

Distribution limited

WHC-96/CONF.201/INF.15
Paris, 1 October 1996
English only

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION
CONVENTION CONCERNING THE PROTECTION OF THE
WORLD CULTURAL AND NATURAL HERITAGE

WORLD HERITAGE COMMITTEE

Twentieth session
Mérida, Yucatán, Mexico

2 - 7 December 1996

Item 12 of the Provisional Agenda : Progress Report on the
Training Strategy.

Information document

*"Strategic approaches to training concerning immovable cultural
properties : Report of the Experts Meeting", Rome, 19-21
September 1996.*

**"Strategic approaches to training concerning
immovable cultural properties"**

Report of the Experts Meeting
Rome, 19-21 September 1996

1. At the invitation of the World Heritage Centre and ICCROM, and in accordance with the discussions held at the XIXth Session of the World Heritage Committee in December 1995 on "Training Strategy for cultural properties", an expert meeting was convened in Rome, at ICCROM, from 19 to 21 September 1996. Seven experts submitted regional analyses of training needs and strategic approaches for Latin America, Asia, Arab States, Baltic States and Africa. Observers from Universities of York and Louvain reported on the basis of their training experience. The papers presented by the Secretary General of ICOMOS and the University of Montreal were distributed and acknowledged. In addition, ICCROM presented up-to-date information on training needs in the Maghreb region, the Pacific, and Western and Central Asia as well as on the on-going thematic projects. Under the umbrella of the GAIA Project - which is a partnership between ICCROM and CRATerre-EAG - a strategic approach for sub-Saharan Africa, based on a questionnaire, was also submitted.

2. At the opening of the meeting, the Director-General of ICCROM and Mr. Rob Milne, representing the Director of the World Heritage Centre, stressed the need to strengthen further the partnership between the two institutions for a better implementation of the 1972 Convention, particularly the implementation of the Training Strategy proposal which shall be submitted to the World Heritage Committee at its XXth session in December 1996. They underlined:

- (i) the need to assess regional needs by taking into account their strengths and weaknesses, financial constraints and time frames;
- (ii) the link between nature and culture and the relatively new concept of "cultural landscape";
- (iii) the need for a flexible and progressive approach which will increase the operational capacity building for conservation of World Heritage sites and also assist States Parties to carry out their duties and responsibilities in accordance with the spirit and letter of the World Heritage Convention. The strategy must be refined enough to address a diversity of audiences, sophisticated enough to identify and apply appropriate technology and methodology, visionary

enough to anticipate future needs, and pragmatic enough to have application within financial constraints.

Identification of common principles and parameters for an overall training strategy

3. Human resource development is a key issue in relation to the conservation management of World Heritage Sites, seen as highlights of the wider heritage resources, and should include training, education, improving the level of awareness and enhancing attitudes. Conservation and development should be examined for the possibility of creative interchange and partnership between them leading into more integrated conservation. Understood in this manner, conservation makes a vital contribution to sustainable human development.

4. The reasons for education and training are multiple, falling under the broad categories of cultural, scientific, technical, management and environmental requirements. Furthermore, and considering cultural heritage in its broadest sense, there is need to involve all sectors of the society. These all need appropriate information and awareness of the significance and requirements of heritage and its protection and conservation. Furthermore, there is need for the development of special skills and capacities necessary for the critical appreciation of the heritage, and the implementation of approved principles in reference to the cultural, social and economic context of the heritage resource, and in order to reach the required quality of conservation work.

5. The purpose of education and awareness programmes is to generate knowledge and understanding of the significance and values of heritage for various target groups, such as decision makers, investors, property administrators and the local community. Training programmes are addressed to project teams (site managers, architects, engineers, conservator-restorers, specialist advisors, technicians, crafts persons, administrators and town planners), responsible for the conservation process, that is: survey, study, recording, documentation and evaluation of heritage sites, scientific analyses on the condition and conservation treatment of structures, preparation and execution of conservation-restoration projects, as well as management and administration of sites.

6. The academic demands of education and training can be conceived at three levels: a) basic professional or vocational training that generally takes ca. 3-5 years; b) a specialization in heritage conservation in post-graduate studies and/or internships, ca. 1-2 years; c) in addition, professional capacities can be updated through in-depth research programmes (e.g., MA or PhD), short courses, workshops, seminars and professional consultation. At the same time, a systematically

organized and monitored field experience integrated with workshops and seminars can allow for the development of field capacities. Attention should be given to the possible use of distance learning through the Internet, CD ROM, and the whole range of available media.

