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CONVENTION CONCERNING THE PROTECTION OF THE
WORLD CULTURAL AND NATURAL HERITAGE

WORLD HERITAGE COMMITTEE

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Information document: Strategy for Training in the Field of
Natural Heritage

Following the decisions by the eighteenth session of the Committee and its Bureau concerning a review, evaluation and strategy for training in the field of natural heritage, an assessment of natural heritage training activities was carried out by a consultant (ANNEX II). The results of the review was presented to a group of experts at UNESCO Headquarters in April 1995. A second meeting of specialists met at the Albright Training Centre, Grand Canyon, United States (28 August to 1 September 1995) and prepared the attached "Strategic Action Plan for Natural Heritage Training Programmes" (ANNEX I).

The summarized results of this document are presented in working document "Review of proposed training strategy" WHC-95/CONF.203/9 under section A.

**Draft Strategic Action Plan
for Natural World Heritage Training Programme**

**Report prepared by Special Working Group
Albright Training Centre
Grand Canyon National Park**

28 August - 1 September 1995

I. INTRODUCTION

The purpose of the World Heritage Convention is to provide international cooperation and assistance so that the cultural and natural heritage of the world are identified, protected, conserved, presented and transmitted to future generations. It has long been recognized that Human Resource Development at various levels of responsibility, is essential for the implementation of effective conservation and management measures for the cultural and natural heritage of each State Party to the Convention.

A review of training programmes was seen as timely since two training institutes, (Mweka, Catie), and the European Community had reviewed their programmes and a consortium of WWF and the World Bank had carried out a major assessment of training in Africa (Annex 1, Selected References).

There has been general satisfaction with Convention sponsored training programs over the years, the decision to assess such support was motivated by a need to put forward a coherent & proactive programme. The limited funding and staffing presently available for training, and the multitude of training needs facing the States Parties has limited past activity.

In order to carry out this activity, the World Heritage Centre collected information from concerned individuals and institutions, and organized two meetings of experts in April and August 1995, to review background information and to develop a draft strategic action plan for natural heritage training for the consideration of the World Heritage Committee.

For the purposes of this Strategic Action Plan :

Training incorporates all forms of Educational and Human Resource Development activities which are required for the implementation of the Convention.

II. The MISSION

The Mission of the Natural Heritage Training Strategy is to enhance the capacity for all State Parties to identify, protect, conserve and present the natural heritage.

Objective 1: Facilitate review of state party responsibilities and compliance with Article 5 of the convention.

In spite of State Party efforts to implement Convention obligations, it is often the case that more effective actions are required. Much more must be done to raise awareness in the general population of the significance of World Heritage sites and the national and international obligations of convention participation. Likewise, the commitment of resources to World Heritage site management, research and training is in many areas insufficient.

Objective 2: Develop partnerships to implement strategic actions other intergovernmental bodies, AID, NGO's and Foundations.

For more effective implementation, there is a need to enhance cooperation with partners. It is important to identify the links with relevant conventions such as Ramsar, CITES, Biodiversity, UNEP Regional Seas (Cartagena, Barcelona etc.), Bonn and with relevant institutions, such as World Bank/UNDP/UNEP (GEF), and Regional Banks, etc. Issues of mutual interest should be identified by the World Heritage Centre and pursued.

Objective 3: Cooperate with training and education institutions to incorporate World Heritage components in their programs.

Enhance coverage given to the Convention, state party obligations and support mechanisms, by increasing effective communication and availability of regionally relevant training materials.

Objective 4: Foster Professionalism among World Heritage Site management staff.

While partially related to increased skill training, this objective also is related to the need for World Heritage site managers to increase standards for personal and subordinate performance as well as becoming more innovative. The concepts of on the job learning, lifetime learning and self-teaching are also relevant to this objective.

Objective 5: Propose revised criteria and guidance for the allocation of World Heritage Fund training resources.

III. TRAINING OBLIGATIONS UNDER THE WORLD HERITAGE CONVENTION

"Each State Party to this Convention recognizes that the duty of ensuring the identification, protection, conservation, presentation and transmission to future generations of the cultural and natural heritage referred to in Articles 1 and 2 and situated on its territory, belongs primarily to that State." (Article 4).

In particular, pursuant to Article 5(e), "State Parties undertake 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."

This training plan seeks to enhance the capacity of each State Party, the World Heritage Centre, and collaborating organizations (as appropriate) to:

- Promote the understanding of the national and international importance of World Heritage Sites to ensure long term legal protection.
- Integrate World Heritage Site management with regional and local planning activities.
- Identify and implement the appropriate legal, scientific, administrative and financial measures to identify potential World Heritage Sites, and to manage, conserve, and as necessary, rehabilitate them.

It should be noted that financial support from the World Heritage Fund may be provided for "training of staff and specialists at all levels in the field of identification, protection, conservation, presentation and rehabilitation" (Article 22 c).

IV. MAGNITUDE OF TRAINING NEEDS

Training for nature conservation managers is by its nature a multi-disciplinary or pluri-disciplinary function. Different types of expertise is needed to manage sites of different ecological character, and located within differing socio-economic environments. Skills are needed for dealing with problems as diverse as tourism management, site management, wildlife management, natural resources planning, community awareness and involvement, surveying the status of properties, as well as financial control and administration.

There exist serious threats to the integrity of many of the natural heritage sites listed under the World Heritage Convention. In many of the State Parties, one major encumbrance to meeting these threats is the lack of trained management personnel. In surveys of training needs, for developing countries, training for natural resource management has consistently been cited as a very high priority (Selected References, Annex I). It should be noted that protected area management has not traditionally been considered to be a professional discipline, and this has impeded efforts to strengthen training activities and to link them with individual promotional opportunities.

V. TRAINING FOR WHOM

Training, as it has been broadly defined in this strategic action plan, could arguably be construed to support all forms of learning, consciousness-raising, skill and capacity-building for almost all officials and government employees engaged in natural resource and parks management.

In order to ensure that World Heritage funds most effectively support the intent of the World Heritage Convention, the strategic action plan targets four (4) groups for whom World Natural Heritage-related training would have the greatest value and impact in terms of enhancing understanding and ability to implement the Convention.

Establishment of distinct target groups allows training programs to design training packages with the greatest effectiveness, and to identify the training needs specific to each group.

The major focus of the action plan is World Natural Heritage site managers. But it is also recognized that in order to facilitate their work and encourage the harmonization of national policies and laws with the implementation of the convention at World Natural Heritage sites, Human Resources training programs must be expanded to include leaders, as well as policy and decision-makers within the States Parties.

