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CONVENTION CONCERNING THE PROTECTION OF THE WORLD
CULTURAL AND NATURAL HERITAGE

WORLD HERITAGE COMMITTEE

Twenty-fourth session

Cairns, Australia
27 November – 2 December 2000

Item 15.1 of the Provisional Agenda: Global Training Strategy

This document presents:

- an overview of training activities undertaken by UNESCO for the preservation of cultural and natural properties of concern to the World Heritage Convention;
- the global training strategy for cultural properties developed by ICCROM in cooperation with the World Heritage Centre for adoption by the Committee;
- a progress report on the development of a “definitive Regional Training Strategy and Programme Matrix and Related Action Plan” requested by the Bureau at its 24th session (Paris, 26 June- 1 July 2000);
- progress report in the implementation of the Action Plan of the Strategy for Training in the Field of Natural Heritage adopted by the nineteenth session of the Committee (Germany, 1995).

Action by the Committee:

The Committee is requested to note the information contained in this document and to adopt:

- Summary Overview and Recommendations for a Global Training Strategy for Cultural Heritage
- Recommendations for follow-up activities for the Strategic Action Plan for Training in the Field of Natural Heritage

Introduction:

- Bureau at its 24th session (Paris, 26 June- 1 July 2000) noted the oral presentation by ICCROM of their Information Document WHC-2000/CONF.202/INF.15 “Global Training Strategy for Cultural Heritage” reporting on the progress made since 1995 in the development of the global training strategy and the complementary regional strategies.
- The Bureau noted the recommendation of ICCROM:
 - to organize “a small meeting to be attended by ICCROM, the Centre staff, and representatives of interested States Parties and other advisory bodies, as appropriate, to define more clearly ICCROM’s role in training and to review the “Framework of Principles”;
 - to continue the “development of a definitive Regional Training Strategy and Programme Matrix and Related Action Plan” by ICCROM in close co-operation with the centre and others as required,... for presentation to the Committee at its 24th session”.
- ICCROM proposal to host the meeting referred to above and to finalize the definitive Regional Training Strategy and Action Plan, could not be carried out due to the preparations for the Special Session of the Bureau in Budapest prior 24th session of the Committee.
- This Working Document is therefore an interim report containing the following:

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Global Training Strategy for Cultural Heritage Protection:

Objectives:

1. National capacity building in States Parties, including site managers
2. Strengthen regional training perspectives, opportunities and institutions to backstop national efforts, including at the site level;
3. Strengthen links between conservation professionals of States Parties to international training opportunities and institutions to enhance national capacity

Background:

UNESCO's Response

Training activities for cultural heritage protection and conservation are carried out by the Cultural Heritage Division, UNESCO Field Offices, and since 1992, by the World Heritage Centre

- From the focus of earlier years on financial and technical support for the development of national and regional training institutions for conservation sciences, and on seeking scholarship opportunities in well-established institutions in developed nations for individual experts, UNESCO, over the years, has shifted its scope of training activities both qualitatively and quantitatively:

- (a) from individual scholarships to group training at national and regional centres, especially the training of trainers;
- (b) from class room teaching to on-site, on-the-job field training
- (c) widening of target beneficiaries from conservation experts to a range of decision-makers and stakeholders (eg political decision makers; government administrators; conservation experts; public and private owners/occupants; public works institutions and contractors; commerce sector from multi-nationals to local tradesmen; public at large)

➤ This shift in focus has been necessary due to:

- (a) limited funds for training in cultural heritage conservation sciences and in cultural heritage activities as a whole within the national budget and within ODA international cooperation funds for development, obliging UNESCO to take advantage of existing educational institutions and to add training components to operational works;
- (b) widened notion of cultural heritage from historic monuments to large territories of cultural landscapes with recognition of “living cultures” as an integral part of the world heritage values of sites, thus increasing the actors and the stakeholders in conservation; which in turn has entailed a more multi-disciplinary and integrated approach in training;
- (c) decentralization or devolution of decision-making authority from the central government to local governments, including fiscal policy (taxation, hence budget); which entails the need to train more “specialist”

and raise awareness and support among not only the central government but local authorities and their constituency;

UNESCO Activities:

UNESCO and its partners, notably ICCROM, have herefore been mobilizing funds and technical support to:

- (a) insert cultural heritage conservation teachings into existing programmes for policy and planning and theoretical-conceptual aspects (eg. general World Heritage protection courses in universities such as and in technical schools for example in the use of traditional building material)
- (b) insert on-the-job practical skills training during the actual conservation of monuments and sites, or elaboration of conservation plans

Future Orientation

- (a) for institutional teaching: identification of national institutions (universities; technical schools), especially those opened to regional/international students, where courses/programmes of relevant scientific disciplines are offered (eg. through UNESCO HQs Culture, Science, Education and Social Science Sectors, and through Field Office, and “Forum UNESCO: University and Heritage”, etc);

Proposed Action: continue identification of partners in collaboration with ICCROM, ICOMOS and relevant

divisions of UNESCO and Field Offices; streamline Forum UNESCO network and activities

- (b) for individual scholarships and study tour opportunities: The Centre, the Cultural Heritage Division and UNESCO Field Offices negotiate on case-by-case basis bilateral offers from governments/embassies (eg UK, France, Germany, Japan, Spain etc); and through the UNESCO Fellowship Bank Programme (UNESCO Fellowship Division) offers a limited number of scholarships for cultural heritage every biennium.

