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WORLD HERITAGE COMMITTEE

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Item 14 of the Provisional Agenda: International Assistance

14A. Examination of the Recommendations on International Assistance

SUMMARY

As part of the World Heritage Committee efforts to assess the impact of International Assistance, the World Heritage Centre commissioned an independent impact assessment of the World Heritage Fund's International Assistance Training Activities from 1998-2003 and an assessment of procedural and technical issues associated with International Assistance in January 2006.

This document is composed of two parts:

- Part I: Evaluation of the impact of the training activities funded by the International Assistance
- Part II: Analysis of Procedures and Technical issues and Recommendations for Tools to strengthen International Assistance Procedures

Draft Decision: 30 COM 14A, see Part III.

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PART I: EVALUATION OF THE IMPACT OF THE TRAINING ACTIVITIES FUNDED BY THE INTERNATIONAL ASSISTANCE

I. Introduction and methodology

1. This Impact Assessment of the World Heritage Fund's International Assistance for Training Activities and procedural and technical analysis of International Assistance as a whole is based on:
 - The independent Evaluation of Emergency Assistance under International Assistance completed in 2004;
 - The portfolio review of all applications for the four types of International Assistance from 1998-2003 (carried out in 2005);
 - Discussions with Advisory Bodies (IUCN, ICOMOS, ICCROM) that review International Assistance requests;
 - Interviews with World Heritage Centre staff, including regional desks and administration;
 - Questionnaires sent to recipients of Training grants;
 - Interviews with leading heritage experts knowledgeable about International Assistance;
 - Short case studies (field and desk studies);
 - Research on training programmes, technical assistance for natural and cultural heritage sites, and small grant programmes at the international and national level.

Background and Rationale

2. This document reports on the findings of an independent assessment of the World Heritage Fund's International Assistance carried out for the World Heritage Committee. It responds to the request of the Committee as follows:

“The Committee should require periodic (every 6 years) independent evaluations to assess the relevance and effectiveness of different categories of international assistance, and their impact on sites and the balance between natural and cultural sites.” *WHC-2000/CONF.204/INF.7*). During the 27th Committee meeting, the Chairperson (of the Bureau) noted that “a serious evaluation of International Assistance was necessary” (27th Committee, June 2003, Item 12.15). It follows on the Evaluation of Emergency Assistance completed in 2004 and presented at the 28th Committee in Suzhou, China (*WHC-2004/28.COM/10B*) and the Evaluation of International

Assistance submitted in 2005 and presented at the 29th Committee in Durban, South Africa (*WHC-2005/29.Com/14B*).

3. According to the Terms of Reference, this Evaluation examines the impacts attributable to Training Grants for the period 1998-2003, based on a series of case studies and analysis of the totality of grants awarded. It provides insights into the range of activities funded and the types of impacts that stem from Training Grants, and makes suggestions for increasing positive impacts
4. The full Report examines in detail the impacts attributable to the Training grants, with case studies of two State Parties that received multiple grants (Lao Peoples Democratic Republic and Lebanon) and five recurrent training programmes for both natural and cultural sites. It presents detailed analysis of the application forms, monitoring indicators and reporting requirements, database, and roles of key parties, and proposals for revised forms. The report concludes with recommendations on ways to strengthen the impact, relevance, and effectiveness of International Assistance.
5. The 2004 and 2005 texts provide comprehensive background information about International Assistance. Since its inception in 1972, the *World Heritage Convention Concerning the Protection of the World Cultural and Natural Heritage* and its World Heritage Fund have provided some type of international assistance.
6. The overall purpose of this evaluation is two fold: to assure accountability, in regard to achievement of objectives and value for money, to the World Heritage Committee and States Parties; and to distill lessons learned, so as to disseminate findings and allow feed back, to States Parties, World Heritage Site managers and the wider heritage community.

II. Impact assessment of the World Heritage Fund's training activities

7. Impact evaluations are concerned specifically with demonstrating that particular International Assistance activities produce observed results, that is they aim to establish causality. Impact evaluations are designed to show effects, rule out alternative explanations, and explain causal mechanism. Typically assessing net impacts involves comparing observed phenomena to the counterfactual i.e., a hypothetical situation that would have occurred in the absence of the activity. Efforts are taken to isolate the impact of the activity from other extraneous factors.
8. Quantitative approaches that are used to estimate programme impacts include experiments with random assignment, quasi-experiments with constructed controls, before-after studies with reflexive controls, and participant judgment and expert opinion. In view of the available data and resource constraints, it was decided that the best option available was to use participant judgment and expert opinion as a basis for the evaluation. This approach relies on programme designers and participants to make judgments concerning impacts and asks

them to estimate the extent to which performance was enhanced as a result of the activity, in effect to compare current performance to what would have happened in the absence of the programme. Thus it requires that people are able to determine the net effect of the intervention based on their own knowledge. The participant judgment approach has been used together with more qualitative research, providing insights into the impacts of training.

9. Evaluations of training generally examine four levels of impact (the Kirkpatrick model):
 1. Reaction: How do participants feel about the project?
 2. Learning: To what extent did the participants increase knowledge, improve skills, and/or change attitudes?
 3. Behavior: To what extent did their job behavior change?
 4. Results: What final results occurred?
10. Evaluating reaction begins with determining what one wants to find out, followed by some sort of survey that quantifies reactions. Evaluating learning depends on measuring before and after training attitudes, knowledge, and/or skills. It often uses a performance test for skills. Evaluating change in behaviour also requires a before and after measure, time for behaviour change to take place, and surveys of both trainees and their managers. Evaluating results similarly should measure on a before and after basis, allow time for possible results to take place and consider costs and benefits.
11. The evaluation of training impacts undertaken as part of this study concentrates on learning and results to the extent possible. Because the activities did not measure attitudes, knowledge or skills *before* the training, nor carry out structured follow up of trainees (some informal tracing has been done), it has been possible to provide *evidence* of impacts but not proof. There were also no control groups used by the activities themselves.
12. The current analysis draws on: field visits to investigate training activities (due to budget constraints two field missions were conducted, one to Lebanon and another to Laos); detailed questionnaires sent to four of the main recurrent training programmed funded under International Assistance (Centre Agronomic Tropical de Investigacion y Ensenanza [CATIE], Integrated Territorial and Urban Conservation Course [ITUC] Brazil, Mweka College in Tanzania, and Africa 2009); meetings and discussion with the Advisory Bodies and World Heritage Centre staff; analysis of Training Grants for the years 1998 to 2003; and training evaluations carried out by other institutions.