Group 1. Leaders within States Parties, government policy and decision-makers: including governments representatives at the national, state, province, district, and local levels, protected area system or regional managers, and local leaders (chiefs, headmen, etc.) who may not be government representatives but have decision-making/policy roles in relation to World Natural Heritage sites.

Training needs:

- Consciousness-raising and appreciation of the value of World Natural Heritage sites, and the nature of the Convention to which their country is a party
- Understanding of the responsibilities for implementation and benefits associated with the Convention
- Understanding of the criteria and nomination procedures for a World Natural Heritage site

Group 2. **Professionals:** made up specifically of World Natural Heritage site managers

Training needs:

- Knowledge/understanding of the Convention, its responsibilities and benefits
- Knowledge of the mechanisms of the Conventions and how to use the Convention as a tool
- Skills in how to use International Assistance and other mechanisms of the Convention
- Upgrade of professional capacity i.e., technical and management skills, and provision of new skills as they are related to World Natural Heritage sites.
- Skills in networking and electronic communications e.g., with communities, the public, other professionals,
- Management skills specific to visitors and tourism; as well as conflict resolution
- Skills in natural resource monitoring and evaluation

Group 3. **Technicians:** including on-site staff who handle the day-to-day operations and administration of the World Natural Heritage site, i.e., staff on the front-line

Training needs:

- Knowledge/understanding of the Convention, its responsibilities and benefits
- Knowledge of the mechanisms of the Conventions and how to use it as a tool
- Skills in networking and electronic communications e.g., with communities, the public, other professionals,
- Skills in monitoring and evaluation.

Group 4. **Regional Training Centres:** particularly those centres that train technicians and professionals who may be placed at World Natural Heritage sites.

Development Requirements and Training Needs:

- In-depth knowledge of the Convention process and complete information (building capacity to teach) including: case studies, the nature of sites, site data sheets.
- Exercises in natural resource monitoring and evaluation.
- As Regional centres of expertise, making available individual well-trained teachers or students to participate in site monitoring.
- In training needs assessments and to advise with respect to future revisions of training guidelines.
- Networking and electronic communications skills and the means to work directly with World Natural Heritage sites, other training institutions and, and the World Heritage Centre.
- Access to or assistance in hosting regional managers' meetings
- Assistance in forming links with World Natural Heritage sites and the World Heritage Centre.

VI. STRATEGIC ACTION PLAN

Four strategic actions are proposed.

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

. This is essential to :

- (i) increase recognition of the role the Convention has played in enhancing natural heritage conservation;
- (ii) incorporate the experience gained through 23 years of the implementation of the Convention into the knowledge and skills sought by senior policy and decision makers, professional managers, technicians and trainers.

A. Develop Training Information Packages

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

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

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

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

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

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

vii. Ensure the availability of the information materials via electronic media and networks.

B. Develop training modules on the following topics focussing on natural heritage properties:

World Heritage and Tourism
World Heritage and Community Relations
World Heritage and Related Conventions,
World Heritage Site Management, including
planning, protection, conservation and
monitoring.
World Heritage; Implementation Procedures

C. Evaluation and Updating

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

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

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

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

(ii) compile case studies which will have illustrative value of

the work of the Convention in action; and

(iii) associate the World Heritage logo to a specific series of well designed, high-quality training events which will attract widespread international attention and further the work of the Convention.

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

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

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

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

B. Evaluation of Modules

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

ACTION 3: Develop World Natural Heritage Information Networks.

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

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

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

A. Networking

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

- (a) The World Heritage Newsletter
- (b) Meetings including Regional Training Workshops
- (c) Establishing electronic media and global networks linking the World Heritage Centre and Regional Training Centres should be given priority.

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

B. Needs Assessment and Project Development

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

C. Inventory

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

ACTION 4: Provide Scholarships and Study Grants to Site Managers and others directly involved in the implementation of the World Heritage Convention with regard to natural heritage.

In the past, the World Heritage Fund has offered scholarships and study grants to protected area management personnel from States Parties. This Strategic Action Plan proposes activities which are intended to increase the benefits from scholarships and study grants offered by the World Heritage Fund to the management of Natural World Heritage Sites and responsible agencies. This should include increasing the numbers of scholarships and study grants awarded, in the light of identified needs.

A. Scholarships and Study Grants

- (i) Revise existing criteria to ensure that future trainees have direct links to the implementation of the Convention and that the major benefits flow to the agencies responsible for the implementation of the Convention. Enhancing the Human Resources skills at the sites must be the primary objective.

VII. STRATEGIC PARTNERS AND THEIR ROLES

The World Heritage Convention has benefitted from cooperation with several partner organizations at both national and international levels in its natural heritage training activities. Foremost has been internal cooperation within UNESCO, most notably with the Division of Ecological Sciences (Man and the Biosphere Programme).

As outlined in Article 5(e) of the Convention responsibility for implementation falls primarily on States Parties as does the requirement to fund the programme. However the implementation of this strategy will be complex and can not be carried out without partners.

On behalf of the Committee the World Heritage Centre enters into partnerships with Regional Training Centres such as Catie, Garoua, Mweka, to implement specific elements of the programme.

As a part of this strategy the Centre will establish and maintain an inventory of relevant training activities, and ensure their dissemination. In addition the Centre will evaluate proposals and make recommendations to the Committee for specific projects. The Centre will as a part of its regular programme continue to seek extra-budgetary funds, linking training activities to promotional and other related programmes.

Important components of the partnership programme will be the Advisory Bodies, particularly IUCN. Their role will involve assisting in the preparation of training materials, the evaluation of proposals, and the identification of opportunities for World Heritage Training linked to other protected area training activities. These activities related to the implementation of the strategy will involve IUCN's Commissions, in particular CNPPA and its other networks such as IUCN's proposed professional society of protected area managers.

The strategy for World Heritage Natural Training can be seen as one component of the training programmes of the global network of protected areas. There will be a potential for inserting World Heritage Training Modules in many of these programmes. Partnerships must be strengthened and extended.

VIII. WORLD HERITAGE TRAINING COST ESTIMATES AND INDICATIVE FUND REALLOCATIONS

The estimated full costs of World Heritage Natural Site Training required to meet the goals of the Convention, the needs of the State Parties and to achieve the objectives of the Training Strategy far exceed those funds available in the World Heritage Fund.

A sharply focussed, leadership effort must be initiated to address the highest priority training needs. Such an initiative with demonstrable success will serve to attract further partnership support and extra budgetary funds. An energetic and creative effort to strengthen collaboration within UNESCO and with State Parties, foundations, NGOs, UN agencies, monetary institutions and bilateral assistance organizations will be essential.

The objectives of this Training Strategy can be immediately and partially supported by the reallocation of existing training funds within the Committee budget. This initiative can be further accelerated with the recognition that other elements within the existing budget, such as technical and preparatory assistance and promotion, can support this training initiative without deviation from their respective primary objectives.