Proposed Action: joint evaluation by ICCROM-WH Centre on UNESCO fellowship opportunities and solicit more financial contributions and institutional offers

- (c) for the inventory of cultural resources and their mapping: by adding to national and municipal territorial planning and infrastructural development projects through cooperation with international and bilateral development agencies; (eg. cooperation with the World Bank, bilateral agencies, Inter-American Bank, European Commission, UNDP, Agence Francaise de Developpement (AFD), Japan International Cooperation Agency (JICA) etc)

Proposed Action: conclude framework cooperation agreements with international and regional financial institutions and development agencies to establish modalities of cooperation, based on “lessons learnt” from past case-by-case cooperation.

(d) for conservation of historic monuments and archaeological sites: by identifying on-going international operational projects and national projects and work sites where trainees can join specialists (initiatives have been made and have led to on-site training programmes and workshops (eg, national and regional training workshops in numerous WH sites, ICCROM Ta Nei Programme at Angkor, etc)

Proposed Action: in cooperation with national conservation agencies, ICCROM and UNESCO Field Offices, Nordic World Heritage Office (NWHO), Nara Cultural Heritage Protection Office, Forum UNESCO Network:

- develop a more systematic approach to identify on-site, on-the-job training opportunities at World Heritage Sites,
- develop a proposal of an international or regional UNESCO-ICCROM-recognized diploma or certificate which would include on-site training towards these diplomas;
- identify means to ensure multi-year funding to stabilize such training courses

ICCROM: Summary Overview and Recommendations for a Global Training Strategy for Cultural Heritage

I **Introduction**

In July 1994, the World Heritage Bureau mandated ICCROM to develop a global training strategy for world cultural heritage. The Global Training Strategy for Cultural Heritage has been built incrementally over a number of years through regional and international studies and meetings carried out to examine the existing situation and related training needs, and to propose strategic responses. The following results have been attained:

- Development of the AFRICA 2009 Programme, a partnership between ICCROM, the World Heritage Centre, and CRATerre-EAG, a strategic response for Sub-Saharan Africa.
- Adoption by the Committee of “Principal Training Guidelines” at its 20th session, in Merida, which encouraged formulation of projects focused on various strategic targets.
- Development of a checklist and criteria for use in reviewing requests for training assistance.
- Development of a strategic “framework of principles” to guide planning and development of proactive training initiatives.

Action by the Committee:

The Secretariat supports ICCROM's proposal that the Committee review and adopt the following approach to training for the benefit of World Heritage sites and their managers.

Strategic orientation

- To be most effective, a global training strategy must be composed of complementary regional training strategies. Towards this end, continuing attention must be given to monitoring, updating and refining regional 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.
- Information on training activities should be archived as a planning tool for future activities.
- The “checklist and criteria for review of requests of training assistance” developed by ICCROM should be reviewed and adopted by the Committee to ensure consistent and transparent review of training requests.
- The “framework of principles” to guide planning and development of proactive training initiatives should be reviewed and adopted by the Committee.
- Results of the periodic reporting process should be used to update and adapt, as necessary, the global and regional training strategies.

The Committee should integrate these results into its overall strategic planning process

International training perspectives

Challenges:

- Training institutions which have already developed World Heritage components should be utilized by the Committee to the fullest extent possible to deliver training activities. In regions where such specialization
- does not yet exist, the Committee should encourage leading regional institutions to develop programmes with significant World Heritage focus.
- Training programmes should be linked to the whole process of World Heritage protection including preparation of tentative lists, nominations and monitoring after inscription.
- Although specific needs can best be addressed by looking at the local and regional context, the exchange of information and practices at the international level plays an important development and testing role for new approaches and ideas.

Priority Actions:

- Establishment of a network of existing international/regional/national training institutions concerned with World Heritage.
- Development of a series of off-the-shelf training modules and supporting materials to improve implementation of the Convention, particularly in relation to preparing nominations and to carrying out periodic reporting and related state of conservation monitoring for sites.
- Continued development of the Management Guidelines series published by ICCROM, UNESCO, and ICOMOS to include areas not yet covered (e.g., archaeological sites).
- Development of simplified “technical notes” and advice, linked to the above Management Guidelines series, for site managers.
- Explore development of a capacity-building programme 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.

Regional training perspectives

The Committee is requested to:

1. refer to information document WHC-2000/CONF.204/19 prepared by ICCROM for details on international and regional training perspectives.
2. note that:
 - With the exception of sub-Saharan Africa (AFRICA 2009) and initiatives taken for Southeast Asia, North Eastern European Historic Cities, and Latin American Historic Cities, consultations between UNESCO, ICCROM and other advisory bodies have not advanced sufficiently to enable presentation to the Committee of a definitive “Regional Training Strategy and Programme Matrix and Related Action Plan” as requested by the Bureau at its 24th session.
 - ICCROM and the Centre agrees on the need to benefit from the periodic reporting exercise to identify national and regional training perspectives, institutions and opportunities, priority areas for training and plan of action to address the most pressing needs.
 - In 2001, a meeting will be organized with ICCROM, UNESCO, representatives of interested States Parties and other advisory bodies to define ICCROM’s role in training and to review the “Framework of Principles”, as requested by the Bureau at its 24th session.

