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BUREAU OF THE WORLD HERITAGE COMMITTEE

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A Global Training Strategy for Cultural Heritage to Improve Implementation of the World Heritage Convention (ICCROM, May 20, 2000).

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

A. <u>Executive Summary</u>

ICCROM was invited in 1994 to begin to develop a global training strategy for cultural heritage in order to improve implementation of the World Heritage Convention, through strengthening "post-inscription" provisions for inscribed sites.

In the six years since 1994, working primarily with funds from the World Heritage Committee, but also with its own funds, ICCROM has given regular attention to this mandate. Working together with the WH Centre, and States Parties the following results have been achieved:

- A fundamental recognition that an effective global training strategy of necessity must be composed of complementary regional strategies and initiatives.
- Recognition of ICCROM by the Committee as its "priority partner in training", and commitment to send all requests for training assistance to ICCROM for review.
- Adoption by the Committee in 1996 of "Training Guidelines" which encouraged ICCROM to submit funding requests for its Africa 2009, ITUC and similar international and regional courses directly to the Committee.
- Through an expert meeting held in November 1998 at ICCROM, development of criteria for use in reviewing requests for training assistance.
- Two international expert meetings held in Sept. 1996 and Nov. 1998 to develop a strategic framework, and principles useful in guiding planning and development of proactive training initiatives.
- Launching of regional assessments leading to training strategies and related programmes in 4 world regions: NE Europe Historic Cities (1996), Sub-Saharan Africa (1996), Latin American Historic Cities (1997) and SE Asia (1998).

At this moment in time, as the Committee is considering proposals from several groups that could result in a reorientation of its approach to its responsibilities, ICCROM feels strongly the need to bring the current series of global training strategy initiatives, studies and needs assessments to a close as rapidly as possible , and to integrate the results in the Committee's current policy re-orientation and programme planning.

ICCROM has identified the need to come to conclusions in three areas, as a means of bringing the current global training strategy initiative to a close:

1. Clarification of ICCROM's role as the Committee's "priority partner in training " for cultural heritage , in the context of ICCROM and UNESCO's efforts to develop a MOU defining their respective roles.
2. Agreement on a *framework of principles* to guide initiation, development and implementation of training proposals by States Parties, ICCROM and others.
3. Identification , region by region, of all needed measures to put in place training strategies and supporting programmes/ activities.

This report contains the following summary recommendations detailed in section E:

1. **ICCROM proposes addressing the need both to define more clearly ICCROM's role in training (as "priority partner in training") and to review the *framework of principles* presented above in small meeting bringing together key ICCROM, UNESCO/ WH Centre staff and representatives from interested States Parties and advisory bodies as appropriate. ICCROM would be pleased to host such a meeting in time to allow its conclusions to be presented to the Committee meeting scheduled for late Nov. 2000 in Australia.**

   ICCROM would also recommend that the meeting give its attention to the following related matters:

   - **defining international initiatives (e.g., training networks) which would appropriately reflect the framework of principles above;**
   - **examining and adapting as required the *Assessment of Training Requests* document and the *Checklist for Requests for Training Support , in the context of the conclusions of the Nov. 1998 meeting*, as working tools intended to assist the Committee in its review of training requests, and to assist States Parties in the preparation of their requests.**

2. **ICCROM recommends that a definitive *regional training strategy and programme matrix and related action plan* be developed by ICCROM in close consultation with Centre staff and others as required, over the next several months, for presentation to the Committee to assist in planning and budgeting necessary steps to complete the regional components of the global training strategy.**

B. Introduction

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

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

In the light of these experiences, and in the changing context of the Committee's priorities (as emerging from the Global Strategy and the results of the forthcoming periodic reporting

cycle), ICCROM believes it opportune to now examine the various possibilities open to the Committee to enhance its training effectiveness. The purpose of this paper is to review the history of these recent initiatives and to propose recommendations meant to strengthen the Committee's approach to training for the benefit of World Cultural Heritage.

A preliminary version of this paper was presented to the World Heritage Committee for information in Dec. 1999. This paper builds on that document, introducing new information gained from an investigation of training assistance carried out by ICCROM in early 2000 in looking at training requests from the last decade, and offering an orientation to efforts to complete regional training strategies for all regions.