Economies will be served by the pooling of existing funds which would support both cultural and natural training needs equally. By the year 2000, normal fluctuations and conclusions of ongoing assistance and monitoring projects would permit additional modest increases and adjustments of support.

Training requires most urgently a basic World Heritage Information Package. So that State Parties, regional training centres and the academic community can enhance and standardize the design and development of related modules, curricula and teaching materials. After the initial production, assembly and distribution of the information package, it is envisioned that it will not require revision or enhancement for several years.

Regional Training Workshops are recognized as the most efficient and effective method to address the remedial requirements of World Heritage Site Managers and staff. The Regional Workshops will be used to progressively generate, accumulate and disseminate World Heritage Site materials including case studies, conservation techniques and methods and management information which will be exchanged between regions, training centres, academic institutions and Sites through the recommended Networking Initiative.

In the Networking Initiative, communications and interchange will be enhanced through the provision of appropriate technology and related training to establish the necessary linkages between the

World Heritage Centre, Partners, the Regional Training Centres, World Natural Heritage Management Offices, World Natural Heritage Site Managers and other learning centres.

Traditional funding support for training in the form of short term study scholarships will be continued with the consistent application of criteria and priorities revised to support the World Natural Heritage Training Strategy and the identified priorities.

An illustrative five year World Heritage Fund budget table is provided to partially support the implementation of the Training Strategy at anticipated funding availability levels.

Suggested Budgetary Trends:

Assumption: Allocation for Natural Heritage Training for 1996 = US\$ 250,000

Activity	1996	1997	1998	1999	2000
I. Curr. Devt.					
(a) Info. package	25,000	-	-	same	+
(b) Tr. Modules	75,000	*	-	-	+
(c) Test & update	0	0	+	+	+
II. Regional Workshops	60,000	++	++	+	+
III. Networking	40,000	+	+	+	+
IV. Scholarships/ Study Grants	50,000	same	+	+	+

Note:

(i) World Heritage Fund allocations for technical co-operation, promotion and preparatory assistance should be made available for selected actions described in the Strategic Action Plan. Production of a video, as part of the information package, will require additional funding than that which will be available under the training budget (e.g. promotion funds) and should be joint activity covering the work of the Convention with respect to both cultural and natural heritage.

(ii) For years 1997-2000, '-' indicates a decrease, and a '+' and increase relative to the 1996 budgetary allocations. '*' indicates that a decision whether to increase or decrease budgetary allocations made in 1996 has to be made during the particular year under consideration. The "0" implies that there may be no need for a budgetary allocation for that time during the years under consideration.

IX. FORMAL CRITERIA FOR THE ALLOCATION OF WORLD HERITAGE TRAINING FUNDS

1. All training funded must be related to the implementation of the World Heritage Convention
2. Priority for the allocation of training funds will be given to those actions identified in the World Heritage training strategic action plan
3. Requests for training funds from states parties must identify how such training relates to the priorities identified in the strategic action plan.
4. States parties are encouraged to seek support for training projects which integrate more than one element of the strategic action plan. For example the focus of a regional training workshop might include development or testing of a specific training module. A proposal to develop such a module might be directly linked to other priority activities including workshops, networking and study grants.
7. The allocation of training funds will be best achieved by establishing firm dates for submission of requests and reviewing all such requests in the light of the strategic action plan.
8. The Committee should take the initiative in ensuring priority training actions can be achieved by drawing attention to the specific needs identified in the Strategic Action Plan.

ADDITIONAL CONSIDERATIONS IN ALLOCATION OF TRAINING FUNDS

These guidelines should assist the assessment of eligible applications. It is recognized that a number of other factors may influence the final decision on funding in a given year.

- the centrality of the World Heritage message
- the scope and range of subjects covered
- the catalytic effect of the activity
- the possibility to replicate the activity
- the possibility to involve more than one site manager
- the availability of additional support
- the likelihood of being able to quantify results
- how World Heritage site personnel will benefit from the training activity
- will the activity be partially or entirely within a World Heritage site
- will the event analyze specific management issues or problems in a World Heritage site
- does the organizer (and/or activity) have a proven track record

In addition to these elements, which should be helpful in determining priorities amongst various applications, a number of other conditions may need to be considered when deciding whether to support applications for scholarships or study grants. These include:

- acceptance of scholarship applicants by an appropriate training institute
- Country must be State Party to the Convention
- if employed the candidate must be recommended by the director general of the national park service or equivalent
- wherever possible assignments or reports should be associated with World Natural Heritage sites.
- the support contributes to the overall Strategic Action Plan

X. CONCLUSION

It is recognized that the successful implementation of the World Natural Heritage Training Strategic Action Plan will require collaboration between States Parties, the World Heritage Committee, the World Heritage Centre and various partners.

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ANNEX II

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CONVENTION FOR THE PROTECTION OF THE WORLD
CULTURAL AND NATURAL HERITAGE

World Heritage Training Programme (Natural Heritage)

TOWARDS A TRAINING STRATEGY FOR THE MANAGEMENT
OF NATURAL HERITAGE SITES

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May, 1995

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Convention for the Protection of the World
Cultural and Natural Heritage

World Heritage Training Programme (Natural Heritage)

Towards a Training Strategy for the Management
of Natural Heritage Sites

I) Introduction

In 1972, the Member States of UNESCO adopted the Convention concerning the Protection of the World Cultural and Natural Heritage. The purpose of the Convention is to provide international cooperation and assistance so that the cultural and natural heritage of the world are identified, protected, conserved, presented and transmitted to future generations.

It has long been recognized that the availability of trained personnel, at various levels of responsibility, is essential for the development and implementation of effective conservation and management measures for the cultural and natural heritage of each State Party to the Convention.

The Convention provides for a representative intergovernmental Committee (the World Heritage Committee) to supply policy guidance and oversight for the Convention. It further provides that a secretariat, (the World Heritage Centre) shall be appointed by the Director General of UNESCO to assist the Committee.

Upon the occasion of the 18th session of the World Heritage Committee (Phuket, Thailand 12-17 December 1994) it was decided that the World Heritage Centre should undertake a comprehensive assessment of the natural heritage training programmes supported by the Convention in the past, and to use the results of this assessment in the elaboration of a strategy for training natural heritage site managers in the future.

It has been understood that while there has been general satisfaction with Convention sponsored training programmes over the years, the decision to assess such support was motivated by a concern about the largely ad hoc nature of the these activities, the limited funding presently available for training, and the multitude of training needs facing the State Parties.

