

ANNEX I

EVOLUTION OF THE CONCEPT OF CULTURAL HERITAGE

The concept of cultural heritage has been defined in a number of documents, charters, recommendations and conventions. The following are extracts that illustrate the evolution over half a century, starting from the Venice Charter in 1964 to Faro Convention in 2005.

Venice Charter: Imbued with a message from the past, the historic monuments of generations of people remain to the present day as living witnesses of their age-old traditions. People are becoming more and more conscious of the unity of human values and regard ancient monuments as a common heritage. The common responsibility to safeguard them for future generations is recognized. It is our duty to hand them on in the full richness of their authenticity. (Venice Charter, 1964)

CoE 1975: The past as embodied in the architectural heritage provides the sort of environment indispensable to a balanced and complete life. The architectural heritage is a capital of irreplaceable spiritual, cultural, social and economic value. The architectural heritage has an important part to play in education. (European Charter of the Architectural Heritage, CoE, 1975)

UNESCO 2001: Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations. (UNESCO Univ. Declaration on Cultural Diversity, 2001)

UNESCO 2003: The “intangible cultural heritage” means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity. (UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, 2003)

UNESCO 2005: “Cultural diversity” refers to the manifold ways in which the cultures of groups and societies find expression. These expressions are passed on within and among groups and societies. Cultural diversity is made manifest not only through the varied ways in which the cultural heritage of humanity is expressed, augmented and transmitted through the variety of cultural expressions, but also through diverse modes of artistic creation, production, dissemination, distribution and enjoyment, whatever the means and technologies used. (UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 2005)

CoE 2005: Cultural heritage is a group [ensemble] of resources inherited from the past which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. It includes all aspects of the environment resulting from the interaction between people and places through time. A heritage community consists of people who value specific aspects of cultural heritage which they wish, within the framework of public action, to sustain and transmit to future generations. (Council of Europe Framework Convention on the Value of Cultural Heritage for Society, ‘Faro Convention’, 2005)

CHALLENGES

The conservation of the cultural heritage faces many challenges, such as those related to:

Built Environment: natural hazards, infrastructure development (transport, energy), uncontrolled urban development, environmental degradation, abandonment of rural, urban, and industrial areas, tourism management.

Human Resources:

Institutional and Legal Frameworks:

IN THE BUILT ENVIRONMENT

[The architectural heritage] is in danger. It is threatened by ignorance, obsolescence, deterioration of every kind and neglect. Urban planning can be destructive when authorities yield too readily to economic pressures and to the demands of motor traffic. Misapplied contemporary technology and ill-considered restoration may be disastrous to old structures. Above all, land and property speculation feeds upon all errors and omissions and brings to nought the most carefully laid plans.

(European Charter of the Architectural Heritage, CoE, 1975)

An analysis of the State of Conservation Reports (SoC) reveals some important trends in regard to capacity building needs within the World Heritage system. In looking at the key issues for which properties enter into the SoC process, it becomes clear that problems such as the isolation of heritage concerns from other sectors continues to penalize heritage practice just as isolated heritage management decision-making penalizes the relationship of heritage to its context. This becomes an acute problem when the factors hindering effective management of World Heritage properties come more and more from beyond the confines of the site, and the heritage manager in place, however good, has limited capacity to forge change.

(UNESCO, WHC-11/35.COM/9B, May 2011)

TO HUMAN RESOURCE MANAGEMENT

The situation in terms of availability of human resources varies from region to region and even from locality to another. While the conservation of cultural heritage is currently understood as essential part of the planning and management of historicized territory, the capacity to take this policy into reality faces a serious lack of properly trained human resources. The question is not only of trained professionals, but also of all the other sectors from the decision makers to executors.

In the *Survey of Global HR Challenges: Yesterday, Today and Tomorrow*, conducted by PricewaterhouseCoopers on behalf of the World Federation of Personnel Management Associations (WFPMA), several challenges for human resource management were revealed. This survey, which concluded that “despite national and regional differences, there was remarkable unanimity,” disclosed the following top 10 human resource management challenges: 1. Change management 48% 2. Leadership development 35% 3. HR effectiveness measurement 27% 4. Organizational effectiveness 25% 5. Compensation 24% 6. Staffing: Recruitment and availability of skilled local labor 24% 7. Succession planning 20% 8. Learning and development 19% 9. Staffing: Retention 16% 10. Benefits costs: Health & welfare 13%. <http://www.villanovau.com/human-resource-management-challenges/>

