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UNESCO Asia-Pacific World Heritage Youth Forum
Christchurch, NEW ZEALAND

ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the
Promotion of International Cooperation and Mutual Understanding
2007 Upper Secondary School Student Exchange Programme

Misae MINAMI

I. Programme Information

1. Introduction
Asia/Pacific Cultural Centre for UNESCO (ACCU) organized UNESCO Asia-Pacific World Heritage Youth Forum from 18th to 23rd of June 2007 in Christchurch, New Zealand as one of the 2007 Upper Secondary School Student Exchange Programme within the framework of the ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding. This forum was convened in conjunction with the 31st Session of the World Heritage Committee which was being held in Christchurch from 23rd June to the 2nd of July 2007.

2. Objectives
The aim of the Asia/Pacific World Heritage Youth Forum is to engage youth from around the Asia/Pacific region to learn about World Heritage, cultural and environmental sustainability issues. It is also a chance for students to be able to learn about the cultural and natural heritages of their own region, and to be inspired concerning preservation of these aspects as they grow to become the future leaders of their countries. Participation in the Forum will help establish a network for further cooperation at the regional and international level.

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<th>Country</th>
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<tr>
<td>New Zealand</td>
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<td>Australia</td>
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<td>Marshall Islands</td>
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<td>Vanuatu</td>
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Today, UNESCO is promoting Education for Sustainable Development (ESD) through World Heritage Education. This Youth Forum gives the participants great opportunities in the light of ESD.

3. Youth Forum

1 Background

A World Heritage youth event is traditionally held just prior to each meeting of the World Heritage Committee so that young people can interact with the delegates and bring fresh perspectives to international heritage issues. The outcome of the Forum will be presented to World Heritage Committee delegates at the Opening Session of the Committee meeting.

2 Site Visits—Team Activities

The delegates are assigned to one of the World Heritage Youth Teams, each comprising 6 delegates from different countries. Each team is supported by not less than two advisors: one World Heritage advisor and one digital media advisor. Five staff from the Department of Conservation and the New Zealand Historic Places Trust will provide the expert knowledge for the World Heritage advisors for each of the five teams.

In partnership with CWA New Media, a digital media company, we have 5 digital media advisors who provide the team with technical support.

Teams are tasked to investigate and evaluate the five New Zealand sites which could potentially have significance as a World Heritage site. This involves background research as well as site visits.

<table>
<thead>
<tr>
<th>Outpost Location</th>
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<tr>
<td>1 Timaru</td>
<td>Arowhenua Marae, near Timaru</td>
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<tr>
<td>2 Geraldine</td>
<td>Arowhenua Marae, near Timaru</td>
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<tr>
<td>3 Kaikoura</td>
<td>Takahanga Marae, Kaikoura</td>
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<tr>
<td>4 Banks Peninsula</td>
<td>Onuku Marae, Akaroa</td>
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<tr>
<td>5 Lake Ellesmere</td>
<td>Onuku Marae, Akaroa</td>
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Each team is provided with video recording equipment that allows them to film and capture both film and digital images while on location at the outposts. When back in Christchurch, the teams work with a professional producer and editing team to distil their findings down into a 10-minute video presentation that is presented as the “World Heritage Youth Challenge” to the delegates of the 31st World Heritage Committee Meeting during the Opening Ceremony.
II. Proceedings

Day 1 (16th June 2007) Departure
Two students (Takami Ueda and Taisuke Fukuoka) and Misae Minami, a teacher of Nara Women's University Secondary School departed Kansai International Airport for Christchurch at 18:30.

Day 2 (17th June) Arrival at Christchurch
Japanese delegates arrived at Christchurch Airport at 8:45 a.m., where Mr. Hayden Montgomerie, Director of UNESCO Asia-Pacific World Heritage Youth Forum, and Education, Youth and Human Rights Programme Officer of New Zealand National Commission for UNESCO, was there to meet them and take them to their accommodation, YMCA, Christchurch. At lunchtime they met other delegates from Samoa, Cook Islands, Marshall Islands, and Tonga, who arrived after them. In the afternoon they had free time and went sightseeing by themselves, enjoying punting on the Avon, visiting the Cathedral, Canterbury Museum, and The Arts Centre. After dinner they had an informal briefing by Mr. Montgomerie and Ms Ilma Shareef, Coordinator of UNESCO Asia-Pacific World Heritage Youth Forum. The delegates from Thailand, Korea, Australia and Vanuatu, who arrived in the afternoon, were there with them. Mr. Montgomerie explained briefly the concepts and schedule of the Youth Forum, followed by their self-introduction.

Day 3 (18th June) Opening Sessions
The delegates from Fiji arrived late the night before, and those from New Zealand arrived after breakfast, which completed all the delegates' arrival.

(1) Powhiri at Rehua Marae for the UNESCO Asia-Pacific World Heritage Youth Forum Participants and Guests
This was the official opening ceremony of this Youth Forum. After the explanation of formal powhiri procedure, all the delegates headed for Rehua Marae, which is located amid the modern townhouse developments of Christchurch. In this ceremony, they introduced themselves as representatives of their own families, communities, and nations. It was quite impressive to see some of the members speaking Maori comfortably. This ceremony showed them that Maori people are proud of their culture, and also respect other cultures as well. After the powhiri, they enjoyed a wonderful dinner and their hospitality.

(2) CWA Media Briefing for all delegates
Jennifer Bush from CWA Media gave them a lecture on how to give an informative and impressive presentation and explained how the site visits will proceed. She emphasized they should include the following things in our presentation:

- 1 unique fact
- 1 piece of information or story that you find interesting
- 1 reference/comparison with your own country
• 1 humorous/quirky fact, unusual fact

The theme of each site was as follows:
• Timaru: Preservation of the Environment
• Banks Peninsula: Sustainable Tourism
• Lake Ellesmere: Fresh Water Preservation
• Geraldine: Language and Culture Diversity
• Kaikoura: Business and the Natural Environment

After checking all the equipment, each group held a meeting regarding the site-visits.

**Day 4 (19th June) Departure for Sites Visits**

(1) Welcome at Canterbury Stone Provincial Council Chamber

Mr. Hayden Montgomerie, Youth Forum Director and Ms Ilma Shareef, Youth Forum Coordinator, delivered the official welcome speech.

(2) Panel Discussion—Introducing World Heritage—chaired by Mr. Hayden Montgomerie

1) UNESCO World heritage Sites and the UNESCO World Heritage Convention

Mr. Paul Dingwall, a consultant on World Heritage to the World Conservation Union—the International Union for the Conservation of Nature and Natural Resources (IUCN) talked about the fundamental concept of World Heritage Convention

2) Natural Heritage

Mr. Ian Hill of Department of Conservation, New Zealand, talked about Natural Heritage, especially about the changes in vegetation, programmes, and education to protect natural properties.

3) Cultural Heritage

Mr. Alan Jolliffe of New Zealand Historic Places Trust talked about Tangible and Intangible heritages focusing on the relationship with local people and the comparison with your own community.

4) Question and Answer Session

(3) Introduction to The UNESCO Asia-Pacific World Heritage Youth Forum—chaired by Mr. Hayden Montgomerie and Ms Ilma Shareef

1) History of the World Heritage Youth Forums

2) Concept of the World Heritage Youth Challenge

3) Overviews of the 5 sites—Kaikoura, Timaru, Geraldine, Lake Ellesmere, Banks Peninsula)

(4) Sites Visit

Delegates departed for 5 different sites, a media and a heritage expert accompanied each group.