In order to carry out this charge, the World Heritage Centre has solicited information from individuals and institutions benefitting in the past from support from the World Heritage Fund for training activities, has commissioned an external consultant to prepare this background document on training requirements and is organizing a meeting of experts in late August 1995, in cooperation with the National Parks Service of the United States Department of the Interior, to review the background information and to develop a strategic document for the consideration of the Committee.

II) Objectives of this Paper

The primary objective of this paper is to provide sufficient background information to enable the expert group, scheduled to meet in August 1995, to initiate work on a World Heritage natural site training strategy.

This paper is designed to provide the basis for a wide-ranging discussion by the expert group. In addition to recording the nature and extent of past natural heritage training activities, and providing some preliminary evaluation of the effectiveness of these activities, the paper will set forth a variety of options for utilizing Convention resources for training, and attempt to suggest criteria for determining priority activities in light of recent developments in protected areas management. Adjustments in approval procedures will also be suggested.

It should be noted that the various suggestions made in this paper are presented against the background of current and anticipated World Heritage Convention financial and administrative resources. A comprehensive global training programme for the management of natural heritage sites sponsored by the Convention cannot be envisaged under existing constraints. Rather, a strategic selection of activities which highlight and directly reinforce the World Heritage Convention should be the aim of this exercise.

Finally, it must be stressed that the implementation of a training strategy under the Convention must be the ultimate responsibility of the Member States, working both independently and with international cooperation.

III) Background Information on the World Heritage Convention

Twenty-three years after its adoption in Paris, the World Heritage Convention has become the most universal of all the global nature conservation and sustainable development conventions. Currently it comprises 142 Member States, from all regions of the world.

A) Text of the Convention

Each State Party to the Convention is obliged to ensure the identification, protection, conservation, and transmission to future generations of its cultural and natural heritage (Article 4). They are required, as far as possible, to submit to the World Heritage Committee an inventory of property within their territory forming part of the cultural or natural heritage. The terms "cultural" and "natural" heritage are defined in Articles 1 and 2 of the Convention.

The natural heritage has been defined in to comprise physical and biological formations which are of outstanding universal value from the aesthetic or scientific point of view, geological and physiogeographic formations and habitats of threatened species

of animals and plants of outstanding value from the point of view of science or conservation, and finally, natural sites or natural areas of universal value from the point of view of science, conservation or natural beauty. All these areas must, however, be strictly delimited.

Pursuant to Article 11, the Committee is required to define criteria, and on the basis of the national inventories, and with the consent of the State concerned, apply the criteria to designate properties onto the World Heritage List, and as appropriate, onto the List of the World Heritage in Danger. Presently there are some 440 sites included on the World Heritage List, of which 97 sites are natural heritage sites and 17 are mixed cultural/natural sites.

In addition, under Article 5, each State Party is obliged, as far as possible, and as appropriate for each country to :

- a) adopt a general policy to give cultural and natural heritage a function in the life of the community and integrate the protection of that heritage into comprehensive planning programmes;
- b) set up services for protection, conservation, and presentation of cultural and natural heritage;
- c) develop scientific and technical studies and research and work out operating methods to counteract dangers to this heritage;
- d) take appropriate legal, scientific, technical, administrative and financial measures for the identification, protection, conservation, presentation and rehabilitation of this heritage; and
- e) 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.

While each State is obliged to conserve the cultural and natural heritage properties situated on its territory, all State Parties to the Convention recognize that these properties constitute a world heritage which is the duty of the international community as a whole to cooperate in protecting. All State Parties undertake to provide their assistance in the identification, conservation and preservation of the heritage if States on whose territory the heritage is located so request. Also, State Parties undertake not to take any deliberate measures which might directly or indirectly damage the heritage situated on the territory of other Parties (Article 6). Finally, Article 7 establishes the principle of setting up a system of international cooperation and assistance designed to support Parties in their efforts to conserve and identify this heritage.

Article 15 of the Convention establishes a "Fund for the Protection of the World Cultural and Natural Heritage of Outstanding Universal Value", also called the "World Heritage Fund", managed by the World Heritage Committee, which is financed by compulsory and voluntary contributions from the State Parties.

The Fund is used by the World Heritage Committee to help Parties who so request to protect World Heritage properties. Article 22 provides inter alia that assistance from the Fund granted by the Committee may take the form of training of staff and specialists at all levels in the field of identification, protection, conservation, presentation and rehabilitation of the cultural and natural heritage.

Article 23 further provides that the World Heritage Committee may bestow 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.

B) Operational Guidelines

Operational Guidelines have been prepared by the Committee for the purpose of informing State Parties of the principles which guide the work of the Committee in establishing the World Heritage List and the List of the World Heritage in Danger and in granting assistance under the World Heritage Fund, as well as other procedural questions.

Five paragraphs in the Operational Guidelines have been devoted to international assistance for training (paragraphs 95-99). These provisions note that State Parties may request for support for training of specialized staff at all levels, such training to be related to the implementation of the Convention. They provide that priority is to be given to group training at local and regional levels, particularly at national or regional centres in accordance with Article 23 of the Convention. Training support for individual persons is to be limited to short-term refresher courses and exchanges of experience.

The Operational Guidelines go on to describe the information requirements for training of specialized staff (details on the course, type of assistance required, approximate cost of assistance required, other expected contributions, and for recurrent training courses, an in-depth report of results obtained in each previous session). Procedural matters are also covered. It is noted that the Chairperson is empowered to approve requests for amounts up to US\$20,000, with approval for requests beyond this amount requiring decision by either the Committee, or its subsidiary body, the World Heritage Bureau, depending upon the amount in question.

IV) Magnitude of Training Needs

Training for nature conservation managers encompasses many disciplines. These are made even more complex given the wide variety of natural heritage sites designated under the Convention and the myriad of management problems pertaining to these sites.

Different types of expertise are needed to manage sites with different ecological character, and located within differing socio-economic environments. Skills are needed for dealing with problems as diverse as tourism management, site management, wildlife management, natural resources planning, community awareness and involvement activities, monitoring the status of properties, and administration.

There exist serious threats to the integrity of many of the natural heritage sites listed under the World Heritage Convention. In many of the Member States, one major encumbrance to meeting these threats is the lack of trained protected area management personnel. Indeed, in surveys of training needs for developing countries, training for management capacity has consistently been cited as a very high priority.

It should be noted further that protected area management has not traditionally been considered to be a professional discipline and this has impeded efforts to strengthen training activities and to generate a sense of pride amongst practitioners in the field. Thanks to the efforts of the Commission on National Parks and Protected Areas (CNPPA) of the World Conservation Union, this perception is presently undergoing a radical change.

