

**A Global Training Strategy for Cultural Heritage
to Improve Implementation of the
World Heritage Convention**

Global Training Strategy Report
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Contents

A. Mandate	3
B. Training in relation to the World Heritage Convention	4
C. Issues and Conclusions	5
D. Global Training Strategy for World Cultural Heritage	7
1. Framework of Principles	9
2. International Training Strategies/Programmes	14
3. Regional Training Strategies/Programmes	18
Asia and the Pacific	19
Europe and North America	24
Sub-Saharan Africa	29
Arab States Region	33
Latin America and the Caribbean	34
4. Roles of Key Partners	37
5. General Funding and Implementation Strategy	39
Annex I: Background on development of the Global Training Strategy for the World Heritage Committee	40
Annex II: Review of effectiveness of Committee training assistance for cultural heritage	51
Annex III: Documents consulted in preparation of this report	54
Annex IV: Recommendations of the Expert Meeting on Training in relation to World Heritage Sites	56
Annex V: Principles Guiding the Assessment of Training Requests	64
Annex VI: Check List for Requests for Training Support	65

A. Mandate

The World Heritage Committee began to look seriously at training issues in relation to the implementation of the World Heritage Convention following a survey of the Committee's provisions for training assistance carried out in the early 90s. The Committee asked ICCROM during the 1994 Bureau meeting to develop a global training strategy for World Cultural Heritage sites. Since then, ICCROM has been actively pursuing this mandate.

Two international meetings have been held focussed on different facets of the problem. As well, regional training strategies have been developed, in collaboration with the World Heritage Centre, for Sub-Saharan Africa, Latin America (historic cities), North Eastern Europe (historic cities) and SE Asia. These initiatives have brought forth many issues, proposals and principles relevant to improving the Committee's use of its training funds.

In the light of the Committee's mandate to ICCROM in 1994, experiences in elaborating the strategy, and in the changing context of the Committee's priorities (as emerging from the Global Strategy and the results of the forthcoming periodic reporting cycle), ICCROM believes it opportune to present its Global Training Strategy for cultural heritage to the Committee for review and approval.

Preliminary versions of this paper were presented to the World Heritage Committee for information in December 1999, and to the Bureau for review in June 2000. This paper builds on these documents, incorporating overview assessments of training needs, region by region, in order to present a fully complete picture of needs and strategic responses at international and regional level.

B. Training in relation to the World Heritage Convention

The World Heritage Convention and the accompanying Operational Guidelines provide a context for consideration of training activities in relation to World Heritage sites.

Article 5 of the Convention enjoins States Parties to the Convention “*to ensure that effective and active measures are taken for the protection, conservation and presentation of the cultural and natural heritage,*” and therefore, “*to foster the establishment or development of national and regional centres for training in the protection, conservation and presentation of the cultural and natural heritage*”.

The Operational Guidelines present the procedures by which requests for training assistance are to be presented, under Article 23 of the Convention which notes that the Committee “*may also provide international assistance to national or regional centres for the training of staff and specialists at all levels in the field of identification, protection, conservation, presentation and rehabilitation of the cultural and natural heritage.*” The Guidelines describe the preference given by the Committee to support for “*group training at the local or regional level, particularly at national or regional centers,*” the information to be supplied in applications and the process to be followed in evaluating requests for training assistance.

C. Issues and Conclusions

The process followed by ICCROM in developing the Global Training Strategy for cultural heritage over six years, as has been noted, has included several expert meetings, a number of detailed examinations of situations for training in various regions, a review of training requests presented to the World Heritage Committee in the 90s, and continuing review of progress with the Committee. The results of these efforts are presented in Annexes I and II. As a result of the analysis carried out, a number of key conclusions have been reached; these are presented below.

1. *Training for World Heritage needs a proactive approach*

The situation in respect of training assistance and needs for the implementation of the World Heritage Convention confronted by the Committee is very different today than at the outset of the Committee's work approximately 20 years ago, and indeed relative to the situation only several years ago. Pressures on the Committee's funds have increased dramatically in the last 2 years. In 1998, for the first time in the Committee's history, all training funds available were allocated during the Committee's end-of-year meeting. This is due generally to increasing interest on the part of States Parties in the possibilities offered by the World Heritage Convention.

The new situation has moved ICCROM and the Centre to shift emphasis to proactive, strategic approaches anticipating and responding programmatically where possible to priority needs within regions. This approach will certainly increase the impact of regional training activities but it will reduce funds available to States Parties for projects deemed valuable or necessary at a national level, and some adjustment in expectations and modus operandi of States Parties .

2. *Need to redefine roles of World Heritage partners*

There appear to be confusion about the scope and the nature of the roles of Advisory Bodies (in particular ICCROM), the World Heritage Centre and States Parties in beginning to implement proactive approaches to provision of training assistance.

Concerning scope of role: while ICCROM was recognized by the Committee in December 1996 as its "priority partner in training", it is not clear what this means in practice.

ICCROM does not interpret its role as "priority partner" as giving it exclusive domain over planning and implementation of World Heritage training activities. Just as ICCROM serves UNESCO as its "principal reference" for all cultural heritage training, and has since its founding in 1956 by UNESCO, ICCROM seeks to use its expertise to maximize the effectiveness of Committee spending on training by improving coordination of activity planning, and increasing access of training organizers to relevant professional knowledge concerning development of training curricula, models, standards, methodologies, and so on.

Concerning nature of roles: World Heritage Centre staff and States Parties have raised concerns about the degree to which it is reasonable to expect ICCROM (and other advisory bodies) to play both the role of “judge” (in assessing requests for training assistance), and to advocate its (or their) own training projects for support by the World Heritage Committee.

ICCROM believes every effort should be made to avoid any conflict of interest in its work for the Committee and to avoid any appearance of same. ICCROM notes however that the Training Guidelines adopted by the Committee in 1996 invite ICCROM to submit requests for training projects to the Committee, referring for example to ICCROM’s ITUC (Integrated Urban and Territorial Conservation) training as an example of the kind of activity the Committee would like to support. ICCROM would further note in 1999, that all proposals made to the Committee were developed in consultation with World Heritage Centre staff and / or States Parties.

3. *Need to build sustainability of training activities*

A main goal of the Committee’s training investments is ultimately the sustainability of training efforts. Post-project evaluation is a critical part of efforts to attain the necessary sustainability. However, follow-up and evaluation are not carried out systematically for projects supported by the World Heritage Committee, even where such evaluation is part of the contractual requirements stipulated by the Centre.

It would seem useful both to continue to profit from project evaluations and to improve sustainability of training efforts, that follow up training requests are not considered until the evaluation reports for past activities can be examined.

4. *Information management*

The possibilities of using past experiences as a basis to improve present work depend on accessibility to those past experiences. These possibilities are greatly reduced by the limitations of the filing system presently in place at the Centre. Except for the Central File, located in the photocopy room and difficult to consult, the files do not follow a common filing pattern. The specialists responsible for each region manage their files according to their logic and keep them easily accessible for daily work. Although much effort is invested in organized data filing in each office, only those in charge of the office are able to quickly identify relevant binders and documents. This situation is manageable in the short term – with difficulty – but the memory of Centre’s activities is lost when the staff changes. The Centre is in urgent need for a systematic, easy-to-consult data filing system.

D. Global Training Strategy for World Cultural Heritage

Basic Aims and Objectives

The purpose of the Global Training Strategy for World Cultural Heritage is to assist the World Heritage Committee to ensure optimum use of available resources for training from the World Heritage Fund and complementary extra-budgetary sources, to improve conditions for conservation of World Heritage sites, and strengthen capacity of those responsible for their use and management.

Strategic Orientation

- An effective global training strategy must be composed of complementary regional and international training strategies.
- Training for World Heritage is best improved by strengthening provisions for conservation training at all levels and in all related disciplines globally. Training programmes specifically set up to focus on World Heritage site conservation may cause unnecessarily duplication of effort. Rather, existing and new conservation training programmes should be encouraged to integrate World Heritage components and perspectives.
- The Committee, Centre, and Advisory Bodies should ensure appropriate monitoring and follow-up of training activities carried out within the Global Training Strategy, including input of results of the periodic reporting process. The Committee should integrate results from all evaluation, monitoring and periodic reporting processes into its overall strategic planning process.
- Information on training activities should be archived as a planning tool for future activities.

Elements of the Strategy

The Global Training Strategy for World Cultural Heritage presented below consists of the following elements:

- A **framework of principles** to guide Committee decision-making about establishing or reinforcing appropriate training strategies and programmes at international, regional and national levels.
- A set of **international strategies and programmes**, designed in accord with the above principles, to guide planning, initiatives and actions at the international level.
- A set of **regional training strategies and programmes** designed in accord with the above principles, and in response to the particular circumstances and needs of the region. These would be designed to support and integrate initiatives at the national level, to profit from regional synergies where these exist, to feed into international strategies and programmes, and to be regularly updated to reflect the results obtained in the periodic reporting exercises.

- A clear **definition of the roles** to be played by the partners in the World Heritage system.
- A **general funding and implementation strategy** for realisation of the overall objectives of the Global Training Strategy for Cultural Heritage .

1. FRAMEWORK OF PRINCIPLES

The following principles are meant to constitute a framework for considering the development of training for the conservation of World Cultural Heritage sites. These are of two types: those concerning the nature of and conditions for effective training for conservation of World Heritage sites; and those related to effective collaboration of the World Heritage partners involved in training

PRINCIPLES FOR EFFECTIVE TRAINING FOR CONSERVATION OF WORLD HERITAGE SITES

1. Training should be understood as the most cost-effective means by which the World Heritage Committee can improve the conservation of World Heritage sites.

Training is effectively investment in the people whose decisions, at whatever level, can have an impact on the values of World Heritage sites. Investment to improve the physical conditions for conservation, or to improve the state of conservation of a particular place may provide only short term gains if not accompanied with long term investment in the capacity of the human resources in whom the welfare of sites depends.

2. The audience for conservation training activities should be understood as wide and diverse.

Training for World Heritage is not just a question of equipping specialists with required skills. Training indeed is often more aptly focussed on all those in general positions of management responsibility whose decisions can in aggregate strongly affect the conditions and possibilities for conservation at specific sites. Hence, training strategies need to take into account the needs and understanding of politicians, administrators, private and public owners, developers, bankers and lenders, artisans and trades-people, the public etc., as well as those specialists and managers directly responsible for sites. Training needs to be inter-disciplinary and inter-sectoral to encourage dialogue among all those involved.

3. Training in the context of the World Heritage Convention should be understood broadly as any activity aimed to increase the capacity of individuals and institutions involved with the management of places of cultural heritage value.

In other words, training may be understood to include conventional classroom activities but also seminars or forums offering the possibility of learning through exchange with colleagues, the production and use of written and/or audio-visual training materials, in a range of formats and venues (e.g. promotional brochures, newspaper editorials or series etc.) or vehicles intended to strengthen networks for exchange and communication. The qualifying factor in defining “training” will be the capacity of the proposed activity to improve the skills, knowledge or awareness of the individual and or institution involved. The choice of approach, or activity should be understood to relate to the nature of the

skills, knowledge or awareness it is desired to improve, and to the needs of the target group it is hoped to reach, (for example site managers, public administrators, politicians, trades people and artisans to the general public etc.). In this light, proposals such as the Hungarian Fellowship programme, which contribute to building a strong World Heritage professional network can be seen as important training vehicles.

4. Effective training programmes require the involvement of experienced training professionals and agencies for success.

Too many conservation programmes are organised around efforts to simply invite a number of lecturers together without planning how best to reach desired learning objectives for participants. Experienced training professionals are able to accurately evaluate and define training needs, to design training programmes that will accurately respond to the identified needs, to manage and facilitate programmes toward defined learning objectives, and, at the programme's conclusion, evaluate the experience with a view to its improvement.

5. Training initiatives should generally maximise use of existing educational infrastructures and systems, rather than create new systems.

Training and educational programmes world-round are under attack as government support for education systems (particularly universities) lessens. Training programmes designed to respond to World Heritage needs should strengthen existing systems. As well, existing programmes (e.g., university post-graduate courses) re-oriented to embrace World Heritage needs can respond to needs very cost-effectively, given limited funding available within the Committee.

6. Training to promote conservation objectives should focus on mainstream professionals, disciplines and programmes, not just on the needs of conservation specialists.

Conservation training messages should be inserted within programmes designed to train general practice administrators, managers or professionals whose work is likely to bring them into contact with World Heritage sites.

7. Training messages for World Heritage sites should promote international best conservation practice in the field without drawing distinctions between World Heritage sites and other sites.

There is no essential difference in the training messages carried for sites on the World Heritage List and those not on the List. Good conservation practice is good conservation practice, and for the benefit of World Heritage does not need to be circumscribed within a World Heritage package.

PRINCIPLES FOR EFFECTIVE COLLABORATION OF WORLD HERITAGE PARTNERS FOR TRAINING

- 1. Training assistance requests should be judged relative to criteria established to maximise cost-effectiveness of proposed activities.**

ICCROM's November 1998 expert meeting came up with recommendations for criteria to review requests for training assistance. These generally are related to increasing the benefits of the proposed activity across a region, across disciplines and over the long term. These criteria, described in the annex to this document, should be reviewed by the Committee, and ultimately, placed within the Operational Guidelines.

- 2. The World Heritage Committee, the World Heritage Centre and ICCROM should move beyond reactive response to requests for training assistance, to proactive anticipation and planning for meeting training needs.**

With limited funds available to the Committee, a proactive approach will be necessary to ensure that those funds spent will both correspond to priority needs and be the most cost-effective way to achieve defined training goals. This is not to suggest that States Parties should not continue to seek training funds, but that States Parties should seek, with the advice of ICCROM and the Centre, to promote the widest possible sharing of training benefits for each activity proposed in relation to agreed priority needs.