C. Context for consideration of training in relation to the World Heritage Convention

The World Heritage Convention and the accompanying operational Guidelines provide a context for consideration of training activities in relation to World Heritage sites.
Article *5* of the Convention enjoins States Parties to the Convention "*to ensure that effective and active measures are taken for the protection, conservation and presentation of the cultural and natural heritage,*" and therefore, "*to foster the establishment or development of national and regional centres for training in the protection, conservation and presentation of the cultural and natural heritage*". The Operational Guidelines present the procedures by which requests for training assistance are to be presented, under Article 23 of the Convention which notes that the Committee "*may also provide international assistance to national or regional centres for the training of staff and specialists at all levels in the field of identification, protection, conservation, presentation and rehabilitation of the cultural and natural heritage.*" The Guidelines describe the preference given by the Committee to support for "*group training at the local or regional level, particularly at national or regional centers,*" the information to be supplied in applications and the process to be followed in evaluating requests for training assistance.

D. Background on development of the Global Training Strategy for the World Heritage Committee

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

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

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

The Training Strategy document reviewed the primary considerations important in developing a global overview: history of approaches, target groups for training and their

needs, career structures and training typologies, capacity for training (teachers, resources, tools), evaluation and quality control, and international, regional and local levels of application; it concluded by focussing on the elements of an effective global training strategy. The report recommended the following:

Recommendations of the ICCROM 1995 Training Strategic Document:

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

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

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

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

Expert Meeting at ICCROM, Rome (September 1996)

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

States Parties (previous assistance provided, and administrative situation within the Convention). Furthermore, the position paper highlighted the methods of assessing needs in relation to conservation and management plan, the levels of training and education, and cost-effectiveness in training and education.

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

Recommendations of the Expert Meeting at ICCROM, 1996:

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

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

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

Training institutions
We recommend the establishment of training courses, accessible in terms of time and cost, relating specifically to the conservation management of WHO Sites. Ideally there should be at least one training course in every world region, and they should all be effectively linked through a network of regular communication. ICCROM should exercise a coordinating role.
To explore the most effective modes of training, in terms of communication and cost effectiveness, training centres should initiate pilot training programmes with the following characteristics:
1. *study of the WH Convention and its implications,*
2. *interdisciplinary teaching,*
3. *training to be linked to actual WH Sites through field work, placements and the drafting of management plans,*
4. *training to be lively, interactive and encouraging deploying the full range of communication techniques,*
5. *training should respect 'local distinctiveness' while paying attention to accepted international norms,*
6. *training respect living traditions (for example, in relation to sacred places), but may need to initiate guidelines to harmonize traditional practices with good conservation,*
7. *training should embrace the whole context of WH Sites, including an understanding of cultural landscapes,*
8. *training should embrace all appropriate techniques of evaluation, recording and documentation,*
9. *training should inculcate and encourage public participation, and the necessity to respect cultural diversity and social needs,*
10. *training centres should rationalize existing resources,*
11. *training courses should encourage orientation towards sound conservation practice,*

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12. *training should acknowledge that every responsibility (e.g., of administrators, managers, professionals and owners) is interdependent,* 13. *training should include presentation of economic realities and opportunities, and tackle the issue of fund raising in a positive way,* 14. *training should encourage debates about public and private sector financial questions,* 15. *training should include effective communication skills, such as the ability to forge creative compromise,* 16. *training should be provided in making applications for technical assistance grants,* 17. *training should embrace understanding of the needs and aspirations of local communities,* 18. *training should encourage debate about the issue of tradition versus modernity,* 19. *training should develop awareness of the helpful role which can be played by conservation volunteers,* 20. *training should develop understanding of the complementarity of the natural and cultural heritage,* 21. *training courses should embody and express flexibility and vision to respond to future changes and needs,* 22. *training centres should provide manuals and didactic media embodying the fruits of scholarship and research, as well as providing advice and encouragement.* ***All parties in the process should be aware of:*** ∗ *the importance of understanding the social needs and aspirations of people, and the legitimate respect due to living culture,* ∗ *the value of partnership, both intellectual and financial,* ∗ *the vital role of effective networking,* ∗ *the necessity to pay attention to efficiency and cost-effectiveness,* ∗ *the scarcity of available resources and the need of synergy in action* ∗ *the necessity to accept an appropriate degree of co-ordination, sensitively applied,* ∗ *the need for support structures in addition to training programmes.*

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

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

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

The Committee agreed to:

1.   Apply to both cultural and heritage sites the following strategic actions which were adopted by the Committee in 1995:   -continue to develop curricula and training information packages on the World Heritage Convention, its ethics and implementation as basic materials;

-and develop Word Heritage Convention Information Networks, for the benefit of all site managers: procurement of computer and communication equipment to access site managers on Internet should be facilitated.