Timaru Team, which Ms Minami was with, visited Opihi Site to see the rock art and listened to Amanda Simpson, a Rock Art expert, with a specialty regarding the ink used for the rock art. They stayed at Arowhenua Marae, where in the evening they listened to experts’ lectures and exchanged their thoughts of artistic heritages. Te Kenehi Teira, National Maori Heritage Manager, gave them the lecture on Rock Art in Te Waipounam, focusing the relationship with the local cultures.
and comparison with the delegates' cultures. Amanda Simpson, Curator for Rock Art Trust, explained preservation of Rock Art in the southern island compared with the northern island. Mandy Waaka Hone, Chair of Maori Rock Art Trust, talked about the importance of preserving Maori arts, focusing on the history of Maori in New Zealand.

After interviewing the experts, asking a lot of questions on Maori stories, legends, spiritual culture, and so on, the delegates slept in the big room of the marae, in sleeping bags, which was quite an experience for all the delegates.

Day 5 (20th June) Sites Visits

(1) Opening Manunui Interpretation Shelter

Timaru Team went to Te Manunui Rock Art Site at Frenchman's Gully to celebrate the opening of its Interpretation Shelter. Mayor of Temuka and Mayor of Timaru were there with other local people and Rock Art experts, who all expressed the importance and the meanings of the shelter for the community and other people.

(2) Presentation on Rock Art Centre at The Landings Building at Timaru

Amanda Simpson gave a lecture on Ngai Tahu Maori Rock Art on
1) Lack of awareness on the region level and national level
2) Relation with tourism
3) Lack of funding

(3) Lunch at Timaru District Council Building

Delegates were invited for the lunch, where they introduced themselves and what they were doing for the Youth Forum, and had friendly talk with councilors.

(4) Sharing of information from site visits

After dinner, all the teams reported what they have done at their sites.

- Kaikoura Team visited the conservation office and learned about the natural environment and tourism. On a boat they saw albatrosses, seals, dolphins, and a whale. They sang a lot of songs with guest speakers playing traditional music instruments.
- Banks Peninsula Team went to the beach, enjoying the beautiful scenery, and saw baby penguins. They interviewed farmers, the museum curator and eco-tourism operators, and learned about the relationship between tourism and business
- Lake Ellesmere Team went to the office of Department of Conservation, and learned about fresh water preservation.
- Geraldine Team visited the Church of Hoy Innocent and an old homestead, and interviewed the history expert. They learned about the diversity of language and culture, and discussed the importance of preserving their own languages and cultures.

Day 6 (21st June) Working on the Presentation

(1) Film Editing

With the great help of Rachel Douglas and Jennifer Bush, CWA media experts, and delegates spent a
whole day in the ICT room of Christ's College, editing the films for the World Heritage Youth Challenge. A ten-minute film was expected to be completed with pieces from all the five groups put together. Jennifer gave each group instruction to make the following points clear:

1) To choose best moment/shots, “wow” factors
2) 4 things to show
   ① 1 unique fact
   ② 1 piece of information or story that you find interesting
   ③ 1 reference/comparison with your own country
   ④ 1 humorous/quirky/unusual fact

(2) LEARNZ Visual Field Trip Teleconference
Using the teleconference system at Christ's College, they talked with two teachers, Mike and Audrey, who were in Tongariro National Park. Delegates asked the following questions:

1) What is the creation story of Tongariro?
2) Why is Tongariro considered to be Natural and Cultural Heritage?
3) Why is Tongariro a sacred place for Maori people?
4) What is the benefit of a virtual field trip?

For most delegates this was their first experience using teleconferencing, which they thought interesting.

(3) Christ's College
Christ's College, where delegates worked on their presentation, is an independent boarding and day school for boys. It began in 1850, and they still use its original buildings, including heritage buildings. Delegates had the opportunity to see the school's Haka Competition after lunch, enjoyed dinner in their gorgeous-looking dining hall, and were shown around the school sites after the day's activities.

(4) Evening meeting
Since one delegate was leaving the next day, and due to the busy schedule on Friday and Saturday, delegates decided to have an informal “farewell” meeting, sharing their thoughts and introducing their own cultures, such as songs and dances.

**Day 7 (22nd June) Presentation and Editing**
(1) Presentation by Mr. Francesco Bandarin, Director of UNESCO World Heritage Centre on the World Heritage and Committee 31st session
Mr. Bandarin introduced himself and the delegates talked about their impression on the sites they visited.

Mr. Bandarin, in the 7th year of being Director of UNESCO World Heritage Committee, is from Italy, and he used to be an architecture professor of Venice University. He told us that he is challenging to protect heritage and to preserve the basic fundamental values of heritage. He also asked the delegates to study the basics and apply their knowledge to practical environmental preservation using concrete strategies.

(2) LEARNZ Teleconference between Mr. Bandarin and New Zealand schools
Mr. Bandarin and Mr. Chris Carter from the Ministry of Conservation held a teleconference with primary schools in New Zealand. School children asked a lot of questions and Mr. Bandarin answered them using simple terms but in a careful way.

Questions:
- What changes will occur in Tongariro in the future?
- What is the cultural value of Tongariro?
- What other sites will be considered as World Heritage?
- How did you get involved in the World Heritage Committee?
- What is the World Heritage Committee going to do?
- How many World Heritage sites have you seen?
- What is the decision process of World Heritage?
- How did Tongariro change after it was put in the list?
- What is your favorite walking track?

(3) Presentation Workshop
Final check for the presentation was done, such as where to stand and how to move on the stage.

(4) Formal Dinner—hosted by Dame Silvia Cartwright, Chairperson of the New Zealand National Commission for UNESCO

The delegates were invited to the formal dinner at the Crowne Plaza Christchurch. Most of the delegates attended the party in their traditional costume, which was impressive to see. They enjoyed talking with other guests over wonderful meals.

**Day 8 (23rd June) Opening Ceremony of the UNESCO World Heritage Committee Meeting**

(1) Dress Rehearsal

Dress Rehearsal was held in the Auditorium in Christchurch Town Hall, which was the venue of the opening of the 31st UNESCO World Heritage Committee Meeting. Delegates rehearsed the song, the film and their speeches.

(2) Final Briefing

(3) Official Powhiri and Opening Ceremony of the 31st Session of the UNESCO World Heritage Committee Meeting

1) Powhiri

2) Opening Addresses

Garry Moore, Mayor of Christchurch expressed welcome to the 31st World Heritage Committee Meeting and celebrated World Heritage Week in Christchurch.

Anand Satyanand, the Governor General of New Zealand extended a welcome to all the guests and congratulations on the opening ceremony of the World Heritage Committee meeting, which was the first meeting in the Pacific region in the last 30 years. He referred to Waitangi Treaty and Opera House, which are nominated as World Heritage, and also Galapagos Islands as an issue of concern.
Helen Clark, Prime Minister of New Zealand and also Minister of Arts, talked about the importance of World Heritage in New Zealand. She also referred to some intangible heritage and global issues such as global warming.