The regional strategies being developed by ICCROM for the Committee are an important tool in a proactive approach to the management of training possibilities. The strategies define significant training objectives for the region, and suggest how best these objectives can be realised among and with existing and new partners. Ultimately, specific programmes, activities and initiatives for World Heritage can be proposed to implement the strategies once accepted.

- 3. The links between various strategic elements of the World Heritage management system (including periodic reporting on the state of conservation of inscribed sites, and the development of the Global Strategy) on the one hand, and on the other hand, the provision of technical assistance and training should be clarified and strengthened.**

Over time, as the reporting system regularises, a predictable set of training (and technical assistance) outcomes should emerge on a cyclical basis, e.g., the reports from "region A" could result in a following year in a set of training (and/or technical assistance) activities directed to the weaknesses identified in the reports. In some cases the reports and analysis may suggest the creation of programmes similar to AFRICA 2009 in scope and intent.

Equally, the results of the periodic reporting system should be systematically integrated with the assessments carried out to provide an analytical basis for the various regional

training strategies, and with conclusions emerging from the application of the Global Strategy for enhancing the balance and representativity of the World Heritage List.

4. Education and training needs to enjoy a permanent and visible place on the Committee's agenda, set apart from international assistance.

Effective consideration of training requests, strategies and programmes is of sufficient importance to the Committee, and in the long term to the welfare of the World Heritage sites themselves, that a permanent place on the Committee's agenda should be found for these discussions. Otherwise training discussions remain fragmented and opportunities for cost-effective synergies and connections between initiatives lost.

5. More attention needs to be paid to "stock-taking" of the Committee's training allocations, and subsequent evaluations, as a basis for defining patterns of need and response which can inform future decision-making.

A commitment to regularly carrying out and sharing evaluations must be a part of the Committee's management of training spending.

In this way, the Committee and its partners can profit to the maximum from the positive strategic initiatives already launched for the benefit of World Heritage training capacity, and model future initiatives on these experiences. In other words, the Committee and its partners should learn from the "winners" in the system. AFRICA 2009 although still in its early stages already offers many insights into the necessary conditions for strategically based partnerships to work for fund-raising and for cost-effective training. ICCROM's regionally based strategic programmes like ITUC, NAMEC, the PAT 96 and 99 programmes, PREMA, PREMO, the Mahgreb training programme etc., while not designed for World Heritage, have been serving significant numbers of World Heritage clients for a long time. Lessons about partnerships, fund-raising, leverage and the conditions for long term transfer of responsibility for training are gained from all activities and offer invaluable insights to the Committee in its efforts to strengthen training for World Heritage.

6. Collaborative mechanisms and structures between the World Heritage Centre and the Advisory Bodies involved with training should be strengthened.

Greater use should be made of existing opportunities for contact to strengthen collaboration. As well, given the excessive workload the partners in the system are currently experiencing, the design of procedures and systems to regularise exchange and increase predictability should be emphasised. For example, the procedural sharing of Advisory Body evaluations of training requests with Centre staff at a preliminary stage ensures fullest relevance and accuracy of the conclusions drawn, and opportunities to clarify questions with States Parties before recommendations go to the Committee for review. ICCROM began to use this approach with its reviews in November of 1998.

Such operational mechanisms should be the object of a technical procedures document, to increase consistency and predictability among all those collaborating in treating requests for training assistance.

2. INTERNATIONAL TRAINING STRATEGIES/PROGRAMMES

Introduction:

The exchange of information and practices at the international level plays an important development and testing role for new approaches and ideas.

- There is a need to promote consistency of principles and approaches in teaching materials and publications which can then be adapted to regional and local needs.
- Among types of heritage, and indeed cultures, in different regions which have been influenced by each other over many hundreds of years, there is a need to reduce isolation. Such efforts will increase solidarity amongst regions and help each to develop a better understanding of the others.
- Regions can learn from each other through the exchange of information on problems, possible solutions, best practices in the field, and the continuing evolution of conservation concepts.

In looking at training on the international level, we can divide possible activities into two areas.

- The first area is aimed generally at the better management and conservation of sites. The Committee has placed a much greater emphasis in recent years on the state of conservation of sites after their inscription on the World Heritage List, and has recognised the need to give priority to training of responsible managers and professionals. It is important to recognise, however, that “best” conservation practices are not limited to World Heritage sites alone, and that management and conservation of sites of national or regional significance does not differ significantly from similar activities at a World Heritage site.
- The second area deals with specific training for the better implementation of the World Heritage Convention. Actions here are specifically related to World Heritage processes such as putting together tentative lists, preparing nomination dossiers, and preparing state of conservation, periodic reporting, and reactive monitoring reports.

Needs and Provisions:

Training in Management and Conservation of Sites

A number of international institutions have been involved in training for site management and conservation over the last several decades notably ICCROM, which through its international training programmes over the past 40 years has trained several thousand professionals. Other institutions and universities have also developed international programmes including York in the U.K., Cottbus in Germany, the Raymond Lemaire Centre at Leuven in Belgium, the University of Montreal in Canada, and the Federal University of Pernambuco in Brazil, just to name a few. Several of these programmes have already

developed World Heritage modules which can be used to deliver training activities of relevance to World Heritage.

Some regions, however, do not have institutions which train professionals in management, conservation, and even more specifically in World Heritage. In those cases, there is a need to encourage the development of such programmes, preferably in existing institutions.

In order facilitate this work, strong networks of universities and other training institutions are needed to coordinate activities where necessary and to share information about topics of interest. Some networks already exist such as Forum UNESCO, the Terra Consortium, and the ICOMOS International Training Committee (CIF), but there is still a need for better co-ordination between networks, and means of ensuring that a broad network links all of the important actors involved with conservation and management of sites (practitioners, academics, decision-makers, etc.).

Adequate published materials, particularly guidelines for management of sites, should also be in place to aid professionals in their work by providing information on best management practices. Such an initiative already exists within the framework of World Heritage through the publication of a series of management guidelines begun in 1983, including:

- Feilden and Jokilehto: Management Guidelines for World Heritage Sites. (UNESCO-ICOMOS-ICCROM – 1992; second edition 1998).
- Stovel: Management Guidelines for Risk Preparedness for World Cultural Heritage. (UNESCO-ICOMOS-ICCROM - 1998).
- Stovel: Safeguarding Historic Urban Ensembles in a Time of Change: A Management Guide (Govt. of Canada, Quebec City, UNESCO – 1991; a second edition being prepared for 2001).
- Collins: Tourism Management Guidelines for World Heritage Sites (ICOMOS, PATA, American Express- 1993, revised twice subsequently)

Other volumes currently under development include:

- Lennon: Management Guidelines for World Heritage Cultural Landscapes (UNESCO-ICOMOS-ICCROM, due for publication in 2001).

Consideration is also being given to developing volumes dealing with documentation and information management, archaeological site management and participatory management practices. As well, existing publications are being rapidly translated into other languages; Jokilehto-Feilden has been translated into Farsi, Lithuanian and Russian in the last several years without financial support from the World Heritage Committee.

As recommended at the Canterbury meeting on the revision of the Operational Guidelines (April 2000), there is also a need for shorter, well illustrated, and easy to use guides for site managers in the day to day management of World Heritage and other cultural properties.

Training for the Better Implementation of the Convention

Within this area, analysis has identified the following types of training needs:

- general introduction to the World Heritage Convention and its implementation;
- preparation of tentative lists;
- preparation of nomination dossiers;
- preparation of management plans in conjunction with the nomination process;
- preparation of periodic reporting both at the site and national levels.

To date, training activities of this sort have been carried out in a mostly *ad hoc* manner. Sometimes, these have been within the context of the Global Strategy, sometimes at the request of States Parties, and sometimes as parts of a larger training exercise. There is a need to ensure, however, that these kinds of activities are carried out in a more systematic, strategic manner.

It should be noted that although the need for this kind of training is stronger in the “developing” countries, there is also a need in the more developed countries for training on the above issues. Levels of knowledge on the operation of the Convention and preparation of nominations are quite varied in all countries and need to be estimated on a case by case basis.

Implementation of these training activities would, more often than not, be best done on a regional, national, or local level, and could be co-ordinated by a number of institutions including the Centre, the Advisory Bodies, the national authorities, and carried out by some of the universities and institutions mentioned earlier.

A few teaching materials already exist for these types of training (for example, there is a UNESCO slide show with a general introduction to the World Heritage Convention). But there is a strong need for easy-to-prepare teaching materials that can be used by whomever is doing the implementation of a particular activity. Given the current emphases of the Committee on periodic reporting, this topic is one of the priorities for preparation of teaching materials. As representivity of the List continues to be a priority area, teaching materials on the nomination process are a priority as well.

Priority Actions:

Given the needs and provisions outlined above, it is proposed that the following activities be considered priorities for implementation in the short term (1 – 3 years).

Training in Management and Conservation of Sites

- Establishment of a network of existing international/regional/national training institutions concerned with World Heritage. As the Advisory Body for training for cultural heritage, ICCROM should play a central coordination role in this effort in close

collaboration with the Centre, the ICOMOS CIF, the States Parties, and other interested organisations.

- Continued development of the Management Guidelines series published by ICCROM, UNESCO, and ICOMOS to include areas not yet covered. In the short term, it will be necessary to have an editorial meeting of the partner organisations to develop a publishing plan for future volumes, and a translation plan for existing volumes.
- Development of simplified “technical notes” and advice, linked to the above Management Guidelines series, for site managers. This proposal put forward at the Canterbury meeting involves preparation of a set of short, well illustrated, easy to use guides for management of World Heritage properties.
- Explore development of a capacity-building programme (along the lines of the Hungarian Fellowship Programme, first proposed in December 1998), based on continuing exchange of teams of professionals, site managers and national decision-makers from “well-represented” and “under-represented” countries, which would treat, in line with regional periodic reporting results, development of draft tentative lists, nominations, state-of-conservation monitoring reports, and analysis of best management practices.

In the short term (2001), a detailed proposal should be prepared to address the modalities of implementation, the exact target audience, indicators of success, a process for evaluation, and a realistic budget estimate for the first 3 years, for review by the Committee.

Training for the Better Implementation of the Convention

- Development of a series of off-the-shelf training modules and supporting materials to improve implementation of the Convention. It is foreseen that the first two modules would relate to preparation of nomination dossiers and periodic reporting. ICCROM has submitted a funding proposal to the Committee for 2001 to prepare these first two modules and to test them at a small seminar.

3. REGIONAL TRAINING STRATEGIES/PROGRAMMES

The following regional perspectives define priorities for targeted actions in the context of prevailing regional challenges and themes. While some of the regions have been looked at in more depth in the last few years with funding support from the Committee (e.g. sub-Saharan Africa, Southeast Asia, Latin American Historic Cities), or within ICCROM (e.g. NE Europe historic cities), the following summaries should be seen as a preliminary overview developed in order to provide a starting point for the introduction and interpretation of the regional periodic reporting results as these relate to training. With the exception of the few regions noted above, where detailed analyses have taken place, overviews have been prepared on the basis of analysis of recently prepared training reports and papers commissioned by States Parties, training and conservation agencies, the World Heritage Centre, ICOMOS and ICCROM.

A number of considerations have proved important in developing the regional perspectives which follow:

- **There is a need to ensure that parallel initiatives taking place within the World Heritage system are integrated within regional training strategies implemented by the Committee.** Global Strategy regional meetings often result in conclusions relevant to the definition of training needs, as was the case with the May 2000 Central Asian meeting in Turkmenistan. Perhaps more to the point, from December 2000 forward, the various regional periodic reports, beginning with that of the Arab States, will begin to be forwarded to the Committee. Certainly, many of the conclusions contained within these regional reports will be relevant to efforts to strengthen training for World Heritage.
- **There is a need to move quickly from “strategy” to “programme” to ensure full use of analysis and to maintain momentum.** While orthodox planning normally separates consideration of strategy from that of programme or activities to implement the strategy, in practice, this can very much delay efforts to address the priorities identified in the strategy. There needs to be greater effort by those involved to capitalise on the momentum acquired during efforts to put the strategy in place, and to immediately devise possible programmatic means to implement the strategy.
- **There is a need to recognise the Global Training Strategy as a continuing process.** The experiences of the last 6 years have demonstrated to ICCROM that the global training strategy needs to be conceived more as a process than as a result, or series of results. Needs and circumstances are in constant evolution, and mechanisms designed to keep abreast of such changes and to fine-tune strategies and related programmes will more effectively serve the needs of the Committee and States Parties, than one-time efforts to produce definitive regional training strategies.

ASIA AND THE PACIFIC

Situation Analysis:

1. Strong diversity

The Asia-Pacific region covers a vast geographic area, stretching east-west from Japan to Iran and Turkey and north-south from Mongolia to Australia and New Zealand. The most distinctive characteristic of this region is its strong political, social, economical, cultural, religious and language diversity -- a rich diversity from which we can all benefit. This is reflected in the diverse conditions of cultural heritage protection activity among the various countries; significant differences can also be observed inside sub-regions and between neighbouring countries. A detailed but flexible strategy is needed to deal effectively with this situation. The Asia-Pacific region can be divided roughly into five sub-regions -- Western and Central Asia, South Asia, South East Asia, North East Asia and the Pacific

2. Pacific Islands, Central Asia and Mongolia – emerging countries and regions on the World Heritage scene

The rich cultural, geographic and climatic diversity of this region has produced a remarkable diversity of heritage types. There are many precious, irreplaceable heritage resources that have not yet been recognised and which remain virtually unknown. As well as encouraging countries which are not yet member states of the Convention to become members, efforts must be pursued to identify new types of cultural heritage, including providing international preparatory assistance for those countries which are under-represented on the World Heritage List, and to help prepare tentative lists based on studies carried out in accordance with the World Heritage Committee's Global Strategy.

