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Information Document : ICCROM Progress Report on development of a global training strategy for cultural heritage in the context of the World Heritage Convention

ICCROM progress report on development of a global training strategy for cultural heritage in the context of the World Heritage Convention:

ICCROM
October 1999

A. Introduction

The World Heritage Committee began to look seriously at training issues in relation to the implementation of the World Heritage Convention 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 full collaboration with the Centre), Latin America (historic cities) and SE Asia (to be complete in Nov. 1999). These initiatives have brought forth many issues, proposals and principles relevant to improving the Committee's use of its training funds. ICCROM believes it opportune to now examine the various possibilities open to the Committee at present 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.

B. 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.

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

July, 1994 meeting of the World Heritage Bureau

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 (Dec. 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.*

December 1995 meeting of the World Heritage Committee, Berlin

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, Rome , Sept. 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 providing 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 WH 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 co-ordinating 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,*

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| <p>7. <i>training should embrace the whole context of WH Sites, including an understanding of cultural landscapes,</i></p> <p>8. <i>training should embrace all appropriate techniques of evaluation, recording and documentation,</i></p> <p>9. <i>training should inculcate and encourage public participation, and the necessity to respect cultural diversity and social needs,</i></p> <p>10. <i>training centres should rationalize existing resources,</i></p> <p>11. <i>training courses should encourage orientation towards sound conservation practice,</i></p> |
| <p>12. <i>training should acknowledge that every responsibility (e.g., of administrators, managers, professionals and owners) is interdependent,</i></p> <p>13. <i>training should include presentation of economic realities and opportunities, and tackle the issue of fund raising in a positive way,</i></p> <p>14. <i>training should encourage debates about public and private sector financial questions,</i></p> <p>15. <i>training should include effective communication skills, such as the ability to forge creative compromise,</i></p> <p>16. <i>training should be provided in making applications for technical assistance grants,</i></p> <p>17. <i>training should embrace understanding of the needs and aspirations of local communities,</i></p> <p>18. <i>training should encourage debate about the issue of tradition versus modernity,</i></p> <p>19. <i>training should develop awareness of the helpful role which can be played by conservation volunteers,</i></p> <p>20. <i>training should develop understanding of the complementarity of the natural and cultural heritage,</i></p> <p>21. <i>training courses should embody and express flexibility and vision to respond to future changes and needs,</i></p> <p>22. <i>training centres should provide manuals and didactic media embodying the fruits of scholarship and research, as well as providing advice and encouragement.</i></p> <p>All parties in the process should be aware of:</p> <ul style="list-style-type: none"> * <i>the importance of understanding the social needs and aspirations of people, and the legitimate respect due to living culture,</i> * <i>the value of partnership, both intellectual and financial,</i> * <i>the vital role of effective networking,</i> * <i>the necessity to pay attention to efficiency and cost-effectiveness,</i> * <i>the scarcity of available resources and the need of synergy in action</i> * <i>the necessity to accept an appropriate degree of co-ordination, sensitively applied,</i> * <i>the need for support structures in addition to training programmes.</i> |

December 1996 meeting of the World Heritage Committee

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.

The latter discussion 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 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 organisation 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 accepted the Italian proposal.

December 1997 meeting of the World Heritage Committee

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.

November, 1998, ICCROM expert meeting, Rome.

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 plenum*, 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.

Note: Since this meeting has not been reported on previously to the World Heritage Committee, the discussions are reported on in some detail 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 co-ordinated 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 ‘standardisation’ 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 organisations 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 organisations 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 organisations 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).

December 1998 Meeting of the World Heritage Committee

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 (Completed 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 report’s 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.

C. Current situation:

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.

- States Parties are becoming aware in greater numbers of the training possibilities offered by the World Heritage Committee and becoming much more active in pursuit of these opportunities.
- The attention given by the Centre and the Advisory Bodies to requests for training assistance has increased dramatically in the last few years both as numbers of applications have increased, and also as the quality of attention given to individual requests has increased. ICCROM for example is not concerned simply to “judge” individual requests but rather to evaluate requests made against defined criteria (developed in the global training strategy meeting organised by ICCROM in Nov. 1998, and described earlier) in order to be able to make specific suggestions which would increase both the effectiveness of the training activity planned, but also increase the benefits to World Heritage of the spending involved.
- In certain cases, where it is not clear how requests from States Parties will be able to meet the learning objectives defined by the State Party, ICCROM (and others) now frequently become much more involved in consulting directly with States Parties to improve the quality and effectiveness of planned training initiatives.
- 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.

D. Recommendations:

The moment is opportune for the Committee to review options for increasing its ability to meet its training objectives.

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

- Increasing efficiency can offer some gains. Indeed to better respond to the increased workload, since the latter half of 1998, ICCROM has systematised and regularised the nature of the organisation's contributions to the working of the Committee.
- Several States Parties which 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 Organisation 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 view to offering support for regional World Heritage activities. The establishment of the Japanese branch ACCU office in Nara is expected to provide opportunities to support training for World Heritage in Asia/Pacific.

However, all of these various approaches, no matter how well designed or intended, have the disadvantages of offering only partial solutions to much larger problems.

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 a comprehensive and holistically designed World Heritage system for training would include the following:

- A **framework of principles** to guide Committee decision-making about establishing or reinforcing appropriate training strategies and programmes at international, regional and national levels;
- A set of **regional training strategies** 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;
- A set of **regional training programmes** integrating and supporting national programmes and networks, and designed to achieve the objectives laid out in the respective regional training strategies.

A) Framework of Principles

The following recommendations comprise a set of principles proposed to constitute a framework for considering the development of training for the conservation of World cultural 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 organised 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.