7. Considering the scarceness of resources, education and training strategies should take into account cost-effectiveness and a high multiplication factor. Considering, furthermore, the visibility of the World Heritage Convention, this can help in providing high profile that can attract investors and sponsors for improved fund raising, but can also give an incentive for the involvement of politicians, decision makers, property owners, and the general public. Particular attention should be given to the role of NGOs as facilitators in the communication between authorities and local population at the community level.

8. Considering that conservation training for specialists is mostly an additional issue based on earlier professional or vocational education, special emphasis needs to be given on multidisciplinary training, and collaboration with the body of international organizations, the World Heritage Centre, ICCROM, ICOMOS, IUCN, OWHC. Considering furthermore that the requirement of highly trained specialists is usually limited regarding a single site, there is a need to analyse the effective needs in each region as a basis for the development of specialized training. Particular attention is required to networking between qualified training institutions and international bodies, with the co-ordination of ICCROM. It will be necessary also to keep in mind the effectiveness of training in relation, e.g., to the number of the members in a group, and the length of training. Training programmes need to be regularly monitored, and training needs assessed on a continuous basis for a pro-active strategy.

9. Selection criteria for funding education and training programmes related to World Heritage sites, should consider the condition and specific problems, as well as the existing expertise, needs and on-going international commitments on a particular site or group of sites. Secondly, there is need to consider the level, type and time frame for required training and education, as well as the availability, feasibility and quality of proposed programmes. Thirdly, there is need to consider the time-frame and frequency of previous assistance from the WH Fund, as well as the administrative situation of the State Party in relation to the Convention.

10. Training needs should be generally assessed in relation to the management process of the site or sites concerned. In the case of public administration, it would be beneficial that an organizational training strategy be established considering the career and budgetary requirements of professionals. While specific restoration works should always be taken in charge by adequately qualified persons, there is a need for developing professional attitudes and general awareness through the involvement of NGOs and voluntary associations.

**Presentation of regional training needs and strategic approaches
Baltic States by A. Kasperaviciene**

11. The paper briefly describes the Lithuanian case study, illustrated with a good number of examples and issues related to the conservation and restoration of cultural heritage in the Baltic Region before and after 1990. It identifies a potential for training in the field of conservation of cultural heritage at Vilnius Universities, and underlines the potential of Vilnius as World Heritage City. Since 1994, the Canadian Urban Institute Vilnius Program has taken a particular interest in the regeneration of the Old Town of Vilnius. The municipality is preparing a conservation and revitalization programme of the old town with the help of the World Bank within the framework of an "Economic financial and organizational model of urban renewal" in Lithuania. Since 1995, an Inter-University Restorers Training Centre is providing courses on monument protection, with a view of ensuring that adequate processes will be set in motion with the involvement of teams of specialists. Training is planned on the basis of scientific documentation, when conservation and restoration projects are carried out. Particular attention is given to the preparation of maintenance schemes and management plans. More over, the paper suggests that training and educational activities cannot be separated. Special attention should be given to educate the general public, the children, and the youth. It proposes to build up on the training experience already carried out by establishing in cooperation with ICCROM a "Regional Restoration, Research and Restorer In-Service Training Centre" in Vilnius which would, *inter alia*, a) train crafts persons and specialists for the region, b) depart from the provincialism of a 'closed society' and establish new co-operation mechanisms.

Nepal, Case Study by R. Ranjitkar

12. The paper presented cases studies drawn from the author's professional experience in the Kathmandu Valley, where monumental architecture is still part of a living culture and has not been "museified". He referred to the attitudes of local communities who did not appreciate the historic significance of a building and were actively engaged in reconstructing some buildings in concrete. Although many of the monuments are protected, the Government has not been in the position to enforce the law. This situation illustrates, in fact, the need to create a favourable environment for conservation, by increasing the awareness and educating not only local communities but also decision-makers and politicians.

13. During the discussion, there was a consensus on the need to include in the overall training strategy educational and awareness components. It was recalled that the values and modus operandi of the World Heritage Convention need to be explained both to decisions-makers and to local communities. Dr. Milne informed the participants of the ongoing efforts of the World Heritage Centre which had prepared, in 1996, (i) a new

information kit on the Convention for the general public, (ii) a glossary of terms relating to the implementation of the World Heritage Convention, and (iii) a handbook on the conservation process described by the 1972 Convention.

South-East Asia by Y. Muneta

14. The paper on "flexible strategy for the conservation of cultural heritage in the Asian region" proposed an approach that should aim at:

- a) training target groups in a variety of specializations (technicians, builders, craftsmen, site managers) as well as educating decision makers (politicians, investors from the private sector, ministries) on the values of cultural heritage and the concepts of conservation;
- b) increasing the awareness of local populations and using the expanding networks of NGO's which have played a significant role in Asia in the field of urban conservation and protection of environment for educational actions;
- c) clarifying the meaning of cultural heritage to enable the identification of new categories of cultural properties which are not yet represented on the World Heritage List, and creating a consensus among different social and ethnic groups.

