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CONVENTION CONCERNING THE PROTECTION OF THE
WORLD CULTURAL AND NATURAL HERITAGE

WORLD HERITAGE COMMITTEE
Nineteenth session

Berlin, Germany
4-9 December 1995

Item 11 of the Provisional Agenda: Review of the proposed training strategy

A. Natural Heritage

A.1 Strategy for Training in the Field of Natural Heritage

Background: At its eighteenth session the World Heritage Bureau requested the Centre to undertake an assessment of the training programmes under the World Heritage Convention in the past and to provide a Training Strategy for the future. This was endorsed by the World Heritage Committee at its eighteenth session in Phuket, Thailand in December 1994.

The Centre provided the World Heritage Bureau at its nineteenth session with a progress report on the strategy for training in the field of natural heritage and a comprehensive evaluation prepared by a consultant as information document WHC/CONF.201/INF.8. Furthermore, the Centre organized two small expert meetings to review the assessment in April 1995 at UNESCO Headquarters and in August 1995 at the Albright Training Centre, Grand Canyon/USA. The reports of the experts are attached in ANNEX I as Draft "Strategic Action Plan for Natural World Heritage Training Programmes".

The World Heritage Committee is asked to take note of the document presented in Information Document WHC-95/CONF.203/INF.11A and to adopt the following recommendations of the Draft "Strategic Action Plan for Natural World Heritage Training Programme".

26 JAN. 1995
DRAFT STRATEGIC ACTION PLAN

Four strategic actions are proposed.

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

This is essential to:

(i) increase recognition of the role the Convention has played in enhancing natural heritage conservation;

(ii) incorporate the experience gained through 23 years of the implementation of the Convention into the knowledge and skills sought by senior policy and decision makers, professional managers, technicians and trainers.

A. Develop Training Information Packages

(i) A video illustrating the work of the Convention; the video should include the activities of the Convention implemented to benefit natural as well as cultural World Heritage sites and explain essential procedures used in the administration of the Convention.

(ii) Develop and publish a World Natural Heritage Handbook, similar to "Management Guidelines for World Cultural Heritage Sites" (Feilden and Jokilehto), incorporating an annotated text of the Convention, Operational Guidelines, case studies, etc.

(iii) Compile and publish case studies illustrating the use of the Convention for the conservation of natural heritage sites of "outstanding universal value".

(iv) Support on-going efforts to prepare promotional materials and facilitate the incorporation of information pertaining to the conservation of World Natural Heritage sites.

(v) Publish a directory of information on World Natural Heritage sites and related data.

(vi) Assemble relevant articles, conference and workshop proceedings etc. for dissemination and use in training activities.

(vii) Ensure the availability of the information materials via electronic media and networks.
B. Develop training modules on the following topics focusing on natural heritage properties:


C. Evaluation and Updating

Test and evaluate the effectiveness of training modules and the information packages and revise and update as necessary.

* ACTION 2 : Develop a series of "World Heritage Regional Training Workshops".

A. The benefits of the training provided thus far are fully acknowledged, however it is necessary to redirect the principal function of training courses and workshops to serve the following:

(i) address themes and issues critical to the conservation of World Natural Heritage sites;

(ii) compile case studies which will have illustrative value of the work of the Convention in action, and

(iii) 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.

B. Activities : Design and Implement Training Courses and Workshops:

(i) short-term training courses for professional World Natural Heritage site managers;

(ii) compile and publish case studies on the implementation of the Convention with regard to the conservation of natural heritage;

(iii) organize workshops for senior policy/decision makers and leaders, particularly in relation to the training modules on World Heritage and related Conventions, Programmes and Institutions; and Implementation Procedures.
C. Evaluation of Modules

Use training courses and workshops to test, evaluate and update the training information materials and modules developed for the implementation of Action 1.

* ACTION 3: Develop World Natural Heritage Information Networks.

The information available in the World Heritage Centre, vis-à-vis reports of the Committee and the Bureau and technical assistance projects, monitoring reports and proceedings of workshops and seminars will be of value to training centres and World Natural Heritage site management authorities.

Free access to this information will be critical to the implementation of the Training Programme. The development of networks linking the various actors participating in the implementation of the Strategic Action Plan is critical to the successful completion of the Training Programme.

The implementation of the activities listed below will require considerable additional funding from allocations other than that made available for training from the World Heritage Fund. In addition, preparation of project proposals on the basis of needs assessments to be undertaken in States Parties may have to be supported by extra-budgetary sources.

