



ICOMOS INTERNATIONAL TRAINING COMMITTEE
COMITÉ INTERNATIONAL D'ICOMOS POUR LA FORMATION

Principles for Capacity Building through Education and Training in Safeguarding and Integrated Conservation of Cultural Heritage

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Preamble

The Guidelines for Education and Training in the Conservation of Monuments, Ensembles and Sites, drafted by CIF (The International Training Committee of ICOMOS), was adopted by the ICOMOS General Assembly in 1993 in Colombo, Sri Lanka. Aimed primarily at training of conservation professionals, this document has appropriately served the conservation community for 20 years, and still has a significant relevance.

The concept of the built cultural heritage has been subject to constant evolution particularly in the second half of the 20th century, extending from individual monuments and archaeological sites to historic urban areas, rural settlements and cultural landscapes. The relationships between the immovable and movable heritage have been refined. Physical places have been associated with pertinent intangible cultural heritage, traditional craftsmanship and traditional knowledge systems. The interdependence of cultural heritage with the development and the economics of a particular region has become a crucial factor in everyday life, and a more holistic approach will strengthen the links between cultural and natural heritage. Developing new technologies, climate change, human-made and natural disasters and armed conflicts pose heritage to many risks.

As a result, the number of stakeholders to be involved in safeguarding such heritage has increased. Consequently, there is need for Capacity-Building in order to create the conditions for safeguarding by addressing the relevant levels. There is need to ensure that the awareness, knowledge and skills associated with the safeguarding of such heritage resources are studied and disseminated widely to the relevant heritage communities and stakeholders, and that the necessary legal and administrative frameworks are in place. On the other hand, those involved in safeguarding could gain valuable knowledge from insights, approaches and experience of social and environmental sciences, as well as broader skills in public participation, conflict management, and mediation practices. Therefore, **Education and Training** should now be seen in the more general framework of Capacity Building. In this context, **Education** is understood as the process of imparting or acquiring general knowledge and attitudes, developing the powers of reasoning and judgment in relation to the conservation of heritage. **Training** refers to a planned and systematic sequence of instruction under supervision, designed to impart skills and more specific knowledge and understanding. [adapted from UNESCO definition of basic education] A wide range of actors should be targeted, taking into account the specificity of each.

The present document should be seen as a framework document providing overall guidance for the principles of Capacity-Building in the safeguarding and conservation of the cultural heritage. Additional documents could be attached providing a more in-depth guidance for specific types of heritage and target audiences, as well as for different types of Capacity-Building activities, or safeguarding and conservation actions. These principles extend but do not replace the ICOMOS-CIF 1993 Guidelines. It is addressed, in the first place, to the members of ICOMOS, inviting them to diffuse the messages therein to the broader international community of heritage conservationists and beyond.

I - Definitions of Basic Concepts

- 1 “**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.” (Ref. Council of Europe ‘Faro Convention’, 2005) [we will put the definitions in quotation and the working group confirms that this definition applies to the document]
- 2 **Safeguarding**: means ...”measures aimed at ensuring the long-term viability of the *tangible*/intangible cultural heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education and training, as well as the revitalisation of the various aspects of such heritage”. (Ref. UNESCO 2003 Convention)
- 3 **Integrated Conservation**: refers to the processes of culturally and environmentally sustainable development in historic areas, integrating conservation with the planning and management instruments. Integrated conservation depends on legal, administrative, financial and technical support, and the informed involvement of the heritage community as a whole. (Ref. Council of Europe, 1975 Charter)
- 4 “**Capacity Development/Building** is the process by which individuals, organisations, 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 capacities. 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 *heritage*/environment potentials and limits and of needs perceived by the *community*/country concerned.” (Ref. UN Economic and Social Council, 2006, ‘definition of basic concepts’):

