Egypt has been characterized by its long civilized history. Historic Cairo has been placed in 1978 on the world cultural heritage list. The preservation of this unique city, its rich historical epochs (Pharaonic, Greco-Roman, Coptic, Islamic), its variety of architectural types and forms, is thus of international concern.

This subject concerning the training and the lack of the qualified craftsmen has drawn the attention of several local and international experts, archaeologists ... etc.

* MRS.CAROLINE WILLIAMS, aurlior tbc Islaniic moiiuiments of Cairo: a practical guilde RAS CITED IN HER LETTER TO MRS. MUBARAK tbc following:

SOME CURRENT THREATS TO CA-IRO MONUMENTS

1. At least thirty-one prime monuments are being overhauled by nine different contracting companies. For example, the Mosque of ‘Amr ibn al-‘As which was restored 20 years ago by the Arab Contractors is now being totally redone by the Wadi an-Nil Co. Many of these companies have little experience with the fine art of restoration.

* Prof.Flemming Aaluid expert of ICOMOS had utidertaken a inission in August 2001 in order to assess the quality and real extent of the restoration interventions being carried out, and he reported back to the ICOMOS Committee for appropriate action. His report raised the following problems: thepoor quality ofrestoration on the Islamic monuments undertaken by contractors. He cited in his report:

" The majority of the key posts in the Supreme Council of Antiquities are occupied by trained archaeologists or engineers, whereas relative few members of staff are specialized as restoration architects or fine-art restorers or are trained in heritage management. The number of restoration professionals on the free market is, moreover, limited. Obviously, the unprecedented scale and number of restoration projects over a limited period of time do not correlate with the available expertise in restoration.

This condition results in a 'minimal intervention approach, which is in any case good and advisable practice in restoration. Some fine-art restoration can be postponed for execution until the required expertise become available, allowing ample time for all phases of the job, including scientific research and documentation.

In the meantime, the provision of training at various levels is essential, not only to meet the requirement of the contractors, but also to train SCA staff and prepare for a long-term career structure in conservation

Several initiatives may be considered:

1 Create special mandatory training sessions for staff, drawing on expertise provided by local and international experts, possibly under special arrangement with ICCROM as part of in-service training at projects of specific importance.

2 Offer a number of scholarships for training abroad to the best qualified staff.

3 Establish diplomas in cultural heritage management and architectural restoration at Cairo University with in-service training at restoration projects in progress".

85, Ramsis Street, Cairo, 11511 EGYPT - P.O. Box: 764 Cairo - Egypt Td.: (202) 157524771575249515776122 Fax.: 5748872 e-- address. clah@ idse.neteg http://leihtilpod.com

Associated institutie - ICOMOS
Associated institutie - Organization of Islande Capitals & Cities
* International Symposium on the Restoration and Conservation of Islamic Cairo 16-20 February 2002, came to following conclusion:

**Training**

Given the large scale of the on-going works and the need to build technical capacities, training is essential both within the private and the public sector in all fields of expertise. Training can be established in different ways at different levels. The most urgent needs can be overcome by providing post graduate training courses as combined theoretical and on the job training programmes.

A training course should be organized with the aim to form engineers who could be able to study, understand the behavior of, and intervene on historic structures. In this respect, the study and the use of the traditional techniques should be encouraged. At the same time, training in the traditional techniques should be organized also for craftsmen, whom knowledge should be maintained.

Some projects in Egypt such as Madrasat Sarghatn-iish

Monument No.218 -757 11.- 1356A.D (Mamluk Bahrite period)
The project is treated in the same way as Al-Ustádár project Completely renovated; executed by a company which has no experience in Conservation.

Replacing complete arcas of walls with new stones, deinen mortar is very clean!!

* THE INTERNATIONAL CONGRESS ON ISLAMIC ARTS AND CRAFTS HELD IN ISFAHAN FROM 4-9 OCTOBER 2002 HAS RECOGNIZED:

The establishment of institution-building activities covering, among others, training of trainers for master artisans entrepreneurship development design improvement marketing advisory services, etc.
The craftsmanship schools, technical seconde schools as well as Dept. of Conservation at Universities are strongly needed not only in Egypt but also in whole Arab World.

We recommend to establish departments of conservation in the Faculties of Engineering (graduate studies), as the need for such departments is great to face the deterioration challenges.

Nowadays there is only a restoration department for Museum's Artifacts at the faculty of Archaeology at Cairo University; and they intend to establish an architectural restoration department in the future. This is not enough too in relation to great number of Training young craftsmen is one of the sites and cultural Heritage in Egypt.

Hariti foundation projects under the supervision of our Cairene Centre.

\textit{Ghuri madrassa}: Bad stone repairing, bad repointing Indiscriminate repairs only to cover cracks.

Bad stone repair very poor handeraftsmanship, by untrained labor. Wooden works painted in lustrous wooden paints.