2. request the advisory bodies (IUCN, ICCROM, ICOMOS) to collaborate, in as much as possible, in the preparation of regional strategies, awareness and educational programmes which should be part of the training strategy. Common workshops should be encouraged, and the outcome of their evaluation brought to the attention of the Committee.

3. request the advisory bodies to develop thematic courses at the international level and adapt them at the regional level with partner institutions: the course on "the Conservation of World Heritage Cities Integrated Territorial and Urban Conservation" is a case in point of this necessary development.

4. give more influence to awareness and educational programmes which are part of the training strategy, and allocate more resources to such activities.

5. all training needs should be assessed and analyzed not only in relation to the conservation and management processes of the site, but also within the overall context of a national policy for heritage conservation: and, gradually in the light of a regional planning framework which takes into account integrated and sustainable conservation programmes.

6. consequently, encourage all regions to cooperate, through the World Heritage Committee, with the Advisory bodies, ICCROM in particular, to further develop their strategic approaches and take into account: local realities, priorities, availability of resources, financial constraints and time frames. Moreover, heritage preservation should also embrace economics and development.

7. progress reports of the regional approaches for cultural heritage, beginning with proposals concerning the Baltic States, Latin America and the Caribbean, and the course in Integrated Territorial and Urban conservation; as well as for natural heritage in Asia and the Pacific, should be brought to the attention of the committee.

8. regional training centres such as: (a) school for the training of specialists in wildlife in francophone Africa (Garoua, Cameroon), anglophone Africa - Mweka college of Wildlife Management, Moshi, Tanzania; (b) CATIE Costa Rica (Latin America); (c) Wildlife Institute of India (WII), Dehra Dun, India; (d) Centro Nacional de Conservación, Restauración y Museologia, Cuba (CENCREM) - Catedra Regional de Conservación (UNESCO - UNITWIN); (e) CECRE architectural conservation course at the Federal University of Bahía, Brazil; (f) the CECOR Conservation Centre at the Federal University of Minas Gerais, Brazil: and others as appropriate, should be provided with the curricula and information packages on the World Heritage Convention and use case studies of World Heritage sites. Moreover, networking of training institutions for cultural and natural heritage should be encouraged and supported to coordinate existing and new curricula, and provide for their dissemination.

9. given the under-representation of the cultural heritage of certain regions on the World Heritage List and in particular African heritage, UNESCO's priority in favor of Africa, the lack of training courses in the field of immovable cultural properties in sub-Saharan Africa, the need to train and educate almost all decision-makers, site managers, technicians and local populations decides to launch in 97, through the World Heritage Centre and in the framework of the project ICCROM/GAIA, a first set of the in situ training activities in sub-Saharan Africa. These will be developed within the framework of a ten-year pilot international framework project. During the three year launching phase, the strategic framework will be developed, and the methodology tested. In the second phase, the existing training potential will be reevaluated, and adequate national and regional training institutions identified with a view to adapting, improving and diversifying the teaching materials. In the last phase, new training programmes shall be elaborated and adapted to local realities, to reflect the know-how acquired during in situ activities.

10. The World Heritage Centre, the advisory bodies and the State Parties should cooperate closely with one another in the design and conduct of training activities in conformity with the regional and thematic approaches adopted by the committee. Moreover, the Committee may wish to foresee a two year period after which all World Heritage Fund supported activities should derive form the above mentioned guiding principles.

In addition, the Committee:

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

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

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

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

In relation to development of the global training strategy, the 1997 meeting of the Committee resulted in allocations of funds to ICCROM for "development of a training strategy and procedural framework to finance an expert meeting to refine the Overall Strategy" and to support "the Survey of a Latin American Development Strategy". ICCROM also received funds to carry out 8 other training projects in various regions.

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

Expert Meeting at ICCROM, Rome (November 1998)

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

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

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

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

The detailed results of the meeting are summarized immediately below:

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

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

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

It was observed that in developing models applicable to different regional and local realities, there was need to identify a range of variables, the weight of which could be adjusted according to the specific reality and need in each context. Considering the World Heritage system, there could be identified 'insiders' (such as UNESCO

itself, ICCROM, ICOMOS, and appropriately trained conservationists), who were already informed about the requirements, and 'outsiders' (such as the construction industry, urban and regional planners, politicians, commercial business managers, and the general public), with whom it was necessary to establish a dialogue for communication. Heritage awareness of property owners needs to be raised, in order to enable them to understand the significance and character of their property for appropriate care. In the diffusion of information, 'recommendations' and 'guidelines' should be illustrated with '*success stories*', which are often necessary to make messages relevant.

