

WRITTEN REPORT

Description of the pairing experience Youth on the Trail of World Heritage – 2019-2020 edition

This document has to be written by the teachers in collaboration with the contact person of the city administration or needs to be validated by that person.

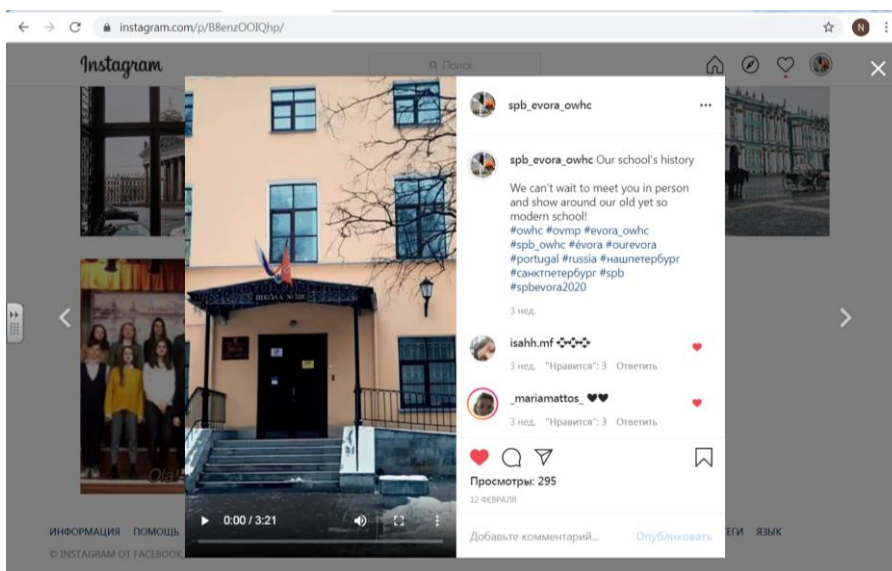
For the schools sending a scholarship application: this document has to be handed in at the latest on March 13, 2020. If your city and your twin city both apply for the study trip scholarship, one written report is enough, but not mandatory (you can also send one written report per school if you prefer).

For the schools not interested in the scholarship: this document has to be handed in at the latest on May 19, 2020. In that case, it is expected that each school sends its own written report.

1. Give the name of your city, the name of the participating school, the name of the teacher, name of the contact person, the age and number of students.

Évora is a World Heritage city since 1986 and we attend Gabriel Pereira Secondary School. (Agrupamento de Escolas Gabriel Pereira <https://aegp.edu.pt/web/pt-pt/inicio>). The teachers involved in the project are 2 – Maria Isabel Carreira – History Teacher and Delfina Vinha-English Teacher. The class involved in the project is 10^o. E – Humanities – has 28 students.

Saint Petersburg is a World Heritage city since 1990. The Russian students involved in the project attend school №328. <http://www.school328.ru/> and <https://www.instagram.com/p/B8enzOOIQhp/>