A. Findings

Overview of International Assistance Training Activities

13. The field visits, interviews, and questionnaire that are the basis of this assessment have confirmed that *capacity building through training* is perhaps the most critical area of International Assistance as the sustainability of the Convention and World Heritage Sites is dependent on a trained cadre of site managers and heritage professionals.
14. According to the revised *Operational Guidelines* that were adopted in 2005, training under the World Heritage Fund is defined as follows:
 - *Training*. States Parties may request assistance for the training of specialized staff at all levels in the field of identification, protection, conservation, presentation and rehabilitation of the cultural and natural heritage. The training must be related to the implementation of the *World Heritage Convention*.
 - Priority in training activities is to be given to group training at the local or regional levels, particularly at national or regional centres in accordance with Article 23 of the *Convention*. The training of individual persons will be essentially limited to short term refresher programmes and exchanges of experience. The general rule for funding for training is that half is to be dedicated to cultural sites and half to natural sites.
15. It is important to note that the revised *Operational Guidelines* were preceded by draft *Operational Guidelines* in 1999 which were a reference point, although they were not officially adopted.
16. The key messages of the Operational Guidelines are therefore: a) training must be related to the implementation of the World Heritage Convention; b) priority is given to group training; c) the involvement of national or regional training centres is encouraged; and d) training of individuals is to be limited to short term programmes.
17. The Evaluation of International Assistance and the Report on International Assistance (2005) provide a detailed analysis of Training Activities for the years 1998-2003. It should be recalled that this period precedes the ratification of *Operational Guidelines*. These documents point to the following pattern.

Table 1 Training at a Glance

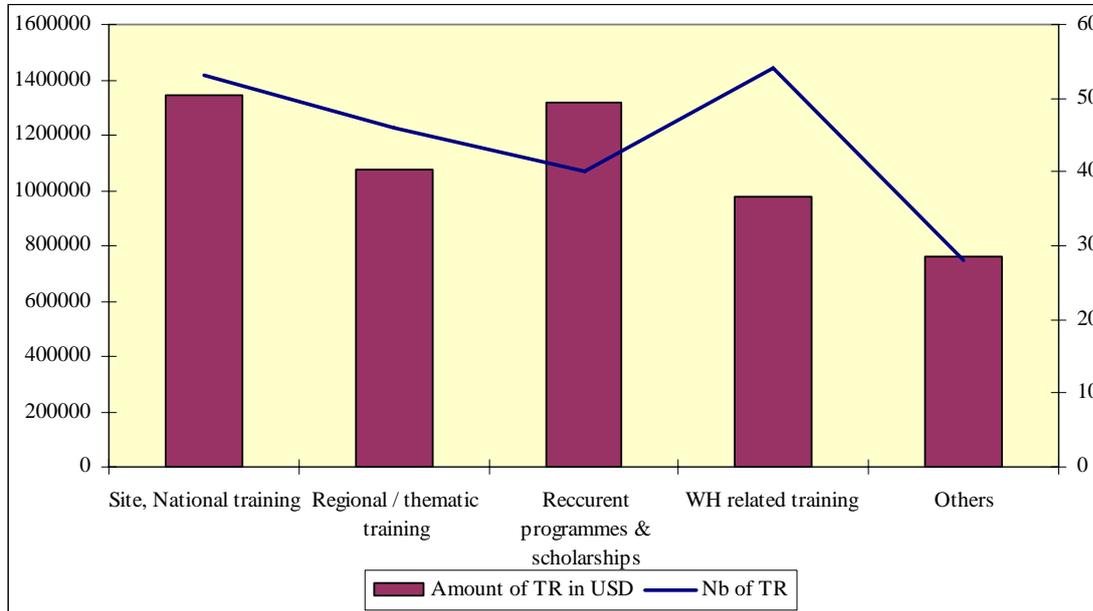
<p>- Training represents 16.8% of the World Heritage Fund, 40.6% of International Assistance (or 31.8% if Emergency Assistance is counted) 221 grants were awarded.</p>

- US\$5,438,178 was approved; the amount of Training grants requested was US\$6,177,158.
- The annual average amount approved for Training was US\$903,363.
- Average grant size was US\$24,607.
- The regional distribution was as follows: others 31% (ICCRUM, IUCN), Asia and the Pacific 19%, Africa 17%, Arab States 13%, Latin America and the Caribbean 12%, Europe and North America 8%.
- Culture sites were awarded 57% of grants, natural sites 37%, mixed sites 0% and all types 6%.
- Requests related to on-site or national training accounted for 25% of the amount approved; 24% went for recurrent programmes and scholarships; 20% for regional or thematic training; 18% for training related to the *World Heritage Convention* and 14% for others outside the scope of training. See Chart 1 below.
- Over the period under review, training was made available for a number of new States Parties and regional activities in regions with less experience of the Convention were held.

18. Key characteristics of Training Grants that are especially relevant to an assessment of training impacts are as follows:
- A number of scholarships for individuals were financed, although this is not a priority under the *Operational Guidelines*.
 - Regional or sub-regional courses became more frequent, as did training related to Periodic Reporting, after 2000.
19. At least eight recurrent regional training programmes received multi-year support, including CATIE (Costa Rica 1998, 1999, 2000, 2001, 2002, 2003), USA, University of Colorado (1998, 1999, 2000, 2001, 2002, 2003), ITUC/CECI (Brazil 1999, 2002, ICCROM 1998, 1999), CECRE (Brazil 1998, 2000, 2002), Africa 2009 (ICCRUM 1999, 2000, 2001, 2002, 2003), Protected Area/Wildlife Management course United Republic of Tanzania, Mweka (1998, 1999, 2000, 2001, 2003) and Cameroon (1999, 2000, 2001, 2003) and UNITAR in Japan (1998, 1999, 2000, 2001, 2003). These used large amounts of the training funds
- A review of cultural heritage training needs was conducted by ICCROM in 1998 and was forwarded to the World Heritage Centre and a summary of findings was included in ICCROM's 2000 Training Strategy document.
 - ICCROM and IUCN continue to play a major role in design and provision of training. ICOMOS has not been involved in direct design

and provision of training but has been involved in seminars and workshops.

Chart I Composition of Training 1998-2003



20. In line with the *Operational Guidelines*, the emphasis for International Assistance Training has shifted to group training activities during recent years. Although such training may be organised at one particular property, it is intended to benefit more than the personnel from that property alone. It has sometimes involved participants from within the region
21. It should also be noted that during the period under review International Assistance was used by the Advisory Bodies to organize and conduct training programmes on behalf of and to benefit the States Parties but this practice has since stopped as other means have been developed to cover training needs through the programmatic approach. Similarly International Assistance has been granted to developed countries that organize training to benefit personnel from the developing countries. Such assistance is meant to cover the costs of travel and per diem by participants from such beneficiary countries as in the case of the University of Colorado in the United States.
22. The 2004 and 2005 evaluations determined that the boundaries between types of International Assistance were not clearly defined, with crossovers between Preparatory Assistance, Technical Cooperation, Training, and Emergency Assistance when funds were insufficient in one category. Some 15% of Technical Cooperation was used for other types of assistance, including Training. Similarly, conferences, workshops and seminars that are strictly in support of the *World Heritage Convention* are funded under different types of assistance, including but not restricted to Training.