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

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

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

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

Note: The **Framework for the Development of Training**, the **Assessment of Training Requests** document and the **Checklist for Requests for Training Support** emerging as results from the Nov. 1998 meeting are annexed to this document. (See **Annex: Recommendations of the Expert meeting on Training in relation to World Heritage Sites. Rome, Nov. 16-17, 1998.** This report was presented to the World Heritage Centre in March, 1999).

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

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

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

Training Strategy for Latin American Historic Cities (March 1999)

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

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

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

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

South-East Asia Training Strategy synthesis meeting (February 2000)

In late February 2000, in an expert meeting organized with financial support from the Japan Funds in Trust, and in close collaboration with the World Heritage Centre, the ICCROM

consultants' needs and provisions assessment report for SE Asia mandated by the Committee in Dec. 1998, was reviewed and the elements of an accompanying strategy and related action plan debated and adopted. The conclusions of this meeting are available separately for review by the Committee.

E.   Review of effectiveness of Committee training assistance for cultural heritage:

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

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

Project Methodology and Limitations

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

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

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

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

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

Analysis

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

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

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

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

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

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

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

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

F. Issues and conclusions:

The consultant's file review and interviews with World Heritage Centre staff resulted in conclusions in a number of areas, including ICCROM's role, procedural mechanisms and effectiveness in training assistance review, file-keeping and information management and in training activity evaluation and follow-up. The conclusions and analysis which follow link the conclusions of this study to the recent experiences of ICCROM staff in responding to training requests and proposals.

1. Funding limitations have overwhelmed the old "review" system.

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

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

2. *Lack of clarity about ICCROM's role*

There appear to be considerable disagreement and confusion about the scope and the nature of the work that ICCROM carries out for the Committee.

Concerning scope: while ICCROM was recognized by the Committee in Dec. 1996 as its priority partner in training", it is not clear what this means in practice. This is made more difficult by the linguistic confusion growing around the increasing focus given to "capacity building" initiatives by UNESCO staff in the Centre and in the UNESCO regional offices.

Concerning nature: World Heritage Centre staff raised concerns about the degree to which it was reasonable to expect ICCROM (and to some extent other advisory bodies) to play both the role of "judge" (in assessing requests for training assistance), and to advocate its (or their) own training projects for support by the World Heritage Committee. This is a very reasonable and important concern, in order to ensure the fullest transparent use of the Committee's funds and employment of its decision-making mechanisms.

Some Centre staff also queried the scientific necessity of the training review carried out by ICCROM for training assistance requests. Others noted the benefits of more systematically involving the Regional UNESCO Offices in the evaluation of requests. and in follow up. This involvement would offer valuable links and dialogue with national organizations, institutions and professionals carrying out the work in question. .

ICCROM feels strongly on a number of points:

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

2. ICCROM provides training assistance reviews because the Committee has asked it to do so, for all such requests received by the Centre. ICCROM believes that its acquired professional expertise in the training field ensures that its reviews offer substantial real value to the Committee and to States Parties, beyond that normally available in a technical review by Centre programme specialists and staff, themselves not training experts.

ICCROM would be very pleased to strengthen its efforts to increase involvement of UNESCO regional offices, and to gain the benefits of local knowledge.

3. ICCROM believes every effort should be made to avoid any conflict of interest in its work for the Committee and to avoid any appearance of same, and would be happy to look closely at any examples of such conflicts where these can be substantiated. ICCROM received some criticisms from States Parties in 1998 for requests to support ITUC training carried out within its ICCROM ITUC programme. In response, ICCROM could only note that the Training Guidelines adopted by the Committee in 1996 invite ICCROM to submit requests for training projects to the Committee, and refer to the ITUC training as an example of the kind of activity the Committee would like to support. To counter any impression that ICCROM was seeking funds from the World Heritage Committee simply for implementation of its own programmes, all proposals made to the Committee in 1999 were developed in consultations with WH Centre staff and / or States Parties. This point was highlighted in the ICCROM documents describing and proposing the projects to the Committee in Dec. 1999. ICCROM is employing a similarly open and consultative process this year to ensure that projects proposed meet the Committee's strategic priorities.

ICCROM is very conscious of the proportion of the available cultural heritage training funds allocated to it by the Committee. At the same time, ICCROM feels it can demonstrate that the various activities it has undertaken well correspond to the Committee's strategic priorities, and that the investment in ICCROM projects by the Committee has enabled the leveraging of considerable spending by external partners in favor of World Heritage.