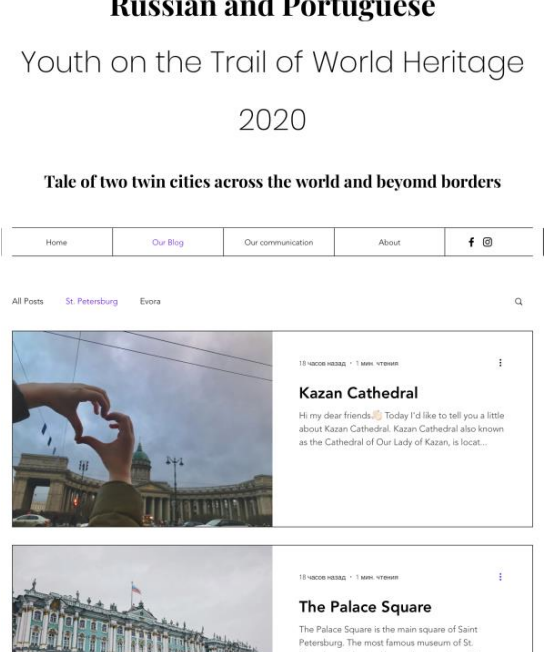
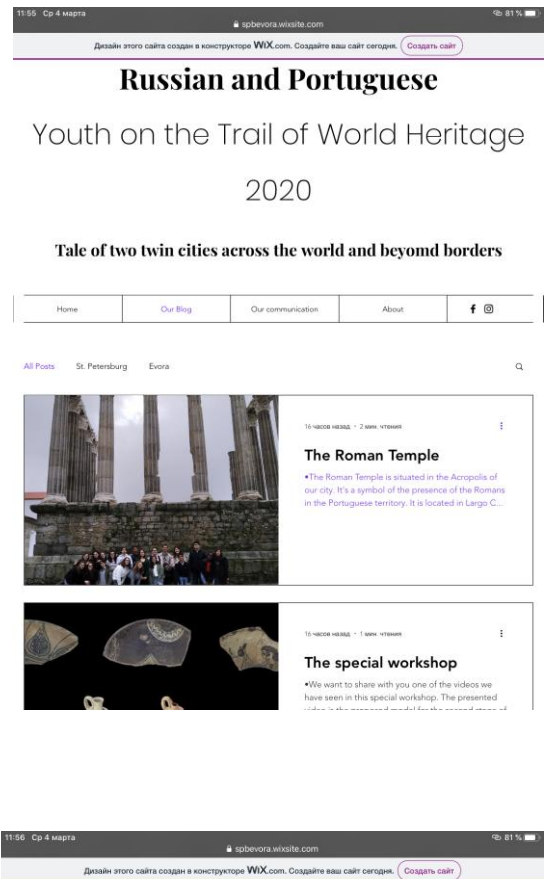
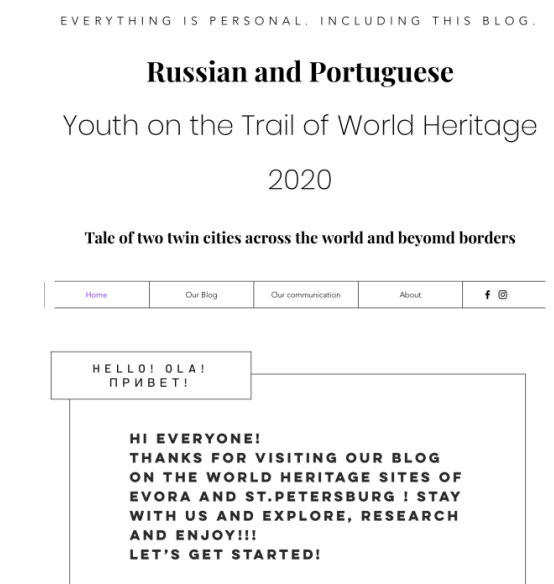
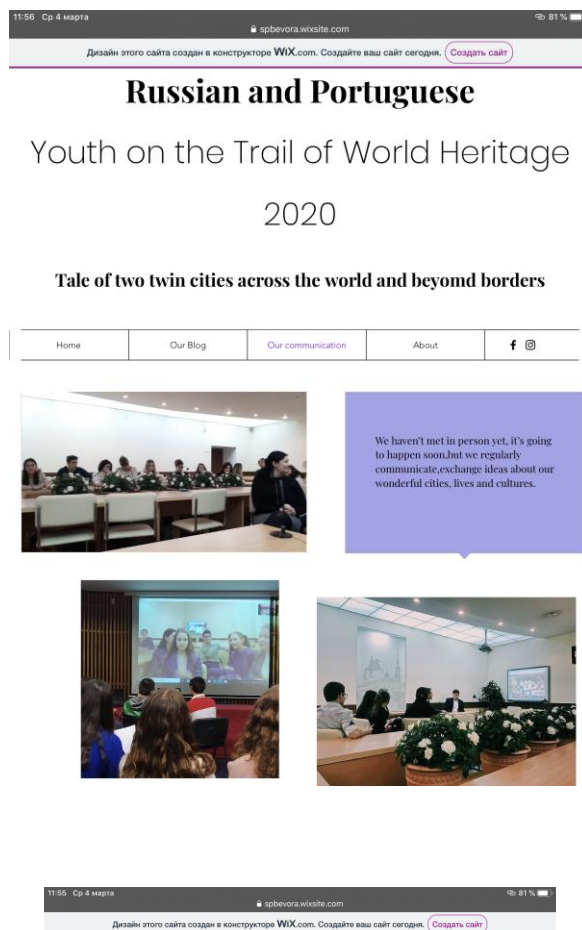
The teacher involved in the project is Natalia Stankovskaya, the English teacher of the school 328. Contact person – Olga Bragina, specialist of the Committee for the state preservation of historical and cultural monuments of Government of Saint Petersburg.

About 15 students participate in the project.

The students are 15 to 17 years old.

The students from both schools worked well, visited museums, did research, prepared posts, attended special events, created a website with signature tours. The students were highly motivated and enthusiastic throughout the process.

<https://spbevora.wixsite.com/mysite>



2. *Explain in a few words how you heard about this program and why you were interested in it.*

Évora - We heard about this program in the site of OWHC and we had contact from Paula Santos, the City Hall representative, in charge of international projects, challenging us to join in, which we gladly accepted, as we like to meet other people and learn about other cultures, since our school usually joins in similar projects such as OWHC and Erasmus +.