Assessing the Impacts of Training

23. In assessing the impacts of International Assistance Training Grants, it must be underscored that “training” during the period under study has very blurred edges and that the *Operational Guidelines* were not yet in effect. Training during this period covers a wide range of activities including awareness building, public information, education, and capacity building as well as what is traditionally classified as training. This evaluation utilizes criteria for training activities given in the revised *Operational Guidelines*: (i) the training of staff and specialists at all levels in the fields of identification, monitoring, conservation, management and presentation of World Heritage, with an emphasis on group training; (ii) scientific research benefiting World Heritage properties; (iii) studies on the scientific and technical problems of conservation, management, and presentation of World Heritage properties.
24. Analysis of the portfolio shows that Training Grants were used more frequently for hosting seminars or information meetings than for training with a clear curriculum. Roughly 43% of the number of grants and 33% of the total amount of International Assistance for Training were for seminars and workshops (short term).
25. Another important consideration is that few real training activities depended entirely on International Assistance grants due to the small size of the grants. Almost all activities were supported by the training institution itself and a number of international and bilateral donors, such as WWF, and the French and Italian cooperation. In such a multi-donor context it is almost impossible, therefore, to segregate individual actions when in reality impact is cumulative and very difficult to attribute to a specific donor or supporter. This point was made strongly by Africa 2009 where a programme approach rather than an activity approach is yielding important results.
26. A further factor in assessing impacts of International Assistance Training Grants is that many activities were “one off” grants, that is they were held only once, the application form does not indicate whether they are part of an overall country or site programme, and the final reports do not provide information on their impact. Experience shows the importance of continuity and follow up for training courses.
27. In the face of these practical realities in mind, the impact assessment concentrated on four recurrent activities given by international training institutions and case studies in two countries that had received multiple grants and where the likelihood of being able to detect an impact was greater. This research points to a number of types of impacts, and they are discussed in the following paragraphs.
28. Impact on Periodic Reporting and State of Conservation Reports. There is some evidence, as in the case of Laos, that training financed under International Assistance has contributed to thorough and sound Periodic

Reports. The Periodic Reporting exercise has highlighted the need for further examination of national legislation, resulting in a training request from Lebanon. As noted earlier, training on the processes of Periodic Reporting has been financed under International Assistance and this is certainly a worthwhile effort. Although the research undertaken did not provide direct evidence of improvement in State of Conservation Reports attributable to International Assistance training activities but this is a subject that merits further inquiry.

29. Impact on the World Heritage in Danger List. Several training courses have been directed to sites on the Danger List, for example: the University of Colorado course of 2003 which targeted site managers of Rio Platano, Honduras; the India Wildlife Institute course of 1998 linked to the Manas site; the training activity in 2002 at the site of Hampi, India; the Katmandu Valley training course of 2000 for tourism strategies; the training course in Pakistan in 2001 linked to Shalamar Gardens; and grants to Senegal in 1998, 2001 and 2002 related to the Djoudj site. To date there is no evidence, however, that directing more training resources to the List of World Heritage in Danger has had a direct impact on the removal of sites from the List. In general they have supported capacity of staff at these sites and there is probably an indirect contribution to enhanced management effectiveness and thus to improving the state of conservation at the site. However it is hard to assess and measure direct and indirect impacts. Political instability, the pressure for incompatible development, and lack of coordinated management are among the major factors that push sites onto the Danger List.

30. Impact on Implementation of the World Heritage Convention and Protection of World Heritage Sites. The core obligations of States Parties under the World Heritage Convention can be categorized for the purpose of training as follows, each with specific skills: identification, protection; conservation; presentation; transmission; rehabilitation; and international obligations and responsibility. Changes in the implementation of the World Heritage Convention and management of World Heritage sites is one of the most difficult impacts to measure, and direct evidence is scarce. In the case of ITUC Brazil, the training programme had a practical component that gave students the opportunity to produce a management plan for a World Heritage urban site. CATIE's course "emphasizes the analysis of the situation of the World Heritage parks and of the Convention, as well as practical work that favors directly protected areas that are World Heritage sites in Costa Rica." The organizers of CATIE believe that "we are having a true impact on these sites, stemming from the application of new knowledge for protected areas negotiation and management." Mweka conducted training programmes at four WH sites in Tanzania and there are indications that management of these sites has improved, although many of these properties face management challenges. In regard to impact on the application of the World Heritage Convention, Mweka notes that the impact has been low because protected area agencies do not differentiate between World Heritage and non World Heritage protected areas. It is anticipated that this situation also exists elsewhere. Africa 2009 reports that since 1996 15 management plans for World Heritage Sites were prepared and 8 sub-Saharan African countries have embarked on legal reforms.

31. Impact on National and Local Institutions. Field studies suggest that the technical services in ministries and local authorities benefited from the training provided under International Assistance in both the case of Lebanon and Laos PDR. Staff were exposed to international best practice in heritage management. Africa 2009 notes that more decision makers and local communities are now taking part in the management of World Heritage Sites and the programme has worked with States Parties to date on eight World Heritage Nominations of which five are now on the List and three are in various stages of the process
32. Impact on Capacity Building. The majority of the International Assistance funded recurrent training programmes have built a network of trained site staff (CATIE, ITUC, Africa 2009). In the case of CATIE, “every year CATIE’s International Protected Areas course has been able to strengthen capacities for an average of eight staff members coming from protected areas that comprise the heritage sites network.” This strengthening is at a site level as well as an institutional level. CATIE notes, “Sharing experiences and knowledge of the staff members that work in these protected areas heritage sites with other experiences in different categories of protected areas in the region is also important.” International Assistance Training Grants has promoted “the creation and strengthening of networks for exchange and work.” Mweka has carried out “tracer” studies of its participants which indicate that the majority of its graduates are applying the skills they obtained from the course and employers have acknowledged that trainees have improved their work performance. The majority of World Heritage natural site managers in East Africa are Mweka graduates. Africa 2009 has also developed a strong network of heritage professionals in sub-Saharan Africa, many of whom now fill key posts in ministries of culture and other government agencies. With its programmatic approach, Africa 2009 provides ongoing capacity building in many fields of heritage conservation and management including rock art and inventories.
33. Impact on Participants. There is some evidence that the International Assistance Training has had an impact on skill levels and career path of participants. CATIE has some evidence that its graduates have subsequently gained promotions while Mweka reports that studies show that graduates of the training course have been applying the skills they obtained.“ On the basis of an evaluation carried out in 2004 Africa 2009 asserts that “60% of the respondents from the regional course indicated that the course gave them new skills and confidence”. Furthermore, “most Africa 2009 directors have been using the participants to develop management plans and to train local staff.”
34. Impact on Image and Credibility. A number of the grantees have pointed out that the International Assistance grant was important in regard to the image of the programme (ITUC). All of the recipients indicated that the association with the World Heritage programme was a reputational benefit. Mweka noted that the International Assistance “opened a window for networking between the College and UNESCO-World Heritage Centre.” For Africa 2009, International Assistance and the World Heritage Centre were a “founder partner member” of the programme.