3. Lack of follow-up to training initiatives

A main goal of the Committee's training investments is ultimately the sustainability of efforts supported. Post-project evaluation is a critical part of efforts to attain the necessary sustainability. However, follow up and evaluation are not carried out systematically for projects supported by the World Heritage Committee, even where such evaluation is part of the contractual requirements stipulated by the Centre. Evaluation reports were not available for the majority of projects supported by Committee funds. In some cases the evaluation reports were prepared hurriedly to meet contractual obligations and do not offer conclusions of any real value to the system.

It would seem useful both to continue to clarify the very real benefits coming from thorough project evaluations and also to insist on what is already policy, that follow up training requests are not considered until the evaluation reports for past activities can be examined.

4. Information management

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

G. Recommendations:

In the context of the above review and ICCROM's six years of experiences in trying to elaborate a global training strategy for world cultural heritage for the Committee, it now seems opportune to review options to attempt to bring the first phase on the strategy to completion.

There are many possible avenues and approaches available to improve the training system for World Heritage.

- Some involve making existing systems work better. For example, to better respond to the increased workload since the latter half of 1998, ICCROM has developed internal systems to increase the efficiency of its own contributions.
- Some involve new ideas and initiatives. Several States Parties have brought forth new ideas (e.g., the Hungarian training proposals of Dec. 1998 which focus on a "Fellowship programme" meant to build and sustain a professional network of well-trained World Heritage managers), which deserve very serious attention.
- Some new structures and agencies also offer new possibilities. The Organization of World Heritage Cities is increasingly seeking involvement as an active partner in training schemes meant to benefit its members; the Secretariat of the Hungarian World Heritage Committee has been recently established with a capacity to support regional World Heritage training activities, and the establishment of a branch ACCU office in Nara, Japan is expected to provide training opportunities for World Heritage in Asia/Pacific. And so on.

However, all of these various approaches, no matter how well designed or intended, address only part of the problem.

The World Heritage system is in need of a framework which will allow it to respond comprehensively and holistically to all dimensions of the World Heritage training situation.

ICCROM would propose that such a comprehensive and holistically designed World Heritage system for training should include the following:

- A clear **definition of the roles** to be played by the partners in the World Heritage system;
- A **framework of principles** to guide Committee decision-making about establishing or reinforcing appropriate training strategies and programmes at international, regional and national levels. Principles are of two kinds – those concerning the nature of , and conditions for effective training for conservation, and also, those relating to the effective collaboration of the World Heritage partners for conservation training.
- A set of **regional training strategies and programmes** designed in accord with the above principles, and in response to the particular circumstances and needs of the region. These would be designed moreover to support and integrate initiatives at the national level, to profit from regional synergies where these exist, and to be regularly updated to reflect the results obtained in the periodic reporting exercises.

Lets look at these one by one.

A) Definition of Roles of Key Partners

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

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

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

Differences in interpretation of ICCROM's role need to be understood and reviewed however by the various partners in order to build consensus around the most effective complementary roles and relations among partners to strengthen training possibilities.

These discussions should take place in the context of negotiations currently launched at the highest levels to develop a MOU between ICCROM and UNESCO, which will provide a

framework for defining particular relations, among others, between ICCROM, the World Heritage Committee and the World Heritage Centre.

B) Framework of Principles

The following principles are meant to constitute a framework for considering the development of training for the conservation of World cultural heritage sites. As noted above these are of two types: those concerning the nature of , and conditions for effective training for conservation of World Heritage sites; and also, those related to effective collaboration of the World Heritage partners involved in training

PRINCIPLES FOR EFFECTIVE TRAINING FOR CONSERVATION OF WORLD HERITAGE SITES

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

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

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

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

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

   In other words, training may be understood to include conventional classroom activities but also seminars or forums offering the possibility of learning through exchange with colleagues, the production and use of written and/or audio-visual training materials, in a range of formats and venues (e.g. promotional brochures, newspaper editorials or series etc.) or vehicles intended to strengthen networks for exchange and communication. The qualifying factor in defining "training" will be the capacity of the proposed activity to improve the skills, knowledge or awareness of the individual and or institution involved. The choice of approach, or activity should be understood to relate to the nature of the skills, knowledge or awareness it is desired to improve, and to the needs of the target group it is hoped to reach, (from "site managers", to public administrators, to politicians, to trades people and artisans to the general public etc.). In this light, proposals such as the Hungarian Fellowship programme for example, which contribute to building a strong World Heritage professional network can be seen as important training vehicles.