Role of the Advisory Bodies (Proposed by ICCROM)

- 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, 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.
- ICCROM (as the Committee’s “priority partner in training”) should be responsible for the following areas:
 - Building a cooperating network of regional training institutions interested in WH training.
 - Coordinating development of training tools and materials useful in management of WH sites (management guidelines series, simplified technical notes, off-the-shelf training modules, etc).
 - Annual review of periodic reports from regions including framing recommendations and strategic advice to the Committee relevant to implementation of training needs.
 - Proposing projects, in appropriate circumstances, to support objectives defined by the Committee, the Centre, and States Parties.
 - Reviewing requests for training assistance, with a view to strengthening the strategic impact of proposed spending in relation to the objectives adopted by the Committee.
 - Continued monitoring, updating, and refinement of the global and regional training strategies for cultural heritage.

The following section on regional training perspectives is composed of

:

- a summary of preliminary findings compiled by ICCROM
- a summary of UNESCO training activities as indications of past and on-going initiatives to place the regional training perspectives within the context of existing regional frameworks.

Regional Training Perspectives for Arab States Region (ICCROM)

- Current Status
 - 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

Training Activities in the Arab States supported by UNESCO

Present situation:

The periodic reporting exercise for the Arab States has just been completed. Training needs have been listed by each State Party and each site. However, these are not yet focussed and far from being a precise inventory of needs. This requires considerable follow-up work in identifying both the quantitative and qualitative needs. Training needs listed cover all fields in conservation, prevention, presentation, management, documentation, legislation and monitoring. It would be premature at this stage to formulate a training strategy on the basis of the periodic reports. The definition of such a training strategy and strengthening of professional competence should be a priority for the future. However, a certain number of themes can already be provided pending future clarifications.

Challenges:

- Unity in the cultural diversity of the region, hence the necessity to consider 4 sub-regional groupings: the Magreb, the Machrek, Egypt-Sudan and the Arabian Peninsula.
- Strong disparity in level of economic development and very rapid socio-economic change. Hence the need to establish a regional cooperation, supported by the creation of an Arab Heritage Fund.

Themes:

- Establishment of inventories for natural and cultural heritage
- Training in organization of archives for each State and system of information sharing between professionals.
- Training in preventive conservation methods and monitoring system
- Training for professionals and craftsmen in use of traditional methods and material
- Sensitization of decision-makers to integrate heritage in sustainable development, and also in integrated management
- Training seminars and initiation workshops on methods and techniques in the elaboration of management plan

Past and on-going Training Activities

- International Workshop on Byblos, Lebanon: Project identification & implementation (1999)
- Documentation of Archaeological sites using GIS and Multimedia, Egypt (1999)
- Training Programme of Conservators-Restorers in the field of Mural Paintings at the World Heritage sites in Lebanon (1999)
- First Aid Kit on the handling and treatment of archaeological material, Jordan (1999)
- "Regional Workshop on the strengthening of capacities for the promotion of the involvement in the Conservation of Natural Heritage" was held in Mascot (Oman) between 25th and 27th September 2000. All Gulf States as well as Syria, Jordan, Lebanon and Morocco participated to the meeting.
- Seminar on Cultural Tourism, Sustainable Development and World Heritage Site Management which should have been held at Damascus (Syria) in 2000 did not take place and will be held in 2001.
- International Symposium on the World Heritage Site of Carthage (Tunisia) will be held mid-November 2000.

Proposals

Capacity building of States Parties for the implementation of the Convention through following activities:

- * Distribution of texts in Arab language concerning the application of the Convention to the decision-maker, managers and responsible of the heritage of the State Parties to the Convention
- * National Workshop on Information about and Studies of the Convention and its implications as well as transmission of the results and consequences of Periodic Reporting:
 - in the 4 priority countries depending on the results of the periodic reports
 - in the sub-regions where the majority of the States don't have sites inscribed on the World Heritage List
- * Workshops on Tourism Management of World Heritage Sites at sub-regional level
- * Workshop on authenticity and integrity
- * Workshop on the unified methods of inventorying in co-operation with IPAMED (Computerised cartography of heritage)
- * Workshop on the methods of preventive measures and key indicators
- * Workshop on the Global Strategy for Training with the aim to reinforce the existing training capacities in the field of conservation and prevention, in co-operation with ICCROM.

Regional Training Perspectives for Africa (developed by ICCROM)

- Challenges
 - Placing heritage conservation within context of sustainable development which takes into account the social, cultural, economic, and environmental needs of communities.
 - Strengthen legal, policy, administrative frameworks for successful integrated conservation.
- Themes
 - Awareness by politicians, decision-makers, and local communities.
 - Better real involvement of local communities in the conservation process.
 - Need for national inventories of immovable cultural heritage.
 - Better management practices on World Heritage sites.
 - Lack of effective strategies for sustainable tourism benefiting local communities and heritage.
 - Need to train more professionals and skilled craftsmen capable of carrying out repairs and maintenance using traditional methods and materials.
 - Creation of better networks for professionals sharing information, specialized knowledge, and best practices.
- Priority actions
 - Continued 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.