In particular, the outstanding linkage between nature and culture -- for example, in the fishery and agricultural cultural seascapes and landscapes on Pacific islands, or in the nomadic cultural landscapes in Central Asia and Mongolia -- are worthy of note and their heritage potential should not be overlooked. Cultural heritage protection systems in these countries are still in a fragile stage, and carefully integrated protection systems are needed, combined with intangible and movable heritage protection, in the context of local sustainable development.

3. The rapidly increasing speed of economic and social changes

In many countries in this region, the speed and degree of development - although affected to some extent by recent economic downturns - is still high, and economic and social disturbance increasing as a result. In response to this situation, many individual or bilateral cooperation projects are taking place in the region. It is well recognized that some of these projects have been causing serious problems at some World Heritage sites, as a number of monitoring reports presented at World Heritage Committee sessions over the past few years have noted.

The introduction of more integrated and comprehensive management mechanisms, including obligatory interdepartmental negotiation practices between the development side and the conservation side, is urgently needed at higher political and administrative levels at an earlier stage. This also includes the introduction of policy measures to integrate a heritage protection system (e.g. the protection and promotion of traditional and local skills and material production) into local social and economical systems, in a way which will contribute to their economic revitalisation and to sustainable development. Public awareness-raising programmes such as those targeted at decision makers and stakeholders, including politicians, are also needed for the implementation of integrated management systems. The decision makers and stakeholders mentioned here must include also those of donor countries and organisations which are the most influential sectors in many cases. Tourism issues are among the necessary themes which must be addressed in this field.

4. Differences of capacity at national and local levels for cultural heritage protection

In this region, countries with significant differences in the degree of achievement of cultural heritage protection coexist close together geographically. This is another side of the characteristic of strong diversity mentioned previously in regard to this region. On the one hand, we have some countries with a sufficient agenda of cultural heritage protection measures, including activities ranging from developing university-level education programmes to supporting public activities for cultural heritage protection, while on the other hand other countries, for example in Central or South-East Asia, are still in the process of reestablishing or strengthening their basic legal and institutional cultural heritage protection systems after severe political and economic difficulties. In these countries, not only the establishment and strengthening of legal systems and conservation institutions but also the restoration and protection of traditional skills and the training of artisans are urgently required.

5. Severe natural climates and proven high risk of large-scale natural disasters

In recent years, large-scale earthquakes with serious numbers of casualties have been occurring in various areas in the region, and damage at some World Heritage sites has been reported to the World Heritage Committee. Large-scale floods are also a continuous problem, especially in South and South East Asian countries. Risk-preparedness programmes are urgently necessary for each site, integrated into the national and regional disaster programmes.

Given the vastness of the region, numerous areas of severe natural climates (e.g., high temperatures and humidity in the tropical and subtropical regions, or arid conditions in desert regions) may be found. Continuous technical conservation research and study are also important parts of integrated approaches necessary for effective conservation throughout the world.

6. Avoidance of duplication and utilisation of existing structures for training

The importance of avoiding duplication and utilizing existing structures for training is the same as in other regions. The necessity of continuous development and improvement of regional and sub-regional training strategies reflecting the results gained from periodic monitoring exercises are also worthy of note here again.

Priority Actions:

- 1. Preparation of sub-regional train-the-trainers workshops for national-level capacity building**
- 2. Networking of existing structures and databases, and development of off-the-shelf training kits and credit/certificate systems**

As mentioned in the section regarding challenges and themes, the strong diversity among neighbouring countries in this region -- as seen in many aspects from heritage diversity itself to different conditions of heritage protection achievement -- is one of the distinctive characteristics contributing to the cultural richness of the region. But this characteristic results in difficulties in conducting efficient sub-regional (inter-country) programmes. The political, social and in particular, the language diversity of the region also compounds these difficulties. In some sub-regions, international working languages such as English or French are not commonly used, and regional or sub-regional training courses carried out in these international languages for trainees such as local-level professionals, artisans of traditional skills and other stakeholders at the local level are often inadequate. It is important to bear in mind the fact that international language skill is not an inherent part of the local capacity for heritage protection.

Note regarding the Pacific Islands region: This situation is much more remarkable in countries in the Asian continent than in the Pacific islands. Among the sub-regions of the Asia-Pacific, the Pacific Islands region is well prepared for sub-regional in-depth cooperation, thanks to their shared natural and cultural environment and their trading history. For the Pacific Islands region, training in the cultural landscape field with close connection to natural heritage training programmes must be emphasised, just as training for museums is closely linked to needs for cultural heritage conservation.

Taking into account the fact that the primary goal of heritage training in terms of human resources is to aim at national capacity building, at this moment, at the regional or sub-regional levels, targeting national-level decision makers or trainers within regional training initiatives which give emphasis to the establishment of formal systems and conservation institutions, including legal systems, and to improving understanding of the importance of holistic and integrated protection mechanisms bridging conservation with development and tourism issues, is of high importance. The networking of existing training structures and databases and the development of off-the-shelf training kits should be a basic part of the preparation of such train-the-trainers' workshops. A credit/certificate system which promotes master's or doctoral programmes in close cooperation with universities or education institutions is worthy of consideration, to

encourage government participation and to provide a mechanism for the recognition of status and the future promotion of participants.

It is recommended that UNESCO, its World Heritage Centre and regional offices, ICCROM, ICOMOS and other stakeholders meet to discuss concrete action plans for such train-the-trainers workshops and for the networking of existing training structures and databases at the earliest possible opportunity. Current initiatives in the region taking place in the framework of World Heritage activities include the new training activities organised by the ACCU (Asia/Pacific Cultural Centre for UNESCO) Cultural Heritage Protection Cooperation Office in Nara, and the Asia-Pacific Focal Point for World Heritage Managers in South East Asia and the Pacific by the Australian Government, and these must also be taken into consideration in planning.

3. Ensuring on-site training for all large-scale World Heritage conservation site activities

Along with the train-the-trainers workshop based on the existing training-structure network and databases mentioned above, it may be advisable to find a way to promote training courses at local levels in response to specific local needs. As mentioned in the former section, a sufficient number of individual and bilateral cooperation projects inside and outside of World Heritage sites, for purposes of conservation or development, are taking place in this region. It is believed that on-site training at these large-scale World Heritage conservation sites is very effective from various points of view including cost performance. On-site training can cover a very wide range of training activities from hands-on technical training for site-managers, artisans and construction/material production entities to public awareness activity.

It is recommended that the authorities of the State Parties of both donor and recipient countries ensure that on-site training be made available in conjunction with all large-scale World Heritage site projects, not only for conservation projects but also for development projects, as appropriate for the site and in various aspects of application. UNESCO as the secretariat and ICCROM and ICOMOS as Advisory Bodies of the World Heritage Committee are at the disposal of any State Party to assist in conducting such training activities.

4. Continuation of currently ongoing public awareness programmes

5. Strengthening public involvement and support for NGO networks

Regarding public/professional awareness programmes, numerous activities have already been carried out by UNESCO and other intergovernmental/international organisations including SPAFA and the World Bank in past decades and have been getting good results. These also include the “Programme for the Safeguarding and Development of World Heritage Cities in Asia” by the UNESCO World Heritage Centre and the LEAP (“Integrated Community Development and Cultural Heritage Site Preservation in Asia

and the Pacific Through Local Effort”) projects by the UNESCO regional office in Bangkok. These activities should be encouraged to continue.

In some sub-regions there are active residents/public participation networks including AWPNUC (Asia & West Pacific Network for Urban Conservation). These activities are essential for an integrated conservation approach, especially in the urban conservation field. It is recommended that support for and linkage with these activities be advanced at various levels of training activity.

EUROPE AND NORTH AMERICA

This region is looked at in two parts: Western Europe and North America, and Central and Eastern Europe, given strong differences in recent history and political organisation.

a) Western Europe and North America (sub-region)

Situation Analysis:

While the developed countries of North America and Western Europe have generally succeeded over the last thirty years to imbed strong legislative and financial and administrative frameworks for conservation within policies at national, and local levels, the conservation gains made over that that period appear threatened by a number of current trends.

Increasingly, many governments, seeking to reduce longstanding deficits, have reduced funding resources and programmes for conservation at national levels. National agencies have been encouraged to become self-sufficient (deriving conservation funds from the spending of site visitors). As well, lacking strong support for conservation as a national priority, management responsibilities have often been delegated to lower levels of governments, implementation at local levels depending the strength of local interest in supporting heritage conservation initiatives.

Other significant trends negatively affecting conservation capacity may also be discerned. At local levels, the tendency to amalgamate traditional neighbourhood or governing units within larger metropolitan governments, ostensibly to increase effective provision of shared municipal services, has generally weakened support for conservation objectives, in reducing traditional sources of local identity. As well, as large scale immigration continues to alter population mixes particularly in urban settings, the growing need for conservation mechanisms to respond to the increasing diversity of heritage values present in communities is becoming evident. Finally, the emerging interest in free trade mechanisms in North America (NAFTA) and Europe (as “Euro-zone” activity integrates trade and business practices across the European continent), often promotes treatment of “culture” and “heritage” as commodities; in this perspective, pressure to reduce controls and limits on building use and transformation become manifest.

At the same time, it should be recognised that the positive activity of the last 30 years did not fully address all outstanding gaps in the system designed for conservation: For example, efforts to establish training centres for revival of trade and artisan skills, while present in all countries, have not succeeded to establish continuity of employment for those working with traditional building skills and to reintegrate support for these skills within the economic structures of various countries.

Priority Actions:

In the context described above, efforts to strengthen provisions for and impact of conservation training need to embrace a number of key considerations.

1. Developing arguments for conservation at local levels (promoting awareness of decision-makers and political leaders).

- As responsibility for conservation moves to local levels, it is important that arguments for its place in community development are strengthened.
- It is important to develop and transmit arguments that demonstrate the economic benefits at local levels of heritage conservation for political leaders and decision makers.
- It is important to demonstrate the contribution of heritage conservation to Agenda 21 commitments to strengthen sustainable development practices in community management
- It is important to increase efforts to strengthen the involvement of local and indigenous populations in heritage management and decision-making, through development of appropriate awareness programmes.

2. Building on and extending the effectiveness of the existing infrastructure for training and education in all sectors

- It is important to strengthen the capacity of existing institutions to work together in defining and promoting accreditation standards for those involved in heritage conservation.
- It is important to strengthen use of existing training institutions for the provision of continuing education and training for the benefit of mid-career professionals.
- Improved training for crafts and trades-people requires forging of long-term relationships between craft training centres, government employment programmes and private sector employers.
- It is important to strengthen the impact of post-graduate specialist training programmes on under-graduate training within their institutions.

3. Strengthening links between conservation activity within historic sites and use of these activities of educational and training purposes

In many significant historic sites in the region, particularly those on the World Heritage List, management approaches are recognised as innovative, and promoting “best practice”. Every effort should be made to showcase lessons emerging from such approaches for the benefit of others involved with similar challenges.

- It is important to publish case study data concerning the nature and effectiveness of management approaches developed at significant sites, e.g. the “cultural resources management” approaches of North American nationally significant historic sites.

- It is important to integrate training programmes (for site staff, interns, and “visitors” participating within exchange programmes) within day-to-day implementation of management plans and strategies for particular sites.
- It is important to promote innovative approaches developed by States Parties for significant sites in their care, e.g. the holistic approaches imbedded in management practices for cultural landscapes in France and Italy.

4. It is important to share North American and Western European experiences in ways which can strengthen the effectiveness of management practice for conservation in other regions

It must be acknowledged that the general prosperity enjoyed by North American and the countries of Western Europe since the 1950s allowed many of the instruments of global international cooperation to be created in the context of western development. While the positive economic conditions have ensured relatively stable conditions of growth, they have also encouraged an export of western practices and models not always appropriate in other cultural contexts.

- It is important to both encourage North American and Western European countries to share their experiences (successes and failures) and resources with others in developing countries, but also to ensure, in establishing bilateral and multilateral modes of cooperation, that aid and advice is provided in ways which fully respect and strengthen indigenous values and approaches to conservation.

b) Eastern and Central Europe (sub-region)

Situation Analysis:

The sophisticated approaches to conservation planning developed within the centralized planning systems of the governments of Eastern and Central Europe have not proved adequate to meet the challenges of conservation within the recent transition to hybrid forms of market economies. While many of the technical skills developed in the Soviet era – research, documentation, inventory, traditional craftsmanship, for example – remain an invaluable resource for conservation work, the management skills necessary to ensure priority for heritage concerns within pro-business investment environments are as yet undeveloped.

In the face of rapid political change, it is important to adopt measures which will promote necessary conditions for improved attention to heritage conservation. Priorities for awareness and capacity-building include:

- The need for efforts to coordinate and harmonise the plethora of emerging legislation and regulations which treat heritage conservation in contradictory fashion;
- The need to establish clear use and transformation limits for settlements, landscapes, buildings and sites of heritage value, in the face of steadily increasing development pressures;

- The need to provide investors with “guidelines” to balance concern for accepted heritage values with market profitability;
- The need to build full transparency for all land and property transactions of any kind;
- The need to build arguments for the economic and social benefits of heritage conservation in the emerging economics of the region; in order to strengthen public funds and support made available to conservation programmes;
- The need to promote greater public involvement in heritage decision-making, in order to build local political support for conservation;
- The need to promote holistic and integrated approaches to land and property management, e.g. “cultural landscape” approaches to management of agricultural lands.

Priority Actions:

Provision of a framework for improved heritage conservation training in the region will require giving attention to the following priorities:

1. Rebuilding the institutional framework for training

Many Soviet-era university level programmes have disappeared and those that survive have not adapted their teachings fully to the new circumstances. It is important to use national and international means (e.g. the UNESCO chair programme) to re-establish permanent centres of advanced conservation leaning in the region, to promote continuing network links between them, and to integrate training for World Heritage within such programmes.