INSTITUTIONAL AND LEGAL CHALLENGES

One of the most fundamental ideas associated with capacity building is the idea of building the capacities of governments in developing countries so they are able to handle the problems associated with environmental, economic and social transformations. Developing a government’s capacity

whether at the local, regional or national level will allow for better governance that can lead to sustainable development and democracy. To avoid authoritarianism in developing nations, a focus has been placed on developing the abilities and skills of both national and local governments so power can be diffused across a state. Capacity building in governments often involves providing the tools to help governments best fulfil their responsibilities. These include building up a government's ability to budget, collect revenue, create and implement laws, promote civic engagement.

Societal development in poorer nations is often contingent upon the efficiency of organizations working within that nation. Organizational Capacity Building focuses on developing the capacities of organizations, specifically NGOs, so they are better equipped to accomplish the missions they have set out to fulfil. Failures in development can often be traced back to an organization's inability to deliver on the service promises it has pledged to keep. Capacity Building in NGOs often involves building up skills and abilities such as; decision making, policy-formulation, appraisal, learning.

http://en.wikipedia.org/wiki/Capacity_building

INTEGRATED CONSERVATION OF THE CULTURAL HERITAGE

CoE 1975: Unless a new policy of protection and integrated conservation is urgently implemented, our society will shortly find itself obliged to give up the heritage of buildings and sites, which form its traditional environment. Protection is needed today for historic towns, the old quarters of cities, and towns and villages with a traditional character as well as historic parks and gardens, The conservation of these architectural complexes can only be conceived in a wide perspective, embracing all buildings of cultural value, from the greatest to the humblest - not forgetting those of our own day together with their surroundings. This overall protection will complement the piecemeal protection of individual and isolated monuments and sites.

(The Declaration of Amsterdam, CoE, 1975)

Integrated conservation depends on legal, administrative, financial and technical support.

(European Charter of the Architectural Heritage, CoE, 1975)

UNESCO 1976: Every historic area and its surroundings should be considered in their totality as a coherent whole whose balance and specific nature depend on the fusion of the parts of which it is composed and which include human activities as much as the buildings, the spatial organization and the surroundings. All valid elements, including human activities, however modest, thus have a significance in relation to the whole which must not be disregarded. Historic areas and their surroundings should be actively protected against damage of all kinds, particularly that resulting from unsuitable use, unnecessary additions and misguided or insensitive changes such as will impair their authenticity, and from damage due to any form of pollution. Any restoration work undertaken should be based on scientific principles. Similarly, great attention should be paid to the harmony and aesthetic feeling produced by the linking or the contrasting of the various parts which make up the groups of buildings and which give to each group its particular character.

(UNESCO, Recommendation concerning the Safeguarding and Contemporary Role of Historic Areas, 1976)

"Safeguarding" means measures aimed at ensuring the viability of the intangible cultural heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education, as well as the revitalization of the various aspects of such heritage.

(UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, 2003)

Cultural diversity can be protected and promoted only if human rights and fundamental freedoms, such as freedom of expression, information and communication, as well as the ability of individuals to choose cultural expressions, are guaranteed.

(UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 2005)

The aim of conservation is to prolong the life of cultural heritage and, ultimately, to clarify the artistic

and historical messages therein without the loss of authenticity and meaning. Conservation is a cultural, artistic, technical and craft activity based on humanistic and scientific studies, and systematic research. The term conservation implies maintenance, scheduled maintenance, rehabilitation, renovation, substitution, repair, conservative restoration, scientific restoration; in the language of each cultural reality these interventions may take on different connotations or other meanings.

Furthermore, it is emphasised that:

Conservation is a process based on consciousness and comprehension, which requires a capacity of observation, analysis and synthesis, based on scientific, technical and artistic knowledge, and technical surveys, as well as involving crafts skills; these are the foundations for practical work that needs to hold a wise and pragmatic approach, based on professional and technical preparation of those involved, including education and training even prior to experience; z

Conservation requires the appropriate capacity of assessment and sense of proportion, corresponding to the requirements of the community, which should be aware of, as well as responsible for, ensuring that conservation works are compatible with its requirements.