\textbf{Prof Dr. Eng., Dr. h. c. Salch Lamei}
ICOMOS-UK Education and Training Committee
Report to CIF Meeting, ICOMOS General Assembly 2002

Foreword
It has been an active year for the UK committee as we expand our interest base as well as our committee membership to reflect these changes. We also took the decision this year to change the name from Education to Education & Training Committee, and we are now officially known as 'etc.'. Please accept my sincere apologies for not being able to attend the CIF meeting in Madrid. Outlined below are some the activities of the UK committee at the present time.

Objectives
The objectives of the Committee are to:

w promote the ICOMOS International Guidelines on Education and Training in the Conservation of Monuments, Ensembles and Sites
E to promote ICOMOS to education and training providers and students
m to provide a platform and facilitate debate on the changing needs of education and training in the field of conservation
• to sustain a collaborative dialogue with education and training providers, students and trainers in the UK
E to offer financial assistance for scholars

Links to Education and Training Providers
We are looking to expand our existing database and network of education providers to incorporate crafts training as well as the wider remit of conservation and areas like tourism and heritage management. In the meantime we continue to provide presentations on the work of ICOMOS to the courses.

The Scholarship Programme
This year we have re-launched our scholarship programme and are also involved in serious fund raising efforts to realise the flye year programma we have set ourselves. Scholarships will be in the form of placements in the UK for experienced scholars travelling from Eastern Europe and the Mediterranean region. More details will be available on the ICOMOS-UK website early next year.
Events & Activities

In May 2001, in collaboration with the Conservation Course Directors Forum we organised a one day workshop at De Montford University, Leicester. The workshop stimulated a debate on the current state of conservation education in the UK and the outcome of the discussions has recently been published in the Journal of Architectural Conservation.


In May 2003 we are planning a joint one day seminar with ICOMOS-UK Cultural Tourism Committee entitled *Culture, Heritage and Tourism: exploiting the educational boundaries*. Educational programmes in Culture and Heritage on the one hand and in Tourism on the other have, to a large extent, developed along separate tracks. Yet tourism forms an important opportunity and threat for those concerned with culture and heritage while at the same time culture and heritage are vital ingredients of the tourist experience. Against this background, the aims of this seminar are to provide an opportunity to learn about the development and approaches of these two areas of education and to explore ways of learning from and about each others’ work. The seminar will take place at the University of Greenwich on 8 May and we would like to hear from any international members who may be interested in attending.

In the longer term, possibly in spring 2004, we are looking at the possibilities of organising an international conference on the subject of conservation in the curricula of mainstream professional programmes, including the subject areas of architecture, archaeology, surveying, engineering, town planning and management. Our intention is to follow up some of the issues raised at the Leicester workshop and to develop an international perspective and way forward on some key issues. If members are interested we would like to take the opportunity of this conference to work together and to host a CIF meeting.

**International Links**

As an active education committee we are always keen to establish and develop links with other ICOMOS education committees.

**Dr Aylin Orbasli, chair**

aorbaslic@aol.com
INDONESIA country report

For ICOMOS CIF Annual Meeting
Madrid, Spain - 3 December 2002

ICOMOS Indonesia plans and activities 2002-2003

1. Preparing the establishment of Preservation Institute Indonesia, based in Bandung. The Institute will work together with different academic institutions in Indonesia to offer various training programs and modules to government bodies, NGOS, education institutions, and general public. Person in charge: Mrs. Frances Affandi.

2. Participating in Indonesia Heritage Year 2003 activities, together with various Heritage Conservation groups in different cities in Indonesia, coordinated by Mrs. Sit,a Adhisakti (Yogyakarta), to promote public awareness towards heritage conservation and education.

3. Maintaining contacts and active participations in the networks related to heritage conservation/preservation training and education:
   a. International & regional networking:
      i. MAAN (modern Asian Architecture Network)
      ii. AWPNUC (Asia & West Pacific Network for Urban Conservation)
      iii. ITUC Asia
      iv. UNESCO -Culture Asia Pacific (Bangkok)
   b. National networking:
      i. Heritage Conservation organisations in different cities & provinces in Indonesia (Bandung Heritage, Sumatra Heritage Trust, Yogyakarta Heritage Trust, etc.)
      ii. Several research institutions and universities in Indonesia (Centre for Research on Tourism - Bandung Institute of Technology, Parahyangan Catholic University - Bandung, Gajah Mada University - Yogyakarta, etc.)

Reported by:

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CULTURAL HERITAGE EDUCATION AND TRAINING IN THE ASIA-PACIFIC

Cultural Heritage across the region

The cultural heritage of the Asia-Pacific region is rich and ancient, but the concept of 'heritage' is new and often not well understood or appreciated. Indeed in some languages there is no single term that encapsulates the Western concept. Nevertheless the globalisation of knowledge through travel, the media and educational programs, as well as the appeal of heritage related tourism to governments, means that an awareness of the importance of cultural heritage has been growing in recent decades in the region. This can be seen by the growing number of countries, especially in the Pacific, becoming Member States of UNESCO and acceding to the World Heritage Convention. Another sign is the appearance of cultural heritage professional groups in many countries of the region, including the formation of the Asia and West Pacific Network for Urban Conservation, based in Penang, Malaysia, and perhaps most recently, the establishment of an ICOMOS national committee in the Republic of Korea.