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

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

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

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

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

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

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

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

PRINCIPLES FOR EFFECTIVE COLLABORATION OF WORLD HERITAGE PARTNERS FOR TRAINING

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

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

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

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

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

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

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

    Equally, the results of the periodic reporting system should be systematically integrated with the assessments carried out to provide an analytical basis for the various regional training strategies, and with conclusions emerging from the application of the Global Strategy for enhancing the balance and representativity of the World Heritage List.

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

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

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

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

    In this way, the Committee and its partners can profit to the maximum from the positive strategic initiatives already launched for the benefit of World Heritage training capacity, and model future initiatives on these experiences. In other words, the Committee and its partners should learn from the "winners" in the

system. Africa 2009 although still in its early stages already offers many insights into the necessary conditions for strategically based partnerships to work, for fund-raising and for cost-effective training. ICCROM's regionally based strategic programmes like ITUC, NAMEC, the PAT 96 and 99 programmes, PREMA, PREMO, the Mahgreb training programme etc., while not designed for World Heritage, have been serving significant numbers of World Heritage clients for a long time. Lessons about partnerships, fund-raising, leverage and the conditions for long term transfer of responsibility for training are gained from all activities and offer invaluable insights to the Committee in its efforts to strengthen training for World Heritage.

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

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

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

C) Regional Training Strategies/Programmes

When ICCROM was asked to develop a series of regional training strategies from 1996, it initially appeared reasonable to carry these out, one by one, in relation to perceived priorities, in order to arrive eventually with a complete set of regional strategies, comprising together a global training strategy. This approach, which has guided ICCROM thinking thus far in carrying out World Heritage strategic assessments for North-Eastern Europe, for Sub-Saharan Africa, for Latin American historic cities and for SE Asia now seems inadequate, for several reasons.

- The pace of completion is too slow relative to needs in the various regions. At the current pace, 15 years might be required to complete the strategy, with a large number of the component studies already in need of updating.

- The approach does not well integrate parallel assessments touching the same questions in various regions. Even where these may be outside the World Heritage domain, conclusions are often very relevant to World Heritage objectives. The recent ACCU Meetings in Nara, Japan, bringing together representatives of 22 Asia-Pacific countries to look at means to strengthen training in the region came to a number of conclusions of high significance to World Heritage States Parties.

- The approach does not sufficiently integrate parallel initiatives taking place within the World Heritage system. Global Strategy regional meetings often result in conclusions relevant to the definition of training needs, as was the case with the May 2000 Central Asian meeting in Turkmenistan. Perhaps more to the point, from Dec. 2000 forward, the various regional periodic reports, beginning with that of the Arab States, will begin to be

forwarded to the Committee. Certainly, many of the conclusions contained within these regional reports will be relevant to efforts to strengthen training for World Heritage.

- While orthodox planning normally separates consideration of strategy from that of programme or activities to implement the strategy, in practice, this can very much delay efforts to address the priorities identified in the strategy. There needs to be greater effort by those involved to capitalize on the momentum acquired during efforts to put the strategy in place, and to immediately devise possible programmatic means to implement the strategy, as was the case with Africa 2009.

- The experiences of the last 6 years have demonstrated to ICCROM that the global training strategy needs to be conceived more as a process than as a result, or series of results. Needs and circumstances are in constant evolution, and mechanisms designed to keep abreast of such changes and to fine-tune strategies and related programmes will more effectively serve the needs of the Committee and States Parties, than one-time efforts to produce regional training strategies.

As a consequence, at this stage, ICCROM feels that efforts should be made in the next several months, in close collaboration with Centre staff, and taking into account existing regional initiatives and analyses relevant to World Heritage both inside and outside the Committee, to develop a detailed matrix showing the training strategy development situation, region by region. This overview would be accompanied with a detailed action plan suggesting necessary steps to complete and integrate strategic analysis and recommendations within the Committee's overall operations.

H.   Summary Recommendations to the World Heritage Bureau:

ICCROM would make the following recommendations for action to the Bureau:

1. ICCROM proposes addressing the need both to define more clearly ICCROM's role in training (as "priority partner in training") and to review the *framework of principles* presented above in small meeting bringing together key ICCROM, UNESCO/ WH Centre staff and representatives from interested States Parties and advisory bodies as appropriate. ICCROM would be pleased to host such a meeting in time to allow its conclusions to be presented to the Committee meeting scheduled for late Nov. 2000 in Australia.

ICCROM would also recommend that the meeting give its attention to the following related matters:

- **defining international initiatives (e.g., training networks) which would appropriately reflect the framework of principles above;**
- **examining and adapting as required the *Assessment of Training Requests* document and the *Checklist for Requests for Training Support* , *in the context of the conclusions of the Nov. 1998 meeting*, as working tools intended to assist the**

Committee in its review of training requests, and to assist States Parties in the preparation of their requests.