Marcio Babosa, Deputy Director General of UNESCO, sent a message from Koichiro Matsuura, Director General of UNESCO, who couldn't attend the meeting due to sickness., congratulating on the first World Heritage Committee meeting held in the Pacific region.

Zhang Xinsheng, Chairman of the UNESCO Executive Board, expressed his gratitude for the warm welcome. He appreciated New Zealand's tangible and intangible heritages as well as natural and cultural heritages. He also introduced the meeting issues, such as promoting peace through culture and south-north and south-south cooperation.

(4) UNESCO Asia-Pacific World Heritage Youth Forum Presentation and Challenge
Dame Silvia Cartwright, Chairperson of the New Zealand National Commission for UNESCO, introduced the Youth Forum members. They gave their presentation using the DVD film they produced, which was received with cheers.

(5) Entertainment
Kapa Haka—traditional Maori poi, action song and haka

(6) Welcome
Tumu te Heuheu, Paramount Chief of Ngati Tuwharetoa and Chairman of the World Heritage Committee, welcomed all the participants and declared the opening of the meeting. He also extended his congratulations on Youth Forum delegates.

Day 9 (24th June) Departure
Since the flight was very early in the morning, the Japanese delegates left YMCA at 4 a.m., when a lot of other members were there to say good-by. They exchanged the final greetings and departed.

III. Outcomes and Future Plans
Through this Youth Forum, the delegates learned and discussed a great deal about the following four things:
(1) World Heritage, not only in New Zealand but all over the world, from both cultural and natural viewpoints.
(2) Traditional culture of Maori people and also their own culture
(3) Presentation using ICT
(4) Cooperation and Friendship

All the delegates are sure to make the best use of this experience and become great leaders of their own nations and also of the world in the near future.
Students' Comments

Taisuke Fukuoka

The most important thing I obtained from this Youth Forum was that I learned from the discussions and daily conversation that people from different places all treasure their culture and nature and are proud of them. I felt ashamed because I was not so interested in my own culture and I knew very little about the World Heritage in my own region. What I want to do now is to talk to people around me, my friends and family, about a lot of serious issues surrounding us. The problem is that people do not take those issues seriously. If this programme were used only for the young to learn about World Heritage and to present the result of the research, it would be worthless. The participants in this forum can introduce a lot of different viewpoints that we learned here to other young people in our own countries, and should discuss issues about our culture and nature in our own countries, so that we can share the ideas from all over the world and start to make a better future together.

Takami Ueda

Series of surprises! This is my impression of the Youth Forum. New information flew constantly at me as if it were endless music, and many discoveries kept me excited. Learning a lot from the experts about the culture and nature of New Zealand, listening to local people's ideas and opinions, learning how to make the documentary using IT! I experienced many new things. Above all, however, the most important thing I learned from this forum is that we, young people from different places and different cultures, can work together and help each other in order to accomplish something. This is wonderful. It is difficult but never impossible to understand others. Through good communication, we can understand others and can work together. We are the people who will build tomorrow's world. To make the world a better place, we can do something.

"Let's celebrate and protect the world together. It's the pathway to our future."

This is the phrase we used in our Youth Challenge Presentation for the opening ceremony of the World Heritage Committee meeting. We should keep it in our minds and begin to move forward.

IV. Comments and Suggestions

The participants' feedback and views of the programme

1. What was your overall impression of the programme in which you participated?
2. What do you feel were the most useful/valuable activities of the programme? Please give reasons why.
3. What were your objectives in participating in this programme? Please tell us whether or not your expectations were met, and the reasons why/why not.
4. To maximize the benefit of this programme, how do you plan on applying ideas and skills you obtained through your participation in the programme upon your return?
5. Please give us your suggestions on how to improve the Programme in the future.
Evaluation by Students

Takami Ueda

1. This programme was a series of surprises. I learned a lot of new things that I couldn’t learn at school in Japan. Moreover, I was excited that people from many different countries did one thing together. I hope that this programme will be continued for the world peace. We need to cooperate with people from other countries.

2. The site visit to Timaru was the most useful and valuable activity, because I found that we could help each other beyond the difference of languages, and because I learned a lot from many experts. I also learned about the importance of balance between culture and nature. In New Zealand, people keep a good balance, which Japan has to learn. We should find out how to keep it better.

3. My objectives were to talk about peace and to learn about World Heritage. I learned a lot about World Heritage from experts and from the visit, but we were so busy that we couldn’t talk about peace. However, through working together with other students, we learned about peace. We helped each other very well, so countries should be able to help each other, too. Complete understanding is difficult, but we have to protect the world together.

4. I will tell people around me that we can help and understand each other beyond the difference of languages, cultures, and so on, which I learned through this programme. I will also want to use the knowledge and skill of IT, such as editing using a computer. We will need more advanced skills and knowledge of technology in the future, so this programme meant a lot for us.

5. More and better information about this programme could have made it better. Then we could have prepared more properly. We should continue this worldwide meeting for young people to understand each other. Also this programme could be better if we could stay for another week, because one week was too short to talk about the issues thoroughly and to deepen our knowledge and understanding.

Taisuke Fukuoka

1. It was great that people from all over Asia/Pacific were able to discuss about World Heritage. I learned a lot of different opinions. In addition, learning about World Heritage from experts was really exciting and made us consider the issues more deeply.

2. The site visit was the most valuable. I went to Banks Peninsula, where I obtained a lot of information and heard stories from the local people. I also enjoyed the beautiful scenery. That kind of ‘hands-on’ learning is precious for our education.
3. My objective was to understand how people in other countries think of and treat World Heritage. I expected something different, but I learned how they think about World Heritage through the discussions and conversations. They treasure their World Heritage, and we have to understand that better.

4. First, I will talk to my family and my friends about what I learned in New Zealand. Second, for the school festival at my school in September, where I will make a film with my friends, I can use the IT skills I’ve obtained through this programme and can teach my friends.

5. We made a short film for the opening ceremony of UNESCO World Heritage Committee meeting. However, I think making speeches would also be good. I also wanted to listen to more stories from the local people. We need more time to prepare for the presentation. If we had stayed there longer, we could have done things better.

Evaluation by the Teacher

Misae Minami

1. Overall, the programme was very well organized and well planned. Though the schedule was quite tight, it was worthwhile. It was a pleasure to see all the 30 students from 12 different countries working together and having fun together, building up their friendship.

2. The site visit was the most valuable activity. Listening and talking to the experts of each site was a great experience for the delegates to learn about heritage. The hands-on activities and learning from experts about how to use IT for presentations was also a valuable lesson for the delegates. Staying at maraes, which are Maori meeting places, and participating in powhiri, the Maori welcome ceremony was a precious experience to learn about Maori culture.

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4. (1) This programme has given me valuable ideas for organizing exchange programmes for young people.
(2) What I have learned about conservation of culture and nature will be of great use in my theme-based English teaching.
5. (1) It would be better if we could stay a little longer, because one week was a little too short to do everything on the list—from visiting sites and teaching to editing a film. It was a pity that delegates could not do much about editing and left it to the IT experts to finish.

(2) More information about the programme in advance could make it more fruitful. For example, if we had known what the five sites were, we could have done some research beforehand. And also if we had known what kind of IT skills would be required, we could have been more prepared.

(3) If more teachers could come to the forum, we could expand the relationship among UNESCO ASP better.