15. The paper points out that most of the training activities are financed by foreign donors, and generally limited to a small number of experts, and organized on an ad-hoc basis. It is noted that most of the above programmes focus on technical issues of conservation, and require a high level of scientific expertise, but cannot - nevertheless - overcome the practical difficulties met by developing countries on their sites. The problems include the lack of legal protection, rapid urbanization and changing patterns of life. The paper lists also existing training programmes in Asia, and underlines the role of SPAFA projects and programmes for archaeological sites among the most effective projects of the South East Asian Ministries of Education Organization (ASEAN). SPAFA projects which started in 1976 are conducted by the Ministry of Education of Thailand in collaboration with the National Archaeological Research Centre and the Department of Fine Arts of the Ministry of Education of Indonesia, the Philippines National Museum, and the Ministry of Education of Malaysia.

16. The paper emphasizes the need to train larger target groups (technicians, urban planners, craftsmen), and the need to define processes of conservation that take into account local needs. These new training and educational activities should be complementary. The NGOs play an important role in educational activities. The paper recalls the initiative of the United Nations Centre of Regional Development to establish an Asian West-Pacific Network for Urban Conservation (AWPNUC). Through the use of local mass media, this network has been able to sensitize

local politicians, and increase the general awareness of people on issues related to the conservation of urban heritage. The network has also allowed experts and students of architecture to undertake the study of historic towns in the region, and to learn about building technologies and conservation techniques in relation to different types of built heritage.

17. The paper observes that Japan has been the largest funder of conservation and training programmes in the region. Every country is faced with the need to raise funds from the private sector for training and educational programmes in conservation to be run at the national and regional levels. There is need to involve local communities, and to prepare management plans and conservation schemes indispensable for the preservation of cultural properties. Successful conservation depends on the methodology to cope with the outer environment of the local communities, politicians, tourists, investors, international experts. The paper stresses the importance of on-site co-ordination of conservation programmes financed by international aid in order to develop coherent and integrated conservation schemes. Within this framework, there is a need to look into the question of scientific, technical, administrative, and financial issues, as well as public relations and communication.

Africa

Sub-Saharan Africa by T. Joffroy, CRATerre-EAG, Grenoble, France

18. The paper presents a strategy for the "Development of the national capacity of Sub-Saharan African countries for the conservation and presentation of the immovable heritage and highlighting of its education role".

The training strategy for Africa, prepared in cooperation with the World Heritage Centre, is based on:

- i) In-depth knowledge of its heritage of the GAIA Project (ICROM/CRATerre-EAG) acquired during the implementation of conservation projects in the region.
- ii) A detailed regional survey conducted in the 44 countries of the region. The data collected have made it possible to assess and analyse precisely the overall situation, the demands and urgent needs.
- iii) The necessity, due to the scarceness of local resources, to ensure appropriate and co-ordinated international input.
- iv) The requirement for the implementation to be progressive and flexible, allowing for adaptation to the various local realities and priorities and availability of resources.

The training strategy for Africa consists in the inter-activity of several "in situ projects" and a "framework project".

The "in situ training projects" involve training activities within integrated conservation programmes on selected sites. These activities will be conducted in association with other activities such as documentation, on site conservation works, education and advocacy. They will be developed in three phases, each having its own pace:

- i) Phase 1 will involve first-aid conservation activities to protect the integrity of the site;
- ii) Phase 2 will deal with more fundamental documentation and conservation methods; and
- iii) Phase 3 will address issues of monitoring, site presentation and attain the target of budgetary equilibrium

The "framework project", international by definition, aims to structure and coordinate existing and newly acquired in situ know-how, and to guarantee its wide dissemination. This knowledge will be further elaborated and transferred to selected institutions and trainers to ensure the development of conservation training activities at the national and regional levels through workshops and seminars, and the creation of a network of professionals.

The framework project will be programmed in three phases :

- i) Phase 1 will aim to adapt, improve and diversify the existing training potential and to identify adequate national and regional institutions;
- ii) During Phase 2, new training programmes and contents will be elaborated and implemented mainly by the international institutions, and trainers will be identified at national regional levels;
- iii) These programmes will be implemented during Phase 3.

In the framework project, each phase will be evaluated and reprogrammed, preferably during a regional workshop.

The annual budget for the implementation of the strategy is estimated at minimum of US\$250, 000, which would allow its implementation in 50% of the countries of Sub-Saharan Africa within 10 years. In order to launch this strategy, a seminar and complementary in situ surveys have to be organised. The cost of this launching phase is estimated at US\$50, 000.