Conservation calls for verification aiming at adjusting projects according to the specific legal and political framework;

Conservation, taking into account the variety of cases, is an interdisciplinary activity requiring a shared approach, respected by all people and institutions directly or indirectly engaged in the cultural heritage conservation processes;

CAPACITY BUILDING/DEVELOPMENT

United Nations, Economic and Social Council: *Definition of basic concepts and terminologies in governance and public administration*, 5 January 2006:

Capacity development is the process by which individuals, organizations, institutions and societies develop abilities to perform functions, solve problems and set and achieve objectives. It needs to be addressed at three inter-related levels: individual, institutional and societal. "Specifically, capacity-building encompasses the country's human, scientific, technological, organizational, institutional and resource capabilities. A fundamental goal of capacity-building is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environment potentials and limits and of needs perceived by the people of the country concerned".

At the **individual level**, capacity-building involves establishing the conditions under which public servants are able to embark on a continuous process of learning and adapting to change — building on existing knowledge and skills and enhancing and using them in new directions.

This requires a new approach to human resources management and also points to the importance of knowledge management as the new vehicle for increased learning.

At the **institutional level**, a similar approach needs to be applied. Rather than creating new institutions, often based on foreign blueprints, support should focus on the modernization of their machinery, with a priority on systems and processes. In this process, capacity development for policy support, organizational effectiveness and revenue and expenditure management is crucial.

Finally, capacity development at the **societal level** is required to support the paradigm of a more interactive public administration that learns equally from its actions and from the feedback it receives from the population at large. In order for public administration to be seen as a responsive and accountable service provider, whose performance needs to be monitored, societal change is required.

UNDP recognizes that capacity building is a long-term, continuing process, in which all stakeholders participate (ministries, local authorities, non-governmental organizations and water use groups, professional associations, academics and others.

(<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan022332.pdf>):

UNESCO, World Heritage Capacity Building Strategy (2011): The First Paradigm Shift: From Training to Capacity Building: This strategy proposes a paradigm shift to step beyond conventional training to embrace a capacity building approach. Current needs demonstrate that the audience for capacity building for World Heritage conservation and management activities is wide, diverse and growing. Creating and strengthening capacities of institutions and of networks that link the heritage sector to wider communities is as much a priority as the training of individual practitioners. The result will be stronger organizational frameworks and interfaces between heritage and the wider environment, enabling individuals, including those outside heritage-related professions, to take more effective actions. ... For the purposes of this strategy, capacity building in the World Heritage framework can be defined as follows. If capacity is “the ability of individuals, organizations and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner”, then capacity building for the effective management of World Heritage properties will:

- strengthen the knowledge, abilities, skills and behavior of people with direct responsibilities for heritage conservation and management,
- improve institutional structures and processes through empowering decision-makers and policy-makers, and
- introduce a more dynamic relationship between heritage and its context and, in turn, greater reciprocal benefits by a more inclusive approach,

such that missions and goals are met in a sustainable way. Capacity building – whether of practitioners, institutions or communities and networks – is seen as a form of people-centered change that entails working with groups of individuals to achieve improvements in approaches to managing cultural and natural heritage.

(UNESCO, WHC-11/35.COM/9B, May 2011)

IDENTIFICATION OF TARGET AUDIENCES

Philippot, 1974; The various specialists involved in the different fields of conservation may be classified as follows:

Architects, engineers and town planners specialized in problems of architectural conservation, conservation of historic centres and landscape, or in organizing areas of cultural importance.

Historians, art historians and archaeologists responsible for departments of monuments or antiquities, and museum curators, who decide on policy of conservation.

Foremen in charge of directing practical conservation work on buildings or ruins.

Restorers and conservators. fields of specialization; levels of competence: qualified restorers (conservators) and technicians in conservation.

Artisans: traditional artisans whose craftsmanship must be adjusted to the specific requirements of conservation and who work under the direction of a restorer or foreman.

Conservation scientists and laboratory technicians: the scientific examination and technological research required for the identification of causes of deterioration, adjusting and improving methods of conservation.

(ICCROM, Newsletter 2, 1974)

UNDP recognizes that capacity building is a long-term, continuing process, in which all stakeholders participate (ministries, local authorities, non-governmental organizations and water use groups, professional associations, academics and others).

(<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan022332.pdf>):

ICOMOS, 1993: There is a need to impart knowledge of conservation attitudes and approaches to all those who may have a direct or indirect impact on cultural property. The practice of conservation is interdisciplinary; it therefore follows that courses should also be multidisciplinary. Professionals, including academics and specialized craftspersons, who have already received their normal qualification will need further training in order to become conservationists; equally those who seek to act competently in historic environment.