V. Technical Inputs

1. New Zealand and World Heritage

New Zealand has the honour of hosting the 31st session of the World Heritage Committee in 2007. The Department of Conservation, as New Zealand’s State Party representative for the World Heritage Convention (WHC), is responsible for organizing the World Heritage Committee meeting in Christchurch, from 23 June to 2 July 2007. Tumu te Heuheu, Paramount Chief of Ngati Tuwharetoa, is Chair of the UNESCO World Heritage Committee, a role that will culminate in the hosting of the 2007 meeting.

UNESCO World Heritage sites are places with cultural or natural (or both) significance, as decreed by the World Heritage Committee. The sites are ‘natural and cultural properties of outstanding universal value [protected] against the threat of damage in a rapidly developing world’. New Zealand presently has three World Heritage sites: Te Wahipounamu; Tongariro National Park and the Sub-Antarctic Islands.

(1) Tongariro National Park

In 1993 Tongariro National Park, in the central North Island, became the first property to be inscribed on the World Heritage List under the revised cultural criteria describing cultural landscapes. This was the first national park to be established in New Zealand and the fourth in the world. In 1887 Te Heuheu Tukino IV (Horonuku), then the paramount chief of Ngati Tuwharetoa, gifted the sacred peaks to the nation. To tangata whenua (people of the land) the mountains are a vital part of their history, their whakapapa (genealogy) and legends are venerated accordingly.

- Ko Tongariro te maunga Tongariro is the mountain
- Ko Taupo te moana Taupo is the lake
- Ko Ngati Tuwharetoa te tangata Ngati Tuwharetoa are the people
- Ko Te Heuheu te tangata Te Heuheu is the man

It is said that their ancestor, Ngatoroirangi (the navigator and tohunga of the waka Arawa) was close to death after exploring this mountainous region. He called out to his sisters from his pacific homeland, Hawaiiki, to send him fire. The fire came but its passage left a trail of volcanic vents, from Tongatapu,
through Whakaari (White Island), Rotorua and Tokaanu, before reaching Ngatoroirangi on the slopes of Tongariro.

The three andesitic volcanoes at the heart of the park—the mountains Tongariro, Ngauruhoe and Ruapehu form the southern limits of the Taupo Volcanic Zone. Volcanic activity in the zone started about 2 million years ago and is on-going today. Ruapehu and Ngauruhoe are two of the most active composite volcanoes in the world. In 1995 and again in 1996 Ruapehu has erupted in spectacular fashion sending clouds of ash and steam skyward and mantling the surrounding snow fields and forest with a thick film of ash.

It is a land of strong contrasts. Chaotic, barren lava flows, winter snowfields, hot springs and active craters can be seen side by side. Its plants too vary considerably, from alpine herbs to thick swathes of tussocks and flax, from the hardly, low-growing shrubs of the Rangigo gravel-field to dense beech forests. It is a harsh environment for plants; poor pumice soils and volcanic activity slows the development of diverse forest yet some pockets of magnificent podocarp forest can be found. They survived the eruption of Lake Taupo (1800 years ago) because they were sheltered on southwest slopes of Ruapehu.

Tongariro is home to many amazing native creatures including New Zealand's only native mammals, the short and long tailed bats. Birds you might see during daylight include North Island robins, fantails, parakeets and even a kereru (native pigeon) or two. Smaller, but no less interesting are the numerous insects that lie in the park.

(2) Te Wahipounamu—South West New Zealand

Te Wahipounamu (Maori for “the place of greenstone”) is a World Heritage site in the south west corner of the South Island of New Zealand.

Inscribed on the World Heritage List in 1990 and covering 26,000 km², and incorporates Fiordland, Westland, Mount Aspiring and Mount Cook National Parks. The landscape in this park, situated in south-west New Zealand, has been shaped by successive glaciations into fiords, rocky coasts, towering cliffs, lakes and waterfalls. Two-thirds of the park is covered with southern beech and podocarps, some of which are over 800 years old. The kea, the only alpine parrot in the world, lives in the park, as does the rare and endangered takahe, a large flightless bird Ancient Maori trails ld through parts of what is now park. Travellers passed through in search of pounamu (greenstone), much valued as a material for tools, weapons and ornaments. After European settlement many of the valleys were farmed and exploited for minerals such as scheelite. Remnants of these activities can still be found in and around the park. Tourism developed began in the late 1880s.

(3) Sub-Antarctic Islands

The New Zealand Sub-Antarctic Islands consist of five island groups (the Snares, Bounty Islands, Antipodes Islands, Auckland Islands and Campbell Island) in the Southern Ocean southeast of New
Zealand. The islands, lying between the Antarctic and Subtropical Convergences and the seas, have a high level of productivity, biodiversity, wildlife population densities and endemism among birds, plants and invertebrates. They are particularly notable for the large number and diversity of pelagic seabirds and penguins that nest there. There are 126 bird species in total, including 40 seabirds of which five breed nowhere else in the world. Described by the United Nations Environment Program as “the most diverse and extensive of all sub-Antarctic archipelagos”, five island groups: the Bounty Islands, the Antipodes Islands, the Snare Islands, the Auckland Islands and Campbell Island were honoured with World Heritage status in 1998. They are also National Nature Reserves under New Zealand’s Reserves Act 1977. The New Zealand Sub-Antarctic Islands display a pattern of immigration of species, diversifications and emergent endemism, offering particularly good opportunities for research into the dynamics of island ecology. The New Zealand Sub-Antarctic Islands are remarkable for their high level of biodiversity, population densities, and for endemism in birds, plants and invertebrates. The bird and plant life, especially the endemic albatrosses, cormorants, landbirds and “megaherbs” are unique to the islands.

2. About the Five Outposts
(1) Kaikoura

The small township of Kaikoura (pop. 4800) is located on the East Coast of New Zealand’s South Island—on the main highway midway between Picton and Christchurch. Its name means ‘to eat (kai) crayfish (koura)’, although there was an earlier Maori name: Te Koha O Marokura.

The Maori people have inhabited the area for over 800 years and are represented here by a Ngai Tahu Hapu, the Ngai Kuri, whose ancestral home is the Takahanga Marae.

The attractive one-time whaling village nestles beneath the dramatic backdrop of the rugged, and frequently snow-clad, 2600m Kaikoura Ranges, and eastern branch of the Southern Alps. These ranges, rising to frost-shattered peaks and precipitous bluffs, are famous tramping and mountaineering areas. They are also one of the five main centers of species of lizard and rare animals such as the Kaikoura gecko, Kaikoura weta and the only nesting site of Hutton’s shearwater in the world.

The Ranges plunge just as dramatically to stony gravel beaches and rocky headlands and then to over 1000 meters below sea level only two kilometers offshore into one of New Zealand’s greatest underwater canyons, where the warm tropical currents from the north meet the cold, nutrient-rich waters of the Antarctic Ocean to support incredible marine species diversity. This includes the giant squid, which is the main prey of the sperm whale, and over 200 species of fish.