Saint Petersburg – A government representative came to the school and suggested us to participate in the project. Our school is always open to projects that allow us to learn about other cultures and practice our English speaking skills.

3. *Describe when you started to exchange with the twin class, how did you make first contact and through which medias (social medias or other communication tools) were taking place the exchanges.*

After the invitation from our Municipality, we got in touch with St. Petersburg Municipality (Government of St. Petersburg) and we started our work sending e-mails to our twinned Schools in St. Petersburg and we had quick and enthusiastic answers.

We began our work about Heritage: study visits and research work about the topics the students choose. During the videoconferences by Skype, we also discuss the topics of our common work and present the results of our work through PPT presentations.

<https://www.instagram.com/p/B9bKoxCADYE/>

<https://www.instagram.com/p/B9PzOoGAVIk/>

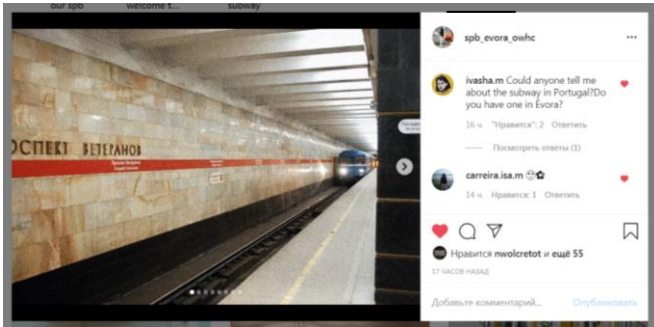
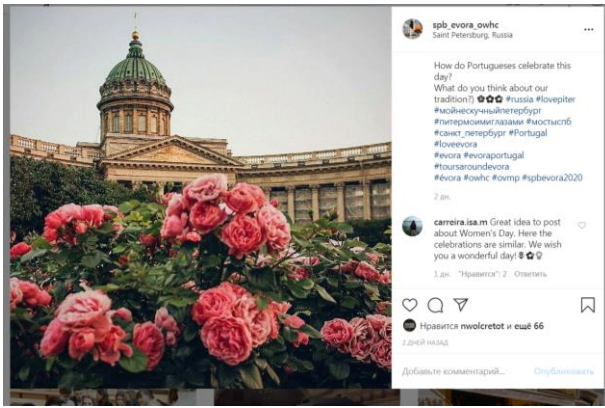
<https://www.instagram.com/p/B8y-drWqoqf/>

Afterward, we made the research about Heritage we publish posts on Instagram and students communicate with their pairs from the twinned schools. The Instagram group created for the project is spb_evora_owhc. (https://www.instagram.com/spb_evora_owhc/?hl=ru)

After getting an invitation from a government representative we got our twinning school's contact details. We contacted our twinning school in Évora via email. Then we started posting content on Instagram and Facebook. We posted videos, texts, and photos of Saint-Petersburg and the suburbs and introduced them to the history and the cultural heritage of the city. After that we had several conferences via Skype. We mostly talked about the main historical sights of our city and about their history in general. The students from our twinning school got particularly interested in the Hermitage.

4. *What was the frequency of the exchanges?*

The exchanges on Instagram/Facebook were made daily by students of both schools. The video conferences were held every 15 days (which gave us an opportunity to meet in person, get to know each other better, and create and share presentations not only according to our initial plan but those of special interest to both sides. For example, after watching the general presentation on Saint Petersburg, Évora students requested to learn more about the Hermitage, which students from Saint Petersburg gladly did for the next video conference. Besides, the students as well as their teachers had conversations via Instagram and Facebook. They commented on each other's posts and exchanged opinions.



5. As part of which class did the exchange take place (history, arts, tourism, language...)?

The exchange took place under the subject of Historic and Arts Heritage, apart from which there was also a focus on the Cork Oak, because it is one of the most important resources in Alentejo.

Évora
OVP.M.OWHC.OCPM
St. Petersburg

YOUTH ON THE TRAIL OF WORLD HERITAGE

CORK OAK

During your visit to Évora, you can find all kind of objects made in cork oak.





As for the students from Saint-Petersburg, they worked on the project as part of their English classes. They were focused on enhancing their language skills, but they were also interested in learning about the cultural heritage of Évora as well as their own city's World Heritage.

6. *Make a list of all the activities you did as part of the program and give a short description for each one of these (what, where, when, how long, etc.).*

ÉVORA

- *Study visit to the Évora Museum and research – January 2020*
- *Roman Itinerary and reports – February 2020*
- *Évora Medieval and Renaissance Itinerary and Reports – February and March 2020*
- *A workshop about Medieval Évora – February 2020*
- *An interview with the President of the City Hall – Challenges facing Évora, a world heritage city, in the 21st century.*






Results: PPT Presentation about the Heritage places chosen by the students throughout the process.