Implementation of this strategy has already started within the existing partnership between WHC, ICCROM and CRATERre-EAG,

(GAIA and Prema projects) and the national institutions.

Arab States by H. Helal, UNESCO Cairo Office

19. The special multidisciplinary character of conservation of cultural heritage sites necessitates the establishment of a global strategy covering its different aspects. However, it is very difficult to imagine that there would be one strategy that could be adopted everywhere, but there are some essential parameters that influence such a strategy. After introducing the main parameters involved in the conservation practice in the Arab region, a comprehensive analysis was presented including: integrated conservation approach; planning; national responsible institutions; human resources; funds; awareness, training and education; socio-economic aspects; and community participation and NGOs. Phenomena of degradation and their sources were surveyed and recorded, and can be classified to depend on three main causes: the action of Man, Nature, and Time.

20. Based on the needs and requirements of the region, a flexible, integrated global strategic Training Framework is proposed, which could be adopted to be applied to other regions taking into consideration their specific characteristics and needs. Within the general aim of the capacity building for conservation and management of World Heritage Sites, the specific objective of the proposed training strategy anticipates the human resources development in the field of conservation, essentially at local and national levels, with exchange and extension to regional and international cooperation. The expected long-, medium- and short-terms output are defined. Target groups are identified to include: decision makers, site managers & administrators, specialized technical personal, technicians and local community & NGO's. The proposed training approach consists essentially of 3 main categories of intervention that can be implemented simultaneously or independently:

- Pilot/demonstration site projects;
- Awareness, training & education programmes; and
- Conservation information networks.

Interaction and coordination between the three categories will be enhanced. After elaboration of the strategy, an international launching workshop will be organized to review and adjust it. Testing and evaluation of the effectiveness of implementation should be carried out periodically (2-3 years) for up-dating and/or improvement. Some potential funding agencies are identified, and cost effectiveness and efficiency should be considered when planning operational domains with respect to the needs and requirements of each country and/or region.

21. M.T. Jaquinta from ICCROM presented an outline of the NAMEC programme that is developed by ICCROM for the countries of North Africa and the Middle East, discussing particularly the pilot phase for the Maghreb countries that included a preliminary

survey on the present situation of cultural heritage in Algeria, Morocco and Tunisia. The survey proposed a general overview of needs and problems related to cultural heritage consistency in terms of support structures, training and awareness activities, as well as funding. These analyses have represented the basis for discussion and the definition of a strategy discussed during the recent regional meeting in Rabat with the participation of representatives of the countries involved in the first phase, as well as international and regional potential partners. The consensus of the general strategy and the identification of key parameters for the priority action plan represented the aim of the meeting. The preliminary phase of the programme has included a number of initiatives to strengthen mutual collaboration between the countries of the region, such as the regional training programme in architectural conservation organized by Institut National du Patrimoine of Tunisia in collaboration with ICCROM. Initiatives have been made to establish parallel training programmes in Algeria and Morocco concerning especially conservation science related to traditional materials and conservation technology.

Latin America and the Caribbean by Isabel Rigol

22. From 1975 to 1979, the UNDP/UNESCO Regional Project for the conservation of cultural heritage organized in Cuzco (Peru) 6 courses of the duration of 6 months each on the research and conservation of archaeological sites as well as historic cities and centres in Latin America. More than 200 students were trained. In the 1980's, a course on Architectural Conservation was established at the Federal University of Salvador de Bahia and other conservation and training centers were supported by UNESCO-UNDP projects (Havana, i.e.); in the 1990s, with the support of ICCROM, the Getty Conservation Institute and the Spanish Collaboration Agency, students from the region had scholarships and several regional courses were organized by the training centres of Latin America. Only a minority of students were trained outside the region, given the limited availability of fellowships or grants provided by governments. Despite these efforts, the needs of the region are not yet fully met. The systematic monitoring exercise of the 65 sites listed on the WH List has indicated that:

- a) more specialists, technicians should be trained for heritage sites, considering the cultural, geographic and economic features of the Regions ;
- b) trained personnel was not necessarily assigned to the sites;
- c) only few had access to refresher courses in or outside the region;
- d) training of young professionals to replace ageing generations was not planned.

Moreover, there is a lack of financial resources in comparison with the needs.

23. The monitoring exercise and the general practice have also indicated the need for courses, such as:

- conservation planning of historic urban areas with the necessary condition to achieve an integrated and sustainable conservation approach, and rehabilitation social facilities for local population;
- surveying, inventorying, cataloguing new categories of cultural heritage;
- impacts, risks and benefits of tourism, as well as natural disasters, risk preparedness;
- philosophical, ethical and legal aspects of the preservation and management, as well as economics and management of heritage resources (as a priority topic).