From a ‘convenience stop’ on the way to Christchurch in the 1980s to over one million ‘whale-watching’ tourists each year—Kaikoura has become world-renowned for its spectacular variety of marine life and for the opportunities available for visitors to see it close up—sperm and humpback whales, orca, dusky dolphins, sharks, fur seals, albatross and other seabirds. Boats with expert guides are available to provide this experience.
But Kaikoura has also achieved international prominence for another reason—planning for sustainable living with economic, social and environmental benefits. The International Green Globe Program (IGGP) was launched by the United Nations Earth Summit in 1992 to challenge travel, tourism and other businesses and industries to reduce their environmental impacts. New Zealand’s smallest Local Authority, Kaikoura District Council, with full community and iwi support, made the township the first community in New Zealand to achieve IGGP Benchmarking standard (measuring environmental indicators) and the first local authority and only the second community in the world to become IGGP Certified. In particular Kaikoura was the first NZ community to formulate an Action Plan under the international Communities for Climate Protection Programme (it declared it would reduce greenhouse-gas emissions by 60% by 2002), it established a Zero Waste Policy in 1999 (aiming to achieve 90% resource reuse/recovery) and it has set up the Trees for Travellers Programme, under which local seed from native trees and shrubs is collected and grown on local Greenwaste compost before being used for a ‘two million trees’ replanting project to offset greenhouse-gas emissions (and to increase indigenous biodiversity). A successful Conservation Volunteer Groups Programme is helping to bring about some of these exciting sustainability initiatives.

(2) Banks Peninsula
Lyttelton Harbour Basin

Lyttelton Harbour / Whakaraupo is located close to Christchurch. It is the northern major sea inlet on Banks Peninsula (Horomaka). Lyttelton township, build around the port for Christchurch, is a twenty-minute drive from the city through a road tunnel. The basin can also be reached by way of one or two passes over the Prot Hills. The views into Lyttelton Harbour form the summit road are spectacular. Formed 11 million years ago when a massive volcano erupted and the sea filled its crater, the harbour basin encompasses a volcanic landscape, three islands, beaches, a working port, Maori and European heritage, the historic town of Lyttelton, scattered settlements and farms right round the harbour and numerous recreational opportunities.

The basin has been home to the Maori for hundreds of years. Abundant seafood, foods from the forest and bird life were found here. Some old pa (fortified village) sites can still been seen and there are two marae (meeting place / centers) at Rapaki, which was a significant Maori settlement in the harbour area and is a sacred site, and Koukourarata (Port Levy).

At the harbour entrance are two imposing headlands, Godley Head / Awaroa on the northern side of the harbour and Adderley Head / Te Piaka on the southern side. Godley Head was a WWII coastal defence site and Adderley Head was a pilot and signal station. In the middle of the harbour lie the three islands—Otahuhua / Quail Island (the largest), Ripapa and King Billy.

Ripapa Island was originally a Maori pa (fortified village) before it became home to Fort Jervois, build in 1886 to repel the 'great Russian scare'. Maori collected shellfish, flax / harakeke, birds’ eggs, cabbage
trees / *ti kouka* roots and shoots and bracken / *rahurahu* roots on Otamahua / Quail Island. Later, European settlers stationed a leprosy colony and a quarantine station there. Antarctic explorers, Scott, Shackleton and Byrd, used the island to train their sled dogs and ponies before setting off on their voyages. The Otamahua / Quail Island Ecological Restoration Trust and the Department of Conservation are working to remove pests and re-vegetate the island, and re-introduce native wildlife.

Lyttelton was the port of entry for English settlers coming to the new British settlement of Canterbury. Heritage elements in this landscape include the Bridle Path, railway tunnel, Timeball Station, gun emplacements and notable buildings in Lyttelton township. Many of the old houses, churches and hotels from the past still remain.

**Akaroa**
Akaroa basin on Banks Peninsula (horomaka) is reached by a 70-minute drive from Christchurch. Extinct volcanoes erupting some six million years ago formed the peninsula. Since then, the land has been eroded and the sea has broken through the crater to form a deep sheltered harbour with many smaller bays indenting the coastline. This volcanic heritage has created a spectacular landscape and a popular place for locals and overseas visitors. Most of the scenic reserves on the peninsula have short walks allowing exploration and great picnic areas.

The original Banks Peninsula forest had similar plants 20,000 years ago to the remnants left today. Most of this forest was felled or burned during the first 50 years of European occupation. Forest remnants provide refuges for native forest birds, including bellbird / korimako, wood pigeons / kereru, silvereye, pukeko, fantail / *piwakawaka*, tomtit / *miromiro*, grey warbler / *riririro*, rifleman / *titiriipounamu*, and brown creeper / *pipipi*.

The natural bays and beaches are home to some of New Zealand’s threatened marine species, including Canterbury’s own white flippered penguin / *korora* (a sub-species of little blue). To protect them, parts of the Banks Peninsula waters have been given special protected status, including the Poahtu Marine reserve at Flea Bay, protecting marine sea-life, and a Marine Mammal Sanctuary to protect Hector’s dolphin / *upkohue*. There is a taiapure over 92% of Akaroa Harbour, Haylocks and Damons Bay. Taiapure means local fishery and allows local Maori to manage these waters as a source of food for spiritual or cultural reasons.

Since the Polynesian people arrived in New Zealand, around some 1000 years ago, three successive waves of Maori have inhabited the Akaroa area: the Waitaha, the Kati Mamoe and then, form the early 17th century, the Ngai Tahu. The basin provided a number of resources including kai moana (seafood) and has many sites of significance to Maori. There is still an active marae at Onuku, close to Akaroa township.

European whalers used Akaroa Harbour regularly in the 1830s. The town gained distinction in 1840 as the site of the only attempt to establish an organized French settlement in New Zealand. In 1840 French
settlers arrived at Akaroa, which had just been claimed by the English under the Treaty of Waitangi. The town still celebrates its French origins. The French left a mark on Akaroa, laying out its charming narrow streets and planting many walnut trees and roses whose descendants survive.

Akaroa is the South Island’s oldest town and one of the country’s best-preserved historic towns. Nowhere else in the country has such a compact, complete record of New Zealand’s domestic architecture. In recognition of its history and exceptional collection of early buildings, the entire town center is registered as a national Historic Area.

3) Lake Ellesmere

Lake Ellesmere / Te Waihora

Te Waihora lies on the east coast of the South Island, approximately 40 minutes south of Christchurch City. It is a large coastal lagoon covering about 20,000 hectares, with 58 kilometres of shoreline and shallow brackish water (mix of fresh and salt water) averaging 1.4 metres. Formed 14,000-6,000 years ago, it is the largest wetland of its type in New Zealand, and has outstanding national and international values for wildlife.

A large barrier (kaitorete Spit) has formed, sealing the lagoon off from the sea. Under natural conditions the water level in the lagoon can rise to 4 metres, increasing the size of the lagoon and surrounding wetland area before the spit is eventually breached. Today it is reduced in size as land has been reclaimed for agriculture, and it is artificially opened to prevent farm flooding.

The Tangata whenua (local Maori who lived on the land) for Te Waihora are Ngai Tahu. Te Waihora means “water spread out”, which is a good description of the lagoon. It’s acknowledging the significance and importance of the lake as a traditional source of food and resources. Numerous bird species and fish were hunted here, and flax and sedges collected for dying and weaving.

Kaitorete spit forms a 30-kilometre land bridge along the lagoon’s coastal side. This was used in pre-European and historic times for travel, seasonal food gathering, tool making and fishing caps. It is culturally significant with an estimated 1200 pre-European archaeological sites. The spit is also unusual in that alpine plants are found here growing at sea level.