II - General Requirements

- 5 Cultural heritage results from a traditional interaction of culture and economy. Such traditions are now threatened with globalisation. In the past, economy was understood as household management, i.e. associated with the systems of production providing a community with the desired quality of life. Over time, such processes have generated specific cultures, expressing choices made, and the resulting cultural identity in each place. Traditionally, culture and cultural heritage have been fundamental factors in culturally and environmentally sustainable development. Parts of a territory may be identified as heritage that merits specific protection measures in order to maintain its qualities and associated values. Other parts of the territory may require requalification or reconversion, subject to the specific conditions of each place. It is in this context that the notion of Historic Urban Landscape (HUL) has been put forward as a basis for a new management approach, defining vulnerabilities and the potential impacts of development and change on protected territories.
- 6 “Integrated conservation must make full use of all existing laws and regulations that can contribute to the protection and preservation of the architectural heritage”. The European Charter of the Architectural Heritage specifies that where such laws and regulations are insufficient for the purpose, they should be supplemented by appropriate legal instruments at national, regional and local levels.
- 7 Capacity-Building in relation to the conservation and management of heritage resources needs to take into account a number of key areas of understanding, knowledge and skills in order to build up the required competence for each target audience. It should involve the planning and implementation of culturally and environmentally sustainable management of recognised heritage resources. This needs to take into account the social and economic requirements of the community, as well as the protection of the natural environment. It requires understanding the significance of the heritage resource as an often complex system of historical layering within its territorial and socio-economic setting. This demands sound judgement based on recognised international doctrine, and an ability to establish meaningful collaboration with a wide range of stakeholders, according to the roles and responsibilities of each

- 8 Capacity-Building through education and training refers to strengthening the knowledge, abilities, skills and attitudes of people with direct or indirect responsibilities for heritage conservation and management, improving institutional structures and processes by empowering decision-makers and policy-makers, as well as introducing a more dynamic relationship between heritage and its socio-economic context. It involves an inclusive approach, so that the relevant missions and goals are met in a sustainable way. Capacity-Building involves practitioners, institutions, communities and networks, and it is seen as a form of people-centred process that entails working with groups of individuals in order to achieve improvements in approaches to managing cultural and natural heritage.
- 9 While university education and professional training courses remain valid instruments to target specific audiences in the conservation of heritage resources, these need to be integrated within a wider approach so as to improve the overall capacity and understanding of heritage requirements. Capacity-Building also requires other kinds of initiatives, such as: seminars, symposia, and conferences for lay people, practising professionals and technicians; online training opportunities for individual learning; publications, guidelines, manuals, videos, computer programmes, podcasts, audio guides, etc., to support continuous learning processes. It further needs apprenticeships, mentoring, twinning; field schools and on-site practical training, drop-in centres and hands-on demonstrations according to the specific requirements of each target group and each place.
- 10 Each of the planned activities must be designed for their appropriate audience. The training of craftspersons, for example, should be done through apprenticeship programmes and field training courses. Politicians and other decision makers could be served by short, targeted seminars. Practising professionals require educational and training opportunities based on systems of regularly repeated updating and upgrading session as well as on the principles of lifelong learning.
- 11 No single individual or institution is likely to be solely involved in the conservation process as it will usually be necessary to involve a variety of skills and disciplines, in order to carry out the relevant actions. Capacity Building thus requires:
- a. building a network of qualified teachers, and identifying necessary didactic facilities;
 - b. identifying sponsors and regional and national partner organisations;
 - c. directing financial and administrative support to heritage management;
 - d. organising collaborative networks of individuals and institutions for the exchange of ideas and opinions on approaches to education and training;
 - e. expanding the market for conservation, research and training, and encouraging the creation of opportunities for qualified, trained conservationists; as well as,
 - f. ensuring that the necessary legal and regulatory frameworks enable organisations, institutions and agencies at all levels and in all sectors to enhance their capacities, developing frameworks and communication systems;

III - Key Target Audiences

- 12 Whilst training for conservation of cultural heritage was first developed for a few categories of professionals and specialists, the evolving definition of the heritage means that the stakeholders needing to be involved in safeguarding have also multiplied. It is therefore necessary to build capacity targeting a wide range of audiences. Each of the participating groups set out below can be part of the conservation processes and will need to be addressed within specific Capacity Building initiatives in order to improve their ability to appropriately play their part in safeguarding the cultural heritage. Some target audiences are here collected into a general category, including decision-makers and administrators. Other target audiences are identified as the different types of professionals who normally would be involved in conservation processes.