24. The identified training levels are undergraduate and university graduation, post-graduate study, as well as the middle level for technicians, craftsmen and skilled workers. The training potential in the region has been assessed, and there is a significant infrastructure in some countries, as well as a group of well-trained specialists and a lot of coherent working. Therefore, a regional training network could be established immediately, and would benefit from the support of UNESCO, ICCROM, ICOMOS, UNDP, OAS as well as from donor countries and foundations. Regional training activities could be undertaken, i.e., by:

- a) Escuela Nacional de Conservación, Restauración y Museografía, Mexico
- b) Centro Nacional de Conservación, Restauración y Museología, Cuba (CENCREM) - Catedra Regional de Conservación (UNESCO - UNITWIN)
- c) CECRE, University of Salvador de Bahia, Brazil on combination with CECOR, Minas Gerais.
- d) Federal University of Pernambuco, Recife, on urban conservation.

A joint pilot programme for professionals, institutes, enterprises, and ministries working on WH Sites, including WH Site managers, should be elaborated urgently.

The Pacific by N. Putt (ICCROM)

25. The paper presented the objectives of the programme PREMO 1994-1998: Preservation by the Museums of the Pacific Island States, which includes heritage professionals of Micronesia (Northern Mariana Islands, Federated States of Micronesia, Guam, Marshall Islands, Palau, Kiribati, Nauru), Polynesia (Western Samoa, American Samoa, French Polynesia, Tuvalu, Tokelau, Cook Islands, Niue, Tonga, Fiji, Wallis and Futuna) and Melanesia (Vanuatu, New Caledonia, Solomon Islands and Papua New Guinea). The objectives of the programme are: i) to improve the preservation of physical heritage in the region and ii) to

establish a sustainable network of professionals able to lead the conservation of physical heritage. Activities focus on i) practical courses, ii) network development and iii) awareness activities. In 1996 the PREMO course "Conserving Pacific Heritage Sites" will include modules on the World Heritage Convention and engage the participants in identifying regional themes of significance for the 1972 Convention. The remainder of the courses will be devoted to practical aspects of community consultation, designating sites, national inventories, conservation plans for individual sites, funding and management of plans.

26. The Pacific Islands Museums Association will be the leading international organization for communications and training for heritage professionals after the close of PREMO 1994-1998. The long-term concerns of the region are likely to be urbanization, loss of traditional culture, loss of environment due to forestry and tourism development, and lack of government and public value placed on heritage sites.

ICCROM programme for World Heritage Cities, J. Jokilehto

27. ICCROM has been the principal promoter and actor in the development of conservation training at the world level for the past 35 years. As a result, many of the site managers and teachers currently involved in the conservation of cultural heritage, have received their training either at ICCROM or in courses and seminars organized in association with it. Following from the recent strategic planning process of ICCROM, and considering the new programme priorities, a major attention will be given to capacity building in conservation planning and management of historic towns and rural areas. This is the principal goal of the new ICCROM programme on Integrated Territorial and Urban Conservation, ITUC. The programme is conceived as a process aiming at defining the parameters of the planning process, identifying the actors involved, developing and strengthening the required knowledge, skills and attitudes in the different regions of the world. Two expert meetings have been organized to define the programme outline. In 1997, an international training workshop for World Heritage City managers will be organized at ICCROM. To this workshop will be invited persons directly responsible for the conservation management of historic cities or areas, and persons involved in teaching the subject. The workshop is an integral part of a process, and will be followed by a proposed series of regional initiatives, in particular a regional training course in Recife-Olinda for Latin America, a regional seminar and training programme in Vilnius for the Baltic region, a field workshop in Fez for the Maghreb, and a pilot field work initiative in Mali, all directly related to and benefitting the site management of World Heritage Sites.

Training Centre of Louvain, A. Bruno

28. Prof. Andrea Bruno presented the potential and current trends at the conservation training centre of Louvain, considered as a 'satellite' of a system where ICCROM is co-ordinator, a platform for an international dialogue, referring to both theory and practice. The biennial programmes of the Master's course are interdisciplinary in their character, addressing architects, engineers, art historians and archaeologists, all representing different mentalities. There is a need to balance the attention between theory and practical field work. Apart from the general conservation training, emphasis is given to a debate on the relationship of different traditions and cultures with their present-day context; solutions will necessarily differ according to values with respect of the identity and authenticity of each place. It is important to open the dialogue to the exterior, and this should be ICCROM's task to facilitate and co-ordinate. The centre of Louvain should be seen within the international network of training centres, and a resource for the development of coherent training strategies in the different regions of the world.