A. Networking

(i) Facilitate exchanges between the World Heritage Centre, Regional Training Centres and World Natural Heritage sites and expand existing linkages with IUCN, WCMC etc. In particular through:

The World Heritage Newsletter, meetings including Regional Training Workshops, establishing electronic media and global networks linking the World Heritage Centre and Regional Training Centres should be given priority.

(ii) Identify situations where electronic networking between World Natural Heritage sites, Regional and National Training Centres and the World Heritage Centre is currently feasible and encourage the development of such networks on a pilot basis.

B. Needs Assessment and Project Development

Assist States Parties to identify and assess needs and capacity to connect with electronic networks and prepare project proposals
for developing such a capability leading towards the establishment of global World Natural Heritage Information Networks.

C. Inventory

Develop, maintain and disseminate an inventory of relevant training courses and workshops which are expected to take place in the immediate future (for example within the next two years).

* ACTION 4 : Provide scholarships and study grants to site managers and others directly involved in the implementation of the World Heritage Convention with regard to natural heritage.

In the past, the World Heritage Fund has offered scholarships and study grants to protected area management personnel from States Parties. This strategic Action Plan for scholarships and study grants is offered by the World Heritage Fund to the management of Natural World Heritage sites and responsible agencies. This should aim at increasing the number of scholarships and study grants awarded, in the light of identified needs.

A. Scholarships and Study Grants

(i) Revise existing criteria to ensure that future trainees have direct links to the implementation of the Convention and that the 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.

B. Cultural Heritage

B.1 At the request of the World Heritage Committee, the Bureau, at its eighteenth session (July 1994) examined all the expenditures incurred under training assistance from 1988 to 1992 and reviewed and analysed their trends. It concluded that the World Heritage Centre should organise an evaluation workshop which would provide a sound basis for a fresh training strategy in the field of conservation of cultural heritage. However, no budgetary provision was made available for this activity, and the World Heritage Committee, at its eighteenth session in December 1994, did not endorse the Bureau’s proposal. The Centre, confident that the preparations for the elaboration of the strategy would be greatly facilitated by ICCROM’s findings, after completing its own strategic planning exercise which led to a redefinition of its overall objectives, asked Dr Jukka Jokilehto (ICCROM) to prepare a draft, which was distributed to the
nineteenth session of the Bureau of the World Heritage Committee (July 1995) as document ref. WHC-95/CONF.201/INF.7. Since then, this draft was discussed internally at ICCROM, and with other partners. This revised document is distributed as an information document: WHC-95/CONF.203/INF.11B.

B.2 Under the circumstances, it has proved extremely difficult to prepare a "Training Strategy for the Conservation of Cultural Heritage Sites". However, on the basis of a platform of action provided by ICCROM, the Centre is submitting to the Committee a preliminary outline based on a regional approach.

The World Heritage Committee is requested to take note of the document WHC-95/CONF.203/INF.11B and to adopt recommendations concerning the elaboration of a detailed training strategy for cultural sites.

B.3 OUTLINE FOR A TRAINING STRATEGY

Preparation of a detailed programme for the organization and development of courses and programmes for awareness, education and training for the benefit of World Heritage Sites requires the collaboration with the States Parties, a large number of institutions all over the world and the World Heritage Centre advisory bodies. Such programmes need to be based on a survey of existing conservation training needs at the sites, and existing training institutions at local, national, regional or international level. The following attempts to propose a methodology for this undertaking.

Given the diversity of WH Sites, they have to be divided into categories according to their characteristics: archaeological sites, architectural monuments or historic buildings, historic settlements and urban areas, historic gardens and landscapes. However one single site may contain features and conservation needs that fall into more than one, or even all, of these categories. For example, an historic town will need to manage and present its archaeological potential, maintain and preserve its historic fabric and monuments, and control and plan its townscape and landscape features. Training strategies for specific sites should therefore be understood in relation to an analysis of conservation needs.

Moreover, the development of conservation practices and knowhow varies greatly from one geocultural area to the other. The overwhelming majority of courses provided in that field are available in North America and Western Europe. Therefore, no training strategy can be devised without reference to the availability of different types of courses within each region and the potential for establishing courses which can meet its specific conservation needs.
Sub-Saharan Africa

There are at present only 16 cultural sites and one mixed site inscribed on the World Heritage List. Given the predominance of earth architecture, emphasis should be given to the conservation of architectural structures in unbaked earth. On the other hand, the scarcity of architectural and conservation training requires that priority be given to the development of awareness of decision-making bodies and, to the creation of appropriate administrative structures properly staffed with an operating budget and, whenever possible, integration of conservation requirements with development policies.