Évora OVPM . OWHC . OCPM St. Petersburg

YOUTH ON THE TRAIL OF WORLD HERITAGE

Place the pictures of the World Heritage site of Évora here.



It's located in the Public Garden
Our class study visit


Évora OVPM . OWHC . OCPM St. Petersburg

YOUTH ON THE TRAIL OF WORLD HERITAGE

Why is the city of Évora inscribed on the World Heritage List?
Write down the criteria(ou) used by UNESCO.
Évora is considered a World Heritage Site by UNESCO since 1986. The main reason for this distinction is the fact that Évora is the best example of a city in the Golden Age of Portugal.
The UNESCO recognition highlights the importance of the city and has brought it a lot of visitors over the years.

Relate and define elements of the urban heritage of Évora according to each of the criteria(ou). Define their heritage importance.

Palace of Dom Manuel



SAINT PETERSBURG

- **As a part of the project Russian students went on a tour of the Hermitage with the school's History teacher Peter Vinokurov to learn and research more about one of the biggest and greatest museums in the world. February 2020**
(<https://www.instagram.com/p/B86m3wDAd3G/>,
https://www.instagram.com/p/B8_ZZ3rq6ul/)

- *Students made numerous trips to the historical center of the city where the main World Heritage sights are located to research and prepare exchange posts. – 9th February 2020* Several meetings with the government representative and the curator of the project Olga Bragina in order to get a consultation on various challenges of the project, for example challenges facing Saint Petersburg, a world heritage city, in the 21st century. We also took part in Skype conferences and had a lesson devoted to our Heritage object. Attended a closed presentation of the book *Historic Centre Of Saint Petersburg* dedicated to the 30th anniversary of including Saint Petersburg in the UNESCO World Heritage List, which was held by the government of Saint Petersburg. March 2020 (<https://www.instagram.com/p/B84EvXwgcTb/>, <https://www.instagram.com/p/B8rG0ijANMm/>)
- *Created signature tours of Saint Petersburg* <https://spbevora.wixsite.com/mysite/our-signature-tours>
- *Got a special invitation from the Government of Saint Petersburg as a project team. We attended the presentation of the book about Saint Petersburg's cultural heritage. The book's release is devoted to the 30th anniversary of inclusion of Saint Petersburg in the UNESCO World Heritage List. Many people including the curator of our project, Olga Bragina, took part in writing this book. As a result they have created a compilation of routs with recommendations on places to visit in Saint Petersburg.* (<https://www.instagram.com/p/B9UOmPqoVs/>)
- *Made trips outside the city to prepare a research for further posts on World Heritage object) (Ekaterininsky Park and Palace in Pushkin, Fortress Oreshek, Kronstadt). January to March 2020*(<https://www.instagram.com/p/B9LxtL-qD8Q/>, <https://www.instagram.com/p/B81nyL6qlqr/>, <https://www.instagram.com/p/B9PtW4jA91f/>)

Results: PPT presentations about the Heritage places chosen by the students throughout the process.

The screenshot shows a PowerPoint slide with the following content:

- Logos:** Évora, OVP.M. OWHC. OCPM, and St. Petersburg.
- Title:** YOUTH ON THE TRAIL OF WORLD HERITAGE
- Text on the left:** "We would like to list the criteria, why the city of Évora is inscribed on the World Heritage List."
- Text on the right:** "Relate and define elements of the urban heritage of St. Petersburg according to each of the criteria(on). Define their heritage importance."
- Criterion (1):** "In the field of urban design, Saint Petersburg represents a unique artistic achievement in the ambition of the program, the coherency of the plan and the speed of execution. From 1703 to 1725, Peter the Great lifted from a landscape of marshes, peat bogs and rocks, architectural styles in stone and marble for a capital, Saint Petersburg, which he wished to be the most beautiful city in all of Europe."
- Images:** A historical map of Saint Petersburg and a painting titled "А. Венецианов. «Петр Великий. Основание Санкт-Петербурга»".

Évora OVPM . OWHC . OCPM St. Petersburg

YOUTH ON THE TRAIL OF WORLD HERITAGE

Place the pictures of the World Heritage site of St. Petersburg here.




Savior on the Spilled Blood

Évora OVPM . OWHC . OCPM St. Petersburg

YOUTH ON THE TRAIL OF WORLD HERITAGE

Place the pictures of the World Heritage site of St. Petersburg here.