V) The Response to date by the World Heritage Convention

As noted above, the Convention and the Operational Guidelines contain several detailed provisions on the subject of training. The primary obligation to develop trained personnel rests with State Parties, pursuant to Article 5 of the Convention: "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 and to encourage scientific research in this field." The World Heritage Centre is in the process of requesting information from the State Parties about experiences in applying this obligation so that a global analysis might be made. However, the Centre has noted that on the basis of numerous site visits by specialists, there exist shortcomings in many countries in institutional and infrastructural investment for training.

In addition, as also noted above, the World Heritage Fund may be used to support training for specialists for World Heritage site management. Such support is particularly relevant for providing training assistance to the developing country State Parties to the Convention.

Since the inception of the World Heritage Fund in 1976, over US\$2.5 million has been devoted to training support for specialists in the management of the natural heritage. Two types of training activities have been supported: group training and individual training through fellowships.

Over 100 group training courses for the natural heritage have been supported by the World Heritage Fund. They have ranged from in situ training at World Heritage sites (such as Simen National Park in Ethiopia or La Amistad in Costa Rica), to regional and sub-regional workshops on natural resource conservation and management (workshop on natural heritage protection in the Arab States in Qatar or sub-regional workshop on natural heritage for anglophone Africa in Tanzania), to a regional course on the Convention (Garoua in Cameroon),

Over 100 individual training fellowships have also been provided by the World Heritage Fund. Initially, these allocations were primarily used for specific programmes for wildlife or park management, travel grants to international training events for e.g. wetlands management, wildlands planning, forestry, management of protected areas in arid lands or environmental education. In recent years, such support has been especially targeted to student support at specialized training institutions.

For illustrative purposes, the following listings provide a breakdown of training activities supported by the Convention during a ten year period from 1981-1991:

A) Group Training by World Heritage Convention Region

1) Africa

<u>Year</u>	<u>Country</u>	<u>Site</u>	<u>Institution</u>	<u>Cost(\$)</u>
1981	Tanzania	Mweka	Mweka	23,645
1982	Ethiopia	Simen N.P.		9,000
1983	Guinea	Mt. Nimba		22,000
	Côte d'Ivoire			
1984	Cameroon			12,000
1985	African countries		FOGEAP/ ENGREF	7,000
1986	African french sp. St. Parties			20,000

1987	African State Parties	IUCN	10,000
1987	Zimbabwe		20,000
1988	Côte d'Ivoire	Totai/Comoe	30,700
1988	Madagascar	Bemaraha	25,000
1988	Tanzania	Mweka	1,900
1988	Tunisia		15,000
1989	Cameroon	Dja N. Park	4,800
1989	Senegal		30,000
1989	Tanzania		30,000
1990	Congo	Mayombe	20,000
1990	Gabon	Mt. Nimba	14,000
1990	Benin		30,000
1990	Côte d'Ivoire	Comoe N. Park	20,000
1991	Congo		20,000
1991	Côte d'Ivoire		19,000
1991	Cameroon		30,000
1991	Niger		20,000

2) Arab Countries

1989	Qatar		30,000
1991	Oman		10,000

3) Asia

1987	India		1,419
1988	China		30,000
1988	Philippines	Palawan	20,000
1989	India		15,000
1989	Sri Lanka		8,500
1990	Indonesia		15,000

4) Europe

1990	France		15,000
	Germany		
	UK		
1991	UK		20,000

5) Latin and South America

1982	Brazil	FAO/UNESCO	15,000
		UNEP/IUCN	
1982	Costa Rica	La Amistad	14,300

1982	Ecuador	Galapagos	C.D. Found.	10,000
1983	Argentina			20,000
1983	Costa Rica	La Amistad		5,000
1983	Honduras			23,645
1984	Argentina			20,000
	Brazil and others			
1984	Brazil		CATIE	8,000
	Honduras			
	Nicaragua			
1985	Costa Rica	La Amistad		12,150
1985	Ecuador	Sangay N.P.		10,000
1985	Panama	Darien N.P.		6,000
1986	Costa Rica	La Amistad	CATIE	35,000
1987	Costa Rica	La Amistad	CATIE	7,500
1987	Costa Rica			8,000
	Guatemala			
	Panama			
	Nicaragua			
1987	Dom Rep.			15,000
	Costa Rica			
	Ecuador			
	Guatemala			
	Honduras			
1987	L. American States	Manu N.P.		20,000
1987	Peru	Huascaran		5,300
1987	Peru	Machu Picchu		8,000
1988	Peru	Manu N.P.		20,000
1988	Regional		CATIE	39,000
1989	Bolivia			5,000
1989	Costa Rica		CATIE	20,000
1989	Ecuador			20,000
1989	Mexico			6,000
1990	Costa Rica			4,000

B) Individual Fellowships - Long Courses

<u>Year</u>	<u>Country</u>	<u>Cost (\$)</u>
1981	Egypt	20,000
1981	Ethopia	29,841
1981	Guinea	12,058
1981	Nepal	39,400
1981	Pakistan (2x)	39,035
1981	Tanzania	32,400
1981	Zaire (2x)	21,866
1982	Egypt	21,200
1982	Tanzania	30,204
1983	Ethopia	17,000
1984	Malawi	14,000
1985	Egypt	7,500
1985	Nigeria	7,000

1985	Zaire	6,000
1986	Egypt	15,000
1986	Ethiopia	7,000
1986	Malawi	7,000
1986	Niger	13,000
1986	Tunisia	7,000
1986	Zaire	4,000
1987	Côte d'Ivoire	12,000
1987	Egypt	14,000
1987	Ethiopia	14,000
1987	Guatemala	9,000
1987	Guinea	26,000
1987	Senegal	13,000
1988	Egypt	16,000
1988	Malawi	15,000
1989	Zaire	13,000
1990	Congo	14,000
1990	Malawi	8,000
1991	Ethiopia	15,000
1991	Senegal	14,000

C) Individual Fellowships - Short Courses

1981	Guinea	8,357
1981	Senegal	6,000
1982	Senegal	6,000
1982	Tanzania	6,000
1983	Nicaragua	1,600
1983	Nigeria	12,300
1983	Tanzania	6,100
1983	Zimbabwe	5,336
1984	Cameroon	1,810
1985	Argentina	8,500
	Honduras	
1985	Brazil	4,000
1985	Ecuador (2x)	8,500
1985	Honduras	5,000
1985	Madagascar	9,000
1985	Nicaragua	4,000
1985	Tanzania (2x)	10,000
1986	Cameroon	7,000
1986	Costa Rica	1,000
1986	Madagascar	12,000
1986	Nigeria	7,000
1986	Portugal	8,000
1987	China	8,000
1987	Philippines	5,000
1987	Senegal	7,000
1987	Tanzania (3x)	17,500
1987	Zambia	3,775
1988	Burkino Faso	2,000
1988	Cameroon	8,000