35. Impact on Quality of the Training Delivered. According to a number of the recurrent training programmes, having International Assistance and a connection to World Heritage was a critical factor “in its capacity to attract specialists to collaborate.” For CATIE, International Assistance was “able to fund professionals from different protected areas that are Heritage Sites in Latin America and the Caribbean, as well as being able to have the necessary number of participants to give the course.” International Assistance funds were used to consolidate the CATIE Protected Areas Course and to strengthen the staff that works in protected areas that have been designated as World Heritage Site. International Assistance funds were also used to develop programmes, as in the case of ITUC Brazil, where International Assistance was instrumental to “develop the transition from the in-residence programme to the distance learning programme.” Mweka used the funds to improve the College curriculum by integrating lessons from experts sponsored by International Assistance, obtain training materials, and promote a “multicultural learning community at the College. Africa 2009 used International Assistance to pay for Directors Seminars which review and give guidance on the content of the courses.”
36. Impact on Attracting Other Resources. All respondents emphasized that the grants served a catalytic role in their programme and was used to attract other funders. Africa 2009 has been particularly successful in raising funds, and has raised well over US\$2 million in the last years. It used the grants “as a catalyst for potential donors.” Mweka seems to have been less successful in using International Assistance to leverage other funds.
37. Elements of successful programmes. Each of the programmes that were examined in detail exhibits its own design features. Common to all of these programmes, however, was: professional training staff, either in a university or regional training centre; involvement of the State Party; and tailoring of the course to local requirements. In the majority of cases, a needs assessment was carried out (CATIE, ITUC, Africa 2009).
- a) Africa 2009. Africa 2009 is a joint effort of Africa cultural heritage organizations, ICCROM, the World Heritage Centre and CRATerre. International Assistance grants were used to partly fund the annual Three Months regional courses for cultural heritage managers working at World Heritage or potential World Heritage sites. The course is focused on hands on development of site management plans. It was also used to finance the annual Directors Seminar that brings together heads of sub Saharan Africa heritage institutions to plan and evaluate the programme.
 - b) ITUC Brazil. This programme in urban conservation management is a post graduate programme with focus in conservation theory, sustainable development, public administration and urban planning. It aims to train highly qualified managers for World Heritage Sites and uses World Heritage sites in Brazil as field laboratories.
 - c) Mweka College of African Wildlife Management. Mweka trains wildlife managers who work in protected areas (including World Heritage Sites)

in eastern and southern Africa. International Assistance funds were used to provide scholarships to the College, offer a full module on the World Heritage Convention, and carry out training exercises in site management planning at Tanzanian World Heritage sites. Mweka undertakes tracer studies of graduates to identify whether they apply the knowledge and skills obtained gained at the College and to assess the relevance of the training.

- d) CATIE. This programme provides an understanding of the interdisciplinary themes that World Heritage Site managers in Latin America and the Caribbean face, and thus helps to strengthen their capacities for planning and management of their respective areas. The course attempts to update and renew the course while maintaining its emphasis on operational objectives and aspects of World Heritage Sites agreements.
 - e) Laos and Luang Prabang. International Assistance training has supported the Heritage House in Luang Prabang, which serves as the umbrella agency for management of the historic city. International Assistance supported a regional training session on urban conservation and on the job training has raised the level of awareness of staff and the building industry of the protection needs of the World Heritage city. Through the intervention of the World heritage Centre, Luang Prabang secured multi-year support from the French Cooperation (Chinon, Agence française de Développement among others) as well as assistance from Japan.
 - f) Lebanon International Assistance was requested to hold one seminar on legislation and one on mapping, as a result of the needs highlighted in the first Periodic Reporting exercise. Funds were also granted for a three-week training course on the restoration of mural paintings in cooperation with ICCROM in the Qadisha Valley, a World Heritage Cultural Landscape site.
38. Role of World Heritage Centre and Advisory Bodies. In some of the cases under review, in particular Luang Prabang, it is quite clear that the World Heritage Centre contributed directly to the activity's impact by providing technical advice and attracting other sources of financing (city of Chinon, France). Similarly, ICCROM has made a major contribution to the impact of Africa 2009 and has also given technical assistance to ITUC Brazil. IUCN is in contact with CATIE and serves as a technical resource.
39. Recognition: Low Profile of the World Heritage Fund. Despite the clear appreciation voiced by the grant recipients, recognition of International Assistance grants by participants, government, and other donors was often low. For example in reports on the evolution of the Heritage House in Luang Prabang do not acknowledge International Assistance contributions. In other cases, UNESCO is mentioned but International Assistance is overlooked.

40. Role of International Assistance – making possible training. If the counterfactual question is posed, what if there was no International Assistance for training, in some cases it seems likely that another donor would have stepped forward, and in other cases that the training would not have taken place. In all cases examined, the funds provided by International Assistance were stretched to their maximum to contribute to enhanced training opportunities.

B. Increasing impact

41. Examination of training activities points to a number of trade offs in relation to impacts. While international training institutes have undeniable expertise in carrying out training, there is some evidence that recurrent grants may not promote their sustainability. The counter argument is that the recurrent courses are of good quality and are an efficient form of delivering training. New States Parties, in contrast, may have little experience in providing training, but may place higher value, and thus make more effort, in training.
42. The analysis suggests a number of ways to increase impact:
- a) *Carry out needs assessment.* Training activities that were preceded by a needs assessment seem to be more likely to provide relevant training. The Periodic Reporting process is important in determining needs.
 - b) *Link to national strategy.* For activities at a national level, activities that are clearly tied to a national strategy seem to be more effective (Latvia).
 - c) *Select trainees with care.* Training of mid career professionals who are in post and a training of trainers approach is characteristic of these training courses.
 - d) *Develop networks of trainees.* All of the programmes under review consciously aimed at developing a network of trained heritage managers, so that experience can be shared.
 - e) *Take into account language issues.* Courses that provide training in local languages ensure greater understanding by participants who are not fluent in either English or French.
 - f) *Provide binders and training materials.* Provision of written training materials seems to be preferred by participants.
 - g) *Disseminate training materials.* Learning can be increased if training materials are disseminated more widely.
 - h) *Scale up activities or aggregate activities where practical.* Increasing frequency or number of students or linking thematic training activities can be cost effective.

- i) *Look for synergies* with other comparable programmes. As the number of training programmes offered by universities and other institutions increases, so does the opportunity to develop synergies.
 - j) *Examine ways to ensure continuity* between programmes and graduates of these programmes. This sort of networking is an effective way of raising capacity to implement the World Heritage Convention.
 - k) *Evaluate the activities and learn from experience.* One of the main suggestions was to devote a small part of the funds to monitor the performance of the participants of the programme after its conclusion. This could most easily be carried out by the training provider. AFRICA 2009 has carried out evaluations after every phase of the programme which it has used in making improvements. An essential step is to ascertain skills levels pre and post training as a means to verify impacts.
43. With this detailed analysis of the impacts of these training activities and keeping in mind the very constrained resources available, some observations about priorities for funding can be offered. These priorities would include:
- a) Support for new States Parties without access to other funding. There are a number of new States Parties where training related to the World Heritage Convention and World Heritage Site management is yet to be available and which are interested to do so. In some countries, such as those in Oceania there are advantages in doing this on a regional basis to encourage economies of scale. To ensure effectiveness, it is important that the training activities are designed and implemented by experienced trainers.
 - b) Support for programmes that are clearly linked in the first instance to implementing the World Heritage Convention and Sites and to bringing better conservation practices as identified by the World Heritage Committee, World Heritage Centre, and Advisory Bodies, rather than more general conservation issues. Extrapolating from the data available, in the period under examination, some 54% of the number and 60% of the total amount of Training requests were directed towards conservation issues that were *not* World Heritage specific or closely related to the core World Heritage themes of outstanding universal value, integrity and authenticity. Some activities, while worthwhile, are not clearly directed to World Heritage issues and could find any number of potential sponsors;
 - c) Support for programmes that do not duplicate training given elsewhere, where access may be difficult for staff from the developing world and that encourage synergies between these courses. With the growth of graduate training programmes for World Heritage (such as University College Dublin, Centre for Continuing Professional Education, Ireland: Master of Science, Diploma and Higher Diploma in World Heritage Management; Deakin University, Melbourne, Australia: Masters Degree in Cultural Heritage and Museum Studies; Brandenburg University of Technology (BTU), Cottbus, Germany : Master's Degree,

