gardens function as “seed banks” to grow species that can adapt to weather changes. The indigenous people also leave the gardens once the plants fully grow so that the forest can regenerate.
  - In restoring the Vainosjoki River in Finland, the non-profit organization Snowchange asked the indigenous Sami people for help. The Samis remembered the traces of old rocks and stones to successfully make a map of the old river. By restoring the waterways, trout and other fish returned, and the ecosystem is being restored.

## The relationship between Intangible Cultural Heritage of Humanity and sustainable development

- UNESCO heritage includes World Heritage, the Memory of the World, and Intangible Cultural Heritage of Humanity. As of 2024, South Korea has inscribed 16 sites on the World Heritage List, 18 items of documentary heritage on the Memory of the World Register, and 22 items of heritage as Intangible Cultural Heritage of Humanity.
- The South Korean heritage listed as Intangible Cultural Heritage of Humanity includes the “Royal ancestral ritual in the Jongmyo shrine and its music,” which was the first item to be listed, and Korean Buddhist rituals such as Yeongsanjae (2009) and “Yeondeunghoe, lantern lighting festival in the Republic of Korea” (2020). The list also includes common pastimes and rituals such as Ganggangsullae (2009) and Jeju Chilmeoridang Yeongdeunggut (2009). You can see from these examples how Intangible Cultural Heritage of Humanity includes a lot of different things

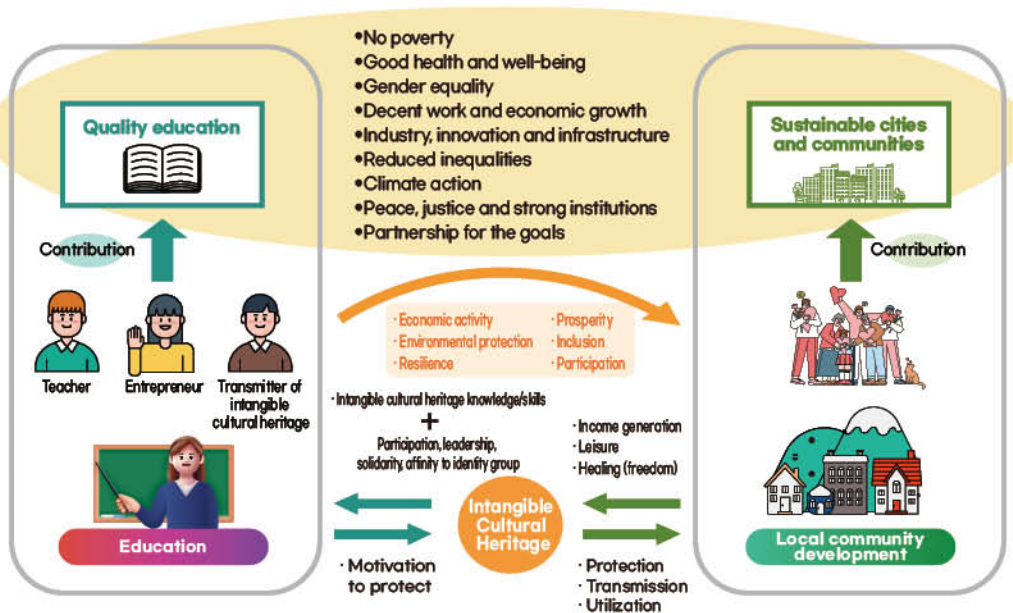


Figure: Relationship between Intangible Cultural Heritage of Humanity, community, education, and sustainable development<sup>103)</sup>

- As you can see in the figure above, Intangible Cultural Heritage of Humanity has the ability to contribute to sustainable development of local communities. An item of Intangible Cultural Heritage of Humanity may be a custom communities can practice together. Families and communities can unite around the culture, and in doing so find resources to overcome disasters and become more resilient. And on a wider scale, we can use Intangible Cultural Heritage to form an inclusive global community, as a diverse range of people, regardless of gender, age, occupation, religion, political inclinations, ethnicity, and nationality, practice and use elements of Intangible Cultural Heritage of Humanity and participate in decision-making regarding it.
- In addition, as we learn this ancient knowledge passed down through generations, we can find knowledge and skills necessary for sustainable development. With Intangible Cultural Heritage of Humanity, students can hone their critical thinking skills while increasing their affection for and pride in their community.



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## Embracing Peace through UNESCO World Heritage

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English Edition published on 1 December 2024

Original Korean Edition published on 1 September 2023

by the Korean National Commission for UNESCO

26 Myeongdong-gil (UNESCO Road), Jung-gu, Seoul 04536, Republic of Korea

[www.unesco.or.kr](http://www.unesco.or.kr)

ISBN 979-11-90615-51-8

This publication was funded by the Ministry of Education of the Republic of Korea and was produced based on research designed by the Korean National Commission for UNESCO. The authors are responsible for the choice and presentation of the facts contained in this publication and for the opinions expressed therein, which are not necessarily those of the Korean National Commission for UNESCO. No part of this publication may be reproduced or transmitted in any format or by any means without the written permission of the Korean National Commission for UNESCO.

# HERITAGE

“

The significance we give to certain heritage is never static but continues to change. In this process, we not only gain knowledge of history and culture but also learn to approach other people and the world, the past and the present. The essential purpose of heritage education is to cultivate peace for the future by continually allowing learning to reshape our worldviews and value systems.

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