8. The mechanism for review of training requests can be enhanced to ensure more consistent and supportive responses.

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 should be shared with the Committee, and as may be desirable, placed within the Operational Guidelines.

9. The constraints on Committee funds and the continuing need to do "more with less" require that ICCROM, the WH Centre and the WH Committee 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, it seems that 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 expect the advice of ICCROM and the Centre to promote the widest possible sharing of training benefits for each activity proposed and that attention be given to selective focussing of proposals on agreed priority needs.

10. The regional strategies being developed by ICCROM for the Committee are an important tool in a proactive approach to the management of training possibilities..

These regional strategies consist of significant training objectives for the region, and a sense of how best these objectives can be realised 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. ICCROM is interested to continue to carry on the series of regional training strategies begun in 1996 with Sub-Saharan Africa, and now including Latin American historic cities, SE Asia and Central Europe., following the priorities of the Committee.

11. Adoption of a more proactive approach on the part of ICCROM will require that it actively seek out and work with proponents not themselves experts in the training field, to improve the quality and delivery of proposed activities.

Generally States Parties and governmental institutions making such requests will benefit from collaboration with ICCROM in the development and realisation of their proposals. Where such proposals come from universities and other training agencies or institutions, generally much less guidance in developing the request or organising the training activity is required..

12. The links between World Heritage periodic reporting on the state of conservation, and 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.

13. Consideration of the Committee’s training activity should be linked to the outcomes of the Committee’s other strategic initiatives, namely the periodic reporting system, and the development of the Global Strategy.

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.

14. Education and training needs to enjoy a permanent and visible place on the Committee’s agenda, set apart from technical 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.

15. Those involved with supporting the Committee’s training activities (ICCROM and others) should receive the full financial support necessary to meet the Committee’s expectations.

The approach proposed to training for the World Heritage Committee herein is relatively ambitious at least in terms of its time implications, and its realisation demands that the time and effort accorded to it by ICCROM and others should be adequately compensated. The definition of “adequate” may need to be the subject of a costs/benefits analysis looking clearly at the gains and costs for the Committee of the proactive approach to training proposed here.

16. 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.

17. The Committee and its partners should 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. Similar lessons about partnerships, fund-raising, leverage and the conditions for long term transfer have been learned and offer invaluable insights to the Committee in its efforts to strengthen training for World Heritage.

18. Collaboration between the WH Centre and the Advisory Bodies involved with training should be strengthened.

For example, the 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 State Parties before recommendations go to the Committee for review. ICCROM has begun to use this approach with its reviews in Nov. of 1998. This collaboration and other operational mechanisms should be the object of a technical procedures document, to increase consistency and predictability among those collaborating in treating requests for training assistance.

19. The role of all those involved in providing World Heritage training support should be clarified and articulated. Identification of ICCROM as the Committee’s “priority partner in training“ for example, should be understood to confer upon ICCROM a key co-ordination role, not an exclusive implementation role.

ICCROM interprets “priority partner in training” to suggest its role within the context of the World Heritage Committee 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.

20. Conclusions concerning respective roles of various partners in training should be embodied in the MOU currently proposed between ICCROM and the World Heritage Centre.

It is important to translate the principles described above into working instruments which can bring full consistency and coherence to the treatment of training questions by the Committee, by the Centre and by ICCROM. The MOU provides a clear means to treat all relevant questions concerning roles, responsibilities and relationships of these principal partners in the system for improving training for the conservation of World Cultural Heritage.

D. Summary Recommendations to the World Heritage Committee

- 1. ICCROM suggests that the framework of principles described above be reviewed in greater detail by a working group of the Committee set up for this purpose. The working group should include ICCROM, ICOMOS, IUCN, the WH Centre and representatives of interested States Parties from the Committee. Their initial recommendations could be brought to the World Heritage Bureau in July 2000 for preliminary adoption.**

- 2. ICCROM further recommends that the working group give its attention to the following:**
 - defining international initiatives (e.g., training networks) which would appropriately reflect the framework of principles above;**
 - examine and adapt 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.**
 - review of recommendations made by ICCROM to the Committee in 1995 and 1996; these, while presented were not the object of detailed debate by the Committee;**
 - define a plan to complete the set of regional training strategies (already completed for Africa, Latin America (historic cities), SE Asia and Eastern Europe) for cultural heritage over the next 5 years according to the Committee's regional priorities,**
 - ensure that regional training strategies are used to support development of regional training programmes, involving appropriate regional training partners**

F. Documents consulted in preparation of this report

1. Convention concerning the Protection of the World Cultural and Natural Heritage
2. Operational Guidelines for the Implementation of the World Heritage Convention
3. 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).
4. 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 19th Session (Berlin, December 1995) Report. (pages 55-58)
7. World Heritage Committee 20th Session (Merida, December 1996) Report. (pages 81 & 82)
8. World Heritage Committee 21st Session (Naples, December 1997) Report. (tables iii and *W*).
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 emphasise the need for training and education; so does the 1972 Recommendation (par. 60-65). When dealing with training activities, it will be 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 organisations 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 analyse 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 endeavour 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, not having been able to nominate sites to the List.

6. Training plan:

States Parties should ensure that each organisation 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 organisational 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 organisation 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 organisations, such organisations 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 organisations, 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 organisations 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 organisations 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 organisations 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 behaviour 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 prioritise, and to minimise the required information

9. Networking

The key to effective communication are efforts to mobilise 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 organisations; 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 specialised training that would generally not be feasible concerning one country alone. Furthermore, it will be the function of the national and regional organisations 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, recognising 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 organised 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 organisations 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 co-ordinating 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 be 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 organisation and ICOMOS as an international, non-governmental organisation. 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 organisation, and has a key position in ICCROM's programme activities. Through some forty years of experience and contacts with experts and specialised organisations, 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 characterised 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.