World Heritage Studies; and University of Tsukuba, Japan : Master of Philosophy/Master of World Heritage Studies), efforts to avoid duplication of effort is needed.

- d) Support for programmes that have demonstrated a strong positive impact on World Heritage objectives and achieve maximum impact, namely courses or short-term workshops with clear curricula, preferably those that adopt a programmatic approach.
- e) Development of training modules for World Heritage that can be modified as needed. Examples are the work on training modules undertaken by the World Heritage Centre in cooperation with the Advisory Bodies for the Arab States or the World Heritage Training Module for protected area managers prepared by IUCN and James Cook University. Provided they are not overly prescriptive, they can offer a cost effective way to facilitate the delivery of training. Nevertheless, they still require trainers, resources and other basics of training.

PART II: ANALYSIS OF PROCEDURES AND TECHNICAL ISSUES AND RECOMMENDATIONS FOR TOOLS TO STRENGTHEN INTERNATIONAL ASSISTANCE PROCEDURES

I. Introduction and Methodology

44. This assessment of the procedural and technical analysis of World Heritage Fund's International Assistance is based on:
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46. According to the Terms of Reference, this Evaluation examines the procedural and technical issues and tools that regulate International Assistance. These

issues include: the application form; selection procedures; monitoring indicators and reporting requirements; and the architecture for a comprehensive database. The roles and responsibilities of all the parties involved in International Assistance are also analyzed: the States Parties, responsible Ministries, the World Heritage Committee, the World Heritage Centre, Advisory Bodies, and Regional Field Offices.

47. The full Report examines in detail the impacts attributable to the Training grants, with case studies of two States Parties that received multiple grants (Lao Peoples Democratic Republic and Lebanon) and five recurrent training programmes for both natural and cultural sites. It presents detailed analysis of the application forms, monitoring indicators and reporting requirements, database, and roles of key parties, and proposals for revised forms. The report concludes with recommendations on ways to strengthen the impact, relevance, and effectiveness of International Assistance.
48. The 2004 and 2005 texts provide comprehensive background information about International Assistance. Since its inception in 1972, the *World Heritage Convention Concerning the Protection of the World Cultural and Natural Heritage* and its World Heritage Fund have provided some type of international assistance.
49. The overall purpose of this evaluation is two fold: to assure accountability, in regard to achievement of objectives and value for money, to the World Heritage Committee and States Parties; and to distill lessons learned, so as to disseminate findings and allow feed back, to States Parties, World Heritage Site managers and the wider heritage community.

II. Procedural and technical issues, tools and recommendations

50. The 2005 Evaluation identified a set of obstacles to successful implementation of International Assistance. They include: inadequacies in the information requested in the Application Form; absence of clear criteria for selection of grants; lack of monitoring and evaluation procedures; an immature database that does not provide analytic information or lessons; and an uneven flow of information and communications between States Parties and the World Heritage Centre Regional Desks and UNESCO regional offices.
51. In response, four tools have been redesigned: a) Application Forms, b) Selection Process, c) Monitoring Indicators and Reporting, and d) Database. Taken together, they provide a consistent and reinforcing system that will minimize the obstacles that have been identified and strengthen the effectiveness of International Assistance. Roles and relationships of key stakeholders are also reexamined and suggestions are made.

A. Application Forms

52. The 2005 Evaluation reported that the Application form used prior to the adoption of the revised *Operational Guidelines* in 2005 does not require enough information from the States Parties about how the objectives mentioned are related to the World Heritage Convention and how the actions proposed relate to meeting these objectives. Review of a sample of applications suggests that the objectives of the projects and their relation to the *World Heritage Convention* are often inadequately articulated, as are the mechanisms that will be used to achieve them. Work plans are sketchy, with little information presented about roles and responsibilities for implementation.
53. The Application Form used during the period covered by the Evaluation, and to a lesser extent the revised *Operational Guidelines* Application Form (*Operational Guidelines*, Annex 8) lack sufficient detail in regard to: a) selection process and criteria, b) institutional arrangements, c) the work of other donors and institutions, d) the budget assigned by the country, e) the activities and actions to be implemented; f) the implementation work plan, g) plans for monitoring of activities including choice of indicators; h) reporting requirements in regard to results and impacts; and i) sustainability.
54. The preparation of requests is defined as the responsibility of States Parties, but they quite often involve help from the World Heritage Centre, whether for identification or preparation. During the period under review requests were also submitted by ICCROM and IUCN under Training and Technical Cooperation, at the suggestion of the Committee; this is no longer permitted under the *Operational Guidelines*.

Features of the Revised Application Form

55. Further examination of the Application Form proposed in the *Operation Guidelines*, compared with similar small grant application forms, allows further refinements to be suggested. The proposed new Application Form is written to be user friendly, to guide the design of the activity, and to elicit as much relevant information as possible.
56. The proposed Application is organized into 9 sections: A: Project summary; B: About your organization; C: Project details; D: Project aims; E: Measuring the success of your project; F: Financial summary; G: Other sources of support; H: Supporting documents; and I: Declaration.
57. The Application focuses attention of the applicant on the key objectives of International Assistance, activities designed to achieve those objectives, and the outcomes of the activities. It asks questions about how quality will be ensured and how the benefits of the activity(ies) will be maintained after the end of the grant.

58. The Application integrates information on the project's management, the experience and capacity of the executing agency, and the benefits that it will bring to the World Heritage Convention, Site and community.
59. The Application asks proponents to propose indicators of success by listing main aims of the project, action that will be undertaken, and measures of success. It also asks how the grant will be used to leverage other funds.
60. It also tracks earlier contributions from the World Heritage Fund and asks detailed questions about the proposed budget.