Water level in Te Waihora is carefully monitored and controlled to prevent the flooding of farmland. However, this is detrimental to a sustainable fishery, both commercial and recreational. Some fisheries are less productive than they once were and the numbers of some fish species have declined. A reduction in water level also affects bird and plant life in the lagoon and wetland areas. The reclamation of land for agriculture has meant large areas of wetland have been drained causing an enormous loss of biodiversity. Farmland management techniques are impacting on water quality and quantity, further reducing the health of the lagoon. Human activity in the area over the last 140 years has greatly decreased the health of the
Lagoon. Groundwater, which provides up to two-thirds of the lagoon's water, is decreasing as water is being extracted for farm irrigation and is becoming polluted.

Te Waihora is managed by the Department of Conservation (DOC) who with Ngai Tahu have developed a joint management plan for the lagoon and wetland, the first between the Crown and iwi. There is strong community interest in the lake and its surrounds. The Waihora Ellesmere Trust (WET) established in 2003, aims to improve the health and biodiversity of the lagoon. The commercial fishery is managed by the Ministry of Fisheries.

Te Waihora is accessible for a variety of recreational activities. Bird watching, waterfowl hunting, fishing and water sports are popular. Along one edge a rail trail has been set up for walkers and cyclists along a historic railway embankment.

(4) Geraldine

Pioneer Farming in New Zealand—Places and People
This field trip will visit two of New Zealand’s earliest high country farms and meet the descendants of those pioneering people. This is a story of hardship, hard work, brains and success through many generations and the struggle to retain those early buildings and to tell the stories of the people and their friends.

Orari Gorge Station
You will be driven to the historic buildings set in a large grassy field. This is a private property and we will be guests of the owners.

The Farm
16km northwest of Geraldine is Orari Gorge station and high country un established in the mid-19th century. The farm buildings, including a cottage of 1859, are protected as national monuments. The farm is still managed today by descendents of the original owner. It is a large working farm being brought back into full production using modern farming practices.

Historic Buildings
The original totara slab sided cottage with its later additions is in the center of the cluster of farm buildings. Nearby is the old blacksmith’s shop, complete with all the tools and equipment. Also the “whata” or “futa” which originally was the original food store and later converted to single men’s accommodation, the Coach shed and the wonderful horse stables. There are remnants of other old buildings and fence lines. Many of the early photographs record the hard but rewarding life of breaking in a new farm. The original shearing shed is now incorporated into the very large modern shearing shed.

Mt Peel Station
This is the home of the Acland family who developed this farm.
The Church
The Church at Mount Peel Station was a gift to the community by John Barton Arundel Acland in 1869. It continues today as a place of worship and the Acland family takes an active role in its upkeep for the community. There are burials of famous people in the churchyard including Dame Ngaio March New Zealand's famous crime writing author.

The Homestead
The Acland and Tripp explorers first came to this area together and developed this farm. So successful were they that they divided the large area in two and Tripp went to Orari Gorge to continue farming in that area. Descendants still occupy this famous homestead. The stories of pioneer farm development and the people that contributed their knowledge, physical work and experience to this land are told in many different ways by historians, family and friends. The Homestead and 25 hectares of land are held in Trust by the family for the family and the nation.

(5) Timaru
The Rock Art Journey of Discovery—A visit to South Canterbury
This field trip is a wonderful opportunity to visit tow significant Mari Rock Art sites—Frenchman’s Gully and Taniwha. Additional you will be able to participate in the official opening of the interpretation for the Frenchman’s Gully Rock Art. This will involve a ceremony led by local Maori elders and local leaders including the Mayor of Waimate and the Mayor of Timaru. In visiting these two sites it is really important to notice and record the surrounding valleys and gullies. Imagine early Maori finding their way here to these fantastic places and collecting food to take home for the winter.

Frenchman’s Gully Maori Rock Art
The smooth walls of limestone outcrops in South Canterbury and North Otago provided an ideal canvas for early Maori. Although over two hundred years old, many of the rock drawings in the gully have survived the elements and can be clearly seen today. Visible at this site are bird men and fish drawings. The Bird Men drawings are very well known and provide a striking example of early Maori depicting their stories. The bird is thought to represent Haast’s Eagle, now extinct, but was the largest eagle in the world.

Taniwha Rock Art
This rock art is one of the most spectacular rock art drawings to be found in New Zealand. Covering much of the roof of a large overhanging limestone shelter it depicts the mythical creature in all its glory. To produce this must have been most time consuming and the artist extremely dedicated to the task. Surrounding the Taniwha are a number of other fading drawings indicating this was an important site for Maori. There is further rock art in the area however you will not be able to see this. There is also some very old farming equipment stored in nearby rock shelters.
3. Powhiri

POWHIRI

The powhiri is the ritual welcome ceremony of encounter of the indigenous people of New Zealand. It removes the tapu of the manuhiri (visitors) to make them one with the tangata whenua (home people) and is a gradual process of the manuhiri and the tangata whenua coming together.

Traditionally the process served to discover whether the visiting parties were friend or foe, and so its origins lay partly in military necessity.

As the ceremony progressed, and after friendly intent was established, it became a formal welcoming of guests (manuhiri) by the hosts (tangata whenua or home people).

It is a sacred and important ceremony to all New Zealanders and is treated with much respect.

POWHIRI PROTOCOL

Wero

This is a challenge performed by warriors advancing on the manuhiri, to look them over, to further establish intent.

Karanga

High pitch voices of women from both sides, calling to each other to establish intent.

Hoka powhiri

The tangata whenua will perform a chant of dance and welcome, during which the manuhiri are symbolically drawn onto the marae (sacred courtyard)

Harakia

This is prayer said to ensure the safety of the people and to ensure that all stages are carried out without disturbances. The prayer should be said by both Manuhiri and Tangata Whenua.

Mihi

Exchange of greetings by the orators of both sides. This oratory is much prized. It is a display of knowledge of whatakapapa (genealogy and history), mythology, and a mastery of language, rhetoric and dramatic presentation. During the speeches links between the ancestors and the living are made, and genealogical links between tangata whenua and manuhiri are emphasized.

Waiata

Each speech is followed by the performance of a waiata (song) by the orators support group. The quality of the performance is important, and reflects on the orator, and the orator’s party.
Hon'i

A gentle pressing of noses, and signifies the mingling together of the sacred of life, and the two sides become one.

Hakari

The sharing of kai (food). The foods removes the tapu or sacredness from the manuhiri, so that the two sides may complete the coming together. As in all cultures the sharing of food signifies a binding together.

VI. Annex

1. General Information

Asia – Pacific World Heritage Youth Forum, Christchurch, 18 – 23 June 2007

The New Zealand National Commission of UNESCO is honoured to convene the Asia/Pacific World Heritage Youth Forum in Christchurch from 18 - 23 June 2007, in conjunction with the 31st Session of the World Heritage Committee being held in Christchurch, New Zealand from 23 June to 2 July 2007.

A World Heritage youth event is traditionally held prior to each annual meeting of the World Heritage Committee so that young people can interact with the delegates and bring a fresh perspective to international heritage issues. The outcome of the Forum will be presented to World Heritage Committee delegates at the Opening Session of the 31st Committee meeting.