Training resources in UK, P. Burman

29. The paper provides a background information on the potential of the Centre for Conservation Studies at the University of York, which is in close collaboration with ICCROM and various national and international organizations, and mentions the recent inter-regional conference in Belgium on the collaboration between European and Latin American organizations responsible for heritage conservation. The paper provides an overview of the problems faced on World Heritage Sites in Great Britain, and an indication of training needs in reference to the sites, including the example of the management plan for the Hadrian's Wall World Heritage Site, by the English Heritage. The Master's programme in Conservation Studies of the University (Institute of Advanced Architectural Studies) consists of a programme lasting one year, and focuses both on the conservation of historic buildings and sites, and on historic gardens and landscapes. The course has been in existence for about 25 years, and has trained a large number of professionals of whom several are now responsible for World Heritage Sites in the different world regions. The paper formulates the concrete proposal for an Advanced Course in Conservation Management of World Heritage Sites of the duration of ten weeks, to be organized at York.

Training priorities, example of the Western Europe, J-L. Luxen

30. The paper prepared for the meeting by the Secretary General of ICOMOS, Mr J-L. Luxen, proposes an analysis of current training situation in Europe, and in particular how to improve the cost-effectiveness and the quality of the results. He emphasizes the need for training directly linked with field practice, and consequently the need to adjust the methods to the diversity of local requirements, mentioning the examples of

'l'Escuela taller' in Spain and the 'Compagnons' in France. Secondly, the paper refers to the advantages of the development of distance learning, and providing a didactic support to professionals to improve their knowledge 'in situ', but emphasizing the need for personal contact. ICOM is currently preparing a distance-learning package for training guides, and proposes collaboration with the Council of Europe and ICCROM. Thirdly, priority needs to be given to training of trainers, who are indispensable for the re-orientation of training according to current needs; a leading role in this process should be taken by ICCROM. The issue is already given serious consideration at the Council of Europe Training Centre in Venice, Fondation Européenne pour les Métiers du Patrimoine. Such responsibility should be assumed by ICCROM especially at the international level in reference to the various world regions, especially Africa. It is essential to assure a close collaboration and co-ordination of all activities related to cultural heritage, and especially to World Heritage Sites. Through such collaboration, the aim should be to mobilize complementary resources both from the public and the private sectors.

Canadian perspective, by H. Stovel and J. Dalibard

31. The paper prepared for the meeting by Prof. Herb Stovel and Prof. Jacques Dalibard, the University of Montreal, presents views in two distinct areas: 1) mobilizing existing global training and education networks and institutions to achieve defined goals, 2) training needs in North American preservation work. Conservation training should be seen as one element in a process of continuous care by which conservation objectives for a site or place are achieved. Such training should be understood to occur in a variety of ways, and the past emphasis on specialist programmes needs to be complemented with general training programmes to bring conservation ethics to general practice and decision-making. Emphasis should be given to contacts with conservators and managers working on sites rather than institutions. The reinforcement of existing training networks should include:

- improved information on conservation training activity (data on courses outside permanent centres, detailed market breakdown, current relevant training activity, data on curriculum);
- creation of a permanent global training network to facilitate exchange and co-ordination of regional activities, integrating key training institutions and centres;
- commitment to reinforce network with existing institutions and programmes rather than in efforts to invest in creation of new training courses.

The paper recognizes that North America is generally well served by its many conservation training programmes, but improvement is foreseen in relation to: awareness of politicians, attitudes of general practitioners and professionals, increasing the skills of specialists, and increasing the awareness and capacity to deal with conservation at the community level.

PROPOSED STRATEGIC FRAMEWORK

32. It was agreed that the development of a training strategy for the conservation of World Heritage Sites should be based on a clear understanding and recognition of their cultural values and their relationships with their surrounding environment, the regional context, as well as a detailed assessment of their conservation needs. Since there was a disparity of factual data in the regional presentations, and given the complexity of the conservation process and the different levels of conservation practices in each region, the group of experts decided, at this stage, to adopt only a strategic framework with a view of reinforcing capacity building at national, regional and international levels. This approach, which should allow the preparation of flexible, pragmatic and integrated regional strategies, is based upon common findings and observations made during the meeting :

- insufficient awareness of decision makers and local communities;
- insufficient political support, legal protective system and operating budgets for cultural administrations;
- insufficient multidisciplinary interventions on the sites and little concern for managerial and fundraising issues;
- insufficiently trained specialized personnel, insufficient operational resources as well as limited possibilities for capacity building for conservation at the national and regional levels;
- insufficient exchange of information and communications between professionals involved in conservation at national, regional and international levels,
- insufficient consideration for conservation concepts in sustainable development strategies, where a new approach could have an impact on the improvement of the living conditions and spiritual vitality of local communities.