2. Conservation training must promote integrated approaches

Soviet-era training provided skills for systems in which central governments, sympathetic to conservation goals, made all relevant decisions and provided all necessary resources. In the emerging proto-market economies of the region, effective conservation requires integration of related objectives within broad plans for development of all facets of community well-being.

3. Developing and testing innovative approaches and mechanisms appropriate for the transition economies of the region

Models such as the Old Town Renewal Agency, in Vilnius, created to broker interests among state authorities, the municipality, and residents are important experiments in integrating concern for heritage within main-stream decision-making. Such experiments deserve full support, as well as efforts to share lessons learned as broadly as possible.

4. Rebuilding acceptance of heritage as a positive symbol of identity in regions devastated by cultural conflict

Reconstruction efforts in some of the countries of Eastern and Central Europe most affected by recent internal conflicts must be directed beyond physical reconstruction, both to the attitudes of populations (rebuilding mutual respect for diversity and coexistence of diverse heritage values) and to the need to create new institutional frameworks (concerned with reconciliation of differing approaches and values within populations).

SUB-SAHARAN AFRICA

Situation Analysis:

The immovable cultural heritage found in Africa south of the Sahara is as spectacular as it is varied. Anyone familiar with the mosques of Timbuktu, the ruins of Great Zimbabwe, the Swahili towns of Zanzibar, Bagamoyo, Mombasa, and Lamu, or the Asante Traditional Buildings in Ghana can attest to their creativity and importance as part of the world's cultural heritage. But this considerable heritage is facing threats from a variety of sources including environmental degradation, the push for development and modernisation, and the lack of adequate personnel to plan and manage its use, repair, and maintenance.

In 1996, three organisations, the World Heritage Centre of UNESCO, ICCROM, and CRATerre-EAG began the development of a comprehensive strategy for training a broad spectrum of people involved in the use and upkeep of this heritage. As a first step, a needs assessment was carried out in the form of a survey on the current state of conservation in the region. Issues examined included an overview of each country, the threats to the heritage and priority actions, the available material resources, and the human resources and training. In addition, discussions were held with a number of African professionals. As a result, the *Training Strategy for Immovable Cultural Heritage in Africa South of the Sahara* was developed, and approved by the World Heritage Committee at its 20th session in Merida, Mexico in 1996. In 1998, the AFRICA 2009 programme (a joint programme of the World Heritage Centre, ICCROM and CRATerre- EAG) was launched in Abidjan, Côte d'Ivoire, as an instrument for carrying out the approved strategy.

AFRICA 2009, was developed as an integrated approach to immovable heritage conservation. The programme is rooted in the notion that the problems facing conservation in Africa are technical in nature and at the same time, must integrate conservation into a larger environmental, social, cultural, and economic development framework. This is especially true when looking at larger immovable cultural property such as cities, towns, and cultural landscapes, but it also holds true for individual monuments and their relationship to surrounding communities and environments.

Based on the survey and discussions carried out during the programme development phase, the following problems were identified to be the most critical facing conservation of immovable cultural heritage in Sub-Saharan Africa:

- conservation policies, where they exist, are not well integrated into a framework for sustainable development;
- legislation aimed at protecting immovable cultural heritage is often outdated and ineffective;
- politicians, decision makers, and local communities are not aware of the role that conservation should play within rapidly changing economic, social, and environmental situations;
- local communities, and especially youth, are not involved in the conservation process;
- national inventories of immovable cultural heritage are incomplete or non-existent;

- immovable cultural heritage continues to undergo a process of degradation due to a lack of conservation planning and management;
- there is a lack of effective strategies for sustainable tourism that benefit both local communities and the heritage itself;
- there are insufficient professionals (architects, archaeologists, and planners) and skilled craftsmen capable of carrying out repairs and maintenance using traditional methods and materials;
- professionals in the region face problems sharing information, specialized knowledge, and best practices;
- there are insufficient resources (both financial and other) for maintaining an acceptable level of conservation.

In order to meet the challenges posed by the problems mentioned above, the aim of AFRICA 2009 is to improve the conditions for the conservation of immovable cultural heritage in Sub-Saharan Africa through better integrating it into a sustainable development process (a process that takes into account the social, cultural, economic and environmental needs of an area and its community). The objectives of the programme are to:

- aid in the creation of legal, policy, administrative, and social framework within which successful integrated conservation practices can be carried out;
- increase the capacity of a broad spectrum of people involved in conservation of immovable cultural heritage;
- create a network of communication which will enable exchange of information, specialized knowledge, and best practices among professionals in Africa and between these professionals and the rest of the world.

The target audiences for AFRICA 2009 include:

- politicians and policy makers who control decisions on conservation of immovable cultural heritage;
- professionals and craftsmen involved in the planning, management, conservation, and maintenance of immovable cultural heritage;
- communities, including women and youth, who are located in or near immovable cultural heritage sites.

AFRICA 2009 is guided by a Coordination Committee made up of 4 professionals from sub-Saharan Africa and one member each from ICCROM, the UNESCO World Heritage Centre, and CRATerre-EAG. The purpose of the Coordination Committee is:

- to give a general policy direction to the programme;
- to assist the secretariat in making decisions of importance to the programme;
- to review the progress of activities of the programme.

The committee will undergo its first change in 2000 with the election of 2 new French speaking members. Elections for new English speaking members will take place in 2001 at

the time of a planned evaluation seminar. The current chairman of the committee is Dr. George Abungu, Director General of the National Museums of Kenya.

The structure of AFRICA 2009 is designed to take advantage of activities at two levels. At the regional level, the *projet cadre* (framework project) is being developed as the overall framework for the programme. This framework offers a range of regional actions in the areas of policy development, training, and the gathering and exchange of information. It also provides an orientation for the *projets situés* (site projects) which are developed to provide local capacity building through the carrying out of conservation planning and work at specific sites of all types. Activities at both levels are carried out in coordination with appropriate regional organizations and institutions.

Among the activities of the programme to date, two regional courses have been held (in Mombasa, Kenya and Porto Novo, Benin), two directors' seminars and a seminar on documentation and inventory have taken place, research projects on dry stone masonry and traditional maintenance practices have begun, a world wide web page has been developed, and technical assistance in the form of books and computers have been given to institutions in the region.

In specific relation to implementation of the World Heritage Convention, at the Directors' Seminar held in Mombasa in 1999, the assembled directors recognized the need to ratify and participate in the implementation of the Convention, and specifically called for *projets situés* for the preparation of management and conservation plans for sites identified on national tentative lists. The directors also sought the cooperation of AFRICA 2009 when preparing international assistance requests to the World Heritage Fund.

In response to this recommendation, the AFRICA 2009 programme has been involved in a number of projects to better implement the World Heritage Convention in partnership with States Parties. In particular, conservation work and maintenance plans have been developed for the Asante Traditional Buildings World Heritage site in Ghana, a management plan was prepared for the Khami World Heritage Site in Zimbabwe, a completed nomination dossier was submitted in 2000 for the Kasubi Tombs site in Uganda, and work is underway in Gambia on a nomination dossier for the James Island site. In addition, a regional seminar was held in 2000 in Tanzania in collaboration with the Tanzanian authorities and SARAP, to build capacity in the region for carrying out the nomination process. This seminar was attended by professionals from 6 countries in the region. As a case study, the seminar used the Kondoa Irangi Rock Paintings site which Tanzania intends on nominating for the World Heritage List.

Priority Actions:

The priority action at this time would be to continue support of the AFRICA 2009 programme which is attempting to meet the training needs of the region through working with regional, national, and local institutions and actors.

2001 will be a very important year for the programme as it will mark the end of the pilot phase. In addition to the regular activities of the programme, an evaluation seminar will be held to assess progress, identify new needs, and give new orientations to the programme in order to take it into its next 3 year period. The seminar will be attended by approximately 25 directors of Cultural Heritage institutions in Africa.

In addition to the range of activities to be carried out in 2000, it is important to keep in mind the following perspectives regarding AFRICA 2009:

- in keeping with the recommendation of the Directors Seminar in Mombasa, links with the World Heritage Global Strategy will continue to be consolidated;
- although most of the funding for 2001 has already been raised, there is still a need to raise additional funds in order to assure all activities can be carried out. ICCROM in coordination with the other partners of the programme is currently working to ensure that the programme can be fully implemented in 2001. A strategy is also under development to ensure funding for subsequent phases of the programme;
- as recommended by the Directors Seminar in Mombasa, there will be a need to introduce new activities that respond to changing needs within the region as funding and manpower become available. The evaluation seminar planned for 2001 will be tasked, not only with looking at past activities, but in helping to shape activities for the following three years based on the changing needs of the region.

ARAB STATES REGION

Situation Analysis:

- The periodic reporting process for the Arab States Region is currently nearing its conclusion. It is felt that rather than anticipating results, it would be wiser to base strategic recommendations on the results of the survey work and analysis being carried out at present.

Priority actions:

- Definition of priority actions should await the conclusions of the periodic reporting process to be presented to the Committee in December 2000.

LATIN AMERICA AND THE CARIBBEAN

Situation Analysis:

A training strategy for world cultural heritage in Latin America and the Caribbean must recognise both the many successful efforts to build training institutions and programmes over the last several decades, and at the same time, the generally deteriorating economic and political support available in the region for conservation.

As the pressure of global markets on Latin American economies has intensified over the last several years, as national deficits have overtaken the ability of national authorities to maintain conservation budgets, increasingly, national governments have begun to delegate responsibility for cultural heritage designation and care to local levels, without necessarily transferring needed compensating resources or skills.

Other pressures are also intensifying the stress on the capacity of cultural heritage training institutions to meet their objectives. The impact of natural disasters on cultural heritage in the region has increased dramatically over the last decade. Rapid political shifts and instability threaten the continuity necessary to sustain long-term programmes. And in the context of needing to demonstrate economic benefits, heritage is often treated as a commodity, leading increasingly to uncontrolled use, abuse and exploitation of private property.

In relation to the Caribbean, it is important to note that although a number of Spanish-speaking countries (Cuba, Dominican Republic) and their major conservation and training institutions have been able to participate and indeed lead in the development of the conservation movement in Latin America, for the most part, given the size and relative isolation of the multi-lingual, culturally diverse countries of the Caribbean, it has been difficult to link Caribbean progress to Latin American actions and strategies. As well, it has been difficult for these countries to build strong and permanent patterns of co-operation across the great linguistic, cultural and economic diversity of the Caribbean region.

Priority Actions:

In the context of these new pressures and conditions, and on the basis of the accomplishments already in place, a World Heritage training strategy for cultural heritage for the Latin American and Caribbean region needs to address the following points:

1. Rebuilding political support for heritage conservation in contemporary circumstances

There is a need both to find new arguments for heritage conservation, applicable in today's development context and its constraints, and also to strengthen political support at local levels, where, in future, primary responsibility for conservation will reside.

- building public - and ultimately political - support for heritage conservation at local levels
- strengthening the place of heritage conservation within commitments to sustainable development being developed at national levels
- clarifying the benefits of heritage conservation within economic development in the current “pro-business” climate

2. Reinforcing and strengthening the impact of existing training institutions

Significant training infrastructures of one sort or another, with excellent track records, and positive regional impacts over extended periods of time exist in Mexico, Cuba, Venezuela, Colombia, Ecuador, Peru, Chile, Argentina, Brazil and elsewhere. It is important to identify ways to intensify and extend the effectiveness of these conservation training centres and institutions:

- building a communications network among these institutions to share approaches and experiences; ultimately such a network could improve the strategic effectiveness of the constituent institutions through shared planning and resources.
- extend the capacity of individual institutions to reach their targets through the use of distance education, as developed for example, by CECI in Recife, to strengthen their “reach” in Brazil.
- strengthening the links between regional training centers and the national educational systems within the countries in which they are located.

3. Building capacity at local levels

With heritage responsibilities generally delegated to local and regional levels of government, it is important to equip administrators and officials working at these levels with adequate background in conservation philosophy and practice. This can best be done by:

- ensuring that local conservation projects include a significant training component to build and retain skills at the local level;
- investing in projects with the potential to work as “model” or “demonstration” projects, whose lessons can be shared broadly from site to site, from community to community;
- involving local officials in training activities planned at national and regional levels, e.g. the 1999 CECI regional integrated urban conservation course based at San Luis in Brazil, and which included included 15 local officials among the 30 participants.

4. Utilising international cooperation in support of various training initiatives

International cooperation (through for example the UNDP project carried out in Lima, Peru for over 15 years) has always been important in building and strengthening conservation training activity in the region. In today's circumstances, with the resources

of the international agencies ever more limited, it is important to carefully target and focus support activities. Measures to ensure this would include:

- integrating international cooperation and support for projects through involvement of international partnerships and consortiums, rather than single institutions, e.g. the TERRA Consortium (ICCROM, GCI, CRATerre);
- the mechanism of UNESCO chairs (under the UNESCO UniTwin Programme) has already proved useful in giving focus to training needs in several locations, and could be extended further within the region.
- initiation of a regional, strategically oriented **programme** to address current issues, and to ensure coordinated access to and mobilisation of available multi-lateral and bi-lateral funds.

4. ROLES OF KEY PARTNERS

ICCROM and ICOMOS, identified in the World Heritage Convention as Advisory Bodies to be used to the fullest extent possible in their respective areas of competence, in preparing the Committee's documentation and agenda, and given their wide experience and commitment to developing measures to improve implementation of the Convention, should be involved in institutional-level cooperation with the World Heritage Centre in developing and monitoring the training mechanisms and strategies for cultural heritage that are the subject of this report.

The Committee's identification of ICCROM as its "priority partner in training" has been interpreted in different ways by the various partners in the system since the Committee's decision in 1996.