2. **ICCROM recommends that a definitive *regional training strategy and programme matrix and related action plan* be developed by ICCROM in close consultation with Centre staff and others as required, over the next several months, for presentation to the Committee to assist in planning and budgeting necessary steps to complete the regional components of the global training strategy.**

I. <u>**Documents consulted in preparation of this report:**</u>

1. Convention concerning the Protection of the World Cultural and Natural Heritage
2. Operational Guidelines for the Implementation of the World Heritage Convention
1. Information document WHC-95/Conf.203/INF.11 B "Training Strategy in the Conservation of Cultural Heritage Sites" (presented to the 1995 Berlin meeting of the Committee).
2. Paper prepared by World Heritage Centre for the 1995 meeting of the World Heritage Committee. WHC-95/Conf.203/9).
4. "Training Strategy for World Heritage Sites", position paper by J. Jokilehto (13 June, 1996) prepared for the September 1996 expert meeting in Rome.
5. "Strategic approaches to training concerning immovable property'. Report of the Experts Meeting Rome, 19-21, September 1996. Presented to the World Heritage Committee in Dec. 1996, as WHC-96/Conf.201/INF.15.
6. World Heritage Committee $_{19}$th Session (Berlin, December 1995) Report. (pages *55-58*)
7. World Heritage Committee $_{20}$th Session (Merida, December 1996) Report. (pages 81 & 82)
8. World Heritage Committee $_{21}$st Session (Naples, December 1997) Report. .
9. "Recommendations of the Expert Meeting on Training in Relation to World Heritage Sites, Rome, Nov. 16-17, 1998
10. World Heritage Committee 22nd. Session (Kyoto, December 1998) Report (p.51)

Annex:
RECOMMENDATIONS OF THE EXPERT MEETING ON TRAINING IN RELATION TO WORLD HERITAGE SITES
Rome, 16-17 November 1998

Draft framework for the development of training in relation to World Heritage Sites

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

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

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

2.   World Heritage Convention:
Taking note of article 5 of the Convention, and the need to integrate protection of heritage into comprehensive planning programmes, to develop scientific and technical studies and research, and 'to foster the establishment or development of national or regional centres for training in the protection, conservation and presentation of the cultural and natural heritage and to encourage scientific research in this field', as well as article 23, according to which the World Heritage Committee may also 'provide international assistance to national or regional centres for the training of staff and specialists at all levels in the field of identification, conservation, presentation and rehabilitation of the cultural and natural heritage'.

It was noted that while the main purpose of the Convention is to safeguard cultural and natural heritage identified as having outstanding universal value, the article 5 also places such activity into a broader context. In fact the States Parties to the Convention are encouraged to adopt a

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

3.   Capacity building:

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

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

4.   Public awareness:

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

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

5.   Training:

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

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

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

Last but not least, there is need to assume the responsibility for the care of properties listed on the UNESCO List. For all these actions, training is understood as the most efficient way to reach results. However, it is not enough to limit training to existing World Heritage sites; rather, it is essential to broaden the basis, and to work up-stream in order to anticipate the possibility of potential sites for nomination.

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

6.   Training plan:

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

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

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

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

7.   Management process:

Considering that the responsibility for site management depends on the national authorities and relevant local organizations, such organizations should be fully involved in the entire process of operations. A sustainable conservation approach should be based on a critical

methodology, and should be further developed and tested through regional and international training activities. Monitoring (i.e., a continuous and systematic observation) of heritage sites by those authorities and organizations, and a critical comparison with other sites especially in the region concerned, should be seen as part of the on-going capacity building process, and should be integrated into training programmes.

> *Concern was expressed regarding the lack of collaboration between the different organizations and bodies involved in conservation activities particularly when dealing with World Heritage sites. Probably at least partly due to the prestige of such sites, many organizations or individuals tend to make initiatives without properly informing or involving the responsible authorities. It has happened that foreign missions are sent without advance information. There can also be simultaneous initiatives by different organizations without proper co-ordination. Such situations can create frustration, and be counterproductive to the site itself. In fact, management requires good communication as well as negotiation skills and a capacity to deal with conflicts of values and to establish priorities.*
>
> *The purpose of management is to take into account all relevant parameters, and to co-ordinate actions with due regard of expected results for the benefit of the site and its users. Sustainability means that the conservation and use of the site are based on a continuous process which takes into account the character and significance of heritage, and the availability of resources in the long term. While the word monitoring has perhaps been given a somewhat negative image, it still describes an essential part of all management processes. In fact, proper management needs to be based on continuous observation of the behavior of the site within its context, as well as the building up of scientific knowledge and critical cultural-historical understanding of each site and its specific requirements. Training should be integrated as an essential component in all management processes.*