Training Activities in Africa supported by UNESCO

Heritage conservation in most African States is so far been hampered by weak institutional structures, lack of well-qualified personnel and meagre financial resources. In order to determine conservation capacities and identify needs, the World Heritage Centre took in 1996 the initiative in co-operation with ICCROM and CRATerre to carry out a survey through a questionnaire sent to national administrations responsible for the preservation of cultural property in 44 countries in the region. The response rate was over 60%. Based on the findings of the survey, a *Training Strategy for the Immovable Cultural Heritage in Africa South of Sahara* was adopted by the World Heritage Committee in December 1996.

The AFRICA 2009 regional programme launched in 1998 is an outcome of the co-operation between two international organisations - UNESCO-WHC and ICCROM - and CRATerre, a non-governmental organisation affiliated with the Grenoble School of Architecture. The ten-year programme started in 1999 and has been supported by NORAD and SIDA and the World Heritage Fund, during its

three-year pilot phase. The Secretariat of the Programme is entrusted to ICCROM. However, all its components are implemented in close co-operation with the Centre. At the end of the pilot phase in 2001, an evaluation exercise will be conducted in order to assess its achievements and shortcomings and in the light of the results of the Periodic reporting exercise, the framework of the project and its set of activities will be reviewed.

- Information documents on Africa 2009 have been presented to the Committee in 1999 (WHC-99/CONF.209/INF.11) and 2000 (WHC-2000/CONF.204/INF.13);
- African stakeholders having expressed the need for additional courses to be organised on a yearly basis, at national or sub-regional levels, rather than on a two-year basis at a regional level, the Centre has submitted to the Italian authorities proposals for two sub-regional courses to be held in 2001 (in Namibia for Southern Africa, and Uganda for Eastern Africa) by the Centre in co-operation with the expanding African experts network set-up within the framework of the Global Strategy. These projects were approved for an amount of 250 000\$.

In addition, since 1996, in situ training activities for the conservation of World Heritage sites and properties inscribed on tentative lists have been organised by the Centre in co-operation with CRATerre and ICCROM. These projects were funded by the World Heritage Fund, and their aim was to increase the conservation capacity at site level and are the following: Ashanti Traditional Buildings (Ghana), Royal Palaces of Abomey (Benin), Timbuktu (Mali), Kasubi Tombs (Uganda) James Island (Gambia) Kondoa Irangi Rock Art Paintings (United Republic of Tanzania)

Regional Training Perspectives for Asia – Pacific (developed by ICCROM)

- Challenges:
 - Strong diversity: many countries, with strong, political, social, economical, cultural, and language differences, even inside sub-regions and between neighbouring countries.
 - Rapid speed of economic and social changes, leading to more national, multilateral and bilateral cooperation projects for development. Lack of coordination risks conservation of WH sites.
 - The severe natural climate conditions and the proven high risk of large-scale natural disasters.
- Themes:
 - Integrated and comprehensive management mechanisms (development and conservation).
 - Public awareness of decision-makers, to support implementation of integrated management.
 - Risk-preparedness programmes incorporated into national/regional disaster plans.
 - Technical training for professionals and artisans, including local and traditional skills as a means of economic revitalization and sustainable development
- Priority actions:
 - Strengthening capacity at national levels, including improving legal systems and conservation institutions.
 - Strengthening public involvement and support for existing NGO networks
 - Planning train-the-trainers workshops for national level capacity-building
 - Ensuring on-site training for all large-scale World Heritage conservation site activities
 -

Training Activities in Asia supported by UNESCO

Regional/sub-regional

* SPAFA (South East Asia Ministers of Education Organization SEAMEO Regional Centre for Archaeology and Fine Arts), close collaboration with UNESCO since establishment of SPAFA in 1978. Seminar/workshop series for conservation specialists, decision makers and on-site training activities in a wide range of conservation issues and disciplines have been organized in cooperation with national training centres in the ASEAN & SAARC countries, Japan and other Asian nations.

* UNESCO-ASEAN COCI (Commission of Communication & Information) collaboration in developing and strengthening regional cooperation in cultural heritage training programmes (1986 –1991, also in cooperation with UNDP).

* Asian Institute of Technology (AIT), a regional post-graduate institution based in Bangkok; and UNESCO have been collaborating since the 1980s in various fields including urban conservation and environmental protection. A joint UNESCO-ICCROM-AIT programme on integrated urban conservation and cultural resources mapping is under discussion.

* Asia-Europe Summit Fora (ASEM) ,Asia-Euope Foundation ASEF & Asia-Pacific Econ. Coop For a (APEC) for awareness raising/training workshops on conservation & tourism; urban conservation, legal issues in cooperation with UNESCO

* Asian Cultural Centre for UNESCO (ACCU) Cultural Heritage Protection Cooperation Office in Nara, Japan, financed by the Nara Prefecture and the Japan National Agency for Culture, was established in 1999 with the primary aim of enhancing regional cooperation, notably through training activities for archeological research and urban conservation. Close collaboration exists between ACCU, ICCROM and UNESCO (Centre and Bangkok Office).

Proposal: (by ICCROM & UNESCO/WH Centre) Although certificates of attendance are issued for these courses/workshops, the possibility of developing a regionally recognized diploma should be studied. Multi-year programmes should be developed for extrabudgetary funding.