ICCROM understands this designation to confer upon ICCROM a key co-ordination role, rather than an exclusive implementation role. ICCROM interprets "priority partner in training" to include acting as:

- a focal point for exchange on training models, methodologies and competencies;
- a facilitator of development of regional frameworks, infrastructures and strategies to improve conditions for training;
- a co-ordinator of initiatives relevant to improving training effectiveness;
- a definer and custodian of standards useful in defining training effectiveness;
- a professional advisor on the development, delivery and evaluation of training programmes;
- a supporter of efforts to strengthen the capacity of individual training institutions to achieve their goals;
- an occasional developer and implementer of training programmes, usually in exploratory contexts with model or test initiatives, or in areas lacking necessary institutional infrastructure.

More specifically, in this context, ICCROM would act to:

- Build a cooperating network of regional training institutions interested in World Heritage training.
- Coordinate development of training tools and materials useful in management of World Heritage sites (management guidelines series, simplified technical notes, off-the-shelf training modules, etc).
- Carry out annual reviews of periodic reports from regions including framing recommendations and strategic advice to the Committee relevant to implementation of training needs.
- Propose projects, in appropriate circumstances, to support objectives defined by the Committee, the Centre, and States Parties.
- Review requests for training assistance, with a view to strengthening the strategic impact of proposed spending in relation to the objectives adopted by the Committee.

- Continue to monitoring, update, and refine international and regional training strategies for cultural heritage.

ICOMOS, in particular through the action of its International Training Committee, and its global network, is also well positioned to provide training advice to the Committee.

The World Heritage Centre must take the lead role in facilitating and co-ordinating the provision of timely and appropriate advice to the Committee concerning training issues from ICOMOS and ICCROM.

5. GENERAL FUNDING AND IMPLEMENTATION STRATEGY

The following points are important to consider in funding and implementing the various recommendations contained within the Global Training Strategy for World Cultural Heritage.

- **The Principles for Review of Training Assistance Requests and the related Checklist, developed during the Nov. 1998 experts meeting in Rome (Annexes IV, V, and VI) should be adopted by the Committee to ensure a strategic use of the Committee's funds for training.**
- **The funds available for training for cultural heritage in the context of international assistance (in recent years, approximately US \$500,000. per year) should be used in the most catalytic manner possible, to stimulate spending by partners for implementation of strategic goals and programmes. Some attention should be given to development of guidelines defining how such catalytic action can best be assured.**
- **The funds available for training should be made available within roughly defined quotas defined by the Committee to ensure a balance of support for both international and regional activities, and also to balance pro-active programming by the Committee with funds made available in response to requests for funds. A possible partition of funds might see US \$100,000. being used for development of international training activities, and US \$400,000. being divided roughly equally among regions (within an overall budget envelope of US \$500,000.) Within regions, approximately 50% of available funds could be used for pro-active programming., and 50% reserved for requests by States Parties.**
- **A fund-raising strategy for training initiatives should be developed by the Committee to strengthen extra-budgetary contributions by States Parties for training purposes. Fund-raising efforts should be built around timely themes such as cultural heritage at risk for which support can readily be generated. ICCROM would be delighted to work closely with the Committee and the Centre in developing such a fund-raising strategy.**
- **While bilateral initiatives should be encouraged where appropriate for the benefit of the Convention and inscribed sites, these should be subject to scrutiny by the Committee to ensure conformity with the Committee's strategic priorities. In particular where training for cultural heritage is the object of such funds, ICOMOS and ICCROM should be invited to play a role in monitoring their effective deployment.**

Note: In order to maximise International Assistance funds available for training, allocations by the Committee of such funds should be devoted exclusively for projects or programmes. Costs of Advisory Body services should be placed in other chapters of the Budget.

Annex I: Background on development of the Global Training Strategy for the World Heritage Committee

Meeting of the World Heritage Bureau, Paris (July, 1994)

In July 1994, the World Heritage Bureau launched the review process of which the current paper is a part, by proposing, following a review of training expenditures made between 1988 and 1992, that the World Heritage Centre should organise an “evaluation seminar to define a new training strategy in the field of cultural heritage conservation”. ICCROM produced a first draft of such a strategy for review by the Committee in December 1995.

Training Strategy in the Conservation of World Heritage Sites (December 1995)

The Training Strategy document reviewed the primary considerations important in developing a global overview: history of approaches, target groups for training and their needs, career structures and training typologies, capacity for training (teachers, resources, tools), evaluation and quality control, and international, regional and local levels of application; it concluded by focussing on the elements of an effective global training strategy. The report recommended the following:

Recommendations of the ICCROM 1995 Training Strategic Document:

- 1. It is proposed that the World Heritage Committee encourage States Parties to develop strategic plans on training both at the organisational level in relation to World Heritage Sites and at the national level. Such plans should be discussed at the regional level for improved collaboration and optimised use of resources. The planning phase should benefit from expert missions to consult with national authorities and meetings at the regional level.*
- 2. It is proposed that the World Heritage Centre collaborate with ICCROM for the development of guidelines in appropriate details for the preparation of training strategies in States Parties.*
- 3. It is proposed that the training use of the World Heritage Fund be planned on the basis of coherent training plans. Such plans should provide the reference for the establishment of priorities for the World Heritage programme and budget and contributions to training at the local, national, regional and international levels.*
- 4. It is proposed that the co-ordination in the development of training strategies be guaranteed by ICCROM in collaboration with the States Parties, and in consultation with the World Heritage Centre, ICOMOS, the Organisation of World Heritage Cities, and other potential partners.*

Meeting of the World Heritage Committee, Berlin (December 1995)

The 1995 meeting of the Committee in Berlin allocated US\$ 20,000. to ICCROM to finalise the training strategy document, particularly taking into account the specificities of various regions, in close co-operation with the Secretariat, for presentation to the Committee at its 20th session in Merida.

During the debate in the Berlin session, members of the Committee expressed their satisfaction with the document, and regretted the imbalance of training between Europe and the rest of the world. Members of the Committee noted the complementarity of international courses for training of trainers, regional courses for various specialists, and national courses addressing technical personnel. The Committee supported the proposal to continue efforts to survey the situation in different regions, and to give particular attention to African States Parties.

Expert Meeting at ICCROM, Rome (September 1996)

As a result of the Committee's decisions, the World Heritage Centre and ICCROM organized an Expert Meeting at ICCROM in Rome, from 19 to 21 September, 1996. Experts from North America, Latin America, Asia, Arab States, Baltic States and France, submitted regional analyses of training needs and strategic approaches to education and training, and the Universities of York and Louvain reported on the basis of their training experience. ICCROM presented up-to-date information on training needs. Jointly with CRATerre-EAG, and based on a questionnaire in the framework of the ICCROM Gaia project, a paper was presented on a strategic approach for sub-Saharan Africa. In a position paper prepared for the meeting, the chief criteria for evaluating training requests were proposed to be needs and commitments of World Heritage Sites in a particular region, the general situation in training and education in the region (level, type, availability and quality), and the situation of specific States Parties (previous assistance provided, and administrative situation within the Convention). Furthermore, the position paper highlighted the methods of assessing needs in relation to conservation and management plan, the levels of training and education, and cost-effectiveness in training and education.

The Expert Meeting resulted in a report, ***Strategic Approaches to Training Concerning Immovable Properties*** (WHC-96/CONF.201/INF.15), which was presented by the Director General of ICCROM to the 20th Session of the World Heritage Committee in Merida, December 1996. The Recommendations were arranged according to target groups, taking into account the desired commitments by States Parties, Local Governments, Funding Agencies, and Training Institutions:

Recommendations of the Expert Meeting at ICCROM, 1996:

States Parties

We recommend that the States Parties do everything in their power to increase awareness and support for the responsibility which is implied by the designation of a World Heritage Site, and to ensure that appropriate support is provided.

Local governments

We recommend that local governments should wholeheartedly support the initiatives of their States Parties; that decision taking and discussions relating to World Heritage Sites should at all points be open; that they should support efforts to improve and enhance public awareness of World Heritage Sites and the needs and opportunities which they represent; that they should provide support for the proposed training programmes, by sending personnel on courses and by providing financial support; and that they should contribute to the provision of funds for World Heritage Sites.

Funding agencies

We recommend a combination of public and private sector finance. We also recommend that local as well as national and international funding sought to support the needs of World Heritage Sites: local people value their cultural heritage, and can express this through their own contributions and involvement.

Training institutions

We recommend the establishment of training courses, accessible in terms of time and cost, relating specifically to the conservation management of World Heritage Sites. Ideally there should be at least one training course in every world region, and they should all be effectively linked through a network of regular communication.

ICCROM should exercise a coordinating role.

To explore the most effective modes of training, in terms of communication and cost effectiveness, training centres should initiate pilot training programmes with the following characteristics:

- 1. study of the World Heritage Convention and its implications,*
- 2. interdisciplinary teaching,*
- 3. training to be linked to actual World Heritage Sites through field work, placements and the drafting of management plans,*
- 4. training to be lively, interactive and encouraging deploying the full range of communication techniques,*
- 5. training should respect 'local distinctiveness' while paying attention to accepted international norms,*
- 6. training respect living traditions (for example, in relation to sacred places), but may need to initiate guidelines to harmonize traditional practices with good conservation,*
- 7. training should embrace the whole context of World Heritage Sites, including an understanding of cultural landscapes,*
- 8. training should embrace all appropriate techniques of evaluation, recording and documentation,*
- 9. training should inculcate and encourage public participation, and the necessity to respect cultural diversity and social needs,*
- 10. training centres should rationalize existing resources,*
- 11. training courses should encourage orientation towards sound conservation practice,*
- 12. training should acknowledge that every responsibility (e.g., of administrators, managers, professionals and owners) is interdependent,*
- 13. training should include presentation of economic realities and opportunities, and tackle the issue of fund raising in a positive way,*

14. *training should encourage debates about public and private sector financial questions,*
 15. *training should include effective communication skills, such as the ability to forge creative compromise,*
 16. *training should be provided in making applications for technical assistance grants,*
 17. *training should embrace understanding of the needs and aspirations of local communities,*
 18. *training should encourage debate about the issue of tradition versus modernity,*
 19. *training should develop awareness of the helpful role which can be played by conservation volunteers,*
 20. *training should develop understanding of the complementarity of the natural and cultural heritage,*
 21. *training courses should embody and express flexibility and vision to respond to future changes and needs,*
 22. *training centres should provide manuals and didactic media embodying the fruits of scholarship and research, as well as providing advice and encouragement.*
- All parties in the process should be aware of:**
- * *the importance of understanding the social needs and aspirations of people, and the legitimate respect due to living culture,*
 - * *the value of partnership, both intellectual and financial,*
 - * *the vital role of effective networking,*
 - * *the necessity to pay attention to efficiency and cost-effectiveness,*
 - * *the scarcity of available resources and the need of synergy in action*
 - * *the necessity to accept an appropriate degree of co-ordination, sensitively applied,*
 - * *the need for support structures in addition to training programmes.*

Meeting of the World Heritage Committee, Merida (December 1996)

In his presentation of the training strategy report from the Sept. 1996 meeting, (WHC-96/Conf.201/INF.15), “*Strategic Approaches to Training Concerning Immovable Properties*” the Director General of ICCROM recalled that operational capacity in heritage conservation requires an effective legal framework, a strategy of human resource development, operational structures, and awareness of the professional and social environment. Unfortunately many of the necessary components were often lacking. The strategic framework was seen as a management tool that should be based on a system of training and education, which made full use of relevant pilot projects, and activated information networks at the national, regional and international levels.

The members of the Committee expressed their full satisfaction with the proposed strategy, and encouraged taking it as a guideline for future development. Based on these discussions, the Committee adopted principal training guidelines (for both natural and cultural heritage) during the session in Merida.

The Committee agreed to:

1. *Apply to both cultural and heritage sites the following strategic actions which were adopted by the Committee in 1995:
-continue to develop curricula and training information packages on the World Heritage Convention, its ethics and implementation as basic materials;
-and develop World Heritage Convention Information Networks, for the benefit of all site managers: procurement of computer and communication equipment to access site managers on Internet should be facilitated.*
2. *request the advisory bodies (IUCN, ICCROM, ICOMOS) to collaborate, in as much as possible, in the preparation of regional strategies, awareness and educational programmes which should be part of the training strategy. Common workshops should be encouraged, and the outcome of their evaluation brought to the attention of the Committee.*
3. *request the advisory bodies to develop thematic courses at the international level and adapt them at the regional level with partner institutions: the course on “the Conservation of World Heritage Cities Integrated Territorial and Urban Conservation” is a case in point of this necessary development.*
4. *give more influence to awareness and educational programmes which are part of the training strategy, and allocate more resources to such activities.*
5. *all training needs should be assessed and analyzed not only in relation to the conservation and management processes of the site, but also within the overall context of a national policy for heritage conservation: and, gradually in the light of a regional planning framework which takes into account integrated and sustainable conservation programmes.*
6. *consequently, encourage all regions to cooperate, through the World Heritage Committee, with the Advisory bodies, ICCROM in particular, to further develop their strategic approaches and take into account: local realities, priorities, availability of resources, financial constraints and time frames. Moreover, heritage preservation should also embrace economics and development.*
7. *progress reports of the regional approaches for cultural heritage, beginning with proposals concerning the Baltic States, Latin America and the Caribbean, and the course in Integrated Territorial and Urban conservation; as well as for natural heritage in Asia and the Pacific, should be brought to the attention of the committee.*
8. *regional training centres such as: (a) school for the training of specialists in wildlife in francophone Africa (Garoua, Cameroon), anglophone Africa - Mweka college of Wildlife Management, Moshi, Tanzania; (b) CATIE Costa Rica (Latin America); (c) Wildlife Institute of India (WII), Dehra Dun, India; (d) Centro Nacional de Conservación, Restauración y Museología, Cuba (CENCREM) - Catedra Regional de Conservación (UNESCO - UNITWIN); (e) CECRE architectural conservation course at the Federal University of Bahía, Brazil; (f) the CECOR Conservation Centre at the Federal University of Minas Gerais, Brazil: and others as appropriate, should be provided with the curricula and information packages on the World Heritage Convention and use case studies of World Heritage sites. Moreover, networking of training institutions for cultural and natural heritage should be encouraged and supported to coordinate existing and new curricula, and provide for their dissemination.*

9. *given the under-representation of the cultural heritage of certain regions on the World Heritage List and in particular African heritage, UNESCO's priority in favor of Africa, the lack of training courses in the field of immovable cultural properties in sub-Saharan Africa, the need to train and educate almost all decision-makers, site managers, technicians and local populations decides to launch in 97, through the World Heritage Centre and in the framework of the project ICCROM/GAIA, a first set of the in situ training activities in sub-Saharan Africa. These will be developed within the framework of a ten-year pilot international framework project. During the three year launching phase, the strategic framework will be developed, and the methodology tested. In the second phase, the existing training potential will be reevaluated, and adequate national and regional training institutions identified with a view to adapting, improving and diversifying the teaching materials. In the last phase, new training programmes shall be elaborated and adapted to local realities, to reflect the know-how acquired during in situ activities.*
10. *The World Heritage Centre, the advisory bodies and the State Parties should cooperate closely with one another in the design and conduct of training activities in conformity with the regional and thematic approaches adopted by the committee. Moreover, the Committee may wish to foresee a two year period after which all World Heritage Fund supported activities should derive from the above mentioned guiding principles.*

In addition, the Committee:

11. may request a revision of the Operational Guidelines for the Implementation of the World Heritage Convention in order to reflect the guiding principles for training activities as adopted at its XXth session.