33. Therefore, the group of experts recommended that the regional training strategies presented be further developed into programmes with budget estimates and timeframes. They also noted that despite the cultural, environmental socio-economic and geographical diversity of the regions, the strategies developed for Africa and the Arab regions have been elaborated with a common methodology reflecting field experience, cases studies and regional surveys.

These strategies are based on three categories of complementary activities:

- training, advocacy and education;
- demonstration/pilot projects;
- information networks on conservation issues.

At the training level, attention should be given to:

- strengthening the existing training opportunities;
- identifying partnerships at national, regional and international levels;
- creating and activating networks of training institutions at regional and international levels;
- elaborating training programmes with contents adapted to local realities in conjunction with advocacy and educational programmes for target groups such as local communities, youth and children.

The modalities of implementation of demonstration pilot projects of the strategies should be based on and a sound diagnosis and the application of principles of preventive conservation. The pilot projects will be carried out *in situ* and give the opportunity to demonstrate the efficiency and the utility of an integrated approach which takes into account the ethical, social, economical, managerial and technical dimensions.

As for the information networks on conservation issues updated information technology should be used together with classical approaches such as workshops seminars, publications and newsletters, etc.

34. International organizations such as ICCROM and the World Heritage Centre, and their partners should assist in the preparation and co-ordination of regional strategies as well as the promotion of research and development based on cost-effectiveness and efficiency.

Recommendations

A. States Parties

States Parties should i) fulfil their duties and obligations in accordance with the World Heritage Convention, and enforce legal protection on World Heritage Sites in accordance to defined parameters, ii) ensure the planning and the co-ordination on each site of all projects funded by national authorities or international assistance.

B. Local governments

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

C. Funding agencies

A combination of public and private sector funding should be encouraged. Local as well as national and international funding should be sought to support the needs of WH Sites: local people value their cultural heritage, and can express this through their own contributions and involvement.

D. Training institutions

The establishment of training programmes within the overall regional strategies, accessible in terms of time and cost, should be encouraged specifically in relation to the conservation management of WH Sites.

Ideally there should be at least one training programme 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 orientate existing initiatives, and initiate pilot training programmes with the following characteristics:

- i. training should involve the study of the WH Convention and its implications, embrace the whole context of WH Sites, including an understanding of cultural landscapes, and develop understanding of the complementarity of the natural and cultural heritage;
- ii. training courses should advance orientation towards sound conservation practice, risk preparedness, embracing all appropriate techniques of evaluation, recording and documentation, and encouraging debate about the issue of tradition versus modernity;
- iii. training should respect living traditions (for example, in relation to sacred places), but may need to initiate guidelines to harmonize traditional practices with good conservation, respect 'local distinctiveness' while paying attention to accepted international norms and recommendations, and embrace understanding of the needs and aspirations of local communities;
- iv. training should acknowledge that every responsibility (e.g., of administrators, managers, professionals and owners) is interdependent, and should include effective communication skills, such as the ability to forge creative compromise;
- v. training should inculcate and encourage public participation, and the necessity to respect cultural diversity and social needs; it should develop awareness of the helpful role which can be played by conservation volunteers, and should embody and express flexibility and vision to respond to future changes and needs;
- vi. training should encourage debates about public and private sector financial questions, including presentation of economic realities and opportunities, tackle the issue of fund raising in a positive way, and making applications for technical assistance grants; training centres should also rationalize on available resources;
- vii. training should be lively, interactive, interdisciplinary and encourage deploying the full range of communication techniques; it should be linked to actual WH Sites through field work, placements and the drafting of management plans, provide manuals and didactic media embodying the fruits of scholarship and research, as well as providing advice and encouragement.

All partners involved in the conservation process, with full recognition of the uniqueness of heritage, should be aware of:

- a) the importance of understanding the social needs and aspirations of people, and the legitimate respect due to living culture,
- b) the value of partnership, both intellectual and financial, and the vital role of effective networking,
- c) the scarcity of available resources and the need of synergy in action, as well as the necessity to pay attention to efficiency and cost-effectiveness,

- d) the necessity to accept an appropriate degree of co-ordination, sensitively applied, and the need for support structures in addition to training programmes.