Cultural Heritage Education and Training Programs

The emergence of education and training programs in the cultural heritage field is even newer, and again there is considerable variation across the region, with some strengths and many problems. Japan, Australia and New Zealand are probably the strongest countries in terms of established programs at the university level, although one Australian program at the University of Canberra is about to close and others face threats due to the increasing focus of university administrations on the economic viability of programs. Other countries such as China and India are now expanding their programs and new courses are appearing in places as varied as Korea, Thailand, the Philippines and Papua-New Guinea. In the Pacific, the University of Hawaii at Manoa is also a significant training center.

There is considerable efforts being made by Deakin University, the University of Hawaii, Waseda and Tokyo Universities in Japan, and others in Developed Countries in the region, to help develop educational curricula, training courses and institutional capacity in universities in Developing Countries. For instance, Deakin University has been working with Silpakorn University in Thailand, the University of Santo Tomas in the Philippines, the Royal University of Fine Arts in Phnom Penh, Cambodia, and the Hanoi Architectural University, while the University of Hawaii works with Cambodian and Thai universities.

ICCROM is also active in the Southeast Asia region and has established a loose network of universities under its ITUC program. UNESCO has also funded training programs in Asia, especially under the Bangkok Office's LEAP program and in the Pacific through both the Division of Cultural Heritage and the World Heritage Centre. Deakin University has a UNESCO Chair in Heritage and Urbanism and is planning the development of a UNESCO-endorsed UNI-TWIN network, and further UNESCO Chairs in heritage may be appointed in the region over the next few years. The Asia/Pacific Cultural Centre for UNESCO has held seminars aimed at
developing a more coordinated approach to meeting the region's training needs and offers training courses both in Japan and in various parts of the region.

Strengths and Weaknesses

A particular strength now found in many university programs in the region is the development of philosophical and practical approaches suited to the local cultural heritage. Building on the Venice Charter principles, programs emphasise the region's cultural diversity and the fact that this is less fabric-oriented and more intangible in character. There is also a strong tradition of seeing natural and cultural elements fused together in cultural landscapes. These features can be seen in the regional statements that supplement the Venice Charter, such as Australia's influential Burra Charter (1979; latest revision 1999), the Nara Document on Authenticity (1995) and the so-called China Principles (2000).

University programs also frequently stress the subjective nature of the heritage concept and the contestation that results between various stakeholders interested in particular heritage sites. Practical ways are sought to work in a development versus conservation context and to find ways to increase grassroots community involvement in decision-making about what planning controls are imposed on such sites.

The major difficulty facing universities in the region is financial. This applies to universities in both Developing and Developed Countries, as, no doubt, in other parts of the world. For many of the less wealthy countries, the problem is the absolute lack of teaching and infrastructure resources and the need for universities to focus on meeting what are regarded as more basic needs, such as teacher training, science and engineering, and business studies programs. In some of the wealthier countries, such as Australia and New Zealand, the previously-mentioned trend towards running universities as businesses militates against programs that cannot and should not deal with large student cohorts but must focus on quality teaching and longer than average numbers of contact hours that enable adequate study preparation and site visits.

There is a great need for funds to establish stronger collaborative ~ between affluent and less affluent countries in the region enabling skills transfer and capacity building.

Focus on Australia

Community interest in heritage has expanded steadily in recent decades in Australia, as has university involvement in the area. Australian universities have played a major role in shaping the evolution of heritage protection principles and practice in Australia. They have had a key role in the training of specialist professions for work in multi-cultural Australia and in adjacent regions of Asia and the Pacific. University teaching, including the supervision of postgraduate research students, has been backed by research and consultancy work. Australian heritage courses and research are characterised by the acceptance of a broad definition of cultural heritage, readiness to see heritage protection in its social, economic and philosophical context, and refusal to see heritage studies as merely a technical subject about the physical restoration of historical monuments. Heritage issues have been brought into a number of mainstream courses in the humanities and social sciences, management and law.

Community involvement and a vocational emphasis are encouraged and usually rewarded in the Australian university system, and many staff and students of university heritage groups give generously of their time and expertise to community heritage organisations like the National Trusts, regional museums and historical societies. Academics also serve as members of federal
and state government committees, commissions, Heritage Councils, museum trusts and boards, and Rmding bodies. Most university heritage groups undertake paid consultancy work for the Australian public and private sectors, including AusAID, and for international organisations such as UNESCO, UNDP and ICCROM.

William Logan
President, Australia ICOMOS

UNESCO Chair of Heritage and Urbanism Deakin
University
Melbourne, Australia
November 2002