The latter discussion also provided a basis for approving ICCROM's request for US\$ 30,000. for a training course for an integrated approach to urban conservation (on the basis that the strategy document called for developing thematic courses at the international level and adapting them at the regional level, and in particular for "integrated territorial and urban conservation" courses), and an amount of US\$ 50,000. for launching the first phase of the project for training in the conservation of immovable property in sub-Saharan Africa.

During a discussion concerning the relationships among the Advisory Bodies and the World Heritage Centre, the Delegate of Italy, noting that ICCROM as an intergovernmental organization deserved special consideration, proposed "that ICCROM be the priority partner in the field of training in cultural World Heritage conservation and that it be consulted on all requests for training assistance in order to ensure quality and efficiency of training activities in the framework of the adopted training strategy". The meeting report notes that the Committee adopted the Italian proposal.

Meeting of the World Heritage Committee, Naples (December 1997)

In relation to development of the global training strategy, the 1997 meeting of the Committee resulted in allocations of funds to ICCROM for "development of a training strategy and procedural framework to finance an expert meeting to refine the Overall Strategy" and to

support “the Survey of a Latin American Development Strategy”. ICCROM also received funds to carry out 8 other training projects in various regions.

In the context of early efforts to develop a “training strategy for world cultural heritage”, the emphasis of discussion had now shifted from the appropriate elements of a global training strategy for cultural heritage, to the implications of the global training strategy framework for the Committee’s management of its training responsibilities, and also to the promotion of regional training strategies.

Expert Meeting at ICCROM, Rome (November 1998)

The purpose of the 1998 Expert Meeting on ‘Training in relation to World Cultural Heritage Sites’ was to formulate recommendations, concerning the development of regional training strategies, and to provide guidelines for the assessment of training requests. The meeting took as a starting point the results of the previous strategy documents, and attempted to respond to the following questions:

- *What is the best way to assist the World Heritage Committee to assure adequate training for the benefit of World Heritage?*
- *What are the chief obstacles limiting, or the chief opportunities fostering, the provision of effective training for World Heritage?*
- *What are the main areas in which strategically-focussed approaches would be most likely to offer greatest potential for improvement?*
- *Within each area identified, what criteria and principles should guide selection of activities or approaches? What specific suggestions for improvement can be made? Can these recommendations be brought into the Operational Guidelines?*

The meeting was organized in the form of a workshop; the current situation and needs were first discussed in plenary, after which working groups explored specific issues, and wrote down the recommendations. Considering that the purpose of the meeting was to focus on the global strategy for training and associated issues, the recommendations were proposed to integrate conclusions around which consensus had been previously reached, review the procedures in the Operational Guidelines, and formulate a strategy which the Committee could review and adapt for implementation over the next five years. The recommendations of the meeting were articulated in three parts:

- Draft framework for the development of training in relation to World Heritage Sites;
- Principles Guiding the Assessment of Training Requests; and
- Check List for Requests for Training Support.

The detailed results of the meeting are summarized immediately below:

<p>The Framework for the Development of Training in relation to World Heritage Sites was conceived as a set of general considerations and key notions of training strategies with reference to heritage diversity and the requirements of the Convention itself. The starting point for the discussion was to define the context of training, and identify problems,</p>

opportunities and constraints in the World Heritage system. It was noted that the development of strategies for training and capacity building should be related to the *nomination and management process of heritage sites*, i.e., identification of sites, guaranteeing their protection and management according to the requirements of the Convention, preparation of the nomination document, and the management of maintenance and conservation of the character and significance of the heritage resources. Considering the diversity and specificity of each heritage resource, as well as the different actors involved, *conservation and restoration of cultural heritage resources should be based on a critical methodology, which should be fundamentally reflected in any training programme*. It was thus not necessary for training to be site-specific (unlike technical co-operation). States Parties should be assisted in building up awareness and professional capacity in a heritage management context, which should include care for World Heritage.

It was recognized that each State Party and region had its reality concerning the particular needs of heritage conservation and the existing or potential resources that could be found. *Surveys to detect the situation in each region should therefore be part of the process for capacity building*. Such surveys should also be used as an opportunity to establish systems of networking and communication. *Appropriate training and research strategies should be integrated into such a process, and coordinated at the national and regional levels*. Intergovernmental organizations can broaden the framework for collaboration, assist in the identification of appropriate training methods, as well as help in the search of external support and resources. Non-governmental organizations, through their professional and institutional networks, could provide an access to human resources, required for training and research. In fact, there was too little use of existing regional organizations, such as SPAFA in South-East Asia.

The meeting recognized that there was still a lack of efficient dissemination of knowledge about activities, aspirations, and opportunities, and there was a lack of ‘standardization’ of training programmes emphasizing the aspects of methodology. *Diffusion of such analytical, methodical approaches could be assisted by preparing ‘kits’ or guidelines specifying the subjects to be included in different types of courses, and proposing training methods when starting a new training activity*. In order to guarantee that training be an integral part of heritage related activities, all pertinent organizations should prepare a *training plan*, where the professional and management competencies of each function are clearly defined. Heritage related subjects should also be so attractive as to be included into more general curricula at universities and technical schools. There is need to clarify what to communicate, and to encourage national groups to make better known their capacities and needs. In order to assist in the development of training, there was need for reference materials, models and examples.

It was observed that in developing models applicable to different regional and local realities, there was need to identify a range of variables, the weight of which could be adjusted according to the specific reality and need in each context. Considering the World Heritage system, there could be identified ‘insiders’ (such as UNESCO itself, ICCROM, ICOMOS, and appropriately trained conservationists), who were already informed about the requirements, and ‘outsiders’ (such as the construction industry, urban and regional planners, politicians, commercial business managers, and the general public), with whom it was necessary to establish a dialogue for communication. Heritage awareness of property owners needs to be raised, in order to enable them to understand the significance and character of

their property for appropriate care. In the diffusion of information, ‘recommendations’ and ‘guidelines’ should be illustrated with ‘*success stories*’, which are often necessary to make messages relevant.

Of particular importance will be efforts to establish communication between responsible bodies. Suitable regional and international fora can be helpful to improve information about what is going on, and how theoretical models can be translated into practice. One of the main challenges is to make communication work both ways, not only ‘top-down’ as has been the case too often, but also allowing local actors and specialists to be heard. There is need for *more weight to be given to strategic planning in organizations involved in heritage management.* It is also necessary to explain the benefits and responsibilities resulting from the World for the purposes of generating and raising required resources.

The nomination of a particular heritage resource can be a useful first step toward strengthening public interest in heritage. A World Heritage site can act as a lever, promoting interest in heritage more generally, as well as being used to define what type of training is required in a region. It is useful to identify and list obstacles and opportunities, e.g., to what degree there is clear knowledge of the challenges and opportunities offered by World Heritage nomination; how the identified needs in training could be met using locally available resources, and what means and possibilities there are to look for sustenance from other sources, international, multilateral or bilateral. There is a need to clarify who formulates the strategy, what is the approval process, and who implements it. The key issue with networks is how to activate and sustain them.

The **Assessment of Training Requests** should be considered against the background of the above reflections. Such assessment should take into account the intentions of the Convention as well as the particular needs in different States Parties and regions. The principles have been formulated in a manner to consciously promote the development of training programmes that meet the needs, taking into account the linkage of theory and practice, the promotion of innovative teaching methods, and sustaining capacity building in the countries and regions concerned. The purpose is to encourage State Parties and competent organizations to develop coherent training strategies, to show how the proposed activity is motivated in this context, how it will benefit World Heritage, and what general impact it may have on capacity building. Emphasis is given to the pertinent use of networking involving partners at the local, regional and international levels. Each training activity, is conceived as an opportunity for the activation and improvement of local and regional capacity; such experiences should therefore be brought to the attention of the international community. For this purpose, as well as to guarantee that the learning objectives are met, there is a demand for continuous monitoring and evaluation of the results by those responsible.

The **Check List for Requests for Training Support** is conceived as a list of items which should be clarified by the organization preparing the request in order to provide a common basis for the assessment. The Check List is conceived in a flexible format allowing the State Party to adopt it to the character of the particular activity for which support is required, and to highlight the specific needs being met, as well as the resources that already exist. Within this context, the request should be specified in monetary terms, indicating its leverage effect.

Note: The **Framework for the Development of Training**, the **Assessment of Training Requests** document and the **Checklist for Requests for Training Support** emerging as results from the Nov. 1998 meeting are annexed to this document. (See **Annex:**

Recommendations of the Expert meeting on Training in relation to World Heritage Sites. Rome, Nov. 16-17, 1998. This report was presented to the World Heritage Centre in March, 1999).

Meeting of the World Heritage Committee, Kyoto (December 1998)

In relation to training strategy development, the Committee approved a sum of US\$ 25,000. for development of a regional training strategy in South East Asia (the 10 ASEAN countries). ICCROM was asked to carry out a “needs assessment which would lead to the development of training curricula, which could be used (a) within university architecture and urban planning departments to teach future architects and urban planners the basics of heritage conservation; and (b) by heritage site-managers to introduce and train the inhabitants, owners, community and religious leaders, local administrators and other stakeholders of World Heritage cultural sites, on the scientific basis of heritage conservation and maintenance.”

ICCROM also requested and received funds for 5 other training projects, including US\$ 100,000. for AFRICA 2009.

Training Strategy for Latin American Historic Cities (March 1999)

The ICCROM report, prepared by consultant Antonino Pirozzi of Chile, and based on his own research, and a questionnaire used with managers of the Latin American World Heritage Cities during the Oct. 1998 meeting of managers with the ICCROM ITUC Advisory Committee in Olinda, Brazil, (with support from the Getty Grant Programme, and managed by CECI, the Federal University of Pernambuco) was completed and presented to the World Heritage Centre in March 1999. ICCROM hopes in cooperation with OWHC, and the World Heritage Committee to hold a review meeting of the reports’ findings in 2000 in order to devise a shared strategy and related programme and action plan among all those with a training mandate in the region.

Meeting of the World Heritage Committee, Marrakech (December 1999)

During the December 1999 meeting of the World Heritage Committee in Marrakech, Morocco, ICCROM presented an information document to the Committee, entitled “ICCROM progress report on development of a global training strategy for cultural heritage in the context of the World Heritage Convention, Oct. 2000”. The Committee took up consideration of the document and proposed, based on a resolution made by the Greek government, that the ICCROM paper and its recommendations be reviewed during the mid-2000 Bureau meeting.

During the same meeting, ICCROM requested funding support for a number of projects proposed by World Heritage Centre staff, by States Parties and by the Committee. These projects, covering all major regions, totaled approximately \$US 207,000., including \$US 80,000. for Africa 2009.

South East Asia Training Strategy synthesis meeting (February 2000)

In late February 2000, in an expert meeting organized with financial support from the Japan Funds in Trust, and in close collaboration with the World Heritage Centre, the ICCROM consultants' needs and provisions assessment report for SE Asia mandated by the Committee in Dec. 1998, was reviewed and the elements of an accompanying strategy and related action plan debated and adopted. The conclusions of this meeting are available separately for review by the Committee.

World Heritage Bureau, Paris, (June 2000)

In June 2000, ICCROM presented a preliminary version of this Global Training Strategy paper to the World heritage Bureau. ICCROM's presentation included several principal recommendations:

1. addressing the need both to define more clearly ICCROM's role in training (as "priority partner in training") and to review the *framework of principles* presented above in consultation with UNESCO/ World Heritage Centre staff and representatives from interested States Parties and advisory bodies as appropriate.
2. examining and adapting as required the *Assessment of Training Requests* document and the *Checklist for Requests for Training Support*, in the context of the conclusions of the Nov. 1998 meeting, as working tools intended to assist the Committee in its review of training requests, and to assist States Parties in the preparation of their requests.
3. Including definitive *regional training strategy analyses* within the Global Training Strategy document being developed by ICCROM for presentation to the Committee in Dec. 2000.

A number of Bureau members expressed agreement with the contents of the presentation made. Others also pointed out the need for more extensive discussion particularly in the light of other initiatives touching similar points, e.g. the conclusions of the Task Force and the Operational Guidelines meetings. The delegates supported the inclusion of an agenda item on training at the 24th session of the Committee.