The New Zealand National Commission of UNESCO would like to invite you to select two young people from your country to be a part of the Asia/Pacific World Heritage Youth Forum. While the New Zealand National Commission for UNESCO was able to meet the delegates' in-country costs, we require that your National Commission fund the cost of the international air travel for your delegates’ participation. The nominations will need to be received by the New Zealand National Commission for UNESCO no later than 30 April, 2007.

The Youth Forum - A Unique Learning Experience

The aim of the Asia/Pacific World Heritage Youth Forum is to engage youth from around the Asia/Pacific region to learn about World Heritage, cultural and environmental sustainability issues. It is also a chance for students to be able to learn about the cultural and natural heritage of their region, and hopefully to be inspired concerning preservation of these aspects as they grow to become the future leaders of their countries. Participation in the Forum will help establish a network for further co-operation at the regional and international level.

It is our aim that 36 youth from around the Asia-Pacific Region will attend the Asia-Pacific world Heritage Youth Forum. It is intended that they will arrive in Christchurch on Monday 18 June, and depart on Saturday 23 June, the final day of the Youth Forum (and first day of the World Heritage Committee meeting).
The Youth Forum participants will be exposed to a wide range of learning experiences such as talks given by World Heritage experts, and the chance to learn about culture and heritage in New Zealand. They will also have the opportunity to participate in civic and other functions that are being organised.

Site Visits
The delegates will be assigned into six world heritage youth (WHY) teams (each comprising 6 people from different countries). For two days the six teams will be sent to six different sites around the Canterbury region of the South Island of New Zealand, no more than two hours travel from Christchurch. The teams will be required to investigate and evaluate the six New Zealand sites as potential World Heritage Sites. This will involve background research, interaction with local communities, the natural environment and important cultural sites. The WHY teams will be expected to prepare the cases for each of the assigned "candidate" sites using the selection criteria for World Heritage Sites, and the latest information technology (IT).

On their return to Christchurch, the teams will be expected to present their material to each other, as well as to prepare a presentation at the Opening Ceremony of the 31st Session of the World Heritage Committee, in front of approximately 600 delegates from across the globe.

Selection Process and Requirements
We would invite you to select two students from your country, with the following criteria in mind. They should:

- Be between ages 16-19
- Be currently attending Secondary School at an ASPnet School in their home country
- Have an avid interest in international affairs, world heritage or environmental and cultural sustainable development
- Have good to excellent oral and written English
- Be articulate and able to express ideas with clarity and enthusiasm
- Be familiar with the use of IT (video-cameras, computers, cell phones, etc.)
- Be able to travel independently
- Be able to obtain documentation (passports and visas) in order to travel to New Zealand and return to their country.
- Be personable, friendly and able to get along with and interact with students from the Asia-Pacific region
- Be in good physical health

The selection of students will be the responsibility of the ASP Co-ordinators and the National Commission of each country. It is our hope that by hosting this Youth Forum we will also contribute to the creation of new connections between students in our respective countries, UNESCO, the Associated Schools Project (ASPnet) and will profile the UN Decade of Education for Sustainable Development (UNDESD) to this
group of students.

It will be the responsibility of each country's National Commission to transmit its nominations to the New Zealand National Commission for UNESCO no later than **Monday 30 April 2007**.
The welfare of the students while in New Zealand will be the responsibility of the New Zealand National Commission for UNESCO.

**Expenses**
The New Zealand National Commission for UNESCO will meet the costs of accommodation, meals and incidentals, in addition to the costs related to site visits for each participant, including transportation, equipment and other expenses.

Warm clothing (jacket, gloves, hat, etc) to meet the severe winter conditions expected in the South Island of New Zealand in June will be provided by the Youth Forum organisers.
## 2. Programme Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Venue</th>
</tr>
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<tbody>
<tr>
<td><strong>Monday 18 June 2007</strong></td>
<td></td>
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<tr>
<td>10:00–14:00</td>
<td>Registration of All Delegates</td>
<td>YMCA Conference Room</td>
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<tr>
<td>12:00–13:00</td>
<td>Lunch</td>
<td>YMCA Dining Room</td>
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<tr>
<td>15:00</td>
<td>Informal Opening Ceremony and Briefing</td>
<td>YMCA Conference Room</td>
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<tr>
<td>15:30</td>
<td>Transportation for Rehua Marae</td>
<td>Rehua Marae</td>
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<tr>
<td>16:00</td>
<td>Powhiri</td>
<td>Rehua Marae</td>
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<tr>
<td>18:00</td>
<td>Dinner</td>
<td>Rehua Marae</td>
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<tr>
<td>19:15</td>
<td>Transportation from Rehua Marae</td>
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<tr>
<td>19:30–21:00</td>
<td>CWA Media Briefing</td>
<td>YMCA Conference Room</td>
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<tr>
<td>21:15</td>
<td>Briefing for Tuesday 19 June schedule</td>
<td>YMCA Conference Room</td>
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<tr>
<td><strong>Tuesday 19 June 2007</strong></td>
<td></td>
<td></td>
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<tr>
<td>6:30–8:00</td>
<td>Breakfast</td>
<td>YMCA Dining Room</td>
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<tr>
<td>8:15–9:45</td>
<td>CWA Media Briefing</td>
<td>YMCA Conference Room</td>
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<tr>
<td>9:45</td>
<td>Delegates assemble with luggage, Gear Check</td>
<td>YMCA Conference Room</td>
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<tr>
<td>10:00</td>
<td>Depart for CPCC</td>
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<tr>
<td>10:00</td>
<td>Official Photo</td>
<td>CPCC Stone Chamber</td>
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<tr>
<td>10:30</td>
<td>Welcome by the New Zealand National Comission for UNESCO</td>
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<td></td>
<td>Welcome by representative of Ngai Tahu</td>
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<td></td>
<td>Welcome from Youth Forum Director and Coordinator</td>
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<tr>
<td>10:50</td>
<td>Panel Discussion—Introducing World Heritage</td>
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<tr>
<td></td>
<td>1. World Heritage and World Heritage Convention</td>
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<td>2. Natural Heritage</td>
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<td>3. Cultural Heritage</td>
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<tr>
<td>11:20</td>
<td>Introduction to the UNESCO World Heritage Youth Forum</td>
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<tr>
<td></td>
<td>1. History of Youth Forum</td>
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<td></td>
<td>2. Concept of the World Heritage Youth Challenge</td>
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<tr>
<td></td>
<td>3. Overviews of the 5 sites</td>
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</tr>
<tr>
<td>12:15</td>
<td>Delegates depart</td>
<td></td>
</tr>
<tr>
<td>14:15</td>
<td>Delegates arrive at sites</td>
<td></td>
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<tr>
<td>14:15–16:40</td>
<td>Collection of material, information and filming at sites</td>
<td></td>
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<tr>
<td>16:40</td>
<td>Depart sites to travel to host Maraes</td>
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<tr>
<td>17:00</td>
<td>Powhiri and Welcome to Host Maraes</td>
<td>Host Maraes</td>
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<tr>
<td>18:00</td>
<td>Dinner at Host Maraes</td>
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<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td>19:00–21:00</td>
<td>Talks about sites from various experts&lt;br&gt;Time to collect information gathered during the day</td>
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<tr>
<td>21:15</td>
<td>Briefing for Wednesday 20 June 2007</td>
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<tr>
<td><strong>Wednesday 20 June 2007</strong></td>
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<tr>
<td>6:30</td>
<td>Breakfast&lt;br&gt;Depart to sites and activities for the day&lt;br&gt;Lunch while on site</td>
<td>Host Maraes</td>
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<tr>
<td>15:00</td>
<td>Depart for Christchurch</td>
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<tr>
<td>17:30</td>
<td>Arrive back at YMCA Christchurch</td>
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<tr>
<td>18:00</td>
<td>Dinner</td>
<td>YMCA Dining Room</td>
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<tr>
<td>19:30</td>
<td>Debrief from site visits&lt;br&gt;Sharing of information from site visits</td>
<td>YMCA Conference Room</td>
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<tr>
<td>21:30</td>
<td>Briefing for Thursday 21 June 2007</td>
<td>YMCA Conference Room</td>
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<tr>
<td><strong>Thursday 21 June 2007</strong></td>
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<tr>
<td>7:30–8:45</td>
<td>Breakfast</td>
<td>YMCA Dining Room</td>
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<tr>
<td>9:00–9:30</td>
<td>Briefing</td>
<td>YMCA Conference Room</td>
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<tr>
<td>9:45–11:00</td>
<td>DVD editing</td>
<td>Christ’s College</td>
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<tr>
<td>12:00–13:00</td>
<td>Lunch</td>
<td>YMCA Dining Room</td>
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<tr>
<td>13:15–16:00</td>
<td>DVD editing</td>
<td>Christ’s College</td>
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<tr>
<td>16:30–17:15</td>
<td>LEARNZ Teleconference Virtual Field Trip</td>
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<tr>
<td>17:30</td>
<td>Dinner</td>
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<tr>
<td>19:00</td>
<td>Trip around Christ’s College</td>
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<tr>
<td>21:00</td>
<td>Briefing for Friday 22 June 2007</td>
<td>YMCA Conference Room</td>
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<tr>
<td><strong>Friday 22 June 2007</strong></td>
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<tr>
<td>7:30–8:45</td>
<td>Breakfast</td>
<td>YMCA Dining Room</td>
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<tr>
<td>9:00</td>
<td>Presentation from Mr. Francesco Bandarin (Director, UNESCO World Heritage Centre)</td>
<td>Christ’s College</td>
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<tr>
<td>9:30–10:15</td>
<td>LEARNZ Teleconference between Mr. Bandarin and New Zealand schools</td>
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<tr>
<td>11:00–12:30</td>
<td>Presentation workshop and editing continue</td>
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<tr>
<td>12:30–13:15</td>
<td>Lunch</td>
<td>YMCA Dining Room</td>
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<td>13:15–17:00</td>
<td>Presentation workshop and editing continue&lt;br&gt;Free Time before dinner</td>
<td>Christ’s College</td>
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<td>18:30</td>
<td>Depart to Crowne Plaza</td>
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<td>19:00–22:00</td>
<td>Formal Dinner hosted by the Chairperson of the New Zealand National Commission for UNESCO, Dame Silvia Carwright</td>
<td>Crowne Plaza</td>
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<td><strong>Saturday 23 June 2007</strong></td>
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7:30–8:45  Breakfast  YMCA Dining Room
9:00–9:45  Run through of the World Heritage Youth Challenge  YMCA Conference Room
10:00–10:30  World Heritage Youth Forum Presentation/Challenge Dress Rehearsal  Christchurch Convention Centre
12:00  Lunch  YMCA Dining Room
14:00  Final Briefing for the Opening Ceremony  YMCA Conference Room
14:15  Depart to the Opening Ceremony
15:00  Official Powhiri and Opening Ceremony of the 31st session of the UNESCO World Heritage Committee Meeting  Christchurch Convention Centre
17:00–18:00  Informal Response to the Youth Challenge
18:30  Dinner  Thai Samurai Restaurant