8.	Communication:

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

> *The expert meeting considered communication as one of the main issues in the conservation of heritage sites, and more in particular as related to training and capacity building. While the methodologies related to the conservation of cultural heritage have been substantially advanced and refined in recent decades, such knowledge and information needs to be continuously communicated to all those involved. Particularly considering the complexity of heritage resources, and the number of different disciplines that need to be involved in the management process, it is essential that a system of consultation allows all parties to be informed.*
>
> *It was noted that communication has a cost particularly in the sense that it requires a certain amount of time; this is not always easy to reserve from busy schedules. Here, training can provide a valuable instrument in facilitating communication; it will help building up a common basis and in teaching a common language. It is important to plan communication in a systematic manner, allowing to prioritize, and to minimize the required information*

9.	Networking

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

> *Networking for training implies sharing information and facilitating access to potential sources of information. Simultaneous actions can be strengthened by taking advantage of*

introducing the learning process into a multidisciplinary context, and developing a common language.

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

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

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

10. Regional Co-operation

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

In recent years, international activities have increasingly taken into account the need to focus their initiatives and co-ordinate programmes with due regard to regional characteristics and conditions. Particularly in the cultural field, it is essential to make such initiatives relevant to the heritage concerned. However, there is also need to communicate at a broader, international level, and to have relevant fora *for the exchange of experiences, and the development of methodologies and policies. It will be ideal to establish collaboration at the different levels, local, regional and international, recognizing the advantages of each, and establishing systems of communication and networking for mutual benefit.*

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

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

11. Roles of Advisory Bodies:

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

should be organically involved as a resource in the process of capacity building and training especially at the national and regional levels.

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

The two statutory Advisory Bodies related to the conservation of heritage of cultural significance are ICCROM as an intergovernmental organization and ICONS as an international, non-governmental organization. Of the two, ICCROM is in the same position as UNESCO itself, and therefore responsible for its activities to its Member States. Its programmes are established on a biennial basis, and can be funded from its regular budget as well as from extra-budgetary funds. Training is one of the five statutory functions of the organization, and has a key position in ICCROM's programme activities. Through some forty years of experience and contacts with experts and specialized organizations, ICCROM has developed and executed a long series of international and regional training programmes. These programmes can be seen as an investment in the development of scientifically based conservation methodology, which is available for the use of initiatives related to World Heritage.

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

Principles Guiding the Assessment of Training Requests:

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

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

Check List for Requests for Training Support

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

1   FIELD (Operational Guidelines, art. 94):
      1.1   Identification of World Heritage sites

      1.2   Protection of World Heritage sites

      1.3   Conservation of World Heritage sites

      1.4   Presentation of World Heritage sites

      1.5   Rehabilitation of World Heritage sites

      1.6   Related to implementation of WH Convention

2   TYPE (Operational Guidelines, art. 95):
      2.1   Group training

      2.2   Individual training

      2.3   Training at local (national) level

      2.4   Training at regional level

      2.5   Training activity takes place at local centre

      2.6   Training activity takes place at regional centre

3   GENERAL INFORMATION (*Operational Guidelines*, art. 96):
      3.1   Details of training activity (provide a list of subjects and a brief description of training
                 contents)

      3.2   Level and type of instruction (e.g., mid-career, class/field work)

      3.3   Teaching staff (name, qualification)

      3.4   Number of participants (students)

      3.5   Country(ies) of origin of participants

      3.6   Dates of training activity (from – to -)

      3.7   Place of training activity

      3.8   Principal training materials (facilities) available

      3.9   Functional responsibility of participants in relation to WH site

4   **TYPE OF ASSISTANCE REQUESTED FROM WH FUND**
        4.1   Financial contribution (total in US$)

        4.2   Specialized teaching staff (specify: field, qualification, name)

        4.3   Equipment (specify)

        4.4   Books and educational materials

5   **TOTAL COST** (include detailed budget)

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

        6.2   Daily subsistence allowances

        6.3   Purchase of educational materials

        6.4   Travel costs

        6.5   Total:

7   **OTHER CONTRIBUTIONS** (in US$)
        7.1   National financing

        7.2   Multilateral contributions

        7.3   Bilateral contributions.