The Bronze Horseman

Mutual results and products


Website of the project with various products. Daily posts on Instagram, Facebook .

https://www.instagram.com/spb_evora_owhc/?hl=ru

<https://spbevora.wixsite.com/mysite>

7. *What did the students learn about their World Heritage and the one of their twin city?*

Students from the both sides of the project were conquered by this active way of learning not only about their Heritage Town, but also about a country and a place that for them is very far away. They looked for information online showing their interest about the partner country and city. They learned about the challenges facing the objects of heritage which in turn encouraged them to popularize and protect them.

Évora

OVP.M . OWHC . OCPM
St.
Petersburg


YOUTH ON THE TRAIL OF WORLD HERITAGE

Write a text on one of the challenges rated to manage of the urban heritage that both St. Petersburg and Évora face and propose solutions.

The challenges and opportunities facing the management of the city of Évora classified by UNESCO as a World Heritage Site was the subject of the recent interview given by the Mayor of Évora to a group of young people, within the scope of the World Heritage Cities Organization (OCPM) project called "Youth on the Trail on World Heritage". These are students from the Gabriel Pereira Secondary School - who posed a set of questions that will work in the school context - teachers Maria Isabel Carreira (History) and Delfina Vinha (English) are also involved. The Évora City Council provided technical support to the group participating in the project.

The two schools have been actively working on the project through video-conferences and also exchanging information and photos through the [instagram](https://www.instagram.com/spb_evora_owhc/) account: https://www.instagram.com/spb_evora_owhc/

Names of teammates (from the 3 schools): Secondary School Gabriel Pereira (Évora, Portugal), Secondary School № 328 (St. Petersburg, Russia), Secondary School № 691 (St. Petersburg, Russia)

Évora

OVP.M . OWHC . OCPM
St. Petersburg

YOUTH ON THE TRAIL OF WORLD HERITAGE

Write a text on one of the challenges rated to manage of the urban heritage that both St. Petersburg and Évora face and propose solutions.

OVER-TOURISM is fast becoming one of the most alarming issues that face Saint Petersburg in the modern age of travel. Overtourism means an excessive number of visitors heading to famous destinations and having a detrimental impact on the environment and the historical sights. More than 10 millions of visitors visited the city in 2019 and the number of tourists is expected to increase up to 12 millions by 2021. The objects that suffer the most are Tsarskoye Selo, Shuvalovsky Park, the Hermitage, Peterhof and many others. It might be possible to SOLVE THIS PROBLEM by promoting lesser-known or unknown routes and attractions in Saint Petersburg and the suburbs. There are many cultural objects which remain unknown to the visitors because they concentrate around those few widely visited iconic objects. New routes need to be created to divide the tourist flow between the parts of the city. They should draw attention to the lesser known sights so all the Cultural Heritage objects are equally appreciated.

Names of teammates (from the 3 schools): Secondary School Gabriel Pereira (Évora, Portugal), Secondary School № 328 (St. Petersburg, Russia), Secondary School № 691 (St. Petersburg, Russia)

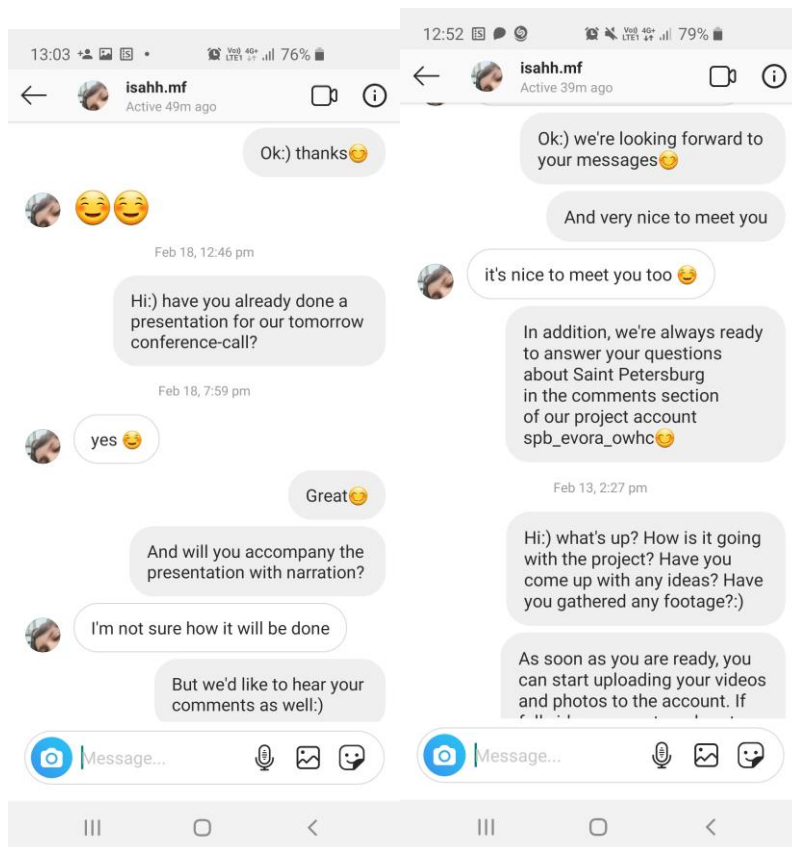
8. *How was the exchange on a linguistic point of view?*