There is little formal training in architectural conservation in this region (e.g., Tanzania), although a certain - but not sufficient - number of conservation professionals have been trained abroad (e.g., ICCROM). The development of PREMA, and ICCROM programmes for the conservation of collections and museums, as well as a ICCROM Gaia programme on earthen architecture are providing a basis for training development in the region. At present, the World Heritage Centre is developing a policy in favour of conservation projects funded by the World Heritage Fund which would include an on-site training component (Timbuktu, Abomey).

The strategy for the sub-Saharan Africa should include workshops on management in each subregion. These workshops should aim at the clarification of the specific needs of the sites, and inform about conservation management objectives and methodologies. There remains the need for academic education and training of conservation professionals, and training of technicians and site supervisors in conservation skills. For the academic training, there is a need to use training potential of existing training centres that have international potential (ICCRM, and others). In the long term, training centres (universities) should be identified, one in East Africa, and one in West Africa, for the integration of conservation into the curricula for architects and engineers.

North Africa

There are about 28 cultural and mixed sites which require expertise on archaeology conservation of architectural structures and urban or rural planning. Conservation management and presentation of archaeological sites and related collections are of great importance, but similarly important is the planning and management of historic towns.

There are already several initiatives for the development of training potential in the region itself, including the on-going regional architectural conservation course in Tunis, and training in Morocco and Algeria (ICCRM Regional Programme
and Mediterranean university programmes). There are similar initiatives also in Egypt. Particularly important are the initiatives to raise local awareness of cultural heritage and its conservation.

Any strategy for this region should continue to support and strengthen the existing training and research initiatives in the region within the framework of international collaboration.

Arab States

In the Arab States, there is a need for archaeological and architectural conservation and management skills. However, urban planning and the management of historic areas is of great importance; there are some important urban ensembles, including Aleppo, Sana’a. In all cases, integration of conservation criteria into the planning process is critical. This will require, in particular, continuous awareness campaigns for the decision-making bodies and the inhabitants of the cities concerned.

In this region, several countries have developed conservation training potential. There is a regional centre in Baghdad (Iraq) which has organized short courses for Arab States.

Asia and the Pacific

With 84 cultural sites and 7 mixed sites inscribed on the World Heritage List, and a great geo-cultural diversity, it is interesting to note that, while certain skills already exist in the regions, both due to tradition and recent training programmes, there seems to be a need to give particular attention to training in urban and regional conservation management and planning. In Central Asia, there is so far only one country (Uzbekistan) with 2 cultural sites, these would require particularly architectural and planning skills. While the number of historic towns on the WH List is relatively small, there is a need to emphasise the importance of interacting conservation requirements into local and regional planning approaches.

In these regions, there is an existing potential for conservation training and several countries have developed training programmes and educational centres. These include Japan, China, India, Thailand, Pakistan, as well as Sri Lanka, where there are post-graduate programmes in architectural conservation based on long-term collaboration with ICCROM. Several countries have also organized awareness programmes for the general public, such as those of INTACH in India. There is a need to support and reinforce the activities of existing training centres to meet the conservation needs in the region.
This could be helped with the organization of a series of seminars/workshops identifying the more specific needs, and the potential for regional collaboration. Training in this region has profited from lasting, international collaboration, e.g., with UNESCO and ICCROM. There is a need to continue such collaboration, especially keeping in mind the training of trainers in the different fields of conservation.

In a recent regional meeting for Central and Western Asian countries organized in Teheran (September 1995), training needs were emphasized especially in relation to external architectural surfaces built in ceramic tiles, conservation in seismic areas, documentation and conservation of painted structures and surfaces. The training potential of Western and Southern Asia can be utilized as a resource not only for the regions concerned, but also for the conservation of heritage in Central Asian republics. For this purpose there is a need for close international collaboration in relation to funding, facilities, and especially the development of knowhow both in terms of conservation philosophy and technology.

In the Pacific, there are no cultural heritage sites listed so far. There are mixed sites in Australia and New Zealand (5). Initiatives are currently being made to survey the possibilities of new nominations also in the Pacific Islands. For this region, Australia forms an important regional potential with its existing training centres and regional programme activities in various fields.

America

There are 43 cultural/mixed sites in 16 Latin American countries (including Mexico). These sites require archaeological expertise (20), architectural conservation skills (34), planning and conservation management of historic cities and areas (23), and also landscape management (5). Training programmes have been developed in several countries, and in many cases these have been offered also for professionals of the entire region, e.g., Mexico, Brazil, Cuba, Peru; other countries are interested in developing similar action. There is a long-standing collaboration with international - UNESCO, UNDP, ICCROM - and regional organizations contributing to training.