IV- General Target Groups

- 13 **Communities and the General Public:** There is a need to raise the understanding of the general public on the importance of their heritage. Such an education and awareness raising must start in

primary and secondary schools, as this is the most effective system to ensure a proper understanding. Many communities, in themselves, are at the forefront of maintaining and conserving their heritage. Such heritage owners, managers and users are often also the repository and source of knowledge of traditional systems. Capacity Building requirements for communities and the general public should recognise that conservation is a multi-faceted function, which may include the need for improved awareness, improved management, repair and maintenance knowledge and skills, as well as documentation and the effective transfer of traditional knowledge systems. This process should be participatory and reciprocal as well, serving the educators as a source of gaining new knowledge and insights.

- 14 **Non-Governmental Organisations (NGOs):** As legally constituted organisations, NGOs operate independently of government institutions, and are often involved in various aspects of conservation work. They may include property owners or managers; give conservation work grants; carry out conservation projects, or give advice to those carrying out conservation work. Capacity Building requirements for NGOs will depend upon their specific role in the conservation process, and may include the need for improvement in the technical, managerial, fundraising, and institutional capacity, as well as communication skills.
- 15 **Governmental Authorities and Institutions:** Governmental authorities and institutions can have a wide variety of real and potential roles in safeguarding heritage resources. They can be direct owners of heritage and/or have a regulatory oversight that can include project approval and inspection. They can also provide conservation expertise and/or function as project funders. Capacity Building requirements for such bodies will depend upon their specific roles and can include strengthening technical, managerial, and fundraising abilities; administrative and institutional capacities, as well as communication skills.
- 16 **Property and Site Managers:** The role of **Property and Site** managers is of crucial importance in safeguarding heritage sites, particularly when dealing with urban areas or cultural landscapes. These managers, whether public or private employees, have the task of day to day planning and management of heritage sites. They should have a basic knowledge of heritage conservation and management practices. Capacity Building requirements may include elements of the history and theory of conservation; a sound knowledge of the history and evolution of the relevant heritage site and its context. They need to be capable of leading multidisciplinary teams in the long-term site planning; and in day to day management of conservation, maintenance, and monitoring human and financial resources, as well as the management of relations with communities and other stakeholders.
- 17 **Conservation Project Managers (J):** Their task is to oversee the practical interventions in the planning and management of the architectural, urban or landscape heritage. Beyond an academic specialisation, the discipline needs to understand practical work-site preparations, including the ability to organise work and maintain contact with contractors. This requires an in-depth practical training on work sites, and in pilot projects. Specialisation could be open to construction site managers (Foremen) and crafts people, who have a theoretical knowledge of the field. Capacity Building requirements include in addition to their specific qualification elements of the history of conservation, technical characteristics of construction and methods of work; the programming of different types of conservation activities and the implementation of projects and practical alternatives based on decision criteria; the history of the knowledge of materials, and of traditional and innovative techniques in conservation; and documentation of the works.

V - Target Groups of Specific Professions

- 18 **Conservation Architects, Planners, Landscape Architects, Engineers:** These professionals deal with the preservation and conservation of a broad range of tangible and intangible heritage including historic buildings and structures, historic cities and cultural landscapes. These professions require a university degree, plus an advanced degree in their specialised area, and professional accreditation. Capacity Building requirements for this group can be offered on many levels. During formal conservation training that complements their respective professional degree, the language of heritage, the theoretical and philosophical requirements of conservation and the methodologies and approaches of the various disciplines should be mastered. A thorough understanding of materials, construction techniques, and deterioration processes, and of the structural systems of historic buildings and structures is necessary, together with an understanding of the historic areas and territories. As well, knowledge of history of architecture, engineering and urban planning is required beyond the normal art-historical perspective,

extending into the history of construction techniques, and the evolution of the forms and features of the built environment with regard to their structure, heritage character defining elements and functions. Capacity Building must continue after having achieved professional qualification, and educational opportunities necessary to ensure keeping up to date with the latest developments in the field. To these can be added professions related to the maintenance of an ecological balance and the conservation of the environment in the fields of environmental assessment, documentation, operations, planning, research & education.