(ICOMOS, Training Guidelines, 1993)

COTAC 1993: In the United Kingdom, COTAC (Conference on Training in Architectural Conservation) has listed some of the principal professions (with their profiles) who are involved in the conservation of historic buildings, towns, and sites. The list includes:

Administration: Administrator or Owner, Conservation Officer or Historic Buildings Officer, Curator

Planning: Town Planner, Landscape Architect or Historic Gardens Conservators

Research: Art/architectural Historian, Archaeologist,

Project Management: Architect, Engineer (Civil or Structural), Building Economist (Quantity surveyor), Surveyors, Environmental Engineers

Conservation: Conservator, Materials Scientist

Execution: Builder or Contractor, Master Craftworker

UNESCO 2011: The definition of capacity building identifies three broad areas where capacities reside and for which audiences for capacity building need targeting: practitioners, institutions, and communities and networks. This is an approach which brings World Heritage in line with other sectors that have already adopted it (for example, UNDP and the health and food aid sector NGOs). The following table connects the three target audiences to learning areas and needs.

| Where capacities reside: target audiences for capacity building | Principal learning areas |
|---|---|
| Practitioners (including individuals and groups who directly intervene in the conservation and management of World Heritage properties) | Implementation of the Convention, Conservation and management issues: planning, implementation and monitoring, Technical and scientific issues, Traditional conservation processes at the site level, Resource utilization and management |
| Institutions (including State Party heritage organizations, NGOs, the World Heritage Committee, Advisory Bodies and other institutions that have a responsibility for the enabling environment for management and conservation.) | Legislative issues Institutional frameworks/issues (Governance, decentralization), Financial issues, Human resources, Knowledge |
| Communities and Networks (including local communities living on or near properties as well as the larger networks that nurture them) | Reciprocal benefits and linking with sustainable development and communities, Stewardship, Ongoing sustainability of traditional conservation processes, Communication / Interpretation |

(UNESCO, WHC-11/35.COM/9B, May 2011)

As reported by Gary Becker, an expert in human capital at the University of Chicago, "To most people capital means a bank account, a hundred shares of IBM stock, assembly lines or steel plants in the Chicago area. These are all forms of capital in the sense that they are assets that yield income and other useful outputs over long periods of time. But these tangible forms of capital are not the only ones. Schooling, a computer training course, expenditures of medical care and lectures on the virtues of punctuality and honesty also are capital. That is because they raise earnings, improve health or add to a person's good habits over much of his lifetime. Therefore, economists regard expenditures on education, training, medical care and so on as investments in human capital. They are called human capital because people cannot be separated from their knowledge, skills, health or values in the way they can be separated from their financial and physical assets".

(<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan022332.pdf>):

In this document, the various categories or disciplines, involved within and at the different moments of the process of the conservation of cultural heritage are classified into:

General Public and Community

Non-Governmental Organizations, NGO;
Authorities and Institutions (Governance, decentralization), responsible for Legislative issues, Financial issues, Human resources, Knowledge management;
Project Designers; architects and planners, civil engineers, landscape designers and architects;
Historians, archaeologists, heritage managers;
Conservators/Restorers;
Scientists, Specialists of Laboratories, Researchers
Managers and Technicians; Directors of works; Craftsmen; Conservation Technicians;

GENERAL NEEDS FOR EACH TARGET AUDIENCE

It is essential that training programmes, whether general or thematic, be based on clearly defined concepts and well founded conservation principles. Such definitions and principles are referred to in various international documents (e.g., UNESCO, ICOMOS) or also in regional and national recommendations or standards. The universality of the principles is in their character as a critical method; conservation ethics relates to their correct application in each particular case. There is a need to ensure a holistic approach to heritage, based on pluralism and cultural diversity, which must be respected by various disciplines.

Public Education: It is necessary to raise in the general public the ability to observe, acknowledge and respect their heritage, to perceive with a critical spirit their surroundings and to appreciate associated values; to become a permanent stakeholder in what has been done and that can be done to protect this heritage. Such education must start from the primary and secondary schools, as it is the most effective system to ensure understanding. This education should start from school-age children, integrating in educational programmes, and continuing in adult education with cycles of conferences and seminars on local cultural heritage and on conservation policies in general; using lectures, debates and exhibitions, public debates, and interaction with other realities and cultures.