B. Selection Process

61. The selection of grants is guided by the objectives, principles and guidelines for International Assistance as established in the *Operational Guidelines*, as well as by the various decisions of the Committee, the experience of issues and needs gained through the State of Conservation Report and Periodic Reporting processes, the priorities under the Regional Programme, and the gap analysis work done by the Advisory Bodies as part of the Global Strategy.
62. Since the beginning of 2004 the World Heritage Centre has set up an informal International Assistance Evaluation of Requests Panel for reviewing requests on a regular basis and to encourage comparability of applicants. Eight review meetings were held in 2004 (16 January, 24 February, 2 April, 23 April, 1 June, 22 July, 26 August, 30 September) and seven in 2005 (31 January, 25 March, 19 May, 30 June, 30 September, 27 October, 2 December).
63. Prior to this time projects were selected on the basis of first come, first served, by category without the benefit of clear criteria. No comparative analysis of the merits of individual requests was undertaken during the period 1998-2003. World Heritage Centre staff, Regional Offices, States Parties, and Advisory Bodies have called for priority setting for International Assistance activities, particularly as the size of International Assistance decreases
64. The 2004 and 2005 evaluations point to the following issues facing the existing selection process:
 - a) Only States Parties that have paid their dues are eligible for International Assistance, with the exception of Emergency Assistance which under the *Operational Guidelines*, can be granted to States Parties in arrears (para. 237). Prior to this time training was also provided to States Parties in arrears.
 - b) A policy in regard to distribution of grants has not been made explicit. This concerns multiple requests in the same year: in the case when a State Party or other organization (in the case of Training) submits more than one request under the same type of assistance; or when a State Party submits more than one request (excluding Emergency Assistance).

- c) Justification for selection is not always linked to the working definition of the respective types of International Assistance. When funds are depleted for one type, a request may be transferred to another type. These transfers raise serious questions about the practice of earmarking of funds for each of the five types of International Assistance.
 - d) Delays occurred because applications were not adequately prepared resulting in the need for resubmission.
 - e) The World Heritage Centre desk officers are involved in the review process, but the responsibility of the Centre has not been clarified. Regional desks spend considerable time in reviewing the requests for completeness, asking for further information from State Parties and on organizing aspects of implementation such as Terms of Reference, contracts etc.
 - f) Reviews by Advisory Bodies took place, yet without agreed and harmonized criteria or format across the agencies, The *Operational Guidelines*, in Annex 9, specify that such criteria will be provided by the Advisory Bodies but this is still pending. It should be noted that ICCROM has used criteria for training requests since 2000 when it presented the Global Training strategy. Although the Advisory Bodies do not decide on grants, they have often recommended not funding a request when it was found to be inadequate and have also often made substantial substantive suggestions for how the request could be improved.
65. Recommendations. The introduction of World Heritage Centre International Assistance Evaluation of Requests review meetings has improved the selection process. Further gains could be achieved as follows:
- a) Clarify policy about how many requests a State Party can make per year and ensure that funds are disbursed for activities that meet the criteria for each of the three new types of International Assistance (see draft decision for the 29 Com)
 - b) Provide necessary support to the Advisory Bodies so that they are able to complete a combined set of selection criteria. (Annex 9 of the *Operational Guidelines* is pending).
 - c) Proceed with the new system of annual International Assistance Evaluation of Request meetings and ensure that there are a minimum number, spaced throughout the year. These meetings can be easily linked to the periodic consultations which are organised by the World Heritage Centre with the Chairperson at which time the Advisory Bodies could also be invited.
 - d) Encourage use of the database to inform decisions, especially States Parties that have not satisfactorily completed earlier grants. This will enable comparison of themes and across regions so that lessons learned can be incorporated into the design of activities

C. Monitoring Indicators and Reporting for International Assistance Grants

66. The purpose of standardized core monitoring indicators is three fold:
- To provide an objective basis for assessing performance (also called Performance Indicators);
 - To provide a solid foundation for management decisions in regard to International Assistance;
 - To facilitate learning within International Assistance and external stakeholders.
67. The starting point for developing indicators is a project logic model or project log frame. This defines the objectives of the project, the intended final outcome and impacts of the project, outputs from the actions supported, and inputs financed. On the basis of this project logic model, the various types of indicators can be identified for the elements of the model.
68. Project logic models, also called project logframes, are used as a means to explain how activities are expected to lead to the attainment of specific objectives or goals. Programme logic models provide an understandable argument demonstrating how project activities will produce intended outcomes (results). The major concept in project logic is cause and effect (if X, than Y; if training is provided for World Heritage Sites managers, then sites will be better conserved).
69. Illustrating *how* projects will achieve desired outcomes offers several benefits: it helps identify elements of programmes that are critical to success; it helps to build a common understanding of the project and expectations; and provides a solid foundation for monitoring and evaluation.
70. The following definitions used in project evaluation are referred to:

Project inputs	Resources used to perform activities
Project activities	Tasks performed using resources and methods
Project outputs	Products produced directly as a result of project activities
Intermediate outcomes	Adoption of practices and procedures
Final outcomes	Changes in knowledge and gains in performance

71. Based on project objectives, often called project development objectives, performance indicators are agreed and methods for monitoring and measurement (measured value or a qualitative indicator) are defined, and critical assumptions related to risk are identified.

Objectives	Key Performance Indicators	Monitoring and Evaluation	Critical Assumptions
Project objective	Outcome/Impact Indicators	Sources of information including project reports	Risks/assumptions
Outputs per activity	Output indicators – what actions were carried out	Reports	Risks/assumptions
Project activities	Inputs (budgeted items)	Financial reports	Risks/assumptions

72. It is also useful to think about ways in which indicators can be used to measure achievement. This involves an assessment of a **baseline value** and end of project target value. An example of such a framework is:

Indicators	Measurement	
	<i>Baseline Value</i>	<i>End of Project Target Value</i>
<i>Project Objectives</i>		
Example: Capacity and awareness of local institutions to implement the World Heritage Convention are increased	Little awareness of the World Heritage Convention and no training provided	Training completed and World Heritage Convention is used as a basis for government conservation policy and practice
<i>Outcome Indicators</i>		
Example: Good practice in application of the World Heritage Convention is identified	Lack of clear roles and responsibilities and trained staff for observing the World Heritage Convention	Development plans of Government are consistent with the World Heritage Convention and guidelines are in use

a) **Indicators**

73. Performance indicators are used to measure results and determine progress towards specific objectives. These indicators should be objective, measurable and expressed in quantifiable terms such as numeric values, or percentages. Qualitative information can be translated into quantitative measures, such as level of satisfaction on a five point scale. **To ensure comparability the World Heritage Committee needs to develop measures that can be applied consistently by States Parties and their executing agencies throughout International Assistance and based on common definitions and means of measurement.**
74. Indicators need to be relevant, valid, reliable and practical.