National/local

* For urban conservation training, UNESCO supports and mobilizes many national capacity building activities through both strengthening of existing institutions (eg universities) and national/municipal urban planning offices and cultural properties offices for legal/management issues; inventory, mapping, conservation plan etc. Seminars/study tours for mayors and majority of training activities for professionals, linked to operational projects (eg LuangPrabang, Hue, Kathmandu, Manila, Vigan, Lijiang, Lhasa, Goa etc); major partners are Tongji , Tsinghua, SE universities (China); Ecole de Chaillot, Lille, Tours universities (France); Agence Francaise de Developpement; European Commission, conservation units of EU and Asian local authorities; Asia-Europe Foundation; Hue & Hanoi universities; Waseda & Tokyo Showa universities (Japan); University of California (USA), DGEMN Portugal etc. Scholarships/internships offered through France-“Presidential Programme for 50 Chinese architects/urbanists in France” have enabled training of trainers and preparations are underway to establish a training centre for trainers at Tongji & Tsinghua U. in China.

* For archaeological research and conservation training, UNESCO is mainly involved in bilateral projects (in the past UNDP), some executed/coordinated by UNESCO (Cambodia, China, Indonesia, Thailand, Pakistan); major partners are China Institute for Cultural Properties; Archaeological Survey of India; Lucknow Laboratory (India); Dept of Archaeology/Pakistan; Nara Institute; Tokyo Institute, Waseda U (Japan); Silapakorn U. (Thailand), Leric Foundation (Italy), etc

* For conservation of monuments, site management & related conservation laboratory training, UNESCO involved in mobilizing bilateral projects and execution of UNESCO Funds-in-Trusts (eg Japan, Italy) & UNDP projects in Vietnam, Myanmar, Iran, China, India, Thailand, Indonesia, etc, many in cooperation with ICCROM.

Training Activities in the Pacific supported by UNESCO

Working with the UNESCO office for the Pacific in Apia, Samoa, the World Heritage Centre's key partners for training in support of World Heritage conservation in the Pacific are ICCROM, ICOMOS, IUCN, SPREP (the South Pacific Regional Environment Programme) and PIMA (the Pacific Islands Museums Association).

The World Heritage Centre co-operated with ICCROM on a number of activities under ICCROM's programme known as PREMO 1994-1998: Preservation by Museums of the Pacific Island States. Most notably, support was provided for the PREMO Workshop on Conserving Pacific Heritage Sites in Pohnpei (Federated States of Micronesia) in November 1996.

In 1997 and 1999 Global Strategy meetings for the Pacific included key training components relating to preparation of tentative lists, nominations and international assistance requests. These two meetings were conducted in co-operation with ICCROM, ICOMOS, IUCN, SPREP and PIMA.

A case study documenting the process of the preparation of the successful nomination of East Rennell, Solomon Islands, including documentation of lessons learnt and technical support, is being prepared for use in future training workshops.

In 2001 US\$125,000 from Italian Funds in Trust will be used to support a project entitled **Professional and institutional capacity building for UNESCO's Pacific Island Member States to promote the implementation of the World Heritage Convention**. The project will include a specialised training course and curriculum on World Heritage for Pacific Island Member States.

In co-operation with PIMA, ICCROM and ICOMOS a training session on cultural interpretation and conservation of sites will be held in Palau in 2001.

Proposal: That the World Heritage Centre develop, in co-operation with ICCROM, ICOMOS, IUCN, SPREP and PIMA a World Heritage training strategy specially tailored for the Pacific Island nations.

Regional Training Perspectives for Latin America & the Caribbean

- Challenges
 - Increasing delegation of authority for cultural heritage, from national levels to local levels, without compensating resources
 - Increasing priority given to development imperatives, no matter the impact on heritage resources
 - Increasing toll taken annually by natural disasters in sites of cultural heritage value
- Themes
 - Increasing use and exploitation of heritage building stock for commercial purposes without concern for impact on heritage values
 - Ensuring meaningful public involvement in heritage decision making
 - Bringing cultural heritage conservation within sustainable development processes and policies being adopted at national levels
- Priority actions
 - Need to encourage model conservation demonstration projects with the capacity to offer lessons to others, involving consortiums of national, regional and international agencies
 - Need to strengthen network links and cooperation among key institutions to promote and deliver conservation training
 - Need to improve emphasis given to integrated approaches to conservation in training, including emphasis on risk preparedness and sustainability

Need to explore development of a regional training programme for improvement of conditions for heritage conservation linking institutional strengthening, curriculum development, network building, and innovative delivery methods including distance education.

Training Activities in Latin America & the Caribbean supported by UNESCO

Many common themes can be identified on a sub-regional or regional level and the two main languages, English and Spanish, facilitate dissemination of information and knowledge throughout the region. The success and efficiency of this regional approach is underlined by the longevity of regional training institutions that have been supported by the World Heritage Fund in the past:

- Federal University of Bahia in Salvador de Bahia, Brazil, offering a post-graduate course on “Conservation of Monuments and Rehabilitation of Historical Cities” (CECRE).
- Regional Course on Integrated Territorial and Urban Conservation at the federal University of Pernambuco in Recife, Brazil, (CECI)

- Courses in protected area management at CATIE (Costa Rica) and the Spanish speaking course at Fort Collins (Colorado State University, USA) have been refocused to give a greater emphasis to modules on the implementation of the World Heritage Convention.