- 19 **Conservators/Restorers:** These specialists are concerned with the physical fabric of the built environment. They analyse and recognise decay and deterioration (assisted by conservation scientists), propose remedial actions, and take responsibility for the execution of high-level detailed conservation work. They are typically trained in centres of advanced specialisation, and may have a university education. Their training combines theoretical and practical learning in the fields of architectural and archaeological heritage. Capacity Building requirements include art history, the history of materials and techniques, the history and theory of restoration, the analysis of interventions over time, and an understanding of chemistry, physics, and biology as they relate to the decay of materials, destructive and non-destructive methods of analysis, restoration and documentation methodologies.
- 20 **Conservation Technicians, Technologists and Heritage Recording Specialists:** These practitioners function as assistants to professionals, conservator/restorers, or specialist conservation contractors. Capacity Building requirements include the mastering of subjects related to conservation that are integrated with the application of reliable technologies and techniques; and the introduction to simulated work-site training and to innovative materials compatible with the historic structure.
- 21 **Conservation Scientists:** Chemists, physicists, and biologists have a particularly important role to play in the area of understanding materials, their pathologies and decay, in addition to testing and developing new materials and treatment methods. Some scientists specifically specialise in conservation issues, whilst others incorporate it into the wider practice of their specialties. Capacity Building requirements include elements of the history and theory of conservation; the history of science and technology in their specialised area; in-depth understanding of materials and causes of decay; as well as laboratory techniques in testing and conservation treatment, research and documentation.
- 22 **Art / Architectural Historians, Archaeologists, and other Heritage Researchers:** According to their competence and qualifications in heritage conservation - these professionals specialise in the history of the built heritage; assist in defining or influencing conservation policies; identify and perform actions to recover historical documentation; or plan and manage the preservation of heritage. They generally have a university education that may continue into postgraduate study. Capacity Building requirements include developing a specific knowledge of the theory, and the history of architectural and urban conservation, including the basics of the history of technology, and knowledge of the evolution of building forms. Archaeologists may also require development in understanding non-destructive excavation techniques, the principles of presentation of sites and collections, respecting the policies of conservation, maintenance and monitoring. Updating inventory and documentation systems should also be offered, in addition to updated methods of research and exploration.
- 23 **Architects, Planners, Landscape Architects, Engineers, Surveyors, Geographers, Topographers, etc. not specialised in Conservation:** Numerous professionals who are not specialised in conservation can be involved in work on historic buildings, structures and sites or in making decisions that will affect heritage environment. Capacity Building requirements for them need to incorporate basic courses on cultural heritage conservation into the university curricula for each of the professional disciplines, in addition to offering a range of short professional-level courses for those already practicing. This approach should be structured over time in such a way as to ultimately match the Capacity Building requirements of those identified for the conservation professionals.
- 24 **Professionals responsible for Environment and Sustainable Development, Nature and Natural Heritage Conservators:** A wide range of professions is related to the maintenance of the ecological balance, conservation of the environment, etc. in the fields of environmental assessment, documentation, operations, planning, research & education. Since environmental impacts and effects of environmental and sustainable development activities may be both supportive and threatening for tangible and intangible heritage, it is important to enhance understanding of related heritage values, raise awareness of threats to heritage, and the needs of its safeguarding and conservation. Capacity

Building requirements for this target group need to incorporate basic courses on cultural heritage conservation in the university curricula for each of discipline, in addition to offering a range of short professional-level courses for those already in practice.

25 Economists, Sociologists, Anthropologists, Social Geographers, Lawyers and other supporting professionals: Conservation of heritage resources, whether dealing with individual properties or larger areas, necessitates the involvement of specialists in a number of different disciplines. The involvement of such disciplines into Capacity Building programmes is essential in the practical world of decision making especially with regard to the conservation of the built heritage. As well, those involved in safeguarding should get deeper perception of insights, approaches and methods of social and related sciences in order to conduct a fruitful mutual discourse.