Annex II: Review of effectiveness of Committee training assistance for cultural heritage

Introduction

During the December 1999 meeting of the World Heritage Committee, ICCROM requested and received a sum of \$US 5,000. to carry out an assessment of the effectiveness of requests for training assistance received by the World Heritage Committee. A consultant was retained by ICCROM to carry out the necessary research during February and March 2000.

The project involved carrying out a systematic survey of cultural heritage training assistance requests made to the World Heritage Committee, and related Advisory Body recommendations and follow-up evaluations once the activity was completed. It was hoped that this analysis would allow brief assessments of training activity by region, allow for articulation of emerging patterns, and lead to conclusions about the effectiveness of the training assistance made available by the World Heritage Committee and recommendations for the improvement of the system. It was hoped that the survey would contribute substantially to better understanding of how best to allocate the Committee's limited resources.

Project Methodology and Limitations

A period of four weeks was spent by the ICCROM consultant at the World Heritage Centre to review as many training activities as possible among those supported by the World Heritage Committee in the 1990s. A number of research tools were used, including documents such as *Training Assistance from 1978 to 1997 (World Heritage Centre)*, training evaluations prepared in 1998 and 1999 by the Advisory Bodies, and the computerized database for Training Assistance. The UNESCO Central File as well as World Heritage Centre office files were systematically searched, and the various Centre regional coordinators interviewed as well. Research also resulted in preparation of a series of fiches for each training activity found in the files, based on photocopies of the Training Assistance Request, evaluation by the Advisory Bodies, final report (part/entire) and photocopies of other documents relevant for the understanding of activity. Each fiche includes information where available on:

- country/region
- level and proportion of total funding provided by the Committee
- beneficiaries of the activity
- links to local institutions and educational infrastructure
- expected results/outputs from the activity
- use of methodological approaches/innovation
- strength of links to World Heritage sites and managers
- utility and pertinence of preliminary assistance request evaluation by the Advisory Bodies

- project follow-up and evaluation: assessed benefits/problems/opportunities for improvement.

Project results were limited by the difficulties of access to archival material. Despite genuine efforts invested in file keeping, the filing system at the World Heritage Centre does not provide for efficient and time effective research. While it had been hoped initially to look at all training activity carried out over the life of the Convention, access difficulties limited research to activities carried out within the past ten years. Over 4 weeks, 36 of the 65 activities carried out over the last decade were examined in detail.

As well, in many cases, the material in the files does not permit a clear understanding of the activity carried out, the context or general situation which the training activity was expected to address or characteristic training approaches in the regions.

Analysis

Training activities supported by the World Heritage Committee were analyzed within three main categories.

1. The first category directly aims at the implementation of the World Heritage Convention and is inscribed in a larger framework of the Global Strategy, adopted by the Committee at its eighteenth session in 1994. The Global Strategy provides an operational methodology for implementing the Convention to ensure a more balanced and representative World Heritage List by addressing geographical, temporal and spiritual imbalances among various regions. . It encourages countries to become State Parties to the Convention, to prepare harmonized tentative lists, and to prepare nominations of properties from categories and regions currently not well represented on the World Heritage List, with particular attention given to the Latin America and the Caribbean, Africa and the Pacific.

Training activities linked to Global Strategy are generally supported under International Assistance and orchestrated by the World Heritage Centre. The “Pacific region capacity building and institutional development workshop” illustrates this type of training. This workshop aimed at promoting the World Heritage Convention, increasing the number of countries signatory to the Convention, assisting in preparation of inventories, tentative lists for future potential World Heritage sites and nominations of properties for inscription in the World Heritage List.

2. The second category includes the development of training activities within the framework of the Global Training Strategy, launched by the Bureau in 1994. Most activities supported here are regional in nature or outlook, although a number of international initiatives have taken place. These may be organized by States Parties or ICCROM, and would include the series of ITUC courses (international and regional), those in the Africa 2009 programme, launched in March 1998, and regional assessments carried out in Eastern Europe, Latin America and SE Asia.

3. The third category includes training activities organized by States Parties and supported through Training Assistance provided under the World Heritage Fund. Supported activities range from individual scholarships, seminars or courses addressing specific needs (e.g., the First Aid Kit on the handling and treatment of archaeological material, Jordan, 1999), to repeated training activities, such as the Regional Training Programme in Heritage Conservation at Federal University of Salvador de Bahia, Brazil, held since 1974.

In certain cases, where States Parties may lack expertise to meet the learning objectives defined, ICCROM, the World Heritage Centre and occasionally training consultants or agencies consult directly with States Parties in preparation of the training assistance request in order to improve the quality and effectiveness of planned initiatives.

The systematic review of all training requests by ICCROM (agreed at the World Heritage Committee 1996 meeting), formalized a practice generally followed previously by the Centre and the Committee. Prior to 1996 however, ICCROM reviews were often presented verbally during Bureau or Committee meetings. From this date forward, reviews have been provided in written form. Requests for evaluation of training activities are usually also sent to ICOMOS.

ICCROM evaluates requests against defined criteria, developed in the November, 1998 global training strategy meeting at ICCROM. Advisory Body reviews for recent years are maintained by World Heritage Centre staff for continuing project reference.

The conclusions emerging from this report have been integrated with the other sources of analysis drawn on by ICCROM in preparation of this report and which appear in Section C: Issues and Conclusions found earlier in this report.

Annex III: Documents consulted in preparation of this report

A number of documents of general interest and background were consulted in the preparation of this report.

1. Convention concerning the Protection of the World Cultural and Natural Heritage
2. Operational Guidelines for the Implementation of the World Heritage Convention
3. Information document WHC-95/Conf.203/INF.11 B “Training Strategy in the Conservation of Cultural Heritage Sites” (presented to the 1995 Berlin meeting of the Committee).
4. Paper prepared by World Heritage Centre for the 1995 meeting of the World Heritage Committee. WHC-95/Conf.203/9).
5. “Training Strategy for World Heritage Sites”, position paper by J. Jokilehto (13 June, 1996) prepared for the September 1996 expert meeting in Rome.
6. “Strategic approaches to training concerning immovable property’. Report of the Experts Meeting Rome, 19-21, September 1996. Presented to the World Heritage Committee in Dec. 1996, as WHC-96/Conf.201/INF.15.
7. World Heritage Committee 19th Session (Berlin, December 1995) Report. (pages 55-58).
8. World Heritage Committee 20th Session (Merida, December 1996) Report. (pages 81 & 82)
9. World Heritage Committee 21st Session (Naples, December 1997) Report. .
10. “Recommendations of the Expert Meeting on Training in Relation to World Heritage Sites, Rome, Nov. 16-17, 1998
11. World Heritage Committee, 22nd Session (Kyoto, December 1998) Report (p.51)
12. World Heritage Bureau, 24th Session (Paris, June 2000). Report (p. 59-60).
13. An outline of salient issues, concerns and priority recommendations important in addressing risk preparedness concerns for World Heritage . Leo van Nispen. Draft for publication by ICCROM, Sept. 2000.

A number of recent reports were also commissioned and consulted within various regions. A partial list of major references consulted is included below.

Asia and the Pacific:

- Simon Warrack, ICCROM South East Training Strategy Report, March 2000;
- ACCU Meeting on Training Programmes for Asia and the Pacific Report, March 2000;
- Jukka Jokilehto, World Heritage Training Strategy for Western and Central Asia, and for China (two drafts for an ICCROM publication), Sep. 2000.
- Minja Yang, and Feng Jing, “World Heritage Conservation and Development”, Beijing , July 2000.
- First World Heritage Global Strategy Meeting for the Pacific Islands Region. World Heritage Centre. July 1997.
- Second World Heritage Global Strategy Meeting for the Pacific Islands Region. World Heritage Centre. August 1999.

Latin America:

- OWHC / CECI training strategy questionnaire and analysis report (Milet-Pontual), March 1999.
- ICCROM Latin American World Heritage Training Strategy Report (Pirozzi), March 1999.
- Silvio Zancheti, “Training Strategy for Territorial and Urban Conservation Management in Latin America: a Proposal”. Background paper prepared for Ecuador WH Latin America Training Strategy meeting, planned for Nov. 2000.
- World Heritage Centre reports (H. van Hooff) on the State of the Implementation of the World Heritage Convention in the Andes region, in the Caribbean, in the Mercosour countries, in Central America. March 1999.
- World Heritage Global Strategy Action Plan for the Caribbean (2000-2002), World Heritage Centre, Jan. 2000.
- TERRA Consortium, Guidelines for Institutional Collaboration (ICCROM- GCI- UNESCO- CRATerre-EAG)

Europe and North America:

- Natalia Dushkina, “World Heritage Training Strategy for Russia”; Roy Graham, “World Heritage Training Strategy for North America”; Paulius Kulikauskas, “World heritage Training Strategy for Eastern, Central and Western Europe”; Gediminas Rutkauskas, “World heritage Training Strategy for Central and Eastern Europe” (drafts prepared for an ICCROM publication). Sept. 2000.
- Recommandations Internationales pour les gestionnaires des sites du patrimoine culturel des pays de l’Europe Centrale et de l’Europe de l’Est . Meeting at Veliky Novgorod, Sept. 1999.
- Herb Stovel and Jacques Dalibard, overview of considerations in developing a World Heritage Training Strategy for North America. Paper prepared for Expert meeting at Rome in Sept. 1996.
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Annex IV: Recommendations of the Expert Meeting on Training in relation to World Heritage Sites, Rome, 16-17 November 1998

DRAFT FRAMEWORK FOR THE DEVELOPMENT OF TRAINING IN RELATION TO WORLD HERITAGE SITES

The principles described below are meant to guide planning and implementation of training programmes for the benefit of cultural heritage. The examination of training requests should be carried out in the context of these principles. The particular criteria to be used in the process are given under *Principles Guiding the Assessment of Training Requests*, and following the format given under: *Check List for Requests for Training Support*. States Parties are encouraged to consult with ICCROM in the process of developing requests for training assistance. States Parties should ensure that adequate time is allowed for consultation in preparation of requests for training assistance.

1. *Heritage resource*

Considering the great variety of cultural heritage sites, the varying conditions of safeguarding, and the different cultural traditions and challenges involved, conservation and management of each site needs to be based on a full understanding of the specific nature and significance of the site concerned and its relationship with the context. World Heritage sites should be understood as catalysts and acting as the lever which can generate broader skill base for all heritage-related activities.

One of the key issues in training is the definition of the heritage resource. Even though there are similarities between different sites, one has to understand each site with its character, its specific history, its particular conditions, as well as its actual or potential use. The purpose of training is to enable those responsible to approach the conservation of a site with an open and critical mind, taking into account its specificity and the values that are associated with it. Cultural heritage, having been created by past generations and cultures, carries meanings that are not always easy to understand only looking at one site. While each site thus has its specificity, there are also common features, e.g., in materials and structural systems. It is necessary to compare the knowledge and experiences in different sites, and especially in sites that have similar character or that represent the same or similar cultures. Such issues should be highlighted in training activities in order to broaden the basis for the critical appreciation and understanding of the qualities and specificity of each site. World Heritage sites are generally selected as the most representative or the best examples of particular types of heritage. Their role can thus be seen as catalysts in fostering capacity building.

2. *World Heritage Convention*

Taking note of article 5 of the Convention, and the need to integrate protection of heritage into comprehensive planning programmes, to develop scientific and technical studies and

research, and ‘to foster the establishment or development of national or regional centres for training in the protection, conservation and presentation of the cultural and natural heritage and to encourage scientific research in this field’, as well as article 23, according to which the World Heritage Committee may also ‘provide international assistance to national or regional centres for the training of staff and specialists at all levels in the field of identification, conservation, presentation and rehabilitation of the cultural and natural heritage’.

It was noted that while the main purpose of the Convention is to safeguard cultural and natural heritage identified as having outstanding universal value, the article 5 also places such activity into a broader context. In fact the States Parties to the Convention are encouraged to adopt a general policies that will assist in integrating heritage into comprehensive planning programmes, establishing support centres for necessary services, developing research, providing a management framework for conservation, as well as establishing national and regional training centres. It was noted that UNESCO has also adopted a series of Recommendations, and in particular the Recommendation concerning the Protection, at National Level, of the Cultural and Natural Heritage (Paris, 1972). Many of these recommendations emphasize the need for training and education; so does the 1972 Recommendation (par. 60-65). When dealing with training activities, it will beneficial and cost-effective to consider such initiatives in this broader context, involving the different types of educational and training institutions, as well as voluntary organizations and information centres, that exist in each country.

3. Capacity building

Capacity building aims at providing all the actors involved in the conservation process with the necessary skills and related facilities. Training should be seen in this broad context for the benefit of cultural heritage at the national and regional levels.

Capacity building is frequently used without proper understanding what it should mean. The meeting discussed at some length the different connotations, and reached a broad consensus about capacities related to the conservation of heritage resources. In fact, capacity building should be seen as addressing a broad range of professionals and administrators, who are responsible for the management of heritage. These various actors should be provided with the skills not only to analyze the site or monument, but also to communicate with the users of such sites, as well as to consult or exchange views with other professionals. Training has an essential role in building up such professional and technical capacities. At the same time, it is also noted that while World Heritage sites are generally part of a larger management framework, work done on them can enhance the knowledge elsewhere, and strengthen the capacities in the State Party to safeguard cultural heritage at the national level.

4. **Public awareness**

Effective conservation requires educational measures to increase public awareness and appreciation of cultural heritage. Appropriate measures should be developed in parallel with and complement the on-going process of capacity building.

The Convention places a particular emphasis on educational programmes, according to which the States Parties should endeavor to strengthen appreciation and respect by their peoples of the cultural and natural heritage (art. 27-28). Concern should also be taken of the dangers that threaten such heritage. It was understood that such activities should be taken in the relevant context, and while informing the public about the particular importance of World Heritage sites, there is need for more general educational basis for the understanding of the heritage values. Such awareness is also a necessary requirement to convince politicians and administrators, as well as property owners to employ qualified professionals for the repair, maintenance, and rehabilitation of heritage properties. Conservation does not work in a vacuum, but requires a broadly based justification. It is in this context that also professional training becomes meaningful. Such awareness building should be encouraged particularly in countries where no heritage sites have yet been nominated to the UNESCO List.