Other training initiatives, such as the “Pan-American Training Course on Conservation and Management of Earthen Architectural and Archaeological Heritage” in Chan Chan, Peru, as well as courses at the CENCREM Conservation Centre in Havana, Cuba, have also clearly had a regional vocation. Several other initiatives for (sub-) regional training activities have been proposed by States Parties and ICCROM for assistance under the World Heritage Fund:

- Sub-Regional Workshop on the management of natural sites in the Guyana Shield (November 2000, Georgetown and Kaieteur Falls, Guyana), as follow-up to the Suriname workshop (February 2000).
- Diploma course on the “Conservation and Management of Archaeological Sites in the Humid Tropics” (Mexico).
- International Course on the Protection of Cultural Heritage in Case of Disaster (Mexico).
- A “Risk preparedness workshop” for the Caribbean was organised by ICCROM (Santo Domingo, January 2001)

ICCROM received international assistance from the World Heritage Fund to hold a meeting to develop a “Latin American World Heritage Cities training strategy and implementation programme” (Quito, November 2000).

Although no formal training strategy is yet in place for Latin America and the Caribbean yet, most of the above named courses or training activities address central issues for the whole region. The fact that all these activities are on a regional or sub-regional level helps to ensure a wide spread of the information, foments regional co-operation and networking and minimises loss of recourse through repetition.

Regional Training Perspectives for Europe & North America (by ICCROM)

- Challenges:
 - Diminishing resources available at national levels for heritage conservation
 - Increasing responsibility demanded at local levels to define and care for cultural heritage
 - Tendency to amalgamate traditional urban and neighborhood units in metropolitan governments
 - Conservation mechanisms need to respond to increasing diversity of values present in communities
 - Emerging free trade mechanisms promote treatment of heritage as commodity
 - Loss of traditional trade and artisan skills necessary for heritage conservation
- Themes:
 - Linking well-established training programmes for specialists to training for general practitioners at undergraduate and mid-career levels
 - Promoting conservation of cultural heritage as an essential part of sustainable community development
 - Promoting holistic approaches for “cultural resource management” (e.g., cultural landscape approaches).
- Priority actions:
 - Efforts to strengthen involvement of local and indigenous communities in heritage decision-making
 - Efforts to demonstrate the economic value of heritage conservation and to develop related arguments at all political levels
 - Strengthening efforts to share acquired experience and skills with other regions and sites

Eastern and Central Europe (sub-region)

- Challenge:
 - Fostering approaches suitable for conservation in “transition economies”, which integrate skills and technical training acquired during Soviet centralized planning period
- Themes:
 - Achieving transparency of land and property transactions.
 - Clarifying economic benefits of heritage conservation at political level.
 - Strengthening local capacity to decide, and to act in favour of heritage conservation.
 - Cultural landscape conservation through support for traditional agriculture.
- Priority actions:

- Rebuilding institutional framework for training.
 - Seminars promoting integrated approaches to sustainable management of heritage.
 - Network building among those involved in heritage management.
 - Pilot projects to test innovative approaches and mechanisms appropriate in transition economies (e.g. Vilnius OTRA).

Training Activities in Europe & North America supported by UNESCO

UNESCO’s involvement in training in this region is mainly in relation to Central and Eastern Europe, or -in Western Europe and North America- in relation to training provided to students from other regions. Examples of the last category are:

- International Course on Wood Conservation Technology 2000 in Trondheim, Norway
- Collaboration with Technical University Delft and its International Master Course
- “The Examination and Conservation of Architectural Surfaces” (1 July to 21 August 1998, Mauerbach/Vienna)

Most training activities in Central and Eastern Europe are supported on an ad-hoc basis upon the request from States Parties. ICCROM has been involved in the preparation or organisation of several of these initiatives :

- International Training Workshop for World Heritage Cultural Site Managers from Eastern and Central Europe (Veliky Novgorod, Russian Federation, 11-18 September 1999)
- International Regional Seminar on Authenticity & Reconstruction (Riga, Latvia, October 2000)
- Integrated Urban Conservation Training Workshop and Seminar for Central European Historic City Managers (Hungary, June 2000)
- Training course for OTRA staff (Edinburgh, UK, 26 March – 2 April 2000)

While the themes of these training activities are generally recognised as being of priority for the region, a more structured approach would be required for a better focussed and more effective World Heritage training programme.

WORLD HERITAGE TRAINING STRATEGY - NATURAL HERITAGE

1. At its eighteenth session (Thailand, 1994), the World Heritage Committee requested the Centre to undertake a comprehensive assessment of the natural heritage training programme supported by the Convention. The Committee wished that results of such an assessment be used to elaborate a strategy for training natural heritage site managers in the future. There was general satisfaction with the training programmes sponsored until that time. The Committee's call for an assessment and the elaboration of a strategy were nevertheless motivated by a concern about the largely ad hoc nature of the training activities implemented and the need to develop a pro-active programme of well targeted training actions.