Sunday 24th June 2007
5:40  Japanese delegates depart on NZ500
17:10  Japanese delegates back to Kansai Airport

3. List of Participants

Korea
  Miss Eun Joon Choi
  Mr. Chi Kyu Sim

Thailand
  Mr. Patinya Visuttimak
  Mr. Pakawat Chonsathidkiet

Japan
  Miss Takami Ueda
  Mr. Taisuke Fukuoka

Marshall Islands
  Mt. Foster Hemil

Vanuatu
  Mr. Kalsong Kaltuk
  Mr. Rex Turi

Fiji
  Miss Frentina Andrea
  Miss Krishlyn Chetty

Samoa
  Miss Leanne Moananu
Miss Terina Sefo

Tonga
Miss Marion Tuipulotu
Mr. Tevita Akaoula

French Polynesia
Mr. Gilles Teikitohe

Cook Islands
Miss Ani Piri
Miss Donna Mokoroa

Australia
Miss Erin Stewart

New Zealand
Miss Louisa Murray
Miss Hope Williams
Miss Shannon Biddle
Mr. Hayden Warena
Mr. Peter Dong Hee Kim
Miss Danielle Duffield
Mr. Eddie Mann
Mr. Pauras Rege
Mr. John Pomeroy
Miss Eleni Hogg
Miss Lisa Kuperus

4. List of Key People

- Mr. Koichiro Matsuura, Director General of UNESCO
- Mr. Tumu TeHeu Heu, Chairperson of the 31st Session of the World Heritage Committee
- Mr. Mr. Francesco Bandarin, Director of World Heritage Centre
- Mr. Giovanni Boccardi, Chief of Asia Pacific Section of World Heritage Centre
- Dame Silvia Cartwright, Chair of New Zealand National Commission for UNESCO
- Ms Elizabeth Rose, Secretary General of New Zealand National Commission for UNESCO
- Ms Keri Ngapera Kaa, Culture Specialist of New Zealand National Commission for UNESCO
- Ms Susan Isaacs, Culture & Communications Programme Officer of New Zealand National Commission for UNESCO
- Mr. Hayden Montgomerie, Director of UNESCO Asia Pacific World Heritage Youth Forum, Education, Youth and Human Rights Programme Officer of New Zealand National Commission for UNESCO
- Ms Ihma Shareef, Coordinator of UNESCO Asia Pacific World Heritage Youth Forum,
New Zealand National Commission for UNESCO

5. List of Speakers

- Mr. Paul Dingwall, Consultant on World Heritage to the World Conservation Union-IUCN and the UNESCO World Heritage Centre
- Mr. Ian Hill, Historic Heritage Technical Support Officer for the Department of Conservation in Canterbury
- Alan Jolliffe, Heritage Destinations Manager for the New Zealand Historic Places Trust

6. Photos

Panel Discussion at Stone Chamber
Interviewing the Rock Art Expert

Sharing Information
5. Postscript

The week I spent with wonderful students from so many countries in Asia/Pacific went by quickly. It was exciting to see them from different customs and cultures work together so hard to accomplish their goal. I believe these young people will create a bright future together.

We learnt a lot about New Zealand’s culture through experiencing it ourselves. The following is the *waiata*, the song for Maori ceremony.

- E toru nga mea: *There are three gifts*
- Nga mea nunui: *of high importance*
- E ki ana: *According to*
- Te Paipera: *the Bible*
- Whakapono: *Truth*
- Tumanako: *Desire*
- Ko te mea nui: *And the greatest of all*
- Ko te aroha: *Is love*

I hope that the youth delegates will establish a future world full of truth, desire and love.