Criteria for Indicators	Definitions
Relevance	Measures need to be germane to the particular activity being evaluated
Validity	Measures need to provide an accurate reflection of the underlying concept that is supposed to be measured
Reliability	Measures should be subject to as little measurement error as possible
Practicality	It has to be possible to obtain data needed to measure, given data availability, time and budget parameters

b) **Assessment of International Assistance in Regard to Monitoring, Evaluation and Reporting**

75. The 2004 and 2005 evaluations concluded that because monitoring of grant activities by States Parties was not required, accountability is not in place. Throughout the project cycle, from identification of an activity to design and implementation, monitoring has not been carried out and reporting requirements have not covered key information needs. The present procedures are not adequate to provide information on progress toward project objectives. Although the *Operational Guideline* state that monitoring is required, this is still not implemented (*Operational Guidelines*, para. 256)
76. The discussion of monitoring, indicators, and reporting requirements takes place against a background of the following findings:
- a) Monitoring and evaluation were not foreseen nor financed in International Assistance. No requirements for monitoring of International Assistance activities are in force for the period under review nor is there

an explicit financing window for monitoring and evaluation as part of project implementation.

- b) There is no systematic site supervision or reporting to verify results although when possible, completion reports are complemented by a field assessment carried out in conjunction with field missions by the staff of the World Heritage Centre and/or the field offices.
 - c) The understanding by States Parties about the required content of Final Reports in regard to discussion of results is weak. Final reports, in general, provide an overview of disbursements and activities carried out (inputs and outputs), but little information about outcomes or impacts. To date, emphasis has been directed to financial compliance.
 - d) World Heritage Centre regional desks keep track of contracts and receive final reports;
 - e) The rate of decentralization of International Assistance to Regional Offices has increased from 15% to 33% between 1998 and 2003. This move to decentralization has not accompanied by a corresponding clarification of responsibilities in regard to feedback from the field during implementation, and procurement or financial control after contracts have been issued or the funds transferred.
77. The 2004 and 2005 evaluations show that Preparatory Assistance, Technical Cooperation, and Promotional and Educational Activities are activities that have only limited feedback. Preparatory Assistance allows the identification of some quantitative benchmarks, namely the number of Tentative Lists prepared or sites inscribed. In theory training activities are also somewhat better positioned, due to the requirement as set forth in the Global Training Strategy that recurrent training activities carry out an evaluation, but this requirement has not been met.
78. Research carried out as part of this Evaluation indicates that recipients of International Assistance are aware of the need and benefits of monitoring and evaluation (CATIE, ITUC Brazil) but few have put this into effect. One exception is Africa 2009 which carried out independent, external evaluations at the end of each phase of the programme in addition to using a logical framework for the final phase.
- c) ***Design Considerations and Elements for Indicators used in Monitoring***
79. Indicators need to be relatively user friendly and cost effective. With a revised Application Form that links objectives to activities and outcomes, a system of performance indicators, and more rigorous Final Reports, technical standards will become more visible. In view of the fact that some State Parties have had particular difficulty in implementing their projects in a timely manner, and have either left the project incomplete or asked for the implementation period to be extended, it is particularly important that the indicators be seen as do-able and worthwhile.

80. Indicators need to be agreed as part of application process. The requirements for use of indicators would be as follows:
- a) Mandatory for grants over \$20,000 and encouraged for smaller grants.
 - b) The responsibility of the State Party and executing agency.
 - c) Types of indicators would depend on the categories of International Assistance.
81. Although indicators are project specific, it is possible to provide some suggestions for categories of indicators by type of International Assistance, *using the three types of International Assistance proposed in 2005.*

<u>Type of International Assistance and Categories of Possible Indicators (to be measured by ratings, percentage achieved, or qualitatively)</u>
<p>A. For Preparatory Assistance</p> <ul style="list-style-type: none"> • Achievements measured against project objectives • Activities respond to the Global Strategy for a representative World Heritage List • Activities support new Tentative Lists and new Nominations • Funds are used effectively • Funds are used catalytically to secure complementary finance or other contributions
<p>B. Emergency Assistance</p> <ul style="list-style-type: none"> • Achievements measured against project objectives • Activities are delivered to sites damaged by natural disasters in a timely manner • Activities contribute to disaster planning and mitigation efforts • Funds are used effectively • Funds are used catalytically to secure complementary finance or other contributions

C. Conservation and Management

- Achievements measured against project objectives
- Activities contribute to the enhanced image and effectiveness of the Convention/ and or the improved conservation of a World Heritage Site (using the State of Conservation reports)
- Activities support skill and capacity development for World Heritage Site personnel or responsible agencies
- Funds are used effectively
- Funds are used catalytically to secure complementary finance or other contributions

82. Features for International Assistance Grant Completion Reports. Clarifying the reporting requirements is essential if International Assistance projects are to achieve their potential. **The reports must move to a focus on outcomes and impacts, rather than the current tendency to list inputs and outputs.** Reporting format is included in the Application Form and a deadline is set for submission of reports after project completion. **Summaries of outcomes** will be required and integrated into the new database. These summaries are important to provide feedback to the World Heritage Committee, the World Heritage Centre, the Advisory Bodies as other stakeholders. They are also useful in the general promotion of International Assistance. The Ramsar Small Grants Fund has developed such a system of summaries of outcomes with positive results.
83. Recommendations
- a) Indicators will apply for projects over US\$20,000;
 - b) Design of indicators will be part of the application process;
 - c) The focus of the indicators and the report will be on outcomes and impacts;
 - d) The indicators will need to be supplied by the State Party and confirmed by the Selection review panel prior to receiving the grant;
 - e) Summaries of outcomes following completion of activities will be required and will be a feature of the new database as well as a tool for general promotion of International Assistance;
 - f) Based on the summaries of outcomes of completed projects, a document should be prepared every year for the World Heritage Committee with short descriptions of concluded International Assistance projects and a note on ongoing International Assistance projects. This would allow the

Committee should be able to see the results of what they (or their Chairperson) approve

- g) A training workshop on the design and use of indicators for World Heritage Centre staff, Advisory Bodies, Committee members and other stakeholders will be organized during 2006;
- h) Training workshops for State Parties, as part of the Regional Programmes, will be held as a means to upgrade capacity to carry out International Assistance grants.
- i) A written guideline for distribution to all stakeholders on how to define project objectives, design indicators and report on outcomes and impacts will be prepared.

D. Database

- 84. In order to respond to the growing number of International Assistance grants delivered and to keep track of its distribution, an internal database has been used by the World Heritage Centre staff since 1998. Although it is useful in gathering and compiling the information in electronic form, the database in use has awaited improvement for many years.
- 85. Previous evaluation studies and discussions with staff confirm the potential role of the International Assistance database in promoting quality and efficiency. First of all, it promotes quality; providing a user-friendly tool to access and compare requests helps improving the design of activities, as well as the selection process. Such a database would be time and resources saving. Along with the efficiency it provides, the database is an important learning tool and gives visibility to the activities undertaken under International Assistance.
- 86. The current database in use is not integrated in the overall International Assistance process. The information is filled in once, does not keep track of the project implementation (technical, financial information are not entered) nor does it give any reporting and assessment. Without restriction on accessibility, it is unreliable since everyone can change the data, even by mistake. Thus, the objective of the revised database is to capture existing information and adapt to new information requirements.

Features of the Revised Database

- 87. The needs for a user-friendly tool to manage the increasing number of International Assistance requests received each year by the World Heritage Centre is undeniable. In consultation with the Regional Desks, the Administrative Officer and the IMS desk at the World Heritage Centre, a revised version of the database is proposed. It is also informed by preceding evaluations.