26 Craftspersons and Artisans: Carrying out appropriate repair, maintenance and conservation work involving re-integration, replacement or reconstruction requires the contribution of craftspersons skilled in traditional crafts who are also educated in conservation requirements. Craftspersons are directly responsible for a great deal of decision-making at the practical implementation level. They need a technical knowledge of construction in their area of craft specialisation (carpentry, masonry, plasterwork, etc.) as well as understanding conservation principles. Capacity Building requirements include the recognition of the history, character, and significance of the heritage concerned; understanding of the principles of conservation; the methods and techniques of sustainable repair and maintenance; study of the processes and causes of decay, the mastery of traditional craft techniques and various in-situ conservation requirements linked with the capacity to understand, evaluate, and apply the appropriate worksite safety techniques.

27 Planners and Engineers of Infrastructure: Accountable for improvements to the urban and territorial infrastructures and utilities, such professionals also need to consider requirements of heritage resources. Their responsibilities span the need for modern life requirements with projects involving roads and traffic; water and power supply, waste management, control of atmospheric and acoustic pollution; and installation of public and private communication networks. They need to have specific knowledge of the relevant heritage resources in addition to their professional discipline. Capacity Building requirements include the history of their operational territory; construction techniques; conservation theory and technologies; as well as skills in adapting building environmental functions to heritage environments.

28 Technicians of Building Utilities and Commodities: Whilst it is the responsibility of others to envisage and design the installation of necessary building utilities for residential needs, those who carry out the installations should have a specialised training in technologies for historic structures. Capacity Building requirements include the history of construction technologies; traditional environmental systems and innovative installation techniques; alternative installation solutions according to prevention and security standards.

VI - Planning and Implementing for Resources

29 In order to develop a successful and integrated approach, institutions and authorities should plan relevant strategies for Capacity Building to cover their specific areas of concern. Depending upon need, such strategies could be developed at the international, regional, national, institutional, or local community level. The approach would normally involve making a critical assessment of the needs and the existing resources and, developing solutions in order to prepare a Strategic Plan while recognising that emerging strategies need to be adaptable to changing conditions. The Strategic Plan should aim to define individual responsibilities, and lead to the creation of an Action Plan that could be pursued, monitored and updated at regular intervals.

30 A variety of institutions may be involved in Capacity Building initiatives – including universities, training centres, and related NGOs and IGOs including ICCROM, each with a specific mandate for Capacity Building. Others may engage in a more limited or ad-hoc manner. The necessary specific resources will vary with the type of institution, target group and identified activity. Each of the planned activities must be designed for the competent appropriate audience. It is important to consider that, at the strategic level involving a number of institutions; there may already be sufficient financial and human resources to carry out the identified activities. It is also necessary to ensure that all individuals involved in Capacity Building work should have the necessary technical knowledge of their subject, and the ability to communicate to convey the necessary knowledge and skills to participants. Where appropriate, support

resources may also be necessary. These could include libraries, documentation centres, archives, and conservation facilities, ranging from craft workshops to various conservation laboratories.

- 31 In areas such as understanding the significance of the heritage resources, the behaviour of structures and materials, and appropriate treatments, research requirements may also be required in support of the conservation management process. This may be necessary at all levels, including art and architectural history, archaeology, materials sciences, structural behaviour, building functions, historic urban or rural areas, etc. These activities should be planned in long-term and short-term programmes, and properly coordinated and integrated. The results should be fully documented, and made available to those responsible for heritage sites and training institutions now, and in the future.
- 32 Performance assessment is a tool to monitor and improve competence development. The assessment should become a personalised, self-regulative and learning-oriented deployment of relevant tools. It will require monitoring the performance of institutions in relation to established goals, leadership, and learning processes. It should take into account the programming of research and documentation and keeping the institution updated about evolving policies and strategies in relevant fields.

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