5. **Training**

Training can be understood as a variety of activities related to capacity building, and integrated into World Heritage conservation process, i.e., **before** nomination (to identify heritage and guarantee necessary management and protection), **during** the nomination process (to define the character and significance of the site in view of its nomination to the List) and **after** being included on the World Heritage List (in order to guarantee continuous care and conservation management of the site within its context).

It has been noted that the countries which have least sites nominated to the UNESCO List also have least number of training activities. At the same time, the nomination process is extremely complex, and information and technical capacities are often lacking. It is recalled that many sites have been refused by the Committee due to the lack of adequate protection and effective management plans particularly in countries which have not prepared earlier nominations. It is therefore necessary to raise awareness of the requirements of protection and conservation management of heritage sites, and to provide professionals with adequate qualifications to be able to undertake such tasks.

Furthermore, the preparation of nominations requires a wide survey based on scientific research and appropriate inventories, as well as a critical, comparative study of heritage in the country itself and even outside, in order to identify the sites that merit being considered for their outstanding universal value.

Last but not least, there is need to assume the responsibility for the care of properties listed on the UNESCO List. For all these actions, training is understood as the most efficient way to reach results. However, it is not enough to limit training to existing

World Heritage sites; rather, it is essential to broaden the basis, and to work up-stream in order to anticipate the possibility of potential sites for nomination.

Training thus should be seen in the broadest context, and be linked with the capacity building of each State Party; in fact, a large part of the countries having ratified the Convention would not have other ways to benefit from the Convention, not having been able to nominate sites to the List.

6. Training plan

States Parties should ensure that each organization involved in the conservation of heritage sites have a training plan, updated and based on the evolving strategic objectives of conservation management, and aiming at an appropriate development of available and potential human resources. An organizational training plan should typically involve: definition of conservation objectives, activities, and priorities, evaluation of existing skills, and the needs for capacity building and relevant training. A range of standards and criteria should be established against which to measure the effectiveness of training with due consideration of local requirements.

In order to make training a meaningful and effective tool for capacity building in the conservation of heritage resources, it should be developed according to a plan. Such training plans should be prepared by each organization involved in the process. Conservation is fundamentally multidisciplinary in involving different professions, technicians, as well as property owners and decisions makers.

The identification of the right target groups for is fundamental as the starting point for such plans. Such target groups could be understood as those who are already integrated in the conservation field (the 'insiders'), and those who need to collaborate, but do not necessarily have the required information, or have not been subject to relevant training (the 'outsiders').

The training plan should provide a clear identification of the goals and objectives of training, taking into account the character and conditions of the heritage concerned. The plan will also help to establish priorities for programme development. A continuous evaluation and additional feedback from the impact of training in the field is necessary; the introduction of case studies and models of conservation activities and experiences, is useful in order to build up a sound basis for critical judgement, and a better understanding of future needs of training.

7. Management process

Considering that the responsibility for site management depends on the national authorities and relevant local organizations, such organizations should be fully involved in the entire process of operations. A sustainable conservation approach should be based on a critical methodology, and should be further developed and tested through regional and international training activities. Monitoring (i.e., a continuous and systematic observation) of heritage

sites by those authorities and organizations, and a critical comparison with other sites especially in the region concerned, should be seen as part of the on-going capacity building process, and should be integrated into training programmes.

Concern was expressed regarding the lack of collaboration between the different organizations and bodies involved in conservation activities particularly when dealing with World Heritage sites. Probably at least partly due to the prestige of such sites, many organizations or individuals tend to make initiatives without properly informing or involving the responsible authorities. It has happened that foreign missions are sent without advance information. There can also be simultaneous initiatives by different organizations without proper co-ordination. Such situations can create frustration, and be counterproductive to the site itself. In fact, management requires good communication as well as negotiation skills and a capacity to deal with conflicts of values and to establish priorities.

The purpose of management is to take into account all relevant parameters, and to co-ordinate actions with due regard of expected results for the benefit of the site and its users. Sustainability means that the conservation and use of the site are based on a continuous process which takes into account the character and significance of heritage, and the availability of resources in the long term. While the word monitoring has perhaps been given a somewhat negative image, it still describes an essential part of all management processes. In fact, proper management needs to be based on continuous observation of the behavior of the site within its context, as well as the building up of scientific knowledge and critical cultural-historical understanding of each site and its specific requirements. Training should be integrated as an essential component in all management processes.

8. Communication

Communication is a fundamental part of training and capacity building, and should be broadly based, and involve all parties in a transparent exchange of information and sources. This should allow for professional consultation and for the effective dissemination of information on relevant activities and operations within an international framework.

The expert meeting considered communication as one of the main issues in the conservation of heritage sites, and more in particular as related to training and capacity building. While the methodologies related to the conservation of cultural heritage have been substantially advanced and refined in recent decades, such knowledge and information needs to be continuously communicated to all those involved. Particularly considering the complexity of heritage resources, and the number of different disciplines that need to be involved in the management process, it is essential that a system of consultation allows all parties to be informed.

It was noted that communication has a cost particularly in the sense that it requires a certain amount of time; this is not always easy to reserve from busy schedules. Here, training can provide a valuable instrument in facilitating communication; it will help

building up a common basis and in teaching a common language. It is important to plan communication in a systematic manner, allowing to prioritize, and to minimize the required information

9. *Networking*

The key to effective communication are efforts to mobilize and sustain networking among relevant actors. Networking for training implies sharing information and facilitating access to potential sources of information. Effective networks are spontaneous, flexible, dynamic, non-hierarchical and ever-changing, as well as requiring commitment by those involved.

Networking for training implies sharing information and facilitating access to potential sources of information. Simultaneous actions can be strengthened by taking advantage of introducing the learning process into a multidisciplinary context, and developing a common language.

The meaning of networking is fundamentally in the dynamics of operation and in the information that is being exchanged. It is noted that many networks remain empty frames if such activity is not generated. It is therefore essential that networking be based a commitment which is instigated through a clearing-house, which will also serve the role of a catalyst and facilitator.

Another important characteristic of networking is that all participants should be considered at the same level; to be effective networks should not be hierarchical nor rigid. Instead, networking should respond to the ever-changing needs and emerging requirements of all those involved. Networking must be relevant to the field; otherwise it does not stimulate activities or fulfil its purpose.

It will be important to identify the existing networks, such as those provided by international (UNESCO, ICCROM, ICOMOS, OWHC, ICOM, etc.) and regional organizations; in particular, there are networks of universities, and international and national training associations and committees (such as ICOMOS CIF and APT). Such networks are a valuable asset, and should be used in the most appropriate manner.

10. *Regional Co-operation*

Considering the specificity of cultural heritage, and the particular conditions in each region, it will be beneficial to foster regional co-operation in order to compare the methodologies and results in specific projects, as well as to develop specialized training that would generally not be feasible concerning one country alone. Furthermore, it will be the function of the national and regional organizations to join forces and to guarantee the most cost-efficient basis for collaboration.

In recent years, international activities have increasingly taken into account the need to focus their initiatives and co-ordinate programmes with due regard to regional characteristics and conditions. Particularly in the cultural field, it is essential to make

such initiatives relevant to the heritage concerned. However, there is also need to communicate at a broader, international level, and to have relevant fora for the exchange of experiences, and the development of methodologies and policies. It will be ideal to establish collaboration at the different levels, local, regional and international, recognizing the advantages of each, and establishing systems of communication and networking for mutual benefit.

There are many types of training activities which can most beneficially be organized at the regional level, that will allow bringing together the available human, technical and financial resources. Regional collaboration will facilitate critical comparison of experiences and working methods on specific sites, thus providing a more solid methodological foundation for conservation work.

While the co-ordination of regional programmes should be maintained at the regional level and with the full participation of national authorities, it will be important to establish links with international organizations for consultation on general policies and on specific issues.

11. Roles of Advisory Bodies

The Advisory Bodies to the World Heritage Convention should be directly involved in the process of capacity building and communication. Within this process, ICCROM has the coordinating role in initiating and monitoring training activities and capacity building at the international and regional levels, facilitating network activity and support. This will involve needs assessment as a continuous process by the countries and regions concerned. The role of ICOMOS is to support capacity building through its world-wide network of professionals as represented by its National Committees and International Scientific Committees. These should be organically involved as a resource in the process of capacity building and training especially at the national and regional levels.

Training should be seen as a process that requires continuous development in order to stay abreast of developments and emerging issues. The methodologies are not invented over night, but are the result of critical reflection and monitoring of results. To remain alive and to keep the message relevant to conservation practice, a training programme needs to be evaluated and its results monitored on a regular basis. The role of the international Advisory Bodies is to assist the World Heritage Committee, the UNESCO Secretariat and the States Parties in providing a professional framework of contacts and knowledge against which the quality of conservation training in respect of conservation principles can be guaranteed the different levels required.

The two statutory Advisory Bodies related to the conservation of heritage of cultural significance are ICCROM as an intergovernmental organization and ICONS as an international, non-governmental organization. Of the two, ICCROM is in the same position as UNESCO itself, and therefore responsible for its activities to its Member States. Its programmes are established on a biennial basis, and can be funded from its regular budget as well as from extra-budgetary funds. Training is one of the five

statutory functions of the organization, and has a key position in ICCROM's programme activities. Through some forty years of experience and contacts with experts and specialized organizations, ICCROM has developed and executed a long series of international and regional training programmes. These programmes can be seen as an investment in the development of scientifically based conservation methodology, which is available for the use of initiatives related to World Heritage.

ICOMOS can be characterized as a international membership association with contacts to specialists and experts in the different fields of architectural and urban conservation. Through its network of national committees and international, scientific committees, ICOMOS provides a basis for contacts within the international conservation world. The scientific committees of ICOMOS include especially the International Training Committee, CIF, which is in contact with conservation teachers at different universities or training institutions, and which should be more structurally involved in the development of training activities both locally and internationally.

Annex V: Principles Guiding the Assessment of Training Requests

The following considerations should be taken into account in assessing requests made for training assistance under the World Heritage Convention. These criteria should be considered together in making balanced judgements concerning the appropriateness of allocating the limited financial support available through the World Heritage Fund.

1. Requests for training assistance should be ‘related to implementation of the World Heritage Convention’ (*Operational Guidelines*, paragraph 94):
 - * It is desirable but not essential for such training to take place on a World Heritage site;
 - * There should be clear benefits derived from the training activity for specific World Heritage sites or the management system of which they are a part.
2. The request should clarify how the proposed training activity responds to a well-defined need. Where appropriate the request should be seen in the context of the regional World Heritage training strategy.
3. The request should demonstrate the extent to which the proposed activity will benefit those responsible for cultural heritage in general.
4. The request should give attention to the extent to which the training activities can offer benefits throughout the region in which it will take place.
5. Requests should offer opportunities for increasing collaboration with local, regional and international partners.
6. Requests should demonstrate how training activities will strengthen local and regional training institutions.
7. Requests should show how proposed activities are linked to practical applications in the field.
8. Requests should demonstrate how proposed training activities will promote innovative teaching procedures and models.
9. Requests should show how provision will be made for disseminating results of the training activity and related materials to other agencies and institutions in the field.
10. Requests should show how training activities will ensure processes for continuing evaluation and improvement (ref. Paragraph 96, e).
11. Requests should show what training methods will be used to ensure that learning objectives are met.
12. Requests should be described following the indications provided in the attached Check List.

Annex VI: Check List for Requests for Training Support

The purpose of this Check List is to permit comparative evaluation of requests, and to assist proponents as a guide in designing their training programmes. The information supplied is also used to help build a World Heritage training database.

1 FIELD (Operational Guidelines, art. 94):

- 1.1 Identification of World Heritage sites
- 1.2 Protection of World Heritage sites
- 1.3 Conservation of World Heritage sites
- 1.4 Presentation of World Heritage sites
- 1.5 Rehabilitation of World Heritage sites
- 1.6 Related to implementation of World Heritage Convention

2 TYPE (Operational Guidelines, art. 95):

- 2.1 Group training
- 2.2 Individual training
- 2.3 Training at local (national) level
- 2.4 Training at regional level
- 2.5 Training activity takes place at local centre
- 2.6 Training activity takes place at regional centre

3 GENERAL INFORMATION (Operational Guidelines, art. 96):

- 3.1 Details of training activity (provide a list of subjects and a brief description of training contents)
- 3.2 Level and type of instruction (e.g., mid-career, class/field work)
- 3.3 Teaching staff (name, qualification)
- 3.4 Number of participants (students)
- 3.5 Country(ies) of origin of participants
- 3.6 Dates of training activity (from – to -)
- 3.7 Place of training activity
- 3.8 Principal training materials (facilities) available
- 3.9 Functional responsibility of participants in relation to World Heritage site

4 TYPE OF ASSISTANCE REQUESTED FROM WORLD HERITAGE FUND

- 4.1 Financial contribution (total in US\$)
- 4.2 Specialized teaching staff (specify: field, qualification, name)
- 4.3 Equipment (specify)
- 4.4 Books and educational materials

5 TOTAL COST (include detailed budget):

6 APPROXIMATE COST OF ITEMS FOR WHICH SUPPORT IS REQUESTED (indicate cost in US\$, and % of total budget)

- 6.1 Tuition fees
- 6.2 Daily subsistence allowances
- 6.3 Purchase of educational materials
- 6.4 Travel costs
- 6.5 Total

7 OTHER CONTRIBUTIONS (in US\$)

- 7.1 National financing
- 7.2 Multilateral contributions
- 7.3 Bilateral contributions.