TRAINING STRATEGY MEETING
ICCROM, Rome, 19-21 September 1996

List of participants

Experts

Mr. Hany HELAL, National Professional Officer, UNESCO Cairo Office, Egypt

Mr. Hugo HOUBEN, CRATerre EAG (Centre international de la construction en terre - Ecole d'Architecture de Grenoble), VILLEFONTAINE, France

Mr. Thierry JOFFROY, CRATerre EAG (Centre international de la construction en terre - Ecole d'Architecture de Grenoble) GRENOBLE, France

Ms. Audroné KASPERAVICIENE, Art Historian, Vilnius, Lithuania

Mr. Yoshifumi MUNETA, Associate Professor, Department of Housing & Planning, Kyoto Prefectural University, Japan

Mr. Rohit RANJITKAR, Conservation Architect, Kathmandu Valley Preservation Trust, Bhaktapur, Nepal

Ms. Isabel RIGOL, Director, Centro Nacional de Conservación, Restauración y Museología, La Habana, Cuba

- * The African expert invited could not participate due to ongoing construction works in ICCROM's building, and the difficulties of access.

Observers

Mr. Andrea BRUNO, President, R. Lemaire Centre for Conservation, Katholieke Universiteit Leuven, Belgium

Mr. Peter BURMAN, Director, Centre for Conservation Studies, Institute of Advanced Architectural Studies, University of York, UK

ICCROM

Mr. Marc LAENEN, Director-general
 Mr. Jukka JOKILEHTO
 Mr. Alejandro ALVA
 Ms. Maria Teresa JAQUINTA
 Ms. Andrea URLAND
 Ms. Catherine AN TOMARCHI
 Mr. Terry LITTLE
 Mr. Neal PUTT

UNESCO World Heritage Centre

Ms. Galia SAOUMA-FORERO
 Mr. Rob MILNE

List of Documents distributed during the meeting:

- *Training in Latin America and the Caribbean*, by Isabel Rigol Savio
- *Stratégie de formation pour Les sites du patrimoine culturel immobilier en Afrique au sud du Sahara*, by Projet GAIA/ICCROM/CRATerre-EAG in cooperation with WH Centre
- *Conservation training strategies needs: thoughts from working in the field 1992-1996, Kathmandu, Nepal*, by Rohit K. Ranjitkar
- *Flexible strategy for cultural heritage conservation with NGO's & local communities*, by Yoshifumi Muneta
- *The idea of regional restoration research and restorer in service training centre in Vilnius, Present situation in the sphere of the protection of immovable cultural properties*, by Audroné Kasperaviciené
- *Status report on conservation of World Heritage Sites in the Arab Region*, by Hany Helal
- *Sauvegarde du patrimoine culturel dans Les pays du Maghreb - vers une politique régionale de formation*, by Maria Teresa Jaquinta
- *Economie, économie, mon cher souci ...* by Jean-Louis Luxen
- *Training Strategy for the Region of Central and Western Asia*, by Abdolrasool Vatandoust
- *PREMO 1994-1998, Preservation by the Museums of the Pacific Island States*,
- *UK World Heritage Sites and a strategy they suggest for training*, by Peter Burman
- *Issues in developing a training strategy for cultural heritage conservation with particular regard to World Heritage Sites: A Canadian Perspective* by Herb Stovel
- *Glossary of World Heritage Terms*, World Heritage Centre
- *Course on integrated territorial & urban conservation (ITUC 97)*, ICCROM
- *Position paper* by ICCROM

Annex III

Draft table indicating proposed action in relation to target groups at the different levels of education and training:

Levels/ Target groups	Local or provincial level	National level	Regional or sub-regional level	International level
Politicians, decision makers	Heritage values; trends, risks, co- operation; other sites	Heritage values; requirements of sustainable development, management	Regional & international collaboratio n	Regional & international collaboration
Local community and volunteers	Heritage values; risks, co-operation			
Property owners & general public	Heritage values, use of materials, structural systems, functions, maintenance; decision- making	Heritage values, safeguarding	Heritage values, safeguarding	Heritage values, safeguarding
Investors and sponsors	Heritage values; alternative strategies & technologies fund raising	Heritage values; alternative strategies & technologies fund raising	Heritage values; fund raising	Heritage values; fund raising
Conservation Specialists	Heritage specificity, values; survey, monitoring, maintenance, repair; typology	Training at graduate and post- graduate levels; specializati on, research, specific issues, problems	Conservation methods in specialized fields; capacity building; pilot projects	Conservation methodologies, development of training in specific fields; initiation of pilot projects
Conservation Generalists	Heritage specificity, values; survey, maintenance, repair;	Training at graduate and post- graduate levels		
Trainers, Educators, Facilitators			Heritage values; methodology, process; teaching skills, communicatio n, problem solving	Heritage values; methodology, process; teaching skills, communication, problem solving
Technicians, crafts persons	Heritage values; traditional materials & techniques	Specific skills related to heritage conservation		