The exchange was very important for developing writing skills and thinking in a foreign language. English as a foreign language used to communicate and present the work to their project mates and everyone involved. Furthermore, to expand vocabulary and enrich their overall language knowledge.

9. *Did the students go further in their conversations than exchanging about the topic of World Heritage?*

Heritage was our main topic, but the students also wondered about Tourism, social life and Development of the communities that live in a World Heritage Place. During our Skype

conferences, the students had a chance to ask each other questions about national character, customs and traditions. For example, students asked each other about how teenagers prefer to spend their free time, what places of interest they especially like to visit, invited each other for further questions after the posts, which created interesting and thought-provoking discussions. A few appointed students from each school constantly communicated with each other via email and social networking sites referring our posts and future project work.



10. Give as many other details as you wish to, in order to give a complete summary of your experience.

This was a very good experience for our classes: they profited a lot with this possibility of learning in the field, used project methodology to make their project, translate, produce the PPT presentations and afterwards present it to their classmates in English. The teacher of History and the English teacher of Gabriel Pereira Secondary School worked together.

A flexible curriculum was developed and our students became more enthusiastic about their culture and of course about their teammates. We have established new contacts and we are planning to maintain them in the future. Besides, we are eager to learn more about World Heritage in the future and to have a chance to visit our twin city and school, see the World Heritage objects with our own eyes and develop life-long friendships.

You can visit

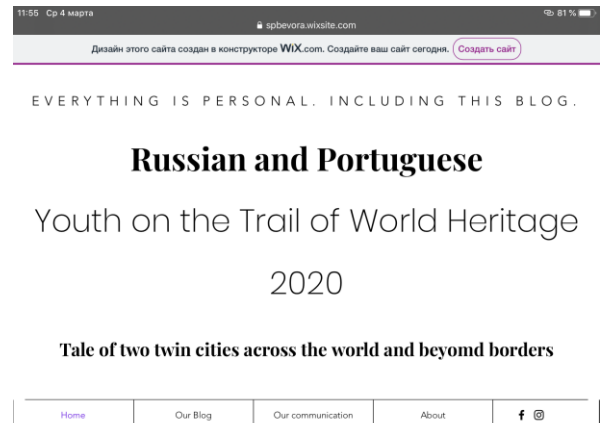
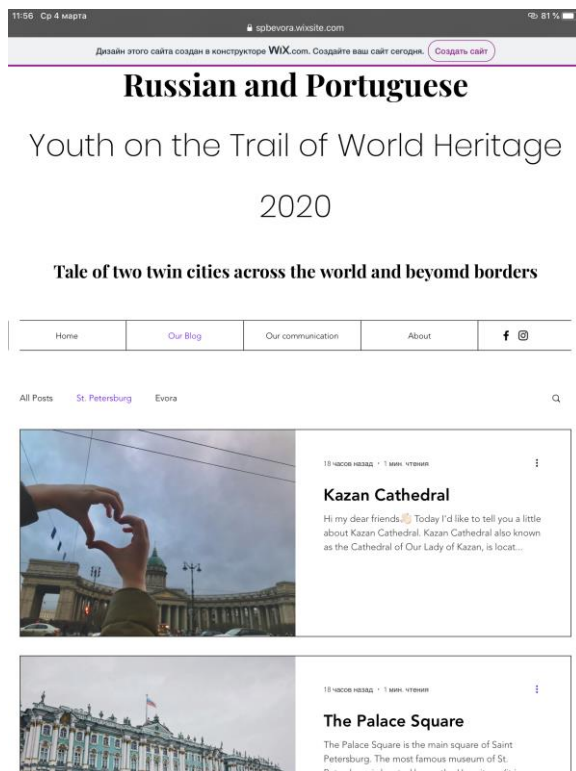
Our website <https://spbevora.wixsite.com/mysite>