2. The Centre hired a consultant to undertake an assessment of past efforts and their impacts and elaborate a strategy for training in the field of natural heritage. The consultant's work was reviewed and further expanded by a group of 10 experts who met, during the summer of 1995, at the Albright Training Centre, in Grand Canyon National Park, USA. The Strategy for Training in the Field of Natural Heritage, developed as a result of the consultant and expert-group inputs, was submitted as document WHC-95/CONF.203/INF.11A to the nineteenth session of the Committee (Germany, 1995). A summarised version of that information document was included in the working document WHC-95/CONF.203/9 to the same session of the Committee. The Committee adopted the Strategic Action Plan for the future development of the programme in co-operation with the advisory bodies.

Strategic Action Plan for Training Specialists in Natural Heritage

3. The nineteenth session of the Committee, in reviewing the documents referred to in paragraph 2 above, recalled State Party responsibilities for training as per Article 5 (e) and Article 22(c) of the Convention. In both those Articles, the term training is used in a broad manner and hence activities currently implemented by the Centre under training, education, information, documentation and promotion could be relevant to discussions on the Articles' implications for future strategies for training in the field of natural heritage. The Action Plan contained four strategic actions:

Action 1: Develop curricula and information materials on the World Heritage Convention and its implementation as basic materials for World Natural Heritage Training Programme;

Action 2: Develop a series of "World Heritage Regional Training Workshops";

Action 3: Develop World Natural Heritage Information Networks; and

Action 4: Provide scholarships and study grants to site managers and others directly involved in the implementation of the World Heritage Convention.

4. The Plan described in detail several steps for the implementation of each one of the four Strategic Actions. In exploring the cost estimates and indicative fund re-allocations, the Strategic Action Plan noted that "(E)conomies will be served by pooling of existing funds which would support both cultural and natural heritage training needs equally. By the year 2000, normal fluctuations and conclusions of ongoing assistance and monitoring projects would permit additional modest increases and adjustments of support". The Committee, in adopting the Plan, also requested that care be taken to ensure a geographic balance in training commitments.

5. The Plan assumed a sum of US\$ 250,000 as the annual budget for natural heritage training in 1996 and recommended that the sum, to be distributed over the different activities to be implemented as part of the four Strategic Actions, be increased gradually up to the year 2000. The budget for natural heritage training reached US\$ 490,000 for the year 2000. A rapid assessment of efforts during 1996-2000 to re-direct natural heritage training towards a more pro-active approach reveals strengths as well as weaknesses.

6. The annual summer Course for Protected Area Managers from Latin America, in Spanish, offered by the Colorado State University, USA, was evaluated in 1999, partially supported by contributions from the Fund. As a result the curriculum has been modified and the volume and content of materials used for the World Heritage component of the training modules improved. All three fellows supported at the Course in the year 2000 were from World Heritage sites. This change addresses recommendations of the Action Plan with regard to Actions 1 as well as 4. In providing scholarships and study grants, i.e. the subject of Action 4, the Plan suggested that "existing criteria be revised to ensure that future trainees have direct links to the implementation of the Convention and that major benefits flow to the agencies responsible for the implementation of the Convention. Enhancing the Human Resources skills at the sites must be the primary objective".

7. The Centre has not been able to influence changes similar to that mentioned in paragraph 6 above to the curricula and the criteria used for selection of trainees at the Regional Training Institutes in Africa (Mweka College, Tanzania; Garoua College, Cameroon) and CATIE (Costa Rica). Assistance from the Fund to these three institutions date back at least to the early 1980s when only a few natural sites had been included in the World Heritage List. Moreover, the

courses in Mweka and Garoua are the only long-term, i.e. 1 and 2 years, respectively, training supported from the resources of the World Heritage Fund for natural heritage. So far they have been treated as exceptions to an otherwise rule-of-thumb in Operational Guidelines paragraph 99: "...training of individual persons will be essentially limited to short-term refresher programmes and exchanges of experience". Very few individuals who have received fellowships to Mweka and Garoua are from World Heritage sites; practising site managers and senior staff may not be able to spend time away on study leave for extended period such as 1-2 years. In addition, options for training available for African protected area personnel have widened with new institutions in Kenya and South Africa attracting trainees, including some from World Heritage sites.

8. In Asia and the Pacific no particular institution has been the regular recipients of World Heritage training assistance for natural heritage. Hence, finding opportunities to introduce some preliminary steps that can progress towards implementing the range of activities recommended in the Plan has been easier. A Regional Network for the Management of World Heritage (see Action 3) has been operational for Southeast Asia, Pacific, Australia and New Zealand since 1996 and Network meetings have been held in 1996, 1998 and 2000. The Asia Pacific Focal Point (APFP) in Canberra, Australia, was established partly as an outcome of the activities of the Network and has significant potential to contribute towards implementing the Strategic Actions of the Plan. A Practical manual for World Heritage Site Managers, entitled "Managing Tourism at World Heritage Sites" prepared jointly with financial support from the World Heritage Fund, the Scandinavian Tour Operator, TEMA, and the UNEP Office in Paris, is nearing completion. Field work for the preparation of the manual was based on a few Asian cultural and natural heritage sites but the manual is likely to be usable in other parts of the world too. The manual will be field tested in future training events that will be organised with World Heritage financing. A Senior Lecturer from the James Cook University of Australia is developing for the Centre a prototype of a World Heritage Training Module focussing on Natural Heritage. Since 1998, the Centre has co-operated with the United Nations Institution for Training and Research (UNITAR) and the Prefectural Government of Kushiro, Japan, to support the participation of World Heritage site representatives at the annual UNITAR/Government of Japan course on "Multilateral Agreements for Biodiversity Conservation". In 1999, World Heritage site representatives who attended the UNITAR/Government of Japan course as resources persons presenting case studies on World Heritage sites were from regions other than Asia and the Pacific. Regional workshops continue to be financed from the World Heritage Fund and increasingly they address, as proposed by the Plan, themes and issues critical to the conservation of World Natural Heritage sites. However, the Plan's suggestion to "associate the World Heritage Logo to a specific series of well designed, high quality training events which will attract widespread international attention and further the work of the Convention" is yet to be