- a) Architecture of the database. The new format of the International Assistance Database organizes the information according to how a request is processed. It takes into account the data available within the new Application Form and the existing working tools used at the World Heritage Centre. Information is also compiled per year, per type of International Assistance, and per region. It enables analysis of how the priorities set forth by the World Heritage Committee are included in the distribution and selection of the International Assistance. A keyword searching tool will also be available.
 - b) There will be five sections for each International Assistance request : a) General Information; b)Project Details; c) Financial Information; d) Selection Process; e) Implementation; and f)Monitoring and Evaluation
 - c) Access and restrictions. The database will be accessed by the State Party, the World Heritage Centre regional desks and administrative officer, the Advisory Bodies, the UNESCO Regional Offices, the World Heritage Committee and Chairperson as well as the general public. Different levels of accessibility (restricting the information access and information changes) in accordance to the procedures enforced for the website will be set.
 - d) Visibility and links. In order to take advantage of the high visibility given to World Heritage through the UNESCO website, the database would be available and accessed on the website.
88. Based on this new database, a section can be added to the annual World Heritage Fund report prepared for the World Heritage Committee. It will include the general information tables of the database and will allow a quick and broad overview on differences in implementation rate, efficiency, etc.

E. Roles and Responsibilities

89. Interviews, questionnaires and case studies involving the various stakeholders in International Assistance and carried out as part of the Evaluation have brought to light that weak definition of institutional responsibilities and poor interagency coordination between responsible government agencies and other institutions or NGOs are quite common. At times communication and coordination between the UNESCO national commission, Ministry of Culture or the Environment, local government agencies and NGO are insufficient to promote the application of the World Heritage Convention and the management of the sites inscribed on the World Heritage List.
90. International Assistance would benefit from agreement among the various stakeholders in regard to.
- a) Priorities for actions in accordance with the regional and thematic topics. In order to promote efficiency, strong impacts on the ground and visibility, focus should be directed towards the identified and recurrent World Heritage issues for examples urban management, tropical

forests, small island states, risk-preparedness, earthen architecture, cultural landscape, etc.

- b) Financial decision making. For example the only information recorded in International Assistance files is who decided on the amount of the grant. Clarification is needed about who decides on any changes in the amount of the grant, any re-attribution of grant if an activity is not completed in a year.
 - c) Technical guidance and information. How can the competencies and experience of the World Heritage Centre Regional Desk, UNESCO Regional Offices and the Advisory Bodies be best deployed?
 - d) Monitoring and reporting. Who will give technical support for monitoring and reporting by States Parties and their executing agencies?
91. At present, the respective roles of the various stakeholders (the State Party; the World Heritage Committee; the World Heritage Chairperson; the World Heritage Centre Director; Administrative officer, and regional desks, the UNESCO Regional Offices, the three Advisory Bodies) involved in the International Assistance are not clearly defined. There is scope for gains in efficiency. In the context of the exponential growth of the World Heritage List and demands for International Assistance, the creation and increased capacity of the World Heritage Centre and the decentralization policy within UNESCO adjustments to working methods is urgent.
92. Recommendations. Drawing on the previous findings, these priorities are proposed.
- a) Encourage State Parties to inform themselves about International Assistance and develop their own national programme of activities to support the World Heritage Convention and the sites inscribed on the List with the assistance of the National Commission and the UNESCO Regional Office.
 - b) Define the composition and responsibilities of each institutional member of the International Assistance evaluation panel which is now operating informally in the World Heritage Centre;
 - c) Provide guidelines for response times by the various stakeholders.
 - d) Improve communication between the World Heritage Centre and the UNESCO Regional Offices sharing information on International Assistance activities, i.e. by means of a standardized distribution list.
 - e) In order to avoid multiple roles currently being performed by stakeholders (i.e., guidance on application and recommendation for selection), rationalization of tasks is needed to avoid conflict of interest.
 - f) Provide a system of handover notes and briefing information about International Assistance with the annual change in the World Heritage Committee Chairperson. Similarly when there is a change in the World

Heritage Committee members, handover of information should be arranged.

Conclusions

93. The Evaluation has brought to light a number of issues that would benefit from an open discussion by the World Heritage Committee. The Vilnius Committee meeting is an occasion to carry forward such a consultative process and agree on a plan to test a new system during an agreed period of two years before phasing in adjustments.
94. **The evaluation also points to the need for States Parties to monitor the success of projects through the use of appropriate indicators.**

PART III: DRAFT DECISION

Draft Decision: 30 COM 14A

The World Heritage Committee,

1. *Having examined Document WHC-06/30.COM/14A, Part I and Part II,*
2. *Recalling Decision **28 COM 10B** adopted at its 28th session (Suzhou, 2004),*
3. *Taking into account the comments on Document WHC-05/29.COM/14B made by States Parties,*
4. *Notes with appreciation the findings and recommendations contained in the Report on Impacts of Training Activities;*
5. *Confirms that:*
 - a) *evaluating the impacts of International Assistance activities, such as training, is a key element of a results-based approach to the utilization of the World Heritage Fund. Impact evaluations test the validity of specific approaches to addressing the objectives of the World Heritage Convention, help determine what works and what does not work, and are a means to learn about effective interventions;*
 - b) *efforts need to be made to expand and deepen the impact evaluation for International Assistance;*
 - c) *these efforts depend on the introduction of a revised Application Form, selection of monitoring indicators and improved reporting procedures, and new database format (see WHC-06/30.COM/14A, Part II) so that relevant data will be available;*
 - d) *the findings of the impact evaluations should be disseminated to States Parties as a means to increase quality of International Assistance and capacity.*
6. *Decides that:*
 - a) *preference for International Assistance should be given to activities that promote a programmatic approach, where possible, as a way to maximize effectiveness,*
 - b) *a new Application Form be developed taking into account the working document and in particular the need to focus on project aims, implementation measures, outcomes, and impacts as measured by indicators. This will be accompanied by written guidelines for distribution to all stakeholders on how to define project objectives, design cost effective and important indicators, and report on outcomes and impacts,*

- c) *a system of monitoring using indicators designed as part of the application process, and supported by field supervision visits whenever possible, shall be adopted. Summaries of outcomes following completion of activities will be required,*
 - d) *the requests for International Assistance will be evaluated by a panel composed of representatives of the World Heritage Centre Regional Desks and Advisory Bodies, meeting at least twice a year before action by the Chairperson and Committee,*
 - e) *the World Heritage Centre and the Advisory Bodies develop selection criteria to use in the evaluation of requests for presentation to the Committee at its 31st session in 2007,*
 - f) *a new database following the recommendations of the evaluators should be established,*
 - g) *the new International Assistance system consisting of a new application form, use of indicators and reporting requirements, new database, and Evaluation of Requests panel should go into effect on a pilot basis for two years no later than the 31st session in 2007;*
7. *Requests the Secretariat, in conformity with the above-mentioned paragraphs 6.a, 6.b, and 6.e, to make the necessary changes in the Operational Guidelines.*