1988	Dom. Rep.	650
1988	Ecuador	4,750
1988	India	2,000
1988	Poland	2,000
1988	Portugal	2,000
1988	Senegal	6,125
1989	Algeria	5,000
1989	Ecuador	4,000
1989	Morocco	5,000
1989	Philippines	4,000
1990	Ecuador	2,000
1990	Nicaragua	4,700
1990	Zaire	9,500
1990	Bulgaria (x3)	9,500
1991	Costa Rica	3,190
1991	Ecuador	5,190
1991	Peru (x2)	8,190
1991	Philippines	6,000

D) Individual Fellowships - Study/Travel

1983	Argentina	8,214
	Ethopia	
	Tanzania	
1983	Tanzania	1,000
1988	Côte d'Ivoire	1,240
1989	India	5,000

Several trends are evident in reviewing these tables. In the case of group training, there is a marked geographic imbalance, with relatively little activity in the Asian region (including Oceania) and with the Arab countries. This may well be a function of the limited number of natural heritage sites listed from countries in these regions, and also may reflect the absence of training centre partner organizations for the Convention in these regions. In the case of individual fellowships, it is interesting to note that there has been a definite shift away from supporting long courses of study (in excess of six months), which usually took place outside of the region of the applicant, in favour of support for short courses and seminars. In line with the Operational Guidelines, as amended, it is furthermore relevant to note that a shift has also taken place in favour of increased support for group training as opposed to individual fellowships.

However, it is not possible to ascertain the value of these various programmes from this basic information. Hence partner training institutions as well as individual recipients, as far as practicable, are being asked by the World Heritage Centre to

complete a questionnaire to evaluate the training experiences sponsored by the Convention. It is planned to have this information for consideration by the August expert meeting.

There is a pressing need for such information if the World Heritage Committee is to develop a reasoned view about future priorities. Anecdotal evidence available to the World Heritage Centre suggests that many of the recipients have found the training experience to be extremely beneficial. However, it is not at all clear the extent to which this experience has been put to effect in the field for the benefit of world heritage properties, nor even if the students have served, and continue to serve in national administrations charged with management of world heritage sites.

Furthermore, it should be noted that with a very few exceptions (e.g. special seminar for African managers at Garoua in 1994), natural heritage training programmes sponsored by the Convention concern general issues of protected area or wildlife management and are not specifically linked to world heritage concerns.

The overriding question which must be faced in attempting to evaluate the appropriateness of prior support for natural heritage training activities might be termed: "compared to what?". While it has not been the case that many requests from the State Parties for training support have been refused by the Committee either because of lack of funds or because of other considerations, it may well have been the case that insufficient efforts were made by the Centre and the Committee to encourage and guide State Parties to develop proposals for more important or more urgently needed training activities. In the absence of a training strategy it is inevitable that opportunities for supporting the most required programmes have been lost over the years.

So, in order to develop a sound natural heritage training strategy there is a pressing need for a careful evaluation of experiences to date, along with a detailed consideration of global training requirements and the special needs of the World Heritage Convention. There is also the need to evaluate the Convention's project approval procedure to see if it might be facilitate the implementation of the training strategy.

VI) Which "Training" and for Whom?

At the outset of any initiative to develop a strategy it is obviously necessary to be clear about the subject matter to be covered. Unfortunately, the concept of "training" can mean quite different things to different people, ranging from basic education to specialized courses to public information and awareness. While it would seem to be most logical that the World Heritage Convention's support should continue to be focused upon

training in the form of specialized courses, this must be clarified at the outset of the strategy elaboration.

Then there is the need to reflect upon the subject matter to be covered by the Strategy. Again there are a wide range of possibilities: site management, tourism control, scientific research, inventories and monitoring, community relations, communication, law enforcement, international cooperation and other conventions and programmes, policy development, administration, including financial administration, computer training and personnel management, "leadership" training for upper level staff, and finally general information about the Convention itself.

Should the World Heritage Convention endeavour to focus its limited resources to support training in selected subject areas? Indeed, should there be a special training niche for the Convention, or should support be provided for training in any related discipline? It has been suggested that the most urgent problem areas for natural heritage conservation are site management (including tourism control) and local community relations. Should World Heritage training support be targeted primarily to these themes? In order to respond to that question it will be necessary to know of the likelihood of support available from other institutions for the additional training needs for natural heritage management. This will have to be discussed by the expert group meeting in August.

Nonetheless, there are two basic factors which must be recognized when considering the desirability of focusing World Heritage Convention support for training. The first is the realization that the Convention will only have at its disposal a very limited amount of money in which to make an impact. The second is the fact that no other body has either the need, nor probably the expertise, to provide basic training for managers about the requirements of the Convention. Thus, there would seem to be ample reason to ensure that a sizeable portion of natural heritage training funds are directed towards programmes and courses on the application of the Convention itself.

The next area of focus that needs to be considered concerns the priority to be afforded to various levels of trainees. Several relevant groups can be identified:

- Senior Policy Level

This group can be described as personnel responsible for making policy decisions in key public institutions. Individuals include political leaders, government ministers, legislators, and directors of government departments.

While these individuals have usually advanced education, they also often lack a basic appreciation of fundamental ecological concepts. Hence, there often is a need for training in the form of consciousness raising for these individuals.

- Senior Professional/Manager

This group consists of personnel responsible for decisions of a high-level technical nature, such as directors of nature conservation divisions or chief planning officers. They can be expected to have university education, usually with post-graduate studies.

These individuals need to be able to design and implement programmes for management, research and development of the natural heritage and therefore also can benefit from international training and exchanges.

- Professional Level

These personnel are responsible for specific activities including management, inventories, research, education, communication, and development. Natural heritage site managers can be included within this group. They can also be expected to have a university education and often post-graduate experience.

This group has a great need for training support, especially via communication with professionals in other countries (and in other fields) to improve their efforts.

- Technician Level

This level of personnel consists of individuals responsible for the day-to-day implementation of natural heritage management in the field. They include technicians, rangers, guards, forest workers, etc.

This group often requires basic training on conservation science and practical management issues. Human relations and communication are also essential subject areas for attention by this group.

Up until now, World Heritage support for training has primarily focused upon the last two groups - Professional (site managers) and Technicians. While this seems sensible, the expert group should review that choice in the context of developing priorities for attention within the strategy.

Finally, the expert group should consider the approach to be favoured for training courses. At present there is a bias in favour of group training over individual training fellowships. Furthermore, there seems to be developing a greater interest by the Committee for supporting regional or sub-regional courses over national efforts. Both of these trends seem sensible from the point of view of using limited resources with greatest leveraged effect. However, the expert group should consider the actual impact of these priorities upon the management of specific heritage sites. The strategy should, of course, provide for flexibility within a hierarchical approach.