systematically attempted. Similarly, efforts to "compile and publish case studies on the implementation of the Convention with regard to the conservation of natural heritage" need to be also systematically pursued and co-ordinated.

9. All training institutions that have benefited from assistance provided from the Fund as well as new ones have expressed strong interests in being involved in designing, organising and conducting World Natural Heritage training events and activities. Regional training institutions, such as Mweka and Garoua in Africa, CATIE in Costa Rica, Wildlife Institute of India and University of Queensland, Australia, have met in 1998 and 1999 in workshops financed by the World Heritage Fund and sponsored by partner organisations like the World Conservation Monitoring Centre (WCMC) in Cambridge, UK. They repeatedly expressed keen interest in increased networking among themselves and World Heritage site-staff to target World Heritage Fund assisted training to address issues and problems such as monitoring, preparation of nominations etc., directly relevant to the operations of the Convention. In Africa and Latin America, the number of regional events bringing together staff from World Heritage sites is growing. Examples include an anglophone African workshop organised in South Africa with financial assistance from the USA in September 2000 and the workshop for Guyana-Shield countries in Latin America in November 2000 that is currently under preparation. This growing interest for networking (Action 3) via regional and sub-regional workshops (Action 2) creates considerable opportunities for introducing changes and aligning the future training activities along the directions recommended by the Strategic Action Plan adopted by the Committee in 1995.

10. In April 2000, the Centre convened a Task Force Meeting involving the participation of a range of its institutional partners: i.e. training centres like Garoua College, Cameroon; multilateral Conventions concerned with biodiversity conservation, UN agencies, international conservation NGOs, UNESCO's Science and Education Sector Units and IUCN. The workshop was organised to launch a new initiative, i.e. CONNECT - Capacity Building for Outreach, Natural Heritage Networking, Education, Co-operation and Training - using funds approved by the Committee at its last session (Morocco, 1999). CONNECT aims to strengthen natural heritage content and partnerships for World Heritage Promotion, Information and Education activities. The outcome of the workshop, including principal recommendations of the Task Force is presented in WHC-2000/CONF.204/INF.12. Discussion on that document is scheduled under agenda item 11 of the current session of the Committee. Some of the activities recommended for implementation by the 1995 Strategic Action Plan for Training in the Field of Natural Heritage are related to the CONNECT, Task Force recommendations. These relationships need to be explored in the future implementation of the Strategic Action Plan for Training in the Field of Natural Heritage.

11. New partners who have entered the international arena to support World Natural Heritage activities in recent years and provide interesting opportunities for implementing selected components of the Strategic Action Plan for Training Specialists in the Field of Natural Heritage. The UNF/UNFIP Biodiversity Programme Framework, adopted in November 1999, includes an objective to build capacity for biodiversity conservation using World Natural Heritage sites as target sites. The UNF/UNFIP Framework places significant emphasis on professionalising protected area management and urges the use of World Natural Heritage for practice based learning in addressing and resolving issues and problems of global biodiversity conservation. Similar opportunities may be created as part of the Centre's negotiations with other multi (Development Banks; GEF; UNDP etc.) and bilateral donors..

Action by the Committee:

12. The Committee may recommend that the Centre, in co-operation with IUCN and other partner organisations:

- Re-inform States Parties of the Strategic Action Plan for Training in the Field of Natural Heritage adopted by the Committee in 1995, stressing that the Plan will determine the activities eligible for financial support from the World Heritage Fund beginning from 2001;
- Communicate with Regional Training Institutes such as Mweka College, Tanzania and Garoua College, Cameroon, to review the annual fellowship-support granted to them so far and initiate negotiations with them as well with other new, training institutes in Africa to redesign training support to African site-personnel using World Heritage Regional Training Workshops as recommended by Action 2 of the Plan that could benefit larger number of personnel each year;
- Review links between the Strategic Action Plan for Training in the Field of Natural Heritage and the recommendations of the CONNECT Task Force meeting with a view to design and develop pilot projects and actions which have significance for natural heritage training, education and outreach;
- Expand partnerships for designing and developing training, educational, networking and outreach actions benefiting World Natural Heritage sites and develop pilot initiatives that could attract financing from both public and private sector sources other than the World Heritage Fund; and
- Report on measures taken to implement the above mentioned recommendations, including significant achievements made and difficulties and constraints encountered and proposals for a 3-year work programme, to the twenty-fifth session of the Committee in 2001.