Awareness Raising: It is necessary to sensitize and empower administrators, public institutions and private social and socio-economic and territorial managers, who should understand their role and responsibility in cultural and economic benefits of heritage conservation, sustainable environmental and social-cultural development. Raising of awareness can be achieved through workshop and seminars, or through meetings and even an international exchange of experiences.

Specialization as part of career structure for the various disciplines is mostly used to introduce professionals and technicians of different disciplines as part of the capacity building in the conservation of the cultural heritage.

CIF 1993: Education and sensitization for conservation should begin in schools and continue in universities and beyond. These institutions have an important role in raising visual and cultural awareness - improving ability to read and understand the elements of our cultural heritage - and giving the cultural preparation needed by candidates for specialist education and training. Practical hands-on training in craft work should be encouraged.

Courses for continuing professional development can enlarge on the initial education and training of professionals. Long-term, part-time courses are a valuable method for advanced teaching, and useful in major population centres. Short courses can enlarge attitudes, but cannot teach skills or impart profound understanding of conservation. They can help introduce concepts and techniques of conservation in the management of the built and natural environment and the objects within it.

In its original sense, **discipline** is referred to systematic instruction given to a disciples to train them as students in a craft or trade, or to follow a particular code of conduct or "order". Conservation as a Specific Discipline has been a topic of discussion since the 1960s. Several countries have academic programmes for the training of conservator/restorers.

ECCO: The Conservator-Restorer is a professional who has the training, knowledge, skills, experience and understanding to act with the aim of preserving cultural heritage for the future, and according to the considerations outlined below. The fundamental role of the Conservator-Restorer is the preservation of cultural heritage for the benefit of present and future generations. The Conservator-Restorer contributes to the perception, appreciation and understanding of cultural heritage in respect of its environmental context and its significance and physical properties. Conservation-Restoration is a complex and rapidly developing field. Therefore, the qualified Conservator-Restorer has a professional responsibility to keep up to date with new findings, and ensure that s/he practices her/his profession in line with current ethical thought. Continuing Professional Development is further detailed in "E.C.C.O. Professional Guidelines II".

<http://www.ecco-eu.org/about-e.c.c.o./professional-guidelines.html>

Philippot: Although the need for a sufficient number of adequately trained conservation specialists to safeguard the cultural patrimony is now at least recognized these days as being of primary importance, there is still, nevertheless, considerable confusion in public opinion and some uncertainty amongst the responsible authorities themselves as regards the specific qualifications required for this task. One of the main reasons for this state of affairs is that, even when conservation is increasingly recognized as a specific discipline, the specialist in conservation still does not appear as a clear and well defined figure like those, established by a long professional tradition, of the physician, the solicitor, or the engineer. It may, therefore, be of some interest to try to describe, in a schematic way, the main categories of specialists responsible for conservation work and the type of training necessary for each of them.

As one can see, the various specialists involved differ from one another according to the kind of object they are dealing with and the nature of their contribution in the general process of conservation. These differences will of course require corresponding differences in the curriculum of their training. However, in as much as conservation is indeed one specific discipline, it is obvious that a basic methodology, a way of organizing knowledge common to all, whatever the field of specialization may be, must be drawn up. In order to clarify both this common knowledge, which unites the discipline, and the variations according to the categories of specialists under consideration, we would like to suggest a draft typology of the curriculum required for the training of each category. Terminology has been as far as possible unified in order to stress the basic unity of conservation methodology. From this point of view, the common structure of curricula for training in any conservation field might be summarized as follows:

- theory and history of restoration;
- history of art and culture in the field of specialization;
- history of technology in the field of specialization;
- methods of examination of objects in the field in question from the aesthetical, archaeological, scientific and technical points of view;
- knowledge of materials and causes of their deterioration;
- documentation;
- organization of conservation work.

The aim of training is to guarantee that conservation management is applied to heritage resources taking into consideration the qualities and values of each site, as well as their specific condition, the cultural, social and economic context, and the risks that each site may meet. Training should provide the skills that are required by the professions, crafts, or administrations involved; training should also facilitate collaboration between different disciplines, and the communication with the general public. While training should be understood in relation to specific needs in each area, the response may be obtained in different forms, at the international, regional, national, or local level. A key issue in relation to training is to create a market for conservationists, to prepare and approve a career structure, and help qualified professionals and craftspersons have a reasonable income. (JJ 95)