VII) Training Needs for the Twenty-First Century

Given rapid ecological, political and economic change in the late Twentieth century, governments have been searching for new approaches along with increased forms of cooperation in a variety of fields to foster sustainable development. This trend has been especially apparent in the field of protected area and natural heritage management. Here there has been a marked change away from seeking to manage conflict of use towards a more cooperative and inclusive approach. Protected area management is becoming more and more integrated with regional land use planning with a focus upon local people and their requirements.

Such a change in perspective has had a significant impact on the training of natural heritage management personnel. There is now the overriding need, as noted above, to take an interdisciplinary approach for such training, rather than simply relying upon traditional courses of study in natural sciences.

A very significant contribution to modern thinking on protected area management was made by the IVth World Congress on National Parks and Protected Areas, held in Caracas, Venezuela in February 1992. Within a most comprehensive programme touching upon subjects as diverse as the need to integrate protected areas into larger planning frameworks, expanding international cooperation in the finance, development, and management of protected areas and the need to mobilize local community support for protected areas, the Congress also gave stress to the importance of strengthening the capacity to manage protected areas.

Amongst its provisions, the Caracas Declaration called upon governments and appropriate national and international bodies to "strengthen environmental education, and to provide training that will improve professionalism in the management of protected areas".

A Congress Workshop was held on the subject of "Training Protected Area Managers: Building the Capacity to Conserve". The conclusions of this are most germane to the present exercise:

"Protected area management training should:

- Create leaders who can make the system work.
- Produce managers who are capable of dealing with other land-use managers, educating politicians, changing social attitudes, and training local land holders in natural and cultural values while they preserve their traditional lifestyles.
- Be practical and train people to manage protected areas in the context of the total landscape.
- Eliminate discrimination against women.
- Provide courses which take into account local economic, social and political issues, and, where relevant, include information on the management of customary lands.
- Upgrade courses to advance the knowledge of previously trained staff; and
- Have specific programmes for specific levels in protected areas management agencies. Where possible these should be in modules to allow staff to advance in their careers."

The conclusions of the Workshop go on to note that "New training models are needed which have an interdisciplinary focus." The Workshop also concluded that a "high priority is to develop local institutions throughout the world." Noting the financial ramifications of this call, the Workshop suggested that "institutional twinning represents a good mechanism for this and should be encouraged".

A major finding of the Workshop was that "further development of regional centres for training at all levels is essential." Observations were made about the need to strengthen the staff base of institutions of higher learning in developing countries, the efficacy of exchange programmes for staff and materials, the importance of utilizing new communication technologies for training and information exchange between protected area managers, and the need for links to be developed between training institutions and conservation agencies and NGOs.

Another Congress Workshop stressed the importance building professionalism among protected area staff. It called for consideration of establishing an international protected area organization to strengthen professional capabilities through information exchanges, identifying issues and opportunities of common interest and fostering the development of professional standards necessary to effectively protect and manage national parks and other protected areas.

VIII) Role of Partner Organizations

The World Heritage Convention has benefitted from cooperation with several partner organizations at both national and international level in its natural heritage training activities. Foremost has been internal cooperation within UNESCO, most notably with the Division of Ecological Sciences Man and the Biosphere Programme.

Two main regional partners in Africa for long-term training courses for selected students are the School for the Training of Wildlife Specialists, Garoua, Cameroon and the College of African Wildlife Management, Mweka, Tanzania. These schools focus mostly upon wildlife and protected area conservation.

In organizing specific short-term training courses, the Convention has cooperated with several training institutes in different regions of the world. These include CATIE (Centro Agronomico Tropical de Investigacion y Ensenanza), Costa Rica; Colorado State University, USA; ENGREF (Ecole nationale du Génie rurale des Eaux et des Forêts), France; Smithsonian Institution, USA; University for Peace, Costa Rica; and the Wildlife Institute of India.

There has also been cooperation on training activities with various international bodies of both intergovernmental and non-governmental character. These include the Convention on Trade in Endangered Species (CITES), the Convention on Wetlands of International Importance (Ramsar Convention), The World Conservation Union (IUCN), the International Waterfowl and Wetlands Research Bureau (IWRB), and the World Wide Fund for Nature (WWF).

A training strategy for the natural heritage must include a significant component for cooperation with these and other organizations including various agencies and programmes of the United Nations system.

It should be noted that despite this history of cooperation, the situation for the natural heritage is unlike that for the cultural heritage in that no one partner organization (in the case of the cultural heritage - ICCROM) plays a central role in defining training needs and in carrying out training courses. It is suggested that in the context of developing a natural heritage training strategy consideration be given to establishing a formal mechanism with IUCN, and in particular with IUCN's Commission on National Parks and Protected Areas, for the purpose of seeking leadership and assistance for the coordination of the Convention's natural heritage training activities. The current efforts of CNPPA to develop a professional society of protected area managers should also be noted in this regard.

IX) Some New Directions for a Natural Heritage Training Programme

We have seen that the World Heritage Convention has supported very traditional types of natural heritage training activities over the years: long period of study leading to a degree, specialized short-term courses, and seminars and study tours. In the vast majority of cases this training has been arranged and is managed by another institution and the focus of the study concerns general nature conservation subjects rather than the World Heritage Convention and natural site management per se.

While there is no question that this approach may bring benefits for nature conservation and indeed for the management of the natural heritage, it is suggested that there might be other training activities sensu strictu worthy of support which could provide considerably more benefits to the State Parties.

First of all, there is a pressing need to provide site managers and Convention administrators with basic information about the Convention. Following the experience of both the CITES and the Ramsar Convention, it is proposed that efforts be devoted to developing a Convention Manual in several language versions. Such a document should contain the text of the Convention and the Operational Guidelines along with explanatory information about the functioning of the Convention, and with some basic information in the form of site management guidelines.

This should be augmented by an effort to provide on a regular basis Convention information to the State Party administrators and site managers. This could take the form of information packages, newsletters and Convention publications.

Thought should also be given to producing specific World Heritage Convention training materials utilizing other media including video productions and CD-ROM.

All of these specialized materials could be used for public awareness efforts as well as for specialized training courses which particularly focus upon the Convention.

Indeed, it would seem to be extremely timely to devote attention to developing a formal curricula programme and materials for a training course on the World Heritage Convention and management requirements for natural heritage managers. Such a programme should be provided to the various regional training institutions referred to earlier in this paper, so that a large body of students in various conservation disciplines could be exposed to the Convention and its requirements on a recurrent basis.