An analysis of the state of conservation reports prepared in the context of the regional systematic monitoring exercise (1991-1994) has resulted in specific sets of training needs for different types of World Heritage properties (historical cities/centres, archaeological sites, monuments, and mixed properties). The meeting of Directors of Cultural Heritage of Latin America and the Caribbean, held in Cartagena, Colombia, from 9-11 May 1995, also looked into this matter and recommended training activities on the following levels: training at university level, specialized courses on specific
conservation techniques and special courses for managers of World Heritage sites.

To date, the World Heritage Committee has supported three consecutive regional post-graduate courses at the Federal University of Bahia in Brazil (1988, 1990 and 1993 with a total of 62 Brazilian and 32 international students). The next course is scheduled for 1996.

There is a need to strengthen collaboration between existing and potential training and research centres in the different countries of the region and with international organizations (e.g., ICCROM) in order to further develop integration of conservation criteria into university curricula in relevant fields. Training seminars for teachers qualifying in conservation will be an important step in this direction.

Specialist courses on the scientific principles of conservation (1995, Belo Horizonte, Brazil) and specific conservation techniques (mural paintings, 1994, Bolivia; adobe, 1996, Peru) have been held and are scheduled on an ad-hoc basis. Specific needs exist in, for example, stone conservation techniques.

As to training for site managers, and following the recommendations of the regional monitoring exercise and the regional meeting of Directors of Cultural Heritage, training workshops should be organized for managers of archaeological sites and historical centres/cities particularly. These workshops would, at the same time, be excellent opportunities to promote the monitoring and reporting procedures.

Considering the rapid development of urban centres and metropolitan areas, there is a particular need to develop urban conservation policies, and this has already been given attention by many universities in the region. To further develop this field, it would be important to consider the organization of a series of training workshops on urban and regional planning and conservation management; such workshops could be organized in World Heritage Cities of the region, and could use both local and international experts as teaching faculty. Initiatives are already on the way to organize training on the conservation of archaeological sites built in unbaked earth.

In North America (Canada, USA) there are 12 cultural sites, with special emphasis on archaeological and architectural features; several sites are national parks requiring landscape management. Conservation training is well developed in North America, and emphasis should possibly be placed on information about the objectives of the World Heritage Convention, and harmonization of consequent conservation concepts and policies. This could be done through a series of workshops or seminars organized on different sites, and taking care that the individual case studies are observed critically in the international context.
Europe

European countries have so far nominated the largest number of World Heritage sites; there are 35 cultural and 2 mixed sites in Eastern Europe, 14 cultural and 2 mixed sites in Northern Europe, 57 cultural and 1 mixed sites in Southern Europe, and 56 cultural sites in Western Europe. The conservation skills that are required for the management of this heritage are wide ranging. European countries have also the longest tradition in training; many of its training centres also serve other regions of the world.

There is a particular need, however, to develop training, especially in the countries of Eastern Europe. This is not only due to recent changes in political and administrative structures, but also to the upcoming new generations who lack experience in the management methodologies required to cope with the present situation. The needs range from technical, legal and administrative issues to urban and rural conservation planning and management. Furthermore, it is important to place emphasis on the management and planning control of public and private properties in historic urban areas. Changes in land-use patterns will have an impact on rural areas, villages, and cultural landscapes. There are training initiatives in several countries of the region; it will be necessary to continue collaboration with particular regard to the heritage sites that need most assistance. In this task, collaboration with international organizations will be of great importance. On the one hand, there is need for short workshops, that can help in giving information about the aims of the Convention, on the other, there is a special need for a long-term training strategy in several fields of expertise.

Conclusion

The above should be considered a model to explore ways to approach the development of training strategies for individual countries and regions. The proposal contains some concrete suggestions for training in the different regions, priorities and modalities. It will be necessary to further explore these in consultation with the States Parties, and to build a coherent plan as a basis for future strategies for the conservation management of World Cultural Heritage Sites.

On the basis of these preliminary findings, and after assessing in more detail:

(i) the conservation needs of each region or sub-region;

(ii) the identification of professional partners including a survey of existing institutions (universities, vocational centres, etc.) which can be active in conservation training; and
(iii) the availability of potential funding for training activities in the field of conservation.

The World Heritage Centre could prepare and submit to the twentieth session of the World Heritage Committee a detailed training strategy for each region which takes into account conservation as well as management needs.

**Action required:** The World Heritage Committee may ask the Centre to continue to collaborate with ICCROM and ICOMOS to develop required training strategies and programmes for presentation to the World Heritage Committee at its twentieth session.