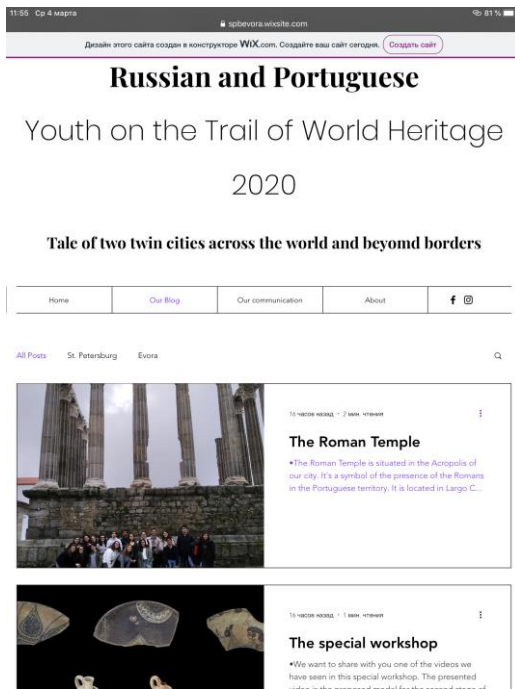
Our Instagram account https://www.instagram.com/spb_evora_owhc/

Our Facebook account <https://www.facebook.com/people/SaintPetersburg-Evora/100047116626777>

Please join to this document the work sheets made by the students and any other document (photos, links to blogs, social media pages/groups, etc.) that demonstrate the exchanges between the students.

These are screenshots from our webpage





Some of the examples of the Instagram and Facebook posts



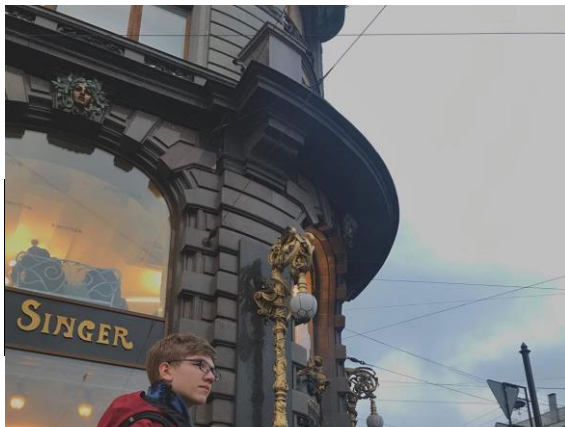
Students from Évora. [The Retable of Evora's Cathedral](#)



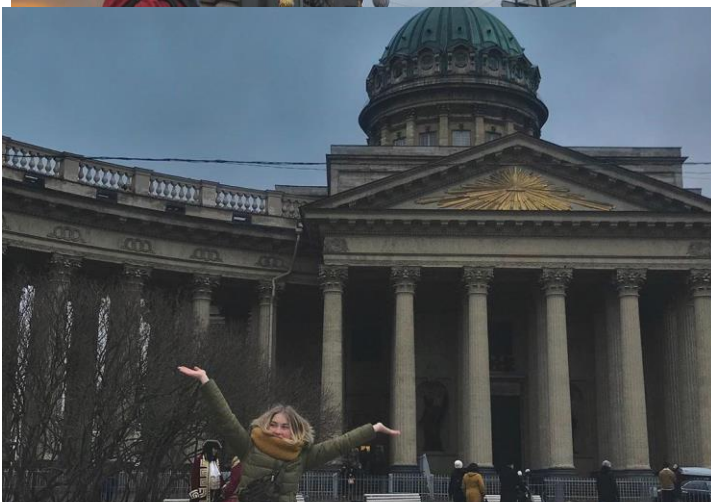
Students from Évora. Geraldo
Gerald's marble sculpture



Students from Évora. The Roman
Temple



Ksenia Tsendrovskaya and Yury
Arkhangelsky. The Singer house



Anya Kablukova. Kazan Cathedral



Ariadna Filippova. Catherine Palace in Pushkin



Natalia Nikitina and Katya (Kate) Kosogova. The Savior on Spilled Blood

Examples of parts of the presentations used during



YOUTH ON THE TRAIL OF WORLD HERITAGE

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Relate and define elements of the urban heritage of Évora according to each of the criteria(ou). Define their heritage importance.

Palace of Dom Manuel



YOUTH ON THE TRAIL OF WORLD HERITAGE

Fake Ruins



Évora  OVPM . OWHC . OCPM St. Petersburg

YOUTH ON THE TRAIL OF WORLD HERITAGE

CORK OAK




During your visit to Évora, you can find all kind of objects made in cork oak.



Évora  OVPM . OWHC . OCPM St. Petersburg

YOUTH ON THE TRAIL OF WORLD HERITAGE

Place the pictures of the World Heritage site of St. Petersburg here.



Savior on the Spilled Blood



Our signature tours which were especially created for the project by the students. We decided to use QR-codes in our tours as they make our touristic experience more up-to-date and convenient.