Related to the idea of developing a World Heritage curricula, thought should also be given to organizing special World Heritage natural site training courses in different parts of the world on

a rotational basis. Such courses should take place at natural heritage sites and focus upon the particular management problems at those sites in the understanding that addressing these will also be of relevance to managers of other similar sites in the region. Partner organizations could be called upon to provide assistance for these courses to the hosting Member States.

Subsidiary benefits of organizing Convention training courses for site managers in a particular region can also be expected. These are the long-term linkages and follow-up exchanges through networking that will likely result amongst the various professional managers. For example, this has already been the experience for heritage site managers in North America, and for Ramsar wetland site managers in Latin America.

Finally, it is proposed that there would be great utility in organizing support from the World Heritage Fund for project development for training activities. Using the Fund to provide limited "seed" money, it could be envisaged to assist Member States in drafting large scale training project submissions to other funding agencies such as the Global Environment Facility (GEF) or UN agencies such as UNDP or UNEP.

It is understood that it may not be a simple matter to seek to allocate World Heritage Fund support for the new types of training activities mentioned above. A more pro-active role will be necessary on the part of the World Heritage Committee and the World Heritage Centre in explaining such ideas to the Member States so that the States themselves generate appropriate requests for support. But if this is done, there could be a much greater impact for the natural heritage through training activities than has hitherto been the case under the World Heritage Convention.

X) Funding Issues

In developing a strategy for natural heritage activities, it will be necessary, of course, to consider the likely scope of funding which will be available to support those activities over the coming years.

In recent years, the World Heritage Committee has made available about US\$250,000 annually from the World Heritage Fund for natural heritage training activities. The likelihood of this magnitude of support continuing in the coming years needs to be investigated. Indeed, it might be anticipated that this amount can be increased somewhat, once a strategy is adopted for long-term action in this field. However, it is far less likely that the total budget of the Convention will be significantly augmented, and hence funding for natural heritage training activities must continue to compete for limited resources with other Convention priority activities.

In any event, it must be recognized that the amount of funding likely to be available for natural heritage training purposes out of the World Heritage Fund will be far too little to meet very many of the training needs of the Member States. As a consequence, attention should also be turned to investigating other, additional sources of support for international training activities under the Convention.

The first area to consider must be that of the Member States themselves. For example, linkages for training could be promoted between developing country Member States and developed country Member States such as Australia, Canada, South Africa, the UK and the USA, all of which have strong national training programmes for the natural heritage. Information being solicited from the Member States about national application of Article 5 (e) of the Convention can be extremely helpful in carrying further an investigation of such possible cooperative programmes.

The next area for consideration should be various initiatives of international organizations. For example, it is understood that UNDP has expressed interest in working with the Convention to develop a series of training seminars for the African region. This needs to be pursued and avenues of cooperation with other bodies such as GEF needs to be explored.

XI) Convention Procedures

The implementation of a natural heritage training strategy should necessitate some alteration in the project approval process currently followed by the World Heritage Committee. Presently, much of the funding available for natural heritage training is allocated directly by the Chairperson since the requests usually do not exceed the US\$ 20,000 cut-off figure for such authority.

The tendency has been to approve worthwhile requests as they are received, often due to timing requirements for confirmation of courses of study. While individual decisions in this way are not to be criticized, the cumulative effect of such a decision-making process tends to be unfortunate in that there is no possibility to make a comparison between the various requests. Furthermore, with this procedure, the budget for natural heritage training tends to be exhausted rather early in each fiscal year.

Once a strategy has been adopted for natural heritage training, it should be the case that new procedures are applied for the consideration of funding requests. In essence, there should be a system whereby all projects for a particular year must be submitted by a set deadline, followed by the approval process. Exceptions should be allowed for approval based upon emergency or unforeseen circumstances, but in general, the various competing projects should be judged against each other, with approval based upon criteria for acceptance identified in the strategy itself.

XII) Key Elements for a Natural Heritage Training Strategy

A strategic document will need to be prepared which sets forth goals and objectives for natural heritage training, followed by a series of activities designed to meet these goals and objectives.

It is proposed that the overall goal of the Strategy should be to create the capacity for all State Parties to identify, protect, conserve, and present the natural heritage.

Objectives can relate to the various themes identified in this paper - creating an awareness on the part of high level policy officials of the importance of the natural heritage; developing professional capacities for inventorying, evaluating, managing, and presenting the natural heritage; developing a cadre of field staff capable of implementing conservation and management activities and communicating these effectively to local communities to ensure ongoing support for natural heritage sites; and supporting the development of Convention materials in various media for communication and awareness about the Convention.

Factors which might be considered in determining the priority to be ascribed to future natural heritage activities can include:

- the scope and range of activities covered;
- the centrality of the World Heritage message;
- the catalytic impact of the activity;
- the possibility to replicate the activity;
- the possibility to involve more than one site manager
- the availability of additional financial support;
- the product resulting from the activity; and
- the likelihood of being able to quantify results, especially in regard to improved management of a World Heritage site

Finally, the strategy should incorporate the criteria applied informally by the Convention for considering scholarship support:

- Acceptance of student by training institute.
- Country must be a State Party to the World Heritage Convention.
- If employed, the candidate must be recommended by the Director-General of National Parks or similar appropriate official.
- Priority should be given to students who have a commitment to return to work in a World Heritage site.
- Not more than three students from same country in any one year
- Preference will be given to students who are working in a World Heritage site or propose to work in a World Heritage site.
- If there are no candidates associated with World Heritage sites, secondary consideration should be given to candidates associated with Biosphere Reserves.
- Whenever possible, assignments for reports or field projects should be focused on World Heritage topics.

XIII) Conclusion

As the World Heritage Convention approaches its twenty-fifth anniversary, it is appropriate indeed to analyze its experiences in various fields. The training of natural heritage personnel is a particularly important area of concern given the many stresses facing natural heritage sites and the need for proper management measures.

A preliminary analysis of the Convention's experience with this training has shown that while many courses of study have been supported and many individuals have benefitted, it is difficult to measure the success of these activities. An effort is currently being made by the World Heritage Centre to gather data on this matter. Nonetheless, certain problems are already evident. For example, global coverage in Convention supported training activities has been patchy. More seriously, training support does not seem to be granted on the basis of criteria to gauge priority requirements. The decision-making process seems to have largely been ad hoc in nature.

Developing a natural heritage training strategy would therefore seem to be a most timely endeavour. Some suggestions for the elements of such a strategy are presented in this paper. It is hoped that on the basis of this background document, and other information being collected from the State Parties and partner institutions by the World Heritage Centre, it will prove possible for an expert group being convened by the Centre to move quickly to elaborate the strategic document.

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