You can visit our website (<https://spbevora.wixsite.com/mysite/our-signature-tours>) in order to get acquainted with our signature tours:

- 1) Past and present of the underground life in St. Petersburg
- 2) St. Petersburg – the city where wishes come true
- 3) The mystery of Evora’s megalithic circuit where wishes come true



It is made in the form of a UFO, which certainly attracts tourists of our city.

Next time you are in St. Petersburg make sure you take a ride in our wonderful metro. It is an experience not to be missed.



Past and present of the underground life in St. Petersburg

Hi, my name is Katya and I'm going to take you on my signature tour around St. Petersburg metro considered one of the most beautiful by many people around the world.

Let's imagine we are in the metro now and start this trip.

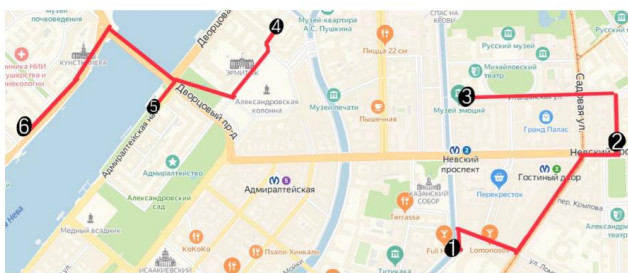
Let's talk a little about metropolitan's creation. It would have started with the line "Avtovo – Finlyandsky railway station", if the war hadn't happened and hadn't redirected the builders to the frontline. In the regard metro was opened only in 1955. The churches such as Znamenskaya, Saviour Church on Sennaya Square, Church of Saint Cosmas and Damian were destroyed. There are such metro stations as Vosstaniya Square, Chernyshevskaya, Sennaya Square on their places.



"Church of Saint Cosmas and Damian" were destroyed.



"Znamenskaya", "Saviour Church on Sennaya Square"



1) Bank bridge and griffins.

Bank Bridge is a 25-m-long pedestrian bridge crossing the Griboedov Canal near the former Assigination Bank in Saint Petersburg, Russia.

Its special popularity was gained through angular sculptures of four winged lions (griffins) crowning the abutments. They were designed by sculptor Pavel Sokolov, who also contributed lions for Bridge of Lions and sphinxes for Egyptian Bridge. Nowadays the winged lions are the symbol of St. Petersburg University of Economics and Finance.

There is a legend still propagated among the citizens that if you rub a lion's paw, you will inevitably make a fortune.



2) Monument to the photographer.

The monument to the photographer was erected in 2001. Accompanied by his dog and in twentieth century dress, complete with a bowler hat and umbrella, The Photographer stands outside the building where Karl Bulla once had his famous studio. Nowadays there is a museum celebrating his work and photography in general nearby.

An urban legend states that touching the little finger brings luck or financial well-being.



Cats Eliseu and Vasilisa.

Located on the eaves of houses on both sides of Malaya Sadovaya street, the sculptures of cats Elisey and Vasilisa are believed to fulfill wishes and bring luck. There is a version that the cats are monuments to the Yaroslavi cats delivered to Leningrad during the days of the siege to rescue the city from the rats that have congested it. They are said to grant a wish if the thrown coin remains on their pedestals. The cat Elisey is also believed to help the students as it was



Who does not like to visit mysterious places and make a wish there?

There are many megalithic monuments on the outskirts of Evora and throughout central Alentejo. This prehistoric riches in Alentejo is one of the most important in the Iberian Peninsula and even in Europe. If you believe in mysticism, make a wish. If you are a pragmatist, just think, why did prehistoric people carry such huge stones for their rituals?

Among many other megalithic monuments around Evora, a few stand out for their importance and greatness. And we're happy to introduce you our signature tour around them.



Cromeleque dos Almendres

The Almendres Megalithic settlement (or cromlech) is the biggest megalithic monument in the Iberian Peninsula and one of the oldest in the world. It was built about 7000 years ago, when mankind in Western Europe was making the transition from hunter-gatherers to herders and farmers.

Set within a beautiful landscape of olive and cork trees, stands this huge, spectacular

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Set within a beautiful landscape of olive and cork trees, stands this huge, spectacular oval of standing stones, 15 km west of Evora. It is the Iberian Peninsula's most important megalithic group and an extraordinary place to visit. The site consists of a huge oval of some 95 rounded granite monoliths – some of which are engraved with symbolic markings – spread down a rough slope.

It is believed that the monument either had a religious/ceremonial purpose or functioned as a primitive astronomical observatory.

The megaliths were erected over different periods, it seems, with basic astronomic orientations, and were probably used for social gatherings or sacred rituals back in